

ISSN 2957-1898 Print  
ISSN 2957-2096 Online

# ACADEMIA POLONICA

---

SCIENTIFIC JOURNAL OF POLONIA UNIVERSITY  
PERIODYK NAUKOWY AKADEMII POLONIJNEJ



**64 (2024) nr 3**

CZESTOCHOWA 2024

Periodyk Naukowy Akademii Polonijnej, Częstochowa, 2024, 64 (2024) nr 3, s. 236.

## PARTNERZY / PARTNERS



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

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

- DOAJ (Directory of Open Access Journals);
- Polish scientific and professional electronic journals;
- General Impact Factor;
- DRJI;
- Nukat;
- Sindex;
- ROAD;
- IndexCopernicus;
- WorldCat;
- Universitätsbibliothek Leipzig;
- ESJI;
- PBN;
- Scilit.

The paper version of the Journal is the original version. The Journal is available in the electronic form on the website: [www.pnap.ap.edu.pl](http://www.pnap.ap.edu.pl)

ISSN 2957-1898 Print

ISSN 2957-2096 Online

© Copyright by Publishing House of Polonia University „Educator”, Czestochowa 2024



Wydawnictwo Akademii Polonijnej „Educator”  
ul. Gen. Kazimierza Pułaskiego 4/6, 42-226 CZĘSTOCHOWA  
tel: +48 530 137 864, [wydawnictwo@ap.edu.pl](mailto:wydawnictwo@ap.edu.pl), [www.ap.edu.pl](http://www.ap.edu.pl)

**EDITOR IN CHIEF**

*Maciej RUDNICKI*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [mrudnicki@ap.edu.pl](mailto:mrudnicki@ap.edu.pl), [orcid.org/0000-0002-0019-3469](https://orcid.org/0000-0002-0019-3469)

**DEPUTY EDITOR IN CHIEF**

*Dariusz J. DRAJEWICZ*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [ddrajewicz@ap.edu.pl](mailto:ddrajewicz@ap.edu.pl), [orcid.org/0000-0002-5258-0380](https://orcid.org/0000-0002-5258-0380)

**SECRETARY**

*Wojciech POTOCKI*, PhD, Polonia University in Częstochowa, Poland,  
email: [wpotocki@ap.edu.pl](mailto:wpotocki@ap.edu.pl), [orcid.org/0000-0002-9390-6519](https://orcid.org/0000-0002-9390-6519)

**TECHNICAL EDITOR**

*Oksana BABELYUK*, Prof. Dr Sc. (Philology), email: [babelyuko@gmail.com](mailto:babelyuko@gmail.com), [orcid.org/0000-0003-4837-1225](https://orcid.org/0000-0003-4837-1225)

**EDITORIAL BOARD****CHIEF**

*Dariusz J. DRAJEWICZ* Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [ddrajewicz@ap.edu.pl](mailto:ddrajewicz@ap.edu.pl), [orcid.org/0000-0002-5258-0380](https://orcid.org/0000-0002-5258-0380)

**MEMBERS**

*Maciej RUDNICKI*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [mrudnicki@ap.edu.pl](mailto:mrudnicki@ap.edu.pl), [orcid.org/0000-0002-0019-3469](https://orcid.org/0000-0002-0019-3469)

*Renata ZACHARCZUK*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [rzacharczuk@ap.edu.pl](mailto:rzacharczuk@ap.edu.pl)

**SCIENTIFIC COMMITTEE****CHIEF**

*Ioan HORGA*, Prof. PhD, The University of Oradea, Romania, email: [ihorga@uoradea.ro](mailto:ihorga@uoradea.ro), [orcid.org/0000-0001-8791-5243](https://orcid.org/0000-0001-8791-5243)

**DOMESTIC MEMBERS**

*Władysław MAJKOWSKI*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [majk@wa.onet.pl](mailto:majk@wa.onet.pl), [orcid.org/0000-0002-3382-4511](https://orcid.org/0000-0002-3382-4511)

*Jan MAZUR*, Prof. PhD, The Pontifical University of John Paul II, Poland,  
email: [jm.osppe@wp.pl](mailto:jm.osppe@wp.pl), [orcid.org/0000-0002-0548-0205](https://orcid.org/0000-0002-0548-0205)

*Mirosława SKALIK*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [mskalik@ap.edu.pl](mailto:mskalik@ap.edu.pl), [orcid.org/0000-0002-6259-4794](https://orcid.org/0000-0002-6259-4794)

*Piotr STEC*, Assoc. Prof. PhD, University of Opole, Poland, email: [pstec@uni.opole.pl](mailto:pstec@uni.opole.pl), [orcid.org/0000-0003-3797-1321](https://orcid.org/0000-0003-3797-1321)

*Wojciech PODLECKI*, Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [wpodlecki@ap.edu.pl](mailto:wpodlecki@ap.edu.pl), [orcid.org/0000-0001-5645-2100](https://orcid.org/0000-0001-5645-2100)

*Jacek WIATROWSKI* Prof. PhD, Polonia University in Częstochowa, Poland,  
email: [jwiatrowski@ap.edu.pl](mailto:jwiatrowski@ap.edu.pl), [orcid.org/0000-0001-7032-5036](https://orcid.org/0000-0001-7032-5036)

## FOREIGN MEMBERS

- Viktória ALBERT**, PhD, Kodolanyi Janos University of Applied Sciences, Hungary, email: dr.albertviki@gmail.com, orcid.org/0000-0001-7059-3946
- Abdelaziz BENJOUAD**, PhD, International University of Rabat, Morocco, email: contact@uir.ac.ma, orcid.org/0000-0002-0459-4219
- Gerret DEMUIJNCK**, Prof. PhD, EDHEC Business School, France, email: geert.demuijnck@edhec.edu, orcid.org/0000-0002-9475-1897
- Alla DENYSOVA**, Prof. PhD, Odessa National Polytechnic University, Ukraine, email: alladenysova@gmail.com, orcid.org/0000-0002-3906-3960
- Andre KADANDJI**, Prof. PhD, Saint Jerome Catholic University of Douala, Cameroon, email: akadandji@univ-catho-sjd.com, orcid.org/0000-0002-8463-5585
- Waheeda KHAN**, PhD, Shree Guru Gobind Singh Tricentenary University, New Delhi, India, email: dean.ir@sgtuniversity.org, orcid.org/0000-0002-4384-7047
- JiA KRUPKA**, Prof. PhD, University of Pardubice, Czech Republic, email: jiri.krupka@upce.cz, orcid.org/0000-0002-3385-2774
- Ricardo Villanueva LOMELI**, Prof. PhD, Universidad de Guadalajara, Mexico, email: lomeli@cgc.ug.mx, orcid.org/0000-0002-7425-3030
- Augustin Guy Heff NYAMSI**, PhD, John Paul II International University of Bafang, Cameroon, email: augustinheffa@yahoo.fr, orcid.org/0000-0001-8132-2148
- Iveta MIETULE**, Prof. PhD, Rezekne Academy of Technologies, Latvia / Visiting Professor of Polonia University in Czestochowa, Latvia, email: mietule@inbox.lv, orcid.org/0000-0001-7662-9866
- Alla MYKHATSKA**, PhD, Borys Grinchenko Kyiv University, Kyiv, Ukraine, email: a.mykhatska@kubg.edu.ua, orcid.org/0000-0002-8886-7877
- George PADIKARA**, PhD, Sampurna Montfort College, Bangalore, India, email: padikara@hotmail.com
- Mykola PALINCHAK**, Prof. PhD, Uzhhorod National University, Ukraine, email: palinchakmm@gmail.com, orcid.org/0000-0002-9990-5314
- Bogdan PIOTROWSKI**, Prof. PhD, Universidad de La Sabana, Colombia, email: bogdan.piotrowski@unisabana.edu.co, orcid.org/0000-0003-1124-1179
- Martin RUSNAK**, Prof. MD, CSc, Trnava University, Slovakia, email: martin.rusnak@truni.sk, orcid.org/0000-0003-3321-1042
- Bancha SAENGHIRAN**, Prof. PhD, Assumption University of Thailand, Bangkok, Thailand, email: bancha@au.edu
- Michal SOLTES**, doc. Ing. PhD, Technical University in Kosice, Slovakia, email: michal.soltes@tuke.sk, orcid.org/0000-0002-1421-7177
- Goran STOJILJKOVIC**, Prof. PhD, University of Novi Sad, Serbia, email: goran.stojiljkovic@mf.uns.ac.rs, orcid.org/0000-0002-5675-2418
- Rasa SUBACIENE**, Prof. PhD, Vilnius University, Lithuania, email: rasa.subaciene@evaf.vu.lt, orcid.org/0000-0001-6559-8478
- Shukhrat Jumayevich TESHAEV**, Prof. PhD, Bukhara State Medical Institute named after Abu Ali ibn Sino, Bukhara, Uzbekistan, email: bumi\_info@edu.uz, orcid.org/0000-0001-7313-9888
- Jordan ZJAWIONY**, Prof. PhD, University of Mississippi, United States, email: jordan@olemiss.edu, orcid.org/0000-0001-5242-2799

## CONTENTS

## LANGUAGE, CULTURE, COMMUNICATION

<b>Liudmyla Chernichenko</b> PECULIARITIES OF CHILDREN’S WITH SPECIAL LIGHTING NEEDS SPEAKING DEVELOPMENT AT WAR TIME.....	9
<b>Viktoriia Chetaikina</b> FUNCTIONS OF IDIOMS IN POLITICAL DISCOURSE.....	16
<b>Oleksii Dovbnya</b> ROLE OF MULTIMODAL METAPHOR IN CONSTRUCTING IMAGE OF CORPORATE LEADER ON BUSINESS MAGAZINE COVERS.....	23
<b>Andrii Gurduz</b> STRATEGIES OF MATURE UKRAINIAN MASHUP-PROSE: LEAVING THE MATRIX.....	31
<b>Sabina Hudzovata</b> CONCEPTUALIZATION OF THE COMMERCIAL SPHERE BY THE ENGLISH-LANGUAGE FRAME TRADE .....	41
<b>Ihor Kolesnyk</b> PHILOSOPHICAL AND CULTURAL TRENDS OF BUDDHISM IN THE WEST: THERAVĀDA, MAHĀYĀNA, VAJRAYĀNA.....	54
<b>Iryna Kovalchuk</b> PARATEXTS ON THE BOOK COVER OF ANDREY KURKOV’S <i>DIARY OF AN INVASION</i> : ORDINARY OR EXTRAORDINARY?.....	59
<b>Roman Kykta</b> SCULPTURE OF PLASTIC ASSOCIATIONS IN THE WORK OF MYKHAILO DZYNDRA OF THE LATE 1960S – 1970S.....	66
<b>Daria Pokatska, Tetiana Astapova</b> LANGUAGE LEARNING IN THE PARADIGM OF INFORMAL SPACE.....	86
<b>Tetiana Pryshchepa, Anastasiya Khamurda</b> THE SYMBOLIC WORLD OF HARMONY IN G. HESSE'S NOVEL “SIDDHARTHA”.....	92
<b>Tamara Pushkarova, Oleksandr Hrytsenko, Mariya Koval-Mazyuta</b> VARIABLE TOOLS OF LEARNING IN EXPERIENCE REGIONAL TEXTBOOK PRODUCTION.....	99
<b>Olena Shcherbakova, Taisiia Baranenko</b> THE USAGE OF WEB APPLICATIONS IN ENGLISH LANGUAGE LEARNING.....	104
<b>Iryna Shevchenko, Olena Kordyuk</b> CHALLENGES OF IMPLEMENTATION OF THE CLIL METHODOLOGY IN THE UKRAINIAN EDUCATIONAL SYSTEM IN TEACHING ENGLISH.....	110

<b>Daryna Stanko</b> PRAGMATIC FUNCTIONS OF FAN FICTION .....	116
<b>Olga Taranenko</b> CONCEPTUAL ANALYSIS IN LITERARY TRANSLATION.....	121
<b>Oksana Vasylenko, Liudmyla Vozniuk</b> LINGUISTIC FEATURES OF AUTHOR'S NEOLOGISMS N J. K. ROWLING'S NOVEL "HARRY POTTER AND THE PHILOSOPHER'S STONE".....	127
<b>Yurii Yampol</b> STRATEGIES FOR IMPLEMENTING QUALITY MANAGEMENT IN EDUCATION: PERSPECTIVES AND CHALLENGES.....	138

### INNOVATION, WORK, SOCIETY

<b>Maryna Bochkarova</b> STATE PROGRAMS FOR THE DEVELOPMENT OF HOUSING CONSTRUCTION IN THE USA.....	145
<b>Maria Bratasyuk</b> NEO-ORWELLISM AS A THREAT TO GLOBAL DEMOCRACY.....	156
<b>Artem Kovalenko</b> COLLECTION OF EVIDENCE BY THE DEFENSE IN UKRAINIAN CRIMINAL JUSTICE: AN ATTEMPT TO ACHIEVE EQUALITY OF ARMS.....	165
<b>Ivan Krylenko, Alla Bohdan</b> FORMATION A NEW GENERATION OF MILITARY LEADERS IN HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS.....	172
<b>Inna Kryshatak</b> FEATURES OF INVESTMENT CERTIFICATES OF A MUTUAL FUND.....	180
<b>Andrii Verstyn</b> THE IMPACT OF POST-TRUTH ON MODERN SPHERES OF SOCIETY.....	187
<b>Oksana Voitenko</b> COUNSELING ACTIVITY OF A CRISIS PSYCHOLOGIST: METHODOLOGICAL ASPECTS.....	192

### HEALTH, ENVIRONMENT, DEVELOPMENT

<b>Valentyna Chorna, Lyudmyla Hudzevych, Marina Zarichniuk, Iryna Korol</b> COMPARTMENT SYNDROME AS A CONSEQUENCE OF FIREARM INJURIES.....	199
<b>Valeriy Kalashnikov</b> CEREBRAL VENOUS DYSCIRCULATION IN PATIENTS WITH CERVICOGENIC HEADACHE.....	206
<b>Daria Khrypun</b> VOCABULARY DEVELOPMENT IN THE PROCESS OF ONTOGENETIC DEVELOPMENT OF THE CHILD.....	212

**Roman Orzhytskyi**

GESUNDER LEBENSSTIL UND SPORT GEGEN KREBS.....217

**TECHNOLOGY, CREATIVITY, IMPLEMENTATION**

**Eduard Shyshkin, Anna Pankeieva**

USE OF PROTECTIVE STRUCTURES OF CIVIL PROTECTION  
IN URBAN DEVELOPMENT..... 226

## INTRODUCTION

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

Congratulation on the release of a new *Academia Polonica* 64 (3) (2024)!

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

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them: functions of idioms in contemporary political discourse, conceptual analysis in literary translation, linguistic features of author's neologisms in J. K. Rowling's novel "Harry Potter and the philosopher's Stone", the symbolic world of harmony in G. Hesse's novel "Siddhartha", neo-orwellism as a threat to global democracy, the role of multimodal metaphor in constructing the image of corporate leader in business magazine covers, philosophical and cultural trends of buddhism in the west, strategies of mature Ukrainian mashup-prose, conceptualization of the commercial sphere by the English frame trade, pragmatic functions of fan fiction. Special attention is paid to paratexts on the book cover of Andrey Kurkov's diary of an invasion.

The authors in the sphere of education elicit pedagogical aspects of strategies for implementing quality management in education: perspectives and challenges, language learning in the paradigm of informal space, variable tools of learning in experience regional textbook production, the usage of web applications in English language learning, challenges of implementation of the CLIL methodology in the ukrainian educational system in teaching English. Particular attention is paid to the peculiarities of children's with special lighting needs speaking development at war time.

*Academia Polonica* also highlights the current problems of modern society, such as state programs for the development of housing construction in the USA, collection of evidence by the defense in Ukrainian criminal justice, formation a new generation of military leaders in higher military educational establishments, features of investment certificates of a mutual fund, the impact of post-truth on modern spheres of society, counseling activity of a crisis psychologist: methodological aspects, the use of protective structures of civil protection in urban development.

Authors in the sphere of health and environment, development elicit modern approaches to compartment syndrome as a consequence of firearm injuries, cerebral venous dyscirculation in patients with cervicogenic headache, vocabulary development in the process of ontogenetic development of the child, gesunder lebensstil und sport gegen krebs.

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. We would also like to express our particular gratitude to all the members of the Editorial Board, to the reviewers, and those who kindly accepted our proposal to work together and contribute to the creation of *Academia Polonica*.

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



## LANGUAGE, CULTURE, COMMUNICATION

PECULIARITIES OF CHILDREN'S WITH SPECIAL LIGHTING  
NEEDS SPEAKING DEVELOPMENT AT WAR TIME**Liudmyla Chernichenko**

PhD, Associate Professor at the Department of Special Education,  
Pavlo Tychyna Uman State Pedagogical University, Ukraine  
e-mail: lydachernichenko@meta.ua, orcid.org/0000-0001-8455-8869

**Summary**

The article is devoted to the problem of the influence of military actions in Ukraine on the speech development of preschool children. In the countries where military operations are conducted, there are a large number of children with disorders of speech development who need special conditions of education and upbringing. Today, the issue of providing special assistance to such children is very relevant.

The analysis of the practice of special education shows that insufficient attention is paid to the implementation of the use of correctional and developmental methods, therefore the need to study the theoretical and experimental features of innovative correctional and developmental methods, the psychological and pedagogical significance of the given problem determined the choice of the research topic.

The problems of identifying the potential opportunities of such children, adapting them to life acquire great social significance. The article highlights the problem that at the time of active military operations in Ukraine, practicing teachers feel a lack of potential opportunities to overcome educational losses among children. In this regard, it is necessary to develop and use innovative methods and comprehensive works covering all spheres of the child's personality. In special pedagogy, there is an active search for the safest and most optimal conditions for the organization of an educational and corrective and developmental environment for all children.

The article also highlights the priority areas of correctional work with children with speech disorders, which is a prerequisite for effective speech therapy work under martial law.

**Key words:** military actions, educational losses, art therapy, psychosocial recovery of personality, participants in hostilities, emotional burnout, creativity.

DOI <https://doi.org/10.23856/6401>

**1. Introduction**

During the war, children suffer from the consequences of a large number of traumatic events, especially from explosions, destruction of buildings, shelling, hunger, loss of family and friends. In addition to the risk of physical injury and immediate danger to life, the child experiences multiple and chronic psychological traumas that lead to various speech disorders. Since

this category of people has limited communication capabilities, the ability to quickly react and process information from the environment, it is important to introduce supportive steps into the educational process that will help reduce the consequences of psychological trauma and enable effective corrective influence. Therefore, in real conditions, teachers face the difficult task of organizing speech therapy work, which requires the specialist to reorient the directions of his professional activity, to cooperate even more closely with related specialists, to develop innovative standards, primarily related to the implementation of a comprehensive approach to overcoming problems.

## 2. Analysis of recent research and publications

Analyzing the problem of overcoming speech disorders of preschool children in the conditions of martial law, it was established that scientists consider this problem mainly in two aspects: in the sense of studying the negative impact of a psychotraumatic situation and its consequences in children with speech disorders and the context of purposeful corrective influence, which includes the development of preserved and compensatory opportunities of the specified category of children, development of their personal potential.

The conceptual foundations of a complex approach to overcoming speech disorders in preschool children are covered in numerous works by scientists (A. Bogush, E. Sobotovych, V. Tarasun, V. Tyshchenko, M. Sheremet, D. Shulzhenko, etc.). A special place in complex corrective work is occupied by the early diagnosis of violations of the child's speech development, as well as the timely start of preventive and corrective and developmental measures.

In the conditions of martial law, an integrative approach in the organization of educational and developmental work with children with speech disorders is especially relevant, which significantly contributes to differential diagnosis and overcoming problems, taking into account medical and psychological and pedagogical aspects.

Therefore, the research of leading scientists in the field of speech therapy, which is constantly enriched with scientific empirical data, reveals the peculiarities of corrective and developmental work with children with speech disorders. However, modern reality requires teachers to create special psychological and pedagogical conditions that will contribute to the implementation of defined, priority areas of corrective work with children with speech disorders in military conditions.

**The purpose of the article** is to analyze the speech disorders of preschool children caused by military actions in the country, and to identify ways to overcome them.

## 3. Presenting main material

We live in a difficult wartime, when visiting schools and speech therapy centers in some regions has become difficult. Forced distance learning gains momentum during wartime. And if distance learning is familiar to most teachers, then the educational process of children with speech disorders or children with special educational needs has its own nuances, aspects and complexities, which requires a detailed analysis of this process.

Despite the fact that today the war has brought negative consequences to the educational process of children with speech disorders, special education has been enriched with new methodical and practical achievements that help the specialist continue to carry out an effective

correction process. Therefore, the Ministry of Education and Culture of Ukraine, together with specialized specialists of educational institutions, constantly develops and updates recommendations on the organization of the process of providing correctional services to children with special educational needs in wartime conditions. Educational and methodological materials are aimed at comprehensive psychological and pedagogical support of this category of children, since war is a psychologically traumatic situation (*Pakhomova; Baranets, 2022*).

Effective corrective work with children with speech disorders is possible if the etiology of a specific disorder is accurately established and its root cause is eliminated. Therefore, let's focus on the factors of the mentioned pathology, among which biological (organic) and social factors are distinguished, and the significance of the latter was established not so long ago.

External social factors that can affect the appearance of a speech disorder in a child are bilingualism, childhood psychological trauma, emotional and psychological deprivation. Considering the modern military aggression against our country, bilingualism has become an even more relevant phenomenon for Ukrainian society.

Bilingualism is the use of two languages by a person within a certain social community (*Bondar, 2003*). The phenomenon of bilingualism has always been characteristic of Ukraine, due to its border with countries whose languages are similar to the state language. Therefore, such a combination usually does not cause difficulties in the development of the child's speech. In the process of development, she easily learns two languages in parallel.

At the same time, the emergence of bilingualism can be a factor that will negatively affect the development of a child's speech, provided there is a large difference between the morphological and syntactic aspects of speech. Due to the military actions on the territory of Ukraine, a large number of families with children were forced to seek refuge far away from their country, which caused the stressful entry of children into a foreign-speaking society, whose language is significantly different from their own. Such a situation can slow down the child's speech development (but the child will quickly catch up) and be accompanied by errors in oral, and later, written speech, cause a sound-speech disorder that arises as a result of differences in the phonetic composition of the language. However, all errors will be the result not of an organic lesion, but of a distorted memory of speech units, therefore, with a quick reaction of the parents and the speech therapist, the child will not have time to automate the pathological pronunciation of the sound (*Petrenko; Chernobai, 2016*).

Taking into account the forced transfer of a foreign language into society, it should also be noted that children, who by their nature are inclined to imitate the language of others, are more susceptible to copying the language of their parents in a stressful situation, because not all of them have the opportunity to attend preschool institutions, and therefore cannot observe the correct example from the educator. Parents have a new task – to monitor their own speech more carefully, especially in order to prevent the merging of the two languages, and to independently conduct classes on the development of the child's speech.

In addition to forcibly resettled families, the problem of bilingualism also affected those who decided to abandon the Russian language and switch to Ukrainian. Their similarity causes frequent morphological and syntactic errors, due to which the same errors occur in children. Among the most common are the declension of words of one language according to the rules of another, the use of grammar and vocabulary uncharacteristic of one language. Therefore, parents' inattention and inattention to their own speech will only increase the confusion in the child's acquisition of two languages (*Bochkor; Dubrovs'ka; Zales'ka, 2014*).

Today, stress is one of the most common social factors affecting children's speech development. Long-term and extreme reactions to stressful exposures are very destructive and,

in addition to psychological trauma, portend neurological disorders that will affect all components of development, including speech.

All experienced manifestations of war (shelling, injury and death of loved ones, forced relocation, occupation, constant buzzing of sirens) are a serious reason for the development of post-traumatic syndrome – repeated, obsessive memories of a devastating traumatic event. Children who had such adverse childhood experiences are very likely to be at risk for various delays and speech disorders (*Turylnina, 2017*).

However, stress factors that negatively affect a child's speech development are not limited to military trauma. Unfortunately, the problems of dysfunctional families, the use of alcohol, drugs and mental illness of parents or family members, direct or indirect domestic violence exist and in such difficult times continue to negatively affect the development of a child. In addition to microsocial adverse experiences in childhood, macrosocial factors also play an important role, which also cause children's psychological trauma (racism, cruel treatment, living in the occupied territory, imprisonment, living in a foster family, experienced natural disasters, information attacks) (*Pakhomova, Baranets, Lukianenko, Leshchii, Kachurovska, Berezan, Olefir, 2022*).

Therefore, taking into account the above, in our opinion, the organization of speech therapy work in wartime conditions should be carried out according to the following main vectors: an interdisciplinary approach (close interaction of specialists in the field of medicine, pedagogy and psychology in overcoming the consequences of a psycho-traumatic situation, including the normalization of the child's psycho-emotional state with expressed speech disorders, which creates a stable foundation for further speech therapy work); logocorrective approach (application and effective combination of traditional and innovative methods in speech therapy work with children with speech disorders with respect for negative experiences and partial or full resolution of speech development problems) (*Shportun, Lupiak, 2021*).

Thus, a comprehensive approach to overcoming the problem of speech disorders in children allows determining the main directions of the organization of correctional work in wartime conditions:

- interdisciplinary assessment of the child's psycho-emotional state, recognition of negative effects on his speech development. An interdisciplinary approach to overcoming speech disorders in children makes it possible not only to take a comprehensive approach to solving problems, but also helps to eliminate the consequences of psychological trauma, which significantly negatively affects the child's cognitive, including speech, development;

- provision of emotional support and implementation of joint communicative activities, benevolent attitude towards the child on the part of adults and peers. To implement this line of work, it is necessary to involve the child's relatives and friends for clarification and providing methodical recommendations. At the same time, parents should be advised to avoid secrets and hints, this scares the child even more;

- creation of favorable social conditions for communication development of the child, which will contribute to the formation of the ability to interact, cooperate, understand, and self-realize in society among peers, younger and older children;

- formation and differentiation of positive communication motivation. After all, among the main shortcomings that cause difficulties in the communication of children with speech disorders is their communicative lack of motivation, which leads to a lack of communication skills, interpersonal communication skills and communicative competence in general;

- encouragement and development of coherent speech as the basis of communication. Revealing the features of this direction, it should be emphasized that one of the main tasks

of speech is the formation of coherent monologic speech, which, compared to dialogic speech, requires greater discretion, awareness, self-control and significant mental effort to construct say it;

– purposeful formation and development of the speech function and cognitive sphere in older preschool children, which not only significantly affects the process of personality formation of the preschooler, but also affects the formation of his communication skills (*Romanchuk, 2012*).

The impact of stress during the war is extremely negative, both on the general development and on its individual aspects. There is social isolation, a decrease in interest in communication; negative emotions and behavior: anger, irritability, aggression, tantrums, anxiety, excessive fear; sleep problems: difficulty falling asleep, night terrors, anxious restless sleep.

Long-term psychological trauma of a child, especially in combination with several stressful factors, can cause psychogenic speech disorders, such as neurotic stuttering and mutism.

In addition, during an emergency, parents are also prone to prolonged stress and even depression, which is likely to affect their communication with their children.

A significant role among the negative factors affecting the development of children's speech is played by the phenomenon of deprivation (*Bondar, 2003*). Moreover, each of its types, be it sensory, cognitive, psychological, emotional or social, will directly or indirectly affect the level of children's speech.

The most common deprivation during war is psychological. Lack of emotional and positive communication with parents, especially due to their unstable mental state, leads to rejection and self-neglect, inability to make friends, primitiveness of actions, low emotionality and indifference to others. The child lacks the need for communication, especially verbal communication, the insufficient level of formation of oral coherent speech, which is manifested in the inability to fully and logically and consistently formulate one's own opinion (*Bochkor, Dubrovs`ka, Zales`ka, 2014*).

Children living in deprived conditions are often diagnosed with mental retardation, which is accompanied by a secondary speech delay. Thus, children with psychological deprivation are characterized by sound and speech disorders, poor vocabulary, and difficulties in distinguishing and learning logical-grammatical constructions. A significant part of this category is characterized by a decrease in auditory and speech memory, a low level of phonetic-phonemic perception and difficulties with the logic of information presentation.

As a result of primitive activity and minimal cognitive needs, as a result of emotional and psychological deprivation, children are characterized by communication disorders and communication difficulties that are difficult to correct. The speech of this category corresponds to her emotional and psychological state – primitive, delayed, low-emotional and poorly developed – negatively affects all aspects of her future life.

A child's reaction to psychotraumatic events depends on a number of factors: age, nature, degree of seriousness and proximity to the child of traumatic events, as well as the level of support received from family members and friends. So it is very important that adults watch for the manifestation of any symptoms of depression and stress in the child, and are always there for this in a difficult time.

Scientists highlight the following rules of conduct for parents of children with speech disorders during the war:

- calm you are a calm child. Try to behave calmly at least around the child. This will help her adapt more easily to difficult life circumstances. It is also important to follow a routine that is familiar to the child;

- don't forget the hugs. Try to hug the baby as often as possible. She should feel that you are near;
- play with the child. Live contact with parents will help the child to be distracted. Do not leave her alone with gadgets;
- convey a sense of security to the child. Tell the child that you will protect him from danger in any case. Explain what exactly you are doing for her and your safety: why you are leaving the apartment and going down to the shelter. If you have to evacuate, you should explain why it is vitally necessary. It is worth explaining to the child that adults protect him by defeating the enemy. She should know that life has not changed forever. Tell her more often that the war will definitely end someday, but don't give any time limits;
- tell the child the truth. It is important to be open with children even when the worst happens. It is not necessary to resort to horror details, but she must know the truth.

#### 4. Conclusions

Analyzing the causes of children's speech disorders in wartime conditions, we will draw the following conclusions: bilingual children, as well as monolingual children, may have speech disorders that will be caused by other social or organic factors, that is, bilingualism is not the main cause of any disorders languages; the most common speech development disorder in children who suffered psychological trauma in childhood is a delay in speech development; a child's long-term mental trauma can be the cause of serious psychogenic speech disorders, namely nimotism and neurotic stuttering; the very important role of parents in the prevention and prevention of speech disorders caused by various social factors; emotional and psychological deprivation in children is a factor that causes difficulties in their communication and communication; disorders of speech development, which arose as a result of the harmful effects of psychological and/or emotional deprivation, are difficult to correct due to the formed negative psychological characteristics of the child (distrust of others, self-contempt, extremely low self-esteem); The effectiveness of overcoming speech disorders is possible only if the child has experience of emotional communication at an early age, even if later the ability to satisfy emotional and psychological needs is reduced to a minimum.

In addition, our further research will be aimed at identifying effective technologies for overcoming speech disorders in children under martial law.

#### References

1. Bochkor, N.P., Dubrovs`ka, Ye.V. & Zales`ka O.V. (2014). *Social`no-pedagogichna ta psy`xologichna robota z dit`my` u konfliktny`j ta postkonfliktny`j period. [Socio-pedagogical and psychological work with children in the conflict and post-conflict period] metod. rek. Ky`yiv : MZhPCz «La Strada-Ukrayina». pp. 56–67. [in Ukrainian].*
2. Petrenko, O.M., Chernobai, A.O. (2016) *Naslidky voiennoho konfliktu dlia ditei: osoblyvosti ta shliakhy podolannia. [Consequences of military conflict for children: features and ways of overcoming] Pedahohika i psykhohohiia, 2, pp. 61–66 [in Ukrainian].*
3. Pakhomova N.H., Baranets I.V. (2022). *Napriamy korektsiinoi roboty z ditmy iz tiazhkymy porushenniamy movlennia v umovakh voiennoho stanu. [Directions of correctional work with children with severe speech disorders under martial law] Naukovyi chasopys. Korektsiina pedahohichka. Vypusk 43, pp. 55–63 [in Ukrainian].*

4. Romanchuk O. (2012). *Psy`xotravma ta spry`chy`neni neyu rozlady`: royavy`, naslidky` ta suchasni pidxody` do terapiyi. [Psychotrauma and disorders caused by it: manifestations, consequences and modern approaches to therapy] NevroNEWS: psy`xonevrologiya i nejro-psy`xiatriya. 1, pp. 36–45 [in Ukrainian].*
5. *Spetsialna pedahohika: poniatiino-terminolohichni slovnyk (2003). [Special pedagogy: conceptual and terminological dictionary]. za red. V. Bondaria. Luhansk : Alma-mater, pp. 256–257. [in Ukrainian].*
6. Turynina, O.L. (2017). *Psykholohiia travmuiuchykh sytuatsii: navch. posib. [Psychology of traumatic situations]. Kyiv: DP «VD«Personal» 234 s. [in Ukrainian].*
7. Shportun O.N., Lupiak T. (2021). *Indyvidualno-psykholohichni ta sotsialni chynnyky rozvytku movlenniemykh porushen u ditei. [Individual, psychological and social factors in the development of speech disorders in children]. I International Science Conference on Multidisciplinary Research: mater. mizhnar. nauk. konf. m. Berlin. S. 957–962. [in Germany].*
8. Pakhomova, N.G., Baranets, I.V., Lukianenko, A.V, Leshchii, N.P., Kachurovska, O.B., Berezan, O.I. & Olefir, O.I. (2022) *Somprehensive rehabilitation of children with sensory and intellectual disorders. Svit Medytsyny ta Biolohiyi. 2(80), 113–118. [in Ukrainian].*

## FUNCTIONS OF IDIOMS IN POLITICAL DISCOURSE

**Viktoriia Chetaikina**

Ph.D., Associate Professor,

Ivan Franko National University of Lviv, Ukraine;

Guest Scholar, University of Basel, Switzerland

e-mail: viktoriyachetaykina@gmail.com, orcid.org/0000-0003-0332-7925

### Summary

The present paper highlights the role of idioms in Boris Johnson's speeches on the beginning of the war in Ukraine in 2022. The total sample of phraseological turns identified during the analysis of the speeches of the Prime Minister of Great Britain, Boris Johnson, dedicated to the Russian invasion of Ukraine, includes 30 phraseological units. The main pragmatic function of the public speech is persuasion directed at influencing the listener or reader and shaping his views. Emotional information prevails in public speeches and relies on a wide range of language means reflecting it. Phraseological units belong to these means and their usage has its peculiarities. Since phraseological unit is one of the modes of reflecting thoughts, it is a clue to understanding speaker's values, ideas, intentions and beliefs. Johnson resorts to core usage of phraseological units, including biblical expressions, as well as violation of an idiom presented by the replacements, extension of the base form (by means of evaluative insertions), inversion of the base form and phraseological allusions. As the analysis of the data showed Boris Johnson's texts are dominated by neologisms, metaphorical comparisons, personifications, metaphors, epithets, hyperboles which are well-documented tropes in political discourse.

**Key words:** idiom, political discourse, public speech, violation of a phraseological unit.

DOI <https://doi.org/10.23856/6402>

### 1. Introduction

Language has a direct impact on the political situation in any country. According to J. Charteris-Black, in the times of all political systems, starting from autocracy and ending with democracy, leaders relied on the power of words as a means of persuasion (*Charteris-Black, 2005, p. 1*). A political speech is characterized by logic, imagery, emotionality, use of socio-political vocabulary and various types of syntactic constructions in order to persuade listeners of the speaker's political point of view. It raises an important social problem, analyzes and evaluates ways of solving it, makes generalizations and conclusions.

The main purpose of political speeches is to convince the listener, and that is why speakers use a variety of language means to achieve their goal. Rhetoric, the art of persuasion, has been known for over 2,000 years.

Political speech, as a type of socio-political rhetoric, is characterized by the specificity of methods of potential influence on the recipient of information. The effectiveness of such influence and effectiveness of manipulative strategies and tactics during the delivery of political speeches forces politicians to be balanced to relate to the content and form of the speech, first of all, to the use of linguistic and stylistic devices, design of the composition of the political speech itself.

The main **aim** of the present paper is to highlight the role of idioms in Boris Johnson's speeches on the beginning of the war in Ukraine in 2022.



## 2. Literature review

Attention to political discourse, strengthening of the role of politics and politicians in the modern world that is on the verge of a radical redistribution of the political map of the world, the close cooperation of political structures and mass media led to the emergence and rapid development of a number of new disciplines – political science, conflict science, image science, etc. as well as the emergence of political linguistics. In a broad sense, political discourse is a kind of institutional discourse that encompasses various speech acts in the public sphere and policies combined with extralinguistic social and cultural factors (clear rules for conducting social and political activities, subjects of political communication, typical political views or ideological positions) for obtaining and maintaining political power.

Discourse is understood as a complex communicative phenomenon, which includes text, communication participants, communication situation and extra linguistic factors. Institutional discourse is determined by the types of social institutions formed in society, characterized by a number of linguistic relevant features, among which the most important are the purpose of communication, the representative communicative function of its participants and the fixed circumstances of communication. One of the types of institutional discourse is a political discourse, which is a reflection of the socio-political life of the country, contains elements of its culture, as well as features of a national character, general and national-specific cultural values and aims at gaining and maintaining political power. Political discourse has been researched by a number of scholars who proved the idea that a language bears a significant influence on politics (*van Dijk, 1991; Chilton, 1992; Wodak, 1990*). The political scholar Edelman states that “political language is political reality”. According to the scholar, language is “not simply an instrument for describing events but [is] itself a part of events” (*Edelman, 1977, p. 4*). Geis (1987) supports this statement by saying that “the language used to describe political events can influence political perceptions in a way that goes beyond its propositional content. The net effect can be a subtle, largely covert influence of language on political perceptions.” Geis (1987) provides an example of the novel “Nineteen Eighty Four”, in which the author, George Orwell, described a totalitarian society, Oceania, in which language was used as an instrument of political repression. The tyrants of Oceania took the line that only those thoughts that can be formulated in language are thinkable, and, therefore, it should be possible to restrict the range of things that are thinkable by restricting the range of things that are sayable. In an attempt to restrict the citizenry’s capacity to think politically heretical thoughts, Oceania’s tyrants restricted the English language so as to make such thoughts inexpressible (*Geis, 1987*).

Political developments and language are ambiguous because aspects of the events, leaders, and policies affect final decisions. Even when there is a reasonable consensus on what happened or what was said, there are contradictory hypotheses about the causes of events and the consequences of courses of actions (*Dramnescu, 2007, p. 47*).

Political discourse is a central term of political linguistics – a branch of linguistics that appeared at the intersection of linguistics and political science, and is closely connected with other disciplines, especially with pragmalinguistics, communicative and cognitive linguistics. The main task of linguistic analysis of political discourse lies in disclosing the mechanism of complex relations between language, government/power and society. Political linguistics research facilitates understanding of modern political processes as well as enables to see the real message of public leaders’ speeches and their methods of manipulation. (*Chilton & Ilyin, 1993*).

There is no single definition of political discourse at present; it can be treated as a narrow or a broad notion. In its broad meaning, political discourse is focused on participants, objects,

conditions, context, time, actions etc. Chilton defines political discourse as the use of language in ways that humans, being political animals, tend to recognize as political. According to the scholar, people can try to separate out aspects of language (structure and lexicon) that are frequently or typically found in association with what we, again as political animals, interpret as particular types of political behavior. The scholar also points out the significance of politeness phenomenon in political discourse since issues of power are present in the public sphere to a larger extent than in civil or private one (*Chilton, 1993, p. 39–41*). The notions of face-threatening acts and of mitigation are important in order to comprehend the practices of political talk (forms of evasion/solidarity/exclusion, euphemizing strategies and devices of persuasion) (*Chilton 1993, p. 40*).

In contrast, van Dijk (1996) follows a narrow definition of political discourse stating that “it is a class of genres restricted to a social area, namely politics. Political discussions, parliamentary debates, party programs, speeches of politicians are the genres of political area. Political discourse is the discourse of politicians. The scholar restricts political discourse to politics, activities of politicians, he notes that political discourse is at the same time the form of institutional discourse. Therefore, discourses of politicians are the discourses that arise in such institutional settings as governmental meetings, parliamentary sessions, political parties, congresses. Thus, discourse becomes a political one when it accompanies a political act in the political environment (*van Dijk, 1996*). In this work preference is given to the latter understanding of the given term.

As it is well known, the main pragmatic function of the public speech is persuasion directed at influencing the listener or reader and shaping his views. Consequently, we find in public speeches ‘a blend of rigorous logical reasoning, reflecting the objective state of things, and a strong subjectivity reflecting the author’s personal feelings and emotions towards the discussed subject’ (*Kukharensko 2000, p. 118*). Emotional information prevails in public speeches and relies on a wide range of language means reflecting it.

Usually, analyzing the speeches of political leaders in the framework of political linguistics, scholars describe the speech behavior of a politician, study the rhetorical strategies of their political activities, reconstruct their linguistic personality. The linguopoetological approach to the study of texts is used in this study according to which political discourse involves the detection of stylistically marked elements of the language system (political vocabulary, highly specialized terms, words characteristic of a certain functional language style, neologisms, phraseological units, stylistic devices and techniques, stable word combinations) and emotional and expressive content components inherent in them (special connotations and associations) in terms of their relationship with the relevant value system of the target audience.

Since phraseological unit is one of the modes of reflecting thoughts, it is a clue to understanding speaker’s values, ideas, intentions and beliefs. Phraseological unit presents ‘speakers’ reflection in a communicative situation’ (*Selivanova 2006, p. 642*), as the speaker correlates his emotional and evaluative attitude as well as values with the phraseological unit.

As it is well known, the main pragmatic function of the public speech is persuasion directed at influencing the listener or reader and shaping his views. Consequently, we find in public speeches ‘a blend of rigorous logical reasoning, reflecting the objective state of things, and a strong subjectivity reflecting the author’s personal feelings and emotions towards the discussed subject’ (*Kukharensko 2000, p. 118*). Emotional information prevails in public speeches and relies on a wide range of language means reflecting it. Phraseological units belong to these means and their usage has its peculiarities.

### 3. Materials and methods

The research is focused on the speeches by the former Prime Minister of Great Britain Boris Johnson, who is considered to be one of the most devoted friends of Ukraine and is extremely popular among Ukrainian people. During the first 100 days of the war, Prime Minister Boris Johnson made 20 speeches devoted to the Russian invasion of Ukraine. He addressed the House of Commons, the Ukrainian Parliament, appealed to the people of the UK, Ukraine and Russia, and made statements at official events and meetings. These speeches are part of the public sphere and open access.

We rely on the application of contextual-interpretation method which is aimed at revealing the development of the main idea and the concept of the text in definite contexts of different language units' usage. This method also implies interpretation of the author's ideas and his influence strategies. The main focus of our attention in the given article is the analysis of the functions of idioms in the analyzed speeches.

### 4. Results and discussion

It should be noted that at the beginning of the full-scale invasion of Russia into Ukraine to cover the chronicle of the war, in the English-language media discourse only the word combination "Russia-Ukraine crisis" was used. Subsequently, after widespread publicity regarding the numerous victims of the Russian aggression, in the media discourse, such nominators as "Russia-Ukraine war", "Russian's invasion", "Russian's occupation", "Russian's attack", which, in our opinion, more adequately reflect the military-political situation in Ukraine.

In contrast, Prime Minister Boris Johnson has stated many times in his speeches that Russian started the war against Ukraine, against a peaceful country. Russia, namely Putin and his government, are to blame for breaking the foundations of the peace on the European continent – 'to launch assault', 'to launch onslaught', 'to launch war', 'to bring war', 'to unleash war'.

As the analysis of the data showed Boris Johnson's texts are dominated by neologisms, metaphorical comparisons, personifications, metaphors, epithets, hyperboles which are well-documented tropes in political discourse.

The British politician often resorts to metaphors, among which the most famous one is: *How can you negotiate with a crocodile when it has your leg in its jaws, that is the difficulty that Ukrainians face*. The metaphor "negotiate with a crocodile" implies a personification: the "crocodile" refers to the president of Russia, with whom any negotiation is dangerous. The object held in its jaw is the Ukrainian people. This metaphor therefore conveys the military-political situation in Ukraine and emphasizes the futility of any negotiations with the aggressor (it is impossible to negotiate with someone who wants to kill you).

Let us give an example of a metaphorical comparison as shown in (1): Boris Johnson compares the Ukrainian people with the bravery of a lion in the final sentence, expressing in this way his deep respect for Ukrainians, because the lion traditionally symbolizes the king beast that is not afraid of anything. In the continuation of the sentence "roar like a lion" emphasizes the power of the political influence of President Zelensky as the leader of a strong nation on the world stage. The phraseological allusions, in our opinion, 'the courage of lion' and the 'the roar of the lion' have their roots in biblical expressions in which the lion is associated with the bravery and boldness (as bold as a lion) (Idioms dictionary):

(1) *When I was here just a few weeks ago and we were in another room I think in your palace, the defence intelligence we had suggested Russia thought Ukraine could be engulfed in a matter of days and that Kyiv would fall in hours to their armies. And how wrong they were. I think that the Ukrainians have shown **the courage of a lion**, and you Volodymyr have given **the roar of that lion**.*

According to Johnson in (2) the Ukrainians' bravery impresses the whole world and moved everybody's hearts – 'to move the heart'. The base form of the phraseological unit 'to touch one's heart' was replaced into '*moved the hearts*', which presents the violation of an idiom.

(2) *In a great European capital, now within range of Russian guns, President Volodymyr Zelenskyy is standing firm for democracy and freedom, in his righteous defiance I believe he has **moved the hearts** of everybody in this House.*

Let us consider example (3).

(3) *I will do everything in my power to starve Putin's war machine. We are stepping up our sanctions and military support, as well as bolstering our humanitarian support package to help those in need on the ground.*

Here the politician uses metonymy, describing Russia's invasion of Ukraine as a military war machine. He shows his negative attitude towards the war in general and emphasizes that while Russia wants half of the world to starve, blocking Ukrainian transportation grain in the ports, the world will starve its military machine with economic sanctions and military support for Ukraine.

In Boris Johnson's opinion, Russian troops commit many crimes on the territory of Ukraine against civilians and Russian government denies it. Russian war machine is numerous, but not always successful – 'war machine', 'war crimes', 'to commit war crimes', 'stain on the honour'.

(4) *Putin's **war machine** will not succeed in holding down Ukraine. I think what Putin has done in places like Bucha and Irpin, his **war crimes** have permanently polluted his reputation and the reputation of his government. Russia's despicable attacks against innocent civilians in Irpin and Bucha are yet more evidence that Putin and his army are **committing war crimes** in Ukraine. And he knows they are **a stain on the honour** of Russia itself.*

The Russian war machine is destroying Ukraine as it ruins civilian infrastructure, levels with the ground towns and villages in Ukraine – 'to lay waste', 'to grind into dust' (biblical expressions), 'to tighten the vice', 'to bite off chunks', 'to vent fury on', 'to unleash fury'.

In (5) the phraseological unit 'it's not the size of the dog in the fight, it's the size of the fight in the dog', meaning that stamina, passion, motivation in the battle is much more important than the size of the battler, emphasizes the courage of little Ukraine fighting enormous Russia. These words are considered to belong to American writer Mark Twain.

(5) *You have proved the old saying – **it's not the size of the dog in the fight, it's the size of the fight in the dog** – which is an old English saying, I'm not sure how well that translates in Ukrainian but you get what I'm trying to say.*

Boris Johnson's public speeches abound in phraseological units emphasizing the solidarity with Ukraine, profound support and readiness to help. In (6) Boris Johnson argues that at first, the UK together with the USA and other countries warned Ukraine of the approaching war and tried to settle the disagreements between Russia and Ukraine by negotiating, but it was in vain – 'to try one's utmost', 'to sound the alarm', 'to explore every avenue', 'to be in vain'.

(6) *From the beginning, we have all **tried our utmost**, we've all tried, to find a peaceful way through this crisis. Together we have **explored every avenue** and given Putin every*

*opportunity to pursue his aims by negotiation and diplomacy. And it is because we suspected as much that the UK and our allies repeatedly **sounded the alarm** about a possible new invasion, and we disclosed much of what we knew about Russia's military build-up. Unless the situation changes, the best efforts of the United States, of this country, France, Germany, and other allies to avoid conflict through patient diplomacy may **be in vain**.*

Prime minister Boris Johnson states in numerous texts (see (7)) that the UK and other countries are ready to stand together with Ukraine at difficult times, he promises utmost support and assistance – ‘to stand shoulder-to-shoulder’, ‘to work shoulder-to-shoulder’, ‘side by side’, ‘to stand side-by-side’, ‘to work side-by-side’, ‘to stand with Ukraine’, ‘to stand with Ukrainian brothers and sisters’, ‘to be on one's side’.

*(7) During the excellent meetings we have had today we reaffirmed that our three countries **stand shoulder-to-shoulder** against Russia's barbaric invasion of Ukraine. We are united in our abhorrence to the evil actions of Putin's regime and **stand side-by-side** on the international stage as we deplore its aggression in the strongest possible terms. ... and I say to the Ukrainians in this moment of agony we are with you we are praying for you and your families and we are **on your side**. ... and I say to the British people and all who have heard the threats from Putin against those who **stand with Ukrainians** we will of course do everything to keep our country safe.*

We should mention that the base forms of the above mentioned phraseological units are ‘to stand shoulder-to-shoulder’, ‘to stand side-by-side’, ‘to stand with one’ and the replacement ‘to work shoulder-to-shoulder’, ‘to work side-by-side’ or extension ‘to stand with *Ukrainian brothers and sisters*’ are the examples of violation of the phraseological units.

Unfortunately, the war in Ukraine continues and there's no end to it, so Johnson argues that the UK should be ready to give support to Ukraine for a long time – ‘in the long term’, ‘for (in) the long run’.

*(8) This is just the beginning. We must support a free and democratic Ukraine **in the long term**. This is a fellow European democracy fighting a war of national defence. I made clear today that the United Kingdom stands unwaveringly with them in this ongoing fight, and we are in it **for the long run**.*

The phraseological unit ‘to open one's heart’ in Boris Johnson's speech has the insertion, which creates zeugma – ‘open one's *homes* and hearts’, so we again deal with the instantial stylistic use.

*(9) The Polish **people have opened their homes and their hearts** to welcome the greatest share of Ukrainian refugees, hosting over 1.8 million Ukrainians.*

## 5. Conclusions

The total sample of phraseological turns identified during the analysis of 20 speeches of the Prime Minister of Great Britain, Boris Johnson, dedicated to the Russian invasion of Ukraine, includes 30 phraseological units. Summing up, we can state that the UK Prime Minister Boris Johnson resorts to core usage of phraseological units, including biblical expressions, as well as violation of an idiom presented by the replacements, extension of the base form (by means of evaluative insertions), inversion of the base form and phraseological allusions.

## References

1. Cacciari, C., Tabossi, P. (1993). *Idioms: Processing, Structure, and Interpretation*. Lawrence Erlbaum Associates, Inc
2. Charteris-Black, J. (2005). *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Houndmills, Basingstoke, Hampshire, New York: Palgrave Macmillan.
3. Chilton, P., & Ilyin, M. (1993). *Metaphor in political discourse: The case of the common European house*. *Communication Journal*. 44(4), 399–422.
4. Cowie, A. (1998). *Phraseology: Theory, Analysis, and Applications*. Oxford : Oxford University Press.
5. van Dijk, T. A. (1996). *Discourse, power and access*. In C. R. Caldas-Coulthard and M. Coulthard (eds) *Texts and Practices. Readings in Critical Discourse Analysis*: 84–104. London : Routledge.
6. Edelman, M. (1977). *Political Language: Words That Succeed and Policies That Fail*. New York : Academic Pr.
7. Geis, M. L. (1987). *The language of politics*. New York: Springer.
8. Gibbs, R. (2007). *Idioms and Formulaic Language*. In D. Geraeerts and Cuyckens (Eds.), *The Oxford handbook of Cognitive Linguistics* (pp. 697–725). Oxford : Oxford University Press.
9. Gläser, R. (1998; 2001). *The stylistic potential of phraseological units in the light of genre analysis*. In *Phraseology: Theory, Analysis, and Applications*. A.P. Cowie (ed.), 125–143. Oxford: Oxford University Press.
10. Glucksberg, S. (2001). *Understanding Figurative Language: From Metaphor to Idioms*. Oxford University Press.
11. Kukhareno, V. (2000). *A Book of Practice in Stylistics*. Vinnitsia : Nova Knyga.
12. Wodak, R., & Menz, F., eds. (1990). *Sprache in der Politik – Politik in der Sprache. Analysen zum öffentlichen Sprachgebrauch*. Klagenfurt: Drava.
13. Boris Johnson's speeches. URL: <https://www.gov.uk/search/news-and-communications?keywords=boris%20johnson&order=relevance>

## ROLE OF MULTIMODAL METAPHOR IN CONSTRUCTING IMAGE OF CORPORATE LEADER ON BUSINESS MAGAZINE COVERS

Oleksii Dovbnya

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

### Summary

This paper contributes to the relatively nascent field of multi-modal metaphor research, specifically focusing on the manifestation of the given type of metaphors on the covers of business magazines. For the purpose of this study, a sample of covers from prominent business magazines (including Bloomberg Businessweek, Time Magazine, and The Economist) was collected and analyzed. In this research paper, four types of multi-modal metaphors have been distinguished based on the means of encoding source domains and target domains in verbal and pictorial modes. The study was performed within the theoretical framework of critical metaphor analysis. After analyzing the articles, it has been determined that multi-modal metaphors on business magazine covers can be based on image-schema level metaphors such as POWER IS UP as well as more complex domain-level metaphors such as BUSINESS LEADER IS A RELIGIOUS FIGURE. Covers that rely on multi-modal metaphors help to define the personality of a certain magazine.

**Key words:** CMT, modality, verbal mode, pictorial mode, multimodal discourse.

DOI <https://doi.org/10.23856/6403>

### 1. Introduction

The key finding of the groundbreaking conceptual metaphor theory (CMT), which was developed by G. Lakoff and M. Johnson, is that metaphors are a prelinguistic cognitive phenomenon. Hence, verbal metaphors are simply a surface-level manifestation of underlying thoughts.

Over the past few years, multi-modal metaphors have emerged as a novel research area in studies of metaphors. Dutch linguist C. Forceville is considered to be the most influential name in the field. He's responsible popularizing the research area in question.

As noted by C. Forceville, in order for a metaphor to be considered "monomodal," both of its domains have to be manifested within a single mode (verbal, pictorial, and so on) (Forceville, 2016: 14). At the same time, for a metaphor to be considered "multimodal", the target and the source of a given metaphor (X is Y) have to be encoded in different sensory modes, sign systems, or both.

According to an extensive literature review study conducted by Z. Zhong et al, the U.S. has emerged as the most dominant field in metaphor research. China, Spain, the UK, and the Netherlands are also among the countries that have produced the biggest number of research papers on the topic. The number of articles on the topic soared in the previous decade, reaching a new peak in 2020 (Zhong et al., 2023).

Apart from multimodal metaphors, there has also been some research focusing on visual metaphors. According to N. Carroll, visual metaphors are "recognized simply by looking." Unlike verbal metaphors, they do not require decoding (Carroll, 1996: 189). Visual metaphors

can be manifested through such artistic medium as pictures, sculptures, photos, videos, and so on. C. Forceville has determined the following types of pictorial metaphors: 1) hybrid metaphors (an “impossible” gestalt); 2) contextual metaphors (the identity of the source domain is evoked with the visual context of the source domain); 3) pictorial similes and 4) integrated metaphors (*Forceville, 2008: 5–9*).

A. Tseronis has singled out two types of multimodal metaphors: visually conveyed metaphors and verbo-visually conveyed metaphors. The distinction is based on whether or not text is required for the identification of a metaphor (*Tseronis, 2021*).

The expectations that guide the interpretation of specific metaphors depend on the specific context, according to C. Forceville. For instance, advertisements typically have negative connotations while the opposite is true for political cartoons.

There have been relatively few research articles that specifically focus on business media discourse. For instance, V. Koller analyzed the usage age of multimodal metaphors in corporate branding messages. The researcher has found that the metaphor BRANDS ARE LIVING ORGANIZMS tends to dominate in corporate discourse. The source and the target domains of this metaphor tend to be encoded in different modes (*V. Koller, 2009*).

The corpus of covers for this particular research effort was collected from such business media outlets as Time, Bloomberg Businessweek, and The Economist. As noted by T. Spiker, the magazine cover is “most valuable piece of real estate for any magazine” due to their ability to make “a lasting impression on readers.” The cover of a certain magazine defines its “personality” (*Spiker, 2015: 377*). The scholar adds that magazine covers present scholars with “robust research possibilities” (*Spiker, 2015: 380*).

It is worth noting that some magazines like Bloomberg Businessweek frequently use multimodal metaphors for their covers in order to appear edgy and controversial while others stick with more conservative covers. C. Forceville states that metaphors tend to be intentional by default, and the construal of a metaphor depends on such factors as extra-textual knowledge, the level of alertness to certain topics, personal beliefs and so on (*Forceville, 2008: 12–13*). According to T. Spiker, controversial covers are capable of increasing brand exposure (*Spiker, 2015: 385*).

## 2. The main types of multimodal metaphors on business magazine covers

This research paper proposes a new classification of multimodal metaphors based on the modes in which the source and the target domains of multimodal metaphors within this corpus tend to be encoded. Overall, four types of multimodal metaphors have been distinguished. In the verbal mode, the main distinction is based on whether the visual metaphor is hybrid or non-hybrid.

The metaphors were then interpreted within the theoretical framework of critical metaphorical analysis, which was developed by J. Charteris-Black. The approach singles out such main stages of metaphor analysis as identification, interpretation, and explanation. As noted by J. Charteris-Black, metaphors are capable of affecting human beliefs and attitudes (*Charteris-Black, 2004: 13*).



Table 1

### The main types of multimodal metaphors

The type of a multimodal metaphor	The manifestation of source and target domains
Type 1	The source domain in the pictorial mode + the target domain in the verbal mode
Type 2	The source domain in both verbal and pictorial modes + the target domain in both verbal and pictorial modes
Type 3	The source in both verbal and hybrid pictorial modes + the target domain in both verbal and hybrid pictorial modes
Type 4	The source domain in a hybrid pictorial and verbal modes + the target domain in a verbal mode

#### Type 1

In the given corpus, there is an example of the POWER IS UP/AMBITION IS UP/AMBITION IS LINEAR SPATIAL SCALE conceptual metaphors being manifested verbally and pictorially in different domains. On the “Times” cover, a business woman is seen climbing skyscrapers. This is the pictorial manifestation of the UP-DOWN image schema. At the same time, the verbal element of the metaphor is realized with the “Secrets of Ambitions” headline as well as the subhead that reads: “A secret look at what separates life go-getters from also-rans.”

#### Cover 1 (TIME, November 2005)



As noted by C. Forceville, multimodal manifestations of structural metaphors have attracted little interest from researchers (Forceville, 2016: 13). With that being said, there are some noteworthy studies that fall into this category. For instance, B. Winter analyzed the usage of EVIL IS DOWN metaphors in horror movies. The researcher has found that they tend to be quite prevalent within this specific movie genre (Winter, 2014). N. Silaski and T. Durovic also explored how such image schemas as VERTICALITY, CONTAINER, and PATH-MOTION served as the basis for some magazine covers focusing on the Eurozone crisis.

According to T. Krzeszowski, verticality is “directly related” to the structure of the human body and its functioning in its “canonical shape” (Krzeszowski, 1997). Such concepts as POWER and CONTROL are rooted in the prelinguistic experience because of the UP-DOWN image schema. Hence, the image schema-level metaphor POWER IS UP has plenty of manifestations in both visual and verbal modes. Various empirical studies have demonstrated that

VERTICALITY tends to be associated with positivity, power, social status, wealth and so on. As noted by L. Cian, visual positioning is capable of affecting perception, judgement, accuracy, decision making and so on (Cian, 2017: 444–459).

This cover from “The Economist” is also based on the POWER IS UP/WEALTH IS UP conceptual metaphor, and it corresponds to the first type of multimodal metaphors since the source domain of VERTICALLY is encoded visually.

### Cover 2 (The Economist, January 2011)



#### Type 2

The two examples below show covers from the Bloomberg Businessweek magazine that utilize the same Type 2 structure. Both executives, Marissa Mayer and Satya Nadella, are portrayed as saint-like figures that could be seen as “saviours” of their respective companies (Yahoo and Microsoft). These are the pictorial components of the BUSINESS LEADER IS A RELIGIOUS FIGURE metaphor. In these examples, the source and the target of the religious metaphor are encoded in both verbal and pictorial modes.

Notably, the metaphoric association of light with the divine can be traced all the way back to Ancient Egyptian culture, and it can be found in various modern religions such as Christianity, Islam, and Judaism (Stolow, Meyer, 2021). The metaphoric opposition GOOD IS LIGHT/ BAD IS DARK is also deeply entrenched in popular culture, particularly movies (Forceville, Renckens, 2013). M. J. Ortiz, who combined J. Grady's primary metaphor theory and C. Forceville's multimodal metaphor theory, claims that GOOD IS BRIGHT/BAD IS DARK is based on a widespread primary metaphor that conceptualizes darkness as evil (and vice versa) (Ortiz, 2011).

The domain-level religious metaphor, which is based on the primary metaphor, is manifested verbally in both cases with the help of such keywords as “save” and “miracle” that make it possible to activate the metaphorical mapping in question.

Similarly, this type of a multimodal metaphor is used in another Bloomberg Businessweek cover devoted to Meta CEO Mark Zuckerberg. In the visual mode, lines of computer code are superimposed on top of a photo of Mark Zuckerberg during a congressional testimony. The image is accompanied by the headline (“The Apology Machine”).

In the aforementioned cases, audiences already have the necessary cues for interpreting the metaphors (bright light and computer code) in pictorial mode.

Cover 3 (Bloomberg Businessweek, August 2013) /  
Cover 4 (Bloomberg Businessweek, May 2019)



Cover 5 (Bloomberg Businessweek, March 2019)



### Type 3

On the Economist cover, Amazon CEO Jeff Bezos is pictured as Douglas Powers, commonly known as Dr. Evil, who is a popular character from Austin Powers movies. Both the source and the target domains of the metaphor BUSINESS LEADER IS AN EVIL GENIUS are manifested in the hybrid pictorial mode. It's "hybrid" (the term proposed by C. Forceville) due to the fact that the images Dr. Evil and Jeff Bezos have been merged together to highlight their similar features (like the bald head). The illustration also features the extended pinky finger gesture that Dr. Evil is known for.

The cover is supposed to show that Jeff Bezos's leadership style is similar to that of the fictional character that is known for being an evil genius craving global domination. The source and the target of the metaphorical expression is mentioned in the verbal mode ("genius" and "Amazon").

Cover 6 is taken from financial magazine Barron's. The famous business magazine cover, which shows Jeff Bezos's head and a bomb as a single gestalt, was published when the dot-com bubble of the late 90s came to an end. The "Amazon.bomb" article predicted the demise of Amazon. Interestingly enough, the cover itself was later referenced by Jeff Bezos in 2021 in a social media post, in which he reflected on the company's stunning success.

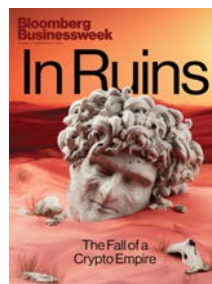
According to N. Carroll, "homospatiality" makes it possible to link different categories in visual metaphors in the same way as verbal metaphors are linked with the help of grammatical forms (Carroll, 1996: 811–812). In hybrid visual metaphors, disparate elements are fused or superimposed in order to form a unified entity. Notably, a recent neuroscientific study shows that hybrid metaphors require more intense electrophysiological processing compared to their literal counterparts that show a certain product directly (Ortiz et al., 2017: p. 328).

## Cover 6 (The Economist, June 2020) / Cover 7 (Barron's, May 1999)



The same type of a multimodal metaphor is observed on the Bloomberg Businessweek cover that focuses on the downfall of FTX founder Sam Bankman-Fried. In the hybrid pictorial mode, the ruins of what looks like an ancient Greek statue resemble the face and the hairdo of the disgraced entrepreneur. Even though the headline (“In Ruins”) does not explicitly mention the target domain of this metaphor (FTX), it can be recognized based on the subhead (the “crypto empire”). In the second case, the choice of the specific colors tends to dramatize Bankman-Fried's predicament.

## Cover 8 (Bloomberg Businessweek, November 2022)

**Type 4**

In the example below, the face of Meta (Facebook) founder Mark Zuckerberg is superimposed onto a Roman statue. The statue also shows the typical thumbs-up gesture that is typically associated with the famous social media network.

What makes this type of a multi-metaphor different from the previous case is that neither Zuckerberg nor Facebook is mentioned in the headline. Hence, only the source domain of this multimodal metaphor (a Roman emperor) actually gets mentioned in the headline (“Imperial ambitious”).

According to a recent study conducted by A. Ojha et al, pictorial metaphors tend to be perceived with a higher degree of strength when they are not verbalized (Ojha et al., 2018: p. 263). The fusion of dissimilar concepts makes it possible to focus on the most salient features for the metaphoric transfer.

The construal of the metaphor BUSINESS LEADER IS A ROMAN EMPEROR requires basic background knowledge in the realm of business, regulation, and, of course, history.

## Cover 9 (The Economist, April 2016)



### 3. Conclusions

Many business magazines use literary devices as metaphors in order to make a lasting impression on the reader. In some cases, metaphors are employed for constructing a magazine's quirky edgy personality (case in point: Bloomberg Businessweek).

Multimodal metaphors, which combine verbal and pictorial mode, help structuring various concepts and create an image of a business executive.

Overall, five types of multimodal metaphors have been determined based on the interaction of the source domain and the target domain in verbal and pictorial modes.

Future research efforts could focus on the studies of metaphors in other modes. In addition, different types of business media content (such as business documentaries) could be explored by researchers in order to determine whether they make use of multimodal metaphors.

### References

1. Forceville C. 10. *Pictorial and Multimodal Metaphor. Handbuch Sprache im multimodalen Kontext* / ed. by N.-M. Klug, H. Stöckl. Berlin, Boston, 2016. URL: <https://doi.org/10.1515/9783110296099-011> (date of access: 09.05.2024)
2. Zhong Z., Wen S., Chen S. *Research trends in multimodal metaphor: a bibliometric analysis. Frontiers in Psychology*. 2023. Vol. 14. URL: <https://doi.org/10.3389/fpsyg.2023.1144725> (date of access: 09.05.2024)
3. Carroll N. *A note on film metaphor. Journal of Pragmatics*. 1996. Vol. 26, no. 6. P. 809–822. URL: [https://doi.org/10.1016/s0378-2166\(96\)00021-5](https://doi.org/10.1016/s0378-2166(96)00021-5) (date of access: 09.05.2024)
4. Forceville C. *Metaphor in pictures and multimodal representations. The Cambridge Handbook of Metaphor and Thought* / ed. by R. W. J. Gibbs. Cambridge. P. 462–482. URL: <https://doi.org/10.1017/cbo9780511816802.028> (date of access: 09.05.2024)
5. Tseronis A. *From visual rhetoric to multimodal argumentation: exploring the rhetorical and argumentative relevance of multimodal figures on the covers of The Economist. Visual Communication*. 2021. Vol. 20, no. 3. P. 374–396. URL: <https://doi.org/10.1177/14703572211005498> (date of access: 09.05.2024)
6. Chapter 3. *Brand images: Multimodal metaphor in corporate branding messages. Applications of Cognitive Linguistics [ACL]*. Berlin, New York. URL: <https://doi.org/10.1515/9783110215366.2.45> (date of access: 09.05.2024)
7. Spiker T (2015) *e magazine cover: e cra of identity and impact*. In: Abrahamson D and Prior-Miller MR (eds) *e Routledge Handbook of Magazine Research: e Future of the Magazine Form*. London: Routledge, 377–391.

8. Charteris-Black, J. (2004). *Corpus Approaches to Critical Metaphor Analysis*. Basingstoke/ New York: Palgrave Macmillan.
9. Winter B. *Horror Movies and the Cognitive Ecology of Primary Metaphors*. *Metaphor and Symbol*. 2014. Vol. 29, no. 3. P. 151–170. URL: <https://doi.org/10.1080/10926488.2014.924280> (date of access: 09.05.2024)
10. Krzeszowski, Tomasz P. 1997. *Angels and Devils in Hell. Elements of Axiological Semantics*. Warszawa: Energeia
11. Cian L. *Verticality and Conceptual Metaphors: A Systematic Review*. *Journal of the Association for Consumer Research*. 2017. Vol. 2, no. 4. P. 444–459. URL: <https://doi.org/10.1086/694082> (date of access: 09.05.2024)
12. Stolow J., Meyer B. *Enlightening religion: Light and darkness in religious knowledge and knowledge about religion*. *Critical Research on Religion*. 2021. Vol. 9, no. 2. P. 119–125. URL: <https://doi.org/10.1177/20503032211015276> (date of access: 07.04.2024)
13. Forceville C., Renckens T. *The GOOD IS LIGHT and BAD IS DARK metaphor in feature films*. *Metaphor and the Social World*. 2013. Vol. 3, no. 2. P. 160–179. URL: <https://doi.org/10.1075/msw.3.2.03for> (date of access: 09.05.2024)
14. Ortiz M. J. *Primary metaphors and monomodal visual metaphors*. *Journal of Pragmatics*. 2011. Vol. 43, no. 6. P. 1568–1580. URL: <https://doi.org/10.1016/j.pragma.2010.12.003> (date of access: 09.05.2024)
15. Ortiz M. J., Grima Murcia M. D., Fernandez E. *Brain processing of visual metaphors: An electrophysiological study*. *Brain and Cognition*. 2017. Vol. 113. P. 117–124. URL: <https://doi.org/10.1016/j.bandc.2017.01.005> (date of access: 09.05.2024)
16. Ojha A., Gola E., Indurkha B. *Are Hybrid Pictorial Metaphors Perceived More Strongly Than Pictorial Similes?* *Metaphor and Symbol*. 2018. Vol. 33, no. 4. P. 253–266. URL: <https://doi.org/10.1080/10926488.2018.1549837> (date of access: 09.05.2024)

## STRATEGIES OF MATURE UKRAINIAN MASHUP-PROSE: LEAVING THE MATRIX

**Andrii Gurduz**

Candidate of Philological Sciences, Associate Professor,  
Associate Professor at the Department of Ukrainian Language and Literature,  
V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine  
e-mail: gurdai@ukr.net, orcid.org/0000-0001-8474-3773

### Summary

The rise and prime of mashup-prose in 2000–2010s made this subgenre the most controversial in the modern literary process. The Ukrainian embodiment of mashup-prose stands out against the world background thanks to the writers' creative reinterpretation of its key formulas in combination with a critical vision of history and a pronounced folk humor. We define the specifics of the mature form of mashup expression in Ukrainian literature using the example of the story by O. Dekan (and I. Nechui-Levytskyi) "Kaydash Family vs Zombies" for the first time.

O. Dekan's reinterpretation of the mashup model "transformation of a classical artistic work" is indicative and testifies to the creative implementation of the Western artistic matrix in the mature Ukrainian subgenre of 2020s. The interaction in this story of sequentially located plot-image blocks, where the matrix is sustained and where the classic plot by I. Nechui-Levytskyi is left behind, can be considered as a hybridization of a mature mashup-form in the previously predicted by us the transition from mashup as a subgenre to the mashup as local artistic technique. The mashup-processing strategy by O. Dekan of I. Nechui-Levytskyi's story is organic to the world experience of this subgenre and, despite the shortcomings of the text, proves the writer's original attempt to develop canonized scheme to a level of a new subgenre type. The "Kaydash Family vs Zombies" among similar national texts reflects the main parameters of the updated at the beginning of the XXI century fantasy paradigm as a whole.

**Key words:** fantasy, paradigm, reception, concept, transformation, original, national variant.

DOI <https://doi.org/10.23856/6404>

### 1. Introduction

Perhaps the most controversial from the point of view of ethics in the modern literary process is mashup-prose. The sharp rise and prime of this fantasy subgenre in 2000–2010s divided critics and readers into two camps: those who saw in the mashup a promising postmodern game, and those who were disappointed in such an attempt to renew the literary process. Emotional reviews, stimulated by the significant commercial success of the first generation of this subgenre (T. Dunn, A. Snellings, etc.), were often devoid of thorough analysis; even later fundamental academic works on fantasy novel (such as A. Anistratenko (*Anistratenko, 2020*)) have not yet included this prose. Accordingly, both classic Anglo-American examples of mashup (by S. Grahame-Smith, B. Winters, A. E. Moorat), and its later versions (by S. Hockensmith, Ya. Bakalets, Ya. Yarysh, S. Taratorina, etc.) are not comprehensively researched. Likewise, national implementations of mashup are not sufficiently studied, the research of which requires a systemic vision of the relevant national traditions and their dialogue with the world artistic

experience. The situation is complicated by the low degree of theoretical working of the actual fantasy metagenre, within which mashup phenomena actively interact and overlap with varieties of alternative history, cryptohistory, etc.

In 2020, at the global level, we are observing a decline in the popularity of this subgenre, in particular as a result of audience fatigue from the intense saturation of the cultural space with such texts and their film-adaptations. However, due to the inertia of the processes of reception, ethnic specificity, and the difference in the dynamics of the national development of literature, the mashup in local systems retains the position of a (moderately) popular phenomenon, especially in the countries of Eastern Europe. In global consideration, its influence remains at the level of artistic reception, which is motivated by the ideological closeness of the mashup for the corpus of modern fantasy as a whole. The Ukrainian embodiment of mashup-prose stands out against the world background thanks to the writers' creative reinterpretation of its key formulas in combination with a critical vision of history and a pronounced folk humor. A bright representative of a mature Ukrainian mashup is Oleksiy Dekan, whose artistic attempt "Kaydash Family vs Zombies" (2021), "based on" the well-known story by I. Nechui-Levytskyi (1878), is genetically related to the samples by S. Grahame-Smith and B. Winters. This text by O. Dekan also contains new ideological and thematic accents compared to works by Ya. Bakalets, Ya. Yarish, N. Lishchynska and S. Taratorina due to its chronologically later appearance. Being unique in its kind in national literature, the story by O. Dekan requires a comprehensive comparative study as a product of a mature mashup of the "transformation of a classical work" type, although attention has not yet been paid to it.

The purpose of our article is for the first time to define the specifics of the mature form of mashup expression in Ukrainian literature using the example of the story by O. Dekan (and I. Nechui-Levytskyi) "Kaydash Family vs Zombies". The key factors here are a) to research the originality of O. Dekan's working of the model of "transformation of a classical work" and departure from this matrix on a subgenre background, as well as b) to study reflection in this artistic text of the updated at the beginning of the XXI century fantasy paradigm.

After the first attempts of a comprehensive analysis of the Ukrainian version of the mashup by A. Gurduz in 2013–2023s (which were synthesized later (*Gurduz, 2023: 395–422*)), the study of the problems of the development of the national reception of mashup-poetics was taken up by T. Khomiak (*Khomiak, Ivashchenko, 2014*), O. Nikolova, Ya. Kravchenko (*Nikolova, Kravchenko, 2020*) and some others. The concentration of recent articles exclusively on specific texts or their components without taking into account the fantasy background and its radical changes at the beginning of the XXI century significantly narrows and sometimes problematizes the conclusions of these works, which are not always correct (*Khomiak, Ivashchenko, 2014*). Even in its early manifestations, the Ukrainian mashup is marked by a variable noticeable departure from the formulas declared by J. Rekulak, that imply of transformation of a classical artistic work and a mashup processing of the biography of a historical figure (*Dunn, 2014*), however, such important aspects of the national variant of this subgenre remain outside the attention of researchers. Commenting on the question of the system of images and the type of conflict in mashup-prose, O. Pochapska-Krasutska, T. Khomiak, O. Nikolova and Ya. Kravchenko ignore the problems of the evolution of the subgenre and its principles, although its ideological inspirer J. Rekulak warned about it (*Dunn, 2014*). We substantiated the decline in the popularity of the mashup in the end of 2010s and local experiments with it as a subgenre and technique (*Gurduz, 2023: 402*), now these changes find vivid confirmation in "Not People, People, Not-Humans" (2018) by N. Lishchynska, "Lazarus" (2018) by S. Taratorina, etc.



In the unexplored mashup of the reinterpreted original type “Kaydash Family vs Zombies” (R. Onyshchenko devoted to it a somewhat controversial remark: “The plot of this story is not about the Kaydash family at all, although the author took a lot from the original work” (*Dekan, 2023: 140*)), O. Dekan qualitatively transforms the subgenre matrix, practically going beyond its limits, which deserves attention as a perspective study of evolutionary processes in national and world literature of the XXI century in the circle of topical issues of fantasy study.

## 2. Action of the “transformation of a classical work” matrix

One of the few examples of a Ukrainian mashup in the plane of transformation of a nationally significant text, “Kaydash Family vs Zombies” by O. Dekan “based on” the story by I. Nechui-Levytskyi corresponds to the classic principles of this subgenre. This native work testifies to the writer’s assimilation of the Western European and North American mashup experience and, at the same time, the corresponding cultural space. At the same time, O. Dekan’s thesis about the global growth of mashup popularity as a “genre” in 2020s (*Dekan, 2023: 5*) is wrong, although in Ukrainian literature an artistically valuable sample of the subgenre has a chance of success, which is proved by the novel “From the Seventh Bottom” by Ya. Bakalets and Ya. Yarysh.

The preservation of the elements of the classic story is emphasized in the preface to “Kaydash Family vs Zombies” (*Dekan, 2023: 6*), and it is consonant with the statement about the mashup-prose ideas of J. Rekulak (*Snellings, 2022; Dunn, 2014*); this approach allows one to fully appreciate O. Dekan’s own contribution and the nature of the fantasy arrangement of I. Nechui-Levytskyi’s work, which is decisive for the mashup-modification. The factor of an irrational threat to the world, of which the Kaydash family is a part (the living dead, as in the earlier “Pride and Prejudice and Zombies” by J. Austen and S. Grahame-Smith, “Lazarus” by S. Taratorina, etc.), complicates the plot by an order of magnitude, the confrontation with mystical evil simultaneously groups the characters, increasing the intrigue tension. Characterizing his version of the classic story, O. Dekan reasonably points out that “...before the threat of an external enemy, there is almost no time left for petty family quarrels” (*Dekan, 2023: 6*). However, it is actually impossible to compare the degree of misunderstandings among Kaydash family members of updated and classic works, since in O. Dekan’s text family disputes of the characters are rather commented on as a fact and mostly omitted; figuratively speaking, the factor of confrontation within the family is transferred to the outside and, determined by fantasy circumstances, is already positioned as a universal disaster.

Such (uncharacteristic for a mashup of this type) removal of significant volumes of the invariant text, instead of their genre adaptation to the parameters of the new work, sometimes leads to a violation of the logic of plot transitions in the mashup version, which is negatively felt for a reader familiar with both texts; this conventionally shares the “Kaydash Family vs Zombies” into two parts: with the sustained structure of I. Nechui-Levytskyi’s text and without it (the second part lacks plot autonomy and needs a close echo with the original story). The specified motif of resistance to external global evil is inherent in the mashup, it is a subgenre marker and makes the intrigue somewhat predictable, which, however, does not prevent the modern co-author from showing his writing talent in the case of working with a classic text.

As in “Abraham Lincoln: Vampire Hunter” by S. Grahame-Smith, the American war against evil is a metaphorical war for the freedom of the nation, so the confrontation with evil in the XIX century in “Kaydash Family vs Zombies” is interpreted in a patriotic sense. Since

structurally this Ukrainian story is related to “Pride and Prejudice and Zombies”, then, following T. Dunn (*Dunn, 2014*), we can qualify it as a “real post-postmodern text” with a new ideological vector.

It should be emphasized that in the reinterpretation of “Kaydash Family” O. Dekan tries to combine the national sense and foreign experience of the subgenre (first of all, by S. Grahame-Smith and B. Winters), forming his own artistic work as a result of intercultural dialogue. However, there is no the organicity of “own” and “other” in the text of 2021, and the exotic element stands out here, just as it remains a “foreigner” (*Dekan, 2023: 17*) the Kaydash mother-African among the inhabitants of the Semigory village. In B. Winters’ transformation of “Sense and Sensibility” by J. Austen, the exotic factor is woven into the fabric of the text systematically and thoroughly at various artistic levels, in particular the lexical one (*Gurduz, 2023: 417*), while in the mashup of the Ukrainian writer such systematicity is not so consistent.

Transformed episodes of an invariant text make up the first conditional part of mashup about Kaydash family and contain successful decisions from the point of view of the subgenre, which are original and consonant with the corresponding foreign artistic experience; here O. Dekan manages to give to scenes by I. Nechui-Levytskyi a new meaning. So, Omelko Kaydash didn’t just “...sat in the shed on a bench and tinkered” (*Nechui-Levytskyi, 1986: 153*), but he “...sat in the shed on a bench and made some new strange tool, which only from a distance looked like a pitchfork” (*Dekan, 2023: 12*). The uneasiness of the fantasy line is also preceded by a changed landscape, where the focus of admiration of I. Nechui-Levytskyi for the beauty and harmony of *living* nature shifts to the O. Dekan’s combat *mortality*:

– “The dams are lined with hundred-year-old willows. In the deep ravine, a velvety green belt seems to curl, on which silver ornaments, as if inserted into a green frame, shine. Two rows of white houses under the mountains turn white, like two rows of pearls on a green belt. Near these houses turn green in thick old gardens” (“Kaydash Family” (*Nechui-Levytskyi, 1986: 153*));

– “The dams, once lined with hundred-year-old willows, now, everywhere you look, here and there abound with sharpened and old moss-covered tree trunks. Like spears abandoned by the ancient gods, they were bristling, ready to fight and defend at any time. [...] In the deep ravine, a green velvet belt seems to curl, on which silver ornaments shine as if inserted into a green frame. Several abandoned boats as dead carcasses are slowly swaying on the water...” (“Kaydash Family vs Zombies” (*Dekan, 2023: 9–10*)).

One of the centers of mysterious evil in the mashup-variation naturally becomes the forest opposite the field as a “different” territory compared to the inhabited “own” space of the village; the forest acquires the status of a taboo place, it returns people and give them its own seal – otherness. Popular in the fantasy prose of the end of the XX – the first decades of the XXI century the concept of the Other here is synonymous with the “hostile otherworld”. Let us compare:

– “There is a light gray fog over the valleys. Those valleys from afar seem to breathe cold, forest dampness in your face, beckoning you into the shadow of a dense old forest” (“Kaydash Family” (*Nechui-Levytskyi, 1986: 153*));

– “There is a light gray fog over the valleys. They seem to breathe coldness and dampness in your face from afar, beckoning you to the shadow of a dense old forest. But it was strictly forbidden to go to it alone. And those fools who dared... they came back, but different” (“Kaydash Family vs Zombies” (*Dekan, 2023: 12*)).

Natural for the Ukrainian cultural tradition, the strengthening of the feminine principle in modern fantasy is also noticeable in “Kaydash Family vs Zombies”.

So, I. Nechui-Levytskyi's Lavrin of a lyrical nature would like to choose a girl "...beautiful as a flower, as a viburnum in a meadow, and quiet as a quiet summer..." (*Nechui-Levytskyi, 1986: 156*), and his mashup version dreams of a wife of a different nature: "...she is beautiful as a flower... And she must be fast as a deer, and she must know how to deal with weapons, she should not be afraid of either the sight of blood or the rising evil spirits..." (*Dekan, 2023: 22*). Later, Melashka saves Lavrin, and Karpo is charmed, in particular, by Motria's ability to shoot with a crossbow: "That's the girl is, that's how she shoots, she'll give Lavrin himself a head start" (*Dekan, 2023: 50*).

The desired virtues of potential brides in the dialogue between Lavrin and Karpo of O. Dekan with the actualization of the characteristics of a female warrior capable of protecting herself and her relatives are similar to those traits that are added to the standard traits of a secular woman in "Pride and Prejudice" by J. Austen in a mashup-transformation by S. Grahame-Smith:

"A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages, to deserve the word; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address..." ("Pride and Prejudice" (*Austen, 1991: 35–36*));

"A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages; she must be well trained in the fighting styles of the Kyoto masters and the modern tactics and weaponry of Europe. And besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address..." ("Pride and Prejudice and Zombies" (*Austen, Grahame, 2009: 34*)).

The difficult character of Marusia-"Funania" (*Dekan, 2023: 24*) Kaydash is motivated here, among other things, by the exclusivity of her origin as a representative of the older generation. This dark-skinned heiress of a West African family brings to the life of the Kaydash family the peculiarities of her national culture, which is manifested, in particular, in elements of clothing (a turban (*Dekan, 2023: 39*)) and appearance in general ("a deer skull mask" (*Dekan, 2023: 16*), tattoo on the face (*Dekan, 2023: 18*)), in speech (she knows three languages (*Dekan, 2023: 20*) and addresses her sons in French), and in the way of life (she practices witchcraft and voodoo magic), etc. "Funania" is compared in B. Winters' manner to a "black panther" (*Dekan, 2023: 23*), with a "mad elephant" (*Dekan, 2023: 126*); she, unlike the artistic prototype (who is morally corrupted during the period of serving the masters), respects the village community and is not fully accepted by it, but plunges into memories of her past in moments of nostalgia.

The textual analysis of "Kaydash Family vs Zombies" and the earlier "Sense and Sensibility and Sea Monsters" by J. Austen and B. Winters allows us to reveal the closeness of the figures of Marusia-"Funania" and Kukafahora – the concubine of Sir John Middleton, the "princess of a tribe indigenous to a far-flung atoll" (*Austen, Winters, 2009: 27*). So, we can assume with a high degree of probability the reception by O. Dekan of the corresponding material of colleagues (the fact of using a machete by Sir Middleton from "Sense and Sensibility and Sea Monsters" (*Austen, Winters, 2009: 27*) and by Lavrin (*Dekan, 2023: 98*) draws attention). At the same time, if Kukafahora is kidnapped from her native tribe and forced to become part of a Western European family, where this woman does not fully adapt, then Marusia Kaydash is saved in time and marries Omelko for mutual love.

### 3. The ways of rejection from the “transformation of a classical work” matrix

O. Dekan's choice to create a mashup based on the “Kaidash Family” is successful from the point of view of post-colonial discourse, which is popular today, particularly in fantasy. Thanks to this the text “Kaydash Family vs Zombies” is organic not only for the genre-synonymous “Sense and Sensibility and Sea Monsters”: Ukrainian text is also close to example of another subgenre – “Jonathan Strange & Mr Norrell” by S. Clark with a pronounced experience of post-colonial syndrome on the example of servant Stephen Black. Omelko Kaydash's memory of the historical serfdom for Ukraine is “supplemented” in O. Dekan's work by the exoticized memories of Marusia-“Funania”, a native of one of the “British colonies” (*Dekan, 2023: 23*): “But when she grew up, she was surprised to learn that she, like her entire family, belonged to a respected general from London” (*Dekan, 2023: 24*). Karpo opposes such a reality (“...all people are equal” (*Dekan, 2023: 63*)), and it is in this context that the resonant maxim inserted by O. Dekan into the mouth of the mostly silent Omelko from I. Nechui-Levytskyi's story: “Empires flourish and decline... And Semyhory have stood and will stand” (*Dekan, 2023: 33*). A similar replica could not belong to the classic Omelko due to the constitution of this character and censorship, and in the text by O. Dekan the old Kaydash undergoes a significant change in the direction of heroization, in particular thanks to the confrontation with the evil (“Once this gray-haired grandfather was a skilled lad, a real warrior... one whose name was feared all local and distant villages...” (*Dekan, 2023: 23*)).

Compared to the artistic prototype, Omelko of O. Dekan is elevated intellectually and spiritually; it is to him that the words about the Motherland at the time of the fight against evil belong, which refer to the history of Ukraine: “Then, even in Kyiv, our tactics were adopted, and Ukraine stood up in this difficult battle, because our people are united... We must build our state, and do not whine for the former usurper” (*Dekan, 2023: 33*). Such rhetoric, in particular with the recognition of the character's life mistakes, is unexpected for Omelko in I. Nechui-Levytskyi's story, created under conditions of increased censorship. At the same time, only the old Kaydash in the text by O. Dekan is able to summarize his own and national historical experience as a person of respectable age. New in the artistic work of 2021 is, among other things, the mystical accusation of Omelko Kaydash in the murder of the king, whose servants allegedly turned into a kind of inanimate and undead (*Dekan, 2023: 59*).

When I. Nechui-Levytskyi pays more attention to the characters of the sons of Kaydash and their wives, O. Dekan focuses, first of all, on the older generation of the family, whose image has been radically changed compared to the classical one. The pagan belief of Kaydash-mother contrasts with the Christian atmosphere of Semyhory, and such a shift of content accents in the mashup makes it possible to avoid the thesis of primitiveness of the religious fears of I. Nechui-Levytskyi's Omelko. In general, we note that the criticism of the church expressed in I. Nechui-Levytskyi in O. Dekan's story is weakened, although the satirical opuses about superstitious villagers of Semyhory in the protowork are supported and sometimes dramatized. An example of the latter position can be read in Marusia Kaydash's attempt to save her husband: “...Marusia was banging on a wooden tambourine, cutting her body with a knife and convulsing on the floor, as if she had an epileptic fit. But dark voodoo didn't help either. She even began to call for help the gods in whom her husband believed, the Blessed Virgin Mary and all the saints she could remember – all in vain” (*Dekan, 2023: 43*).

The combination here of appeals to Christian and pagan spiritual forces is natural for the fantasy of the first decades of the XXI century manifestation, the already dramatized version of which can be found in “Moon Maiden” by D. Kornii, where during the saving ritual the molfar

calls out: “Creator of light and Creator of darkness, help me to persuade, to conjure and order all evil. I call on all the saints, I beg the Mother of God for help. I conjure all the spirits of the mountains...” (*Kornii, 2019: 334*).

National accents are also included in the mashup-story: irrational evil in the XIX century, according to O. Dekan, originally raged in the lands of imperial tsarism; people of Semyhory will never recognize Kaydash-mother, an African woman, as native, although they seek her help as a healer, and her mulatto sons also feel a certain barrier in communicating with their environment (Motria replies to Karpo: “I would stand with a dark man, but not with you, a gypsy” (*Dekan, 2023: 47*); Lavrin is asked: “Did you, so dark all over, emerge from the black forest or from hell?” (*Dekan, 2023: 92*)). By the way, manifestations of negative national stereotypes can be traced in the case of representatives of certain nationalities in alternative Kyiv in “Lazarus” by S. Taratorina.

The attributive emphasis of the concept of boundary in various modifications, which is characteristic of the fantasy of 2000-2020s, can also be traced in “Kaydash Family vs Zombies”, for example, Karpo tells his future wife about himself: “My mother’s ancestors were from ancient African warriors and witches, but my father is no need to be introduced to anyone... And I am the son of two powerful peoples, the explosive mixture is in my blood...” (*Dekan, 2023: 47*). Accordingly, in a distant metaphorical perspective, the images of Karpo and Lavrin here are correlated with the characters of Nathan Bern from the “Half Life” by S. Green, Deiv from “The Wind Mountain” by A. Bahriana, Liubava from “...When the sun was hundred-eyed. Amulet of the sorcerer” by O. Radushynska and others. It is symbolic that the mashup by O. Dekan also mentions “French vampires and double-soul monsters, or English werewolves, who are the most evil in the world” (*Dekan, 2023: 62*). Moreover, the “three-soul monsters” are also named here (*Dekan, 2023: 65*).

Reading in the system of foreign analogues can certainly affect the perception of “Kaydash Family vs Zombies”. Thus, protection of Karpo Motria from pigs, which transformed into monsters (*Dekan, 2023: 48–49*) looks natural in the rural color of Semyhory, although somewhat stylistically reduced in comparison with the confrontation of the characters with more “substantial” enemies in “Pride and Prejudice and Zombies” by J. Austen and S. Grahame-Smith, “Sense and Sensibility and Sea Monsters” by J. Austen and B. Winters, “Abraham Lincoln: Vampire Hunter” by S. Grahame-Smith, etc. What is unexpected is that in the story by O. Dekan, the lexeme denoting an irrational creature (zombie) is included in the title of the work, but it is not used once in the text and is indicated by synonymous descriptions: “the walking dead” (*Dekan, 2023: 53*), “the living dead” (*Dekan, 2023: 118*). The metaphor of the living dead here is semantically inconsistent and contains internal paradoxes, because it is interpreted differently in different sections. If the named undeads in the text are able to transform another people and even animals bitten by them into their own kind, then the interpretation of these irrational creatures in the story as remnants of the tsarist system of the XIX century is problematic (besides, Omelko Kaydash, whose anti-tsarist rhetoric we quoted, after his death turns into such a dead man). Also controversial is the specific relationships between the living dead and the inhabitants of Biivtsi village (beast people): monsters don’t like people like that and mostly do not touch.

I. Nechui-Levytskyi’s humor in the mashup-version of the story becomes less, as individual episodes of the work take on the color of horror, although the sense of folk humor in O. Dekan’s text is undeniable: looking at the body of a killed monstrous pig, Karpo regrets: “This lard is already irretrievably spoiled” (*Dekan, 2023: 50*).

Let's pay attention to the thesis included in the story of O. Dekan, which is organic to the modern corpus of the mashup: Marusia Kaydash thinks about the ruthlessness of the universe (*Dekan, 2023: 23*), and we recall a similar position in Elizabeth Bennett's words from the "Pride and Prejudice and Zombies" by J. Austen and S. Grahame-Smith: «God has no mercy» (*Austen, Grahame, 2009: 58*).

At the same time, we note certain lacunae in the plot of "Kaydash Family vs Zombies" – in conditional second part of the story, which is incomplete without connection with the classical work. These lacunae probably arose in connection with an incompletely thought-out artistic concept of the work, and, as a result, with an overload of fantasy metaphors. Paradoxes affecting the logic of Christian thinking are also found in the I. Nechui-Levytskyi mashup. So, in the church, Lavrin is preparing to marry Melashka, the plot representative of the beast-men (*Dekan, 2023: 96*) (although the popularity of the motif of personal relationships between humans and non-humans in fantasy is currently growing). Understanding that the scene of strange visions of I. Nechui-Levytskyi's Omelko in the Saturday church (*Nechui-Levytskyi, 1986: 244*) "prompts" O. Dekan to develop this episode to the level of horror, as well as the fact that in the texts by S. Grahame-Smith, B. Winters, S. Taratorina and other modern fantasy writers, the Christian element often falls into a weak position, we, however, consider the weaving into the fabric of "Kaydash Family vs Zombies" a naturalistic scene of a terrible murder of a priest by an undead man unjustified (*Dekan, 2023: 98*), as well as the fact of the violence of the dead in the church.

In the O. Dekan's scene of the "treatment" of old Kaydash by Palazhka, we also see a logical inconsistency. If in I. Nechui-Levytskyi's work the invited Palazhka is positioned as a "healer" (*Nechui-Levytskyi, 1986: 247*), then in the mashup she "was a famous village witch" (*Dekan, 2023: 115*), and although her order here is already devoid of curious repetitions of the lexeme "cross", which are in I. Nechui-Levytskyi's text ("A cross on me, a cross on my back, I'm all in crosses, like a sheep in burdocks" (*Nechui-Levytskyi, 1986: 248*)), but it contains the following words: "I, the servant of God Palazhka, am going to the servant of God Omelko to drive away all evil from his veins..." (*Dekan, 2023: 115*). Therefore, drawing in the specified context the figure of a "witch" who heals with an appeal to the Christian canon causes dissonance. The modern author's lexical replacement of "healer" with "witch" is probably related to the desire to emphasize the mystical element in the story.

O. Dekan uses the technique of regrouping the details of the text of the original story in a new work, and with variable heroization and different artistic success. For example, the episode in "Kaydash Family", where the eldest son beats the father, in the mashup-version is transformed into a forced due to plot logic Karpo's murder of Omelko after the old man, drowning in a puddle, turns into the living dead. The drama of this scene is enhanced by the outline of the son's love for his father, who is now a zombie and an enemy of humanity: "I love you – probably the first time since childhood Karpo said these words to his father" (*Dekan, 2023: 119*). It is Omelko, not his wife, who loses an eye in "Kaydash Family vs Zombies", and the sad event does not occur in a family quarrel, but during the protection of the house and Kaydash himself from the evil one: the arrow of Lavrin's crossbow pierces the undead man's skull along with Omelko's eye. In this way, I. Nechui-Levytskyi's grotesque in the indicated scene is transformed into heroic pathos.

In the mashup-version of the "Kaydash Family" the game principle introduced by the co-author of the XXI century dominates; at the same time, logically for the subgenre, there is patriotic pathos actualizes in the O. Dekan's text. Semantic shortcomings and gains of the mashup-version compared to the original are noticeable, if the reader is familiar with the original story, which is not principle for perceiving a mashup-product (*Genette, 1997: 397*).

#### 4. Conclusions

O. Dekan's reinterpretation of the mashup model "transformation of a classical artistic work" is indicative and testifies to the creative implementation of the Western artistic matrix in the mature Ukrainian subgenre of 2020s. The interaction in the story "Kaydash Family vs Zombies" of sequentially located plot-image blocks, where the matrix is sustained and where the classic plot by I. Nechui-Levytskyi is left behind, can be considered as a hybridization of a mature mashup-form in the previously predicted by us the transition from mashup as a subgenre to the mashup as local artistic technique.

The mashup-processing strategy by O. Dekan of I. Nechui-Levytskyi's story is organic to the world experience of this subgenre and, despite the shortcomings of the text, proves the writer's original attempt to develop canonized scheme to a level of a new subgenre type. At the same time, the "Kaydash Family vs Zombies" among similar national artistic texts reflects the main parameters of the updated at the beginning of the XXI century fantasy paradigm as a whole, which speaks about the community of the processes in Ukrainian fantasy to the global tendencies of this metagenre 2010–2020s. The further comparative study of the evolution of national versions of mashup-prose is perspective, because it will allow a deeper understanding of the logic of national receptions of this subgenre, and its transformation as a whole. A non-comparative research of this artistic corps, as we can see, is untenable.

#### References

1. Anistratenko, A. V. (2020) *Alternatyvna istoriia yak metazhanr ukrainskoi ta zarubizhnoi prozy: komparatyvna henolohiia i poetyka*. [Alternative history as a Metagenre of Ukrainian and Foreign Prose: Comparative Geneology and Poetics]. Chernivtsi : BDMU. [in Ukrainian]
2. Austen, J. (1991). *Pride and Prejudice* / introd. by P. Conrad. London : D. Campbell.
3. Austen, J., Grahame-Smith, S. (2009). *Pride and Prejudice and Zombies*. New York : Scholastic, Inc.
4. Austen, J., Winters, B. H. (2009). *Sense and Sensibility and Sea Monsters*. Philadelphia : Quirk Books. Retrieved from: [https://annas-archive.org/slow\\_download/4db3831ca7662fae19b11b7461689151/0/0](https://annas-archive.org/slow_download/4db3831ca7662fae19b11b7461689151/0/0) (accessed 26 May 2024).
5. Dekan, O. (2023). *Kaidasheva simia vs zombi: meshap-povist za motyvamy tvoriv I. Nechui-Levytskoho*. [Kaydash Family vs Zombies: a mashup story based on the work by I. Nechuy-Levytskyi]. Haisyn : TuT. [in Ukrainian]
6. Dunn, T. (2014). *Pride & Prejudice & Zombies: Part 1 of 3*. QuirkBooks. Mar. 11. Retrieved from: <https://www.quirkbooks.com/pride-prejudice-zombies-part-1-of-3/> (accessed 15 May 2024).
7. Genette, G. (1997). *Palimpsests: Literature in the Second Degree* / transl. by C. Newman, C. Doubinsky. Lincoln; London : University of Nebraska Press.
8. Gurduz, A. I. (2023) *Ukrainskyi fenteziinyi roman 2000–2020 rr. u slovianskomu, anhliiskomu y amerykanskomu kontekstakh: osoblyvosti natsionalnoho mifotvorchoho kodu*. [Ukrainian fantasy novel of the 2000–2020 in Slavic, English, and American contexts: peculiarities of the national myth-making code]. Mykolaiv : Ilion. [in Ukrainian]
9. Khomiak, T. V., Ivashchenko, O. A. (2014). *Khudozhnie modeliuвання obrazu Sirka v romani "Iz somoho dna" Ya. Bakalets ta Ya. Yarosha*. [Artistic modeling of Sirko's image in the novel "From the Seventh Bottom" by Ya. Bakalets and Ya. Yarosh]. *Visnyk Zaporizkoho natsionalnoho universytetu. Filolohichni nauky*. [Bulletin of Zaporizhzhia National University. Philological Sciences]. Zaporizhzhia : Zaporiz. National University. Vol. 2. pp. 247–256. [in Ukrainian]

10. Kornii, D. (2019). *Misiatsivna. [Moon Maiden]. Kharkiv : Vivat. [in Ukrainian].*
11. Nechui-Levytskyi, I. S. (1986). *Tvory. [Works]: in 2 vol. Kyiv : Naukova dumka. Vol. 2: Povisti ta opovidannia [Tales and stories]. [in Ukrainian]*
12. Nikolova, O. O., Kravchenko, Ya. P. (2020). *Distinctive characteristics of the Ukrainian mashup prose vs. American and European tradition. Visnyk Zaporizkoho natsionalnoho universytetu. Filolohichni nauky. [Bulletin of Zaporizhzhia National University. Philological Sciences]. Zaporizhzhia: Helvetica. Vol. 2, pp. 189–194.*
13. Snellings, A. (2022). *Up Close : Jason Rekulak. Big Thrill. May 2. Retrieved from: <https://www.thebigthrill.org/2022/05/up-close-jason-rekulak/> (accessed 15 May 2024).*



## CONCEPTUALIZATION OF THE COMMERCIAL SPHERE BY THE ENGLISH-LANGUAGE FRAME TRADE

**Sabina Hudzovata**

Postgraduate Student at the Department of English Philology and Linguistics,  
Zaporizhzhia National University, Ukraine  
e-mail: hudzovata.sabina@gmail.com, orcid.org/0000-0003-3235-0235

### Summary

The article examines the features of the component structure and internal relationships in the English-language framework TRADE. According to M. Minsky, we understand the frame as a structure that represents stereotyped knowledge and expectations that allow the system to ensure internal consistency. In linguistics, this manifests itself in the fact that the meaning of a single word requires access to all the basic knowledge associated with that word. For example, understanding the word *sell* requires knowledge of the commercial transfer situation, which includes the seller, buyer, goods, money, and their relationships. In this sense, it is the perspective that is important: from the buyer's point of view, the trading process is a purchase, while from the seller's point of view, it is a sale. The article analyzes the possibilities of applying different perspectives to reveal the internal structure of the TRADE frame and the relational arcs between its components. The formation of the frame occurs due to the combination of propositions that determine the relationship between its components. A proposition as a basic structure of knowledge representation has a logical subject (the target concept) and a logical predicate (a feature attributed to the subject). The construction of propositions within the frame is carried out through the functioning of the basic propositional frames, which enable the coherence of its cognitive content.

**Key words:** basic frame, domain, proposition, relational arc, scheme of action.

DOI <https://doi.org/10.23856/6405>

### 1. Introduction

The sphere of trade is an important element of human society, which is reflected in the mind in the form of a corresponding frame. A frame is one of the ways of organizing human experience and knowledge about the surrounding world and it has its own structure. Today, in cognitive linguistics, there is a considerable number of works devoted to the problem of defining the frame (*Minsky, 1977; Fillmore, 1982; Barsalou, 1992*) and the study of connections in its internal structure (*Cienki, 2012; Novosadska, 2018*). Despite the significant interest in the problem of researching the mechanisms and principles of knowledge structuring, the problem of highlighting the structure of the TRADE frame and its internal connections is not sufficiently covered in modern linguistics. Considering the importance of the referent in extralingual reality, this problem is quite relevant for modern linguistics. The purpose of the study is to determine the features of the component structure and internal relationships in the English-language TRADE framework. Following the set goal, it is necessary to perform the following tasks:

- define the components of the TRADE frame structure;
- establish the peculiarities of the formation of relational arcs in its content;

– identify the list of basic frames that form the basis of its awareness in the modern conceptual picture of the world.

The object of research is the English-language frame TRADE, and its structural and systemic connections are the subject of the paper.

The research methodology provided for a certain algorithm for the application of linguistic methods: methods of definitional and compositional analysis – for establishing frame components; methods of semantic and cognitive analysis – to establish its cognitive features; the method of contextual analysis – to identify the actualization of its relational arcs; the method of propositional analysis and the method of analysis of basic frames – to identify relationships in its internal structure.

## 2. Frame model of experience conceptualization

The human conceptosphere is an element of an all-encompassing information continuum – the noosphere, which reflects the unity of the human mind and the universe. According to scientists, the conceptosphere as a whole “exists in the form of a general cognitive and semantic continuum, which is dissolved in the languages of the world. The noospheric level as an organizing and unifying force of planetary human consciousness is basic for cognitive activity and conceptualization of the world; cognitive-semantic continuum, in turn, is a source of language activity, a latent standard of such activity and a real treasury of general mental meanings of the Universe” (*Manakin, 2016: 233*). Such an opinion indicates that all knowledge can be presented in the form of information packages, interconnected with each other, while the understanding of one portion of information is possible only in relation to another.

This statement stems from the theory of frames, the provisions of which should be discussed in more detail, since this theory allows describing the features of categorization and structuring of knowledge and grouping of information, which is one of the important directions of modern cognitology. Frames, in this sense, play an important role in how a person perceives, remembers and reflects on his experience, forms assumptions about the preconditions and possible concomitant events of his experience, and even about how his own life experience can or should be used (*Novosadska, 2018: 38*). The term “frame” was first proposed by M. Minsky, by which he understood a structure representing stereotyped knowledge and expectations that allowed the system to ensure internal consistency (*Minsky, 1975: 220*). The use of the term “frame” is justified by the fact that the scientist metaphorically associated a certain information structure, which consists of a certain number of interconnected nodes, with a film frame (*Novosadska, 2018: 38*).

The transition of the term “frame” into the field of cognitive linguistics is mainly due to the works of Ch. Fillmore (*Fillmore, 1982; Fillmore, 1997*), who extrapolated the idea of the existence of certain syntactic collocational frames to the field of semantics, concluding that the meaning of a word has an encyclopedic nature. According to the scientist, understanding the meaning of a single word requires access to all basic knowledge related to this word (*Cienki, 2010: 171*). For example, understanding the word sell requires knowledge of the commercial transfer situation, which includes the seller, buyer, goods, money and their relationships. Moreover, it is the perspective that is important: from the point of view of the buyer the trading process acts as a purchase, while from the seller’s point of view it is a sale. So, the frame acts as a structure that provides a representation of a certain conceptual object in accordance with the chosen perspective.

Thus, the frame can be graphically depicted as a network of nodes and connections that bind them (*Minsky, 1975: 212*). The frame has a two-level nature. The first level of the frame consists of certain top nodes or conceptual domains, each of which includes terminal nodes – slots, which are filled with certain attributes characterizing the relevant sphere (*Khomenska, 2014: 173*). Domains, thus, are a certain encyclopedic background against which frame attribute slots are actualized, which can usually be presented in the form of separate concepts, objectified by the semantics of the corresponding language units.

It is worth noting that, unlike the matrix model of knowledge representation, the essence of which is reduced to the formation of a list of certain features characteristic of a separate concept, or to a list of separate concepts included in a more schematic macroconcept, the frame model pays great attention to the relationship of “interactivity” between individual slots. That is, the slots of the frame are united by certain relational arcs and permeated with propositions (*Scragg, 1976: 106*). Thus, the nodes in the frame are “intelligent” (*Tyler, 1978*) and each of them carries information not only about the attribute features of the slot, but also about its place in the general network of the frame.

As M. Minsky notes, a frame is similar to a framework or a form with empty cells that must be filled with information. Slots act as such information filling (*Minsky, 1988: 106*), which are often actualized in common contexts (*Barsalou, 1992: 35*).

The formation of the frame occurs due to the combination of propositions that determine the relationship between its components. A proposition as a basic structure of knowledge representation has a logical subject (the target concept) and a logical predicate (a feature attributed to the subject). An argument is an invariable element of a proposition, while a variable element is a function that both the subject and its predicate can perform (*Zhabotynska, 1997: 258*). Frames structure and reflect a certain part of human experience through the meaning of linguistic units, and their study is the key to understanding the mechanisms of categorization and conceptualization of verbalized fragments of the conceptosphere.

The frame model of knowledge representation indicates certain features of the conceptual system as a whole (*Fillmore, 1968; Veremchuk, 2023*):

1. Objectification of concepts is possible only relative to a certain cognitive frame of reference, the function of which is performed by the frame. The disappearance of the frame leads either to the objectification of the concept relative to another frame, or to the disappearance of the concept itself, since the latter cannot exist outside of any frame.

2. The objectification of the concept relative to the frame is related to the perspective, for example, the tokens buy and sell objectify the same TRADE concept from different perspectives: buy – from the perspective of the buyer, while sell – from the perspective of the seller.

3. Frames determine the connotative color of lexical units: sell – positive connotation, peddle – negative.

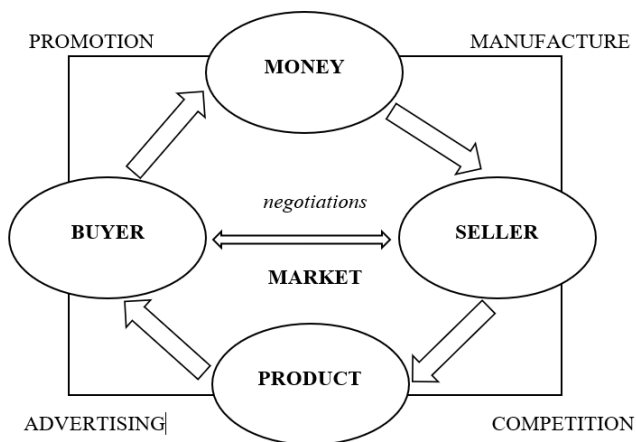
So, a frame is a complex information network that structures human experience according to smaller mental formations – concepts, and shows their interrelationship, as the content of one concept is objectified relative to another.

### 3. Components of the English-language TRADE frame

The English-language trade sphere is a complex socio-economic phenomenon, the awareness of which is imprinted in the picture of the world and reflected in the language.

The difference between the TRADE concept and the TRADE frame is that the first one is considered as a hierarchically organized structure, at the top of which there are conceptual domains, which consist of conceptual parcels, filled with micro-concepts, each of which actualizes certain cognitive differential features. A set of cognitive features forms the cognitive content of the TRADE concept, which can be presented in the form of a conceptual matrix.

TRADE frame certainly has the same features as the concept of the same name, since it is essentially the same mental construct, but its key difference is that it foregrounds the relations that are formed between its constituents, and the palette of these relations is wider for the relation of entry and intersection, as is characteristic of the concept. That is, the TRADE frame is a mental construct that consists of separate elements – conceptual domains and relations between them that permeate it. Each of the domains contains terminals – mandatory integral elements, and slots, which are variable components. Schematic representation of the TRADE frame is presented in Figure 1.



**Fig. 1. Structure of the TRADE frame**

During the lexical-semantic analysis of lexicographic sources (*Cambridge Dictionary; Longman Dictionary; Oxford Dictionary*) and contextual and linguistic cognitive analysis of English language corpora (*Sketch Engine; English Corpora*) it was found that the TRADE frame covers four main domains: BUYER, SELLER, PRODUCT and MONEY, and one schematic that unites them – MARKET. In the diagram, the MARKET domain includes the key domains of the frame not completely, but partially, which is due to the fact that all domains belong to it during the implementation of trading scenarios, but outside of them they may not be part of it. For example, the domains BUYER and SELLER are of course included in the framework domain MARKET in the context of conducting sales transactions, however, being physical and legal entities, they can both leave the market due to certain subjective or economic reasons and remain outside it for some time without entering trade relations. A PRODUCT domain is included in the MARKET only when it is offered for sale by the seller, but after purchase or as a result of its withdrawal from sale and simply stored on shelves, it is not a component of the market. This also applies to the MONEY domain, which is included in the analyzed frame as a means of payment, but remains outside it when it is stored, for example, in a deposit or in a safe.

MARKET domain has the status of a framework, because it is within its limits that the relationships between the other four main domains are implemented. As mentioned, each of these domains has terminals and slots.

The BUYER domain terminals are “Individual Buyers” and “Business buyers”, while the slots include a significant number of types of buyers.

Terminals of the SELLER domain are “Individual seller” and “Business seller”, and their slots include varieties of sellers.

The terminals of the PRODUCT domain are “Goods” and “Services”, “Valuable papers” and “Property” and their slots include hyponyms of these categories.

Terminals of the MONEY domain are “Fiat money”, “Cryptocurrency”, and “Commodity money” while their slots include different varieties of money.

Having determined the component composition of the TRADE frame, we will proceed to the characterization of its internal relations.

#### 4. The relationship between the components of the English-language TRADE frame

The contextual actualization of the TRADE frame is always partial, in other words, not the entire frame is actualized, but some part of it, since the corresponding syntactic propositions actualize only certain terminals and only some slots characteristic of a certain situation.

The MARKET schematic domain encompasses the above domains and unites them with relational arcs that can be considered as cognitive scenarios, the central one of which is “trade negotiations”. Terminal nodes of the MARKET schematic domain are MANUFACTURE, COMPETITION, PROMOTION and ADVERTISING.

Let’s analyze in more detail the relationship between the key domains of the frame and their relationship through its terminal nodes. The research material was resources devoted to the problems of doing business, business negotiations and the preparation and conclusion of trade agreements (*Preston; Praveen; Harvard Business; How to negotiate*).

Within the analyzed frame, we identified the following relational arcs that connect the main domains, passing through the terminal nodes of the MARKET schematic domain: BUYER – PRODUCT, SELLER – PRODUCT and BUYER – SELLER. Each of the relational arcs includes a set of scenarios. In turn, each scenario at the conceptualization level is objectified within the basic frames – subject, identification, action, possessive and comparative, which are described in detail in (*Zhabotynska, 2020*). Each of the basic frames includes a number of schemas that are used to conceptualize information.

The relational arc BUYER – PRODUCT reflects the relationship between the buyer and the product to be purchased and is represented by a script with the corresponding elements: “Recognizing a need or want”, “Information search”, “Evaluation of alternatives”, “Decision – making”.

Stage 1 “Recognizing a need or want” at the level of consciousness is conceptualized predominantly within the action, identification and subject basic frames:

The action frame is represented by a state scheme that expresses the need and a causation scheme that justifies it. For example,

A) state scheme: *They want to purchase the remaining shares.*

B) causation scheme: *I need a new laptop because my old one is slow and keeps crashing.*

*My phone screen is cracked, so I should find a reliable repair service (Sketch Engine).*

A) characterization scheme: ***The kitchen appliances, that we bought 10 years ago are outdated; we should look into getting new ones (English Corpora).***

In the presented context, the specification of the product that needs to be replaced undergoes objectification.

B) classification scheme: ***The cross-over share is 90 %, of the market which signals that the emphasis should be put on this type as they are what the consumer needs now (English Corpora).***

In this context, the crossover is distinguished as a class of cars according to the generally accepted classification.

The subject frame conceptualizes the need for the product in quantitative and qualitative schemes.

A) quantitative scheme: ***We will need to buy 1320 shares to get the control package of shares (Preston).***

B) qualitative scheme: ***The sunscreen based on natural components has an overwhelming effect. I should try it out (Preston).***

Stage 2 “Information search” is conceptualized by means of action, subject and identification frames.

The most relevant for this stage in the action frame is the scheme of action, in particular, the search and systematization of information about the product.

***Browsing online for reviews and ratings of different restaurants before deciding where to make a reservation is a sensible thing to do.***

***Try exploring different vacation destinations and comparing hotel prices, amenities, and nearby attractions (Praveen).***

In the subject frame at this stage, a qualifying scheme is most often used, which conceptualizes the result of the search for information, expressing the qualities of the product.

***The exceptional Samsung Galaxy Z series includes the revolutionary Galaxy Z Fold5 and Galaxy Z Flip5, Samsung's innovative foldable phones with their revolutionary folding glass screens (What are the different series).***

In the identification frame, the characterization scheme is relevant, that is, the naming of representatives of a certain class, for example:

***This line of foldable Samsung smartphones includes Galaxy Z Flip LTE, Galaxy Z Flip3, Galaxy Z Flip4, Galaxy Z Fold3 and Galaxy Z Fold4 (Types of galaxy devices).***

Stage 3 “Evaluation of alternatives” is conceptualized within the actional, subject and comparative basic frames.

Having analyzed 50 relevant contexts, we must state that action and state schemes are the most frequent ones.

A) Scheme of action includes verbs whose semantics include the meaning “check”, and “assess”:

***Having tested multiple brands of running shoes and compared their comfort, durability, and price before making a decision, I've come to the conclusion that Nike is the best (Sketch Engine).***

***I'm considering different streaming services based on their content libraries, subscription plans, and device compatibility.***

B) Scheme of state is verbalized by lexemes denoting a certain state or its change:

***I would advise you to buy a machine that remains powerful and efficient for 2–3 years to come (Tom's guide).***

The subject frame is mainly implemented within the framework of the qualification scheme:

*Puma and Nike made **high top cross country spikes** but the shoes seem that be discontinued (English Corpora).*

The comparative frame is based on the identity frame, which expands to include another predicate, which acts as a background for conceptualizing the former. It is implemented within the schemes of identity and similarity.

A) The scheme of similarity is represented by constructions that contrast or compare predicates:

*For example, because it has an abundance of maple trees, Canada can produce maple syrup **at a very low opportunity cost in relation to avocados**, a fruit for which its climate is **less suited**. Mexico, on the **other hand**, with its ample sunshine and warm climate, can grow avocados **at a much lower opportunity cost in terms of maple syrup given up than Canada**" (Khan Academy).*

*For example, extracting oil in Saudi Arabia **is pretty much just a matter of "drilling a hole"**. Producing oil in other countries can require **considerable exploration and costly technologies** for drilling and extraction—if they have any oil at all (Libre Texts).*

B) The scheme of identity expresses the result of a comparison, in which the predicates have the same properties or quantitative parameters.

*Since the euro and dollar have the same market price, their parity makes them equally interesting for potential investors (English Corpora).*

Stage 4 "Decision-making" is conceptualized using the scheme of action and the scheme of causation of the action frame.

A) The actants of the scheme of action are the subject, which is connected to the predicate by verbs that express volition (*choose, decide, finalize, select, make up one's mind* etc.):

*Therefore, I've **made up my mind to buy** a share of bitcoin to follow the evolution of the cryptocurrency (Sketch Engine).*

*I've **chosen to get** a Maine Coon cat (English Corpora).*

In summary, the BUYER – PRODUCT relational arc is represented by a scenario that includes four steps, each of which is expressed at the language level by syntactic propositions based on basic cognitive frames, the main ones of which include action (schemes of action, state, and causation), identification (schemes of classification and characterization), subject (quantitative and qualitative schemes) and comparative (schemes of similarity and identity) frames.

The SELLER – PRODUCT relational arc is represented by a scenario that includes the following elements: "Product Development", "Production and Manufacturing", "Marketing and Promotion", "Sales and Distribution". Let's consider each of these stages of the specified scenario.

Stage 1 "Product Development" at the linguistic level is verbalized by syntactic propositions that belong to subject, identification and action frames.

The subject frame is used to express the necessary characteristics of the future product, which are established on the basis of market research and demand. It is implemented within the framework of qualitative and quantitative schemes:

A) Qualitative scheme:

*Our **new software integrates advanced AI algorithms** for real – time data analysis (Apple).*

B) The quantitative scheme at this stage is usually combined with a comparative frame:

*Our new M3 processor boasts a 20% increase in processing speed compared that previous versions (Apple).*

The identification frame with a characterization scheme outlines the place of the future product among its direct competitors:

*Our upgraded smartphone camera outperforms competitors with the **sharpest** image quality (Apple).*

*It will be **the most innovative** and user-friendly mobile app on the market (English Corpora).*

The action frame is represented by the scheme of action and causation:

A) The scheme of action is expressed by verbs, the semantics of which express research and design:

*First, we **conduct** market research that **identify** customer needs. Next, we **design** the product prototype (The best way to do market research).*

B) The scheme of causation justifies the reasons for choosing such properties of the future product.

*We've designed it to fit all the seasons and temperatures **because** we want to offer our customers unparalleled autonomy and satisfaction of their wanderlust (Bruder).*

Stage 2 "Production and Manufacturing" at the linguistic level is verbalized by syntactic sentences that belong to subject, identification and action frames.

The subject frame expresses the necessary characteristics of the future product, which are established on the basis of market research and demand. In it, we distinguish the qualification and quantitative schemes:

A) the qualification scheme verbalizes the qualities of the product production process:

*We adhere to stringent quality control measures to ensure product excellence (English Corpora).*

B) the quantitative scheme details its amount:

*Our production capacity is **10,000** units per month (English Corpora).*

The action frame is represented by an action scheme that involves a number of actants :  
temporal: *Our production **cycle spans three weeks** from raw materials to finished products (English Corpora).*

spatial: *Our product is manufactured in **a strategic industrial zone** for easy access to transportation (English Corpora).*

The characterization scheme of the identification frame outlines the features that distinguish the product on the market. At the same time, this frame involves the comparative constructions of the comparative frame.

*Our automated production line reduces production time **by 30% compared to manual processes** (English Corpora).*

Stage 3 "Marketing and Promotion" at the language level is verbalized by syntactical sentences that belong to subject, identification, comparative and action frames.

The subject frame is represented by quantitative and qualitative schemes:

A) qualitative scheme:

*Our new smartphone offers **a high-resolution display, long battery life, and advanced camera technology** (Samsung).*

B) The quantitative scheme is used in constructions with an imperative mood:

*Buy **one**, get **one** free (English Corpora).*

The identification frame is represented by classification and characterization schemes:



A) Classification scheme: *Introducing our new line of **organic** skincare products is an important landmark for the whole industry (English Corpora).*

B) Characterization scheme (often includes the highest degree of comparison of adjectives):

*X is the **fastest** -growing social media platform with over 1 billion active users (English Corpora).*

The comparative base frame is represented by a scheme of similarity, which actually at this stage performs a contrasting role, that is, it shows the difference of the target product from competitors:

*Our detergent cleans **30% more stains** than leading brands.*

*Lose up to **10 pounds in 30 days** with our fitness program (English Corpora).*

The action frame is represented by schemes of action and causation, which, depending on the chosen marketing strategy, undergo certain changes and expand with the involvement of additional actants: conditional, temporal, locative:

A) Scheme of action:

– conditional actant: ***Get a free trial of our software and see how it streamlines your workflow (English Corpora).***

– temporal actant: ***Hurry! Sale ends this weekend (English Corpora).***

– locative actant: ***Find our products in stores nationwide (English Corpora).***

*Our products are available **worldwide**, contact the closest dealership to you, to find more information (Bruder).*

B) The scheme of causation is aimed at expressing the reason why the buyer should think about purchasing the offered product :

***Being an icon among the off-road trailers** it's definitely worth your attention (Bruder).*

Stage 4 “Sales and distribution” at the linguistic level is verbalized by syntactic sentences that belong action (action and state schemes) and objective (quantitative and qualitative schemes) frames.

The scheme of action in the action frame is represented by verbs that belong to the core of the nominative field of the TRADE concept, which was described in the previous section, they include *buy, sell, export, import, move*, etc. For example:

*First, leads are **generated** through marketing efforts. Next, sales representatives **engage** with prospects.*

*The agricultural sector **exports** fruits and vegetables to neighboring countries.*

*To **move** goods or products from one place to another, often involving shipping, logistics, or transportation services (English Corpora).*

The causative scheme details the cause-and-effect relationship:

***Effective sales training leads to** improved conversion rates and sales performance.*

***If customer satisfaction is high, it leads to repeat** purchases and referrals (English Corpora).*

The qualitative scheme of the subject frame expresses the qualitative indicators of sales: *Experience personalized customer service and tailored solutions with our sales team enabled to achieve **outstanding** results in sales (English Corpora).*

The quantitative scheme expresses the quantitative parameters of sales.

*Our sales team **achieved a 20% increase** in revenue compared to last quarter (English Corpora).*

Relational arc BUYER – SELLER is bidirectional and acts as a cognitive scenario “Negotiations” that conceptualizes business negotiations between parties. This scenario is

the third in the chain: SELLER – PRODUCT; BUYER – PRODUCT, BUYER – SELLER. The first relational arc SELER PRODUCT conceptualizes the design and manufacture of the product, and its entry into the market. The second relational arc BUYER – PRODUCT conceptualizes the result of the buyer’s search for the necessary product, after realizing his own need for it, as well as the effect of marketing strategies and advertising on the part of the seller. Direct relations between the buyer and the seller within the relational arc BUYER – SELLER arise when the buyer decides to purchase the product and the negotiation process begins. Of course, depending on the product and the positions of the buyer and the seller, negotiations can be reduced only to finding out the price, which is followed by the actual purchase. However, let’s try to analyze all stages of negotiations from the point of view of the basic frames used for their conceptualization. The analysis of the texts of the negotiations and resources dedicated to the advice of their conduct made it possible to distinguish the following stages: “Building report”, “Stating positions/proposals”, “Clarifying”, “Disagreeing”, “Agreeing”, “Concluding”.

Stage 1. “Building rapport” is verbalized by interrogative sentences formed within the action frame, in particular state and action schemes. The answer to these questions are clichéd phrases formed by the same sentences:

A) State scheme: *How **are** you doing? Is it your first time here? How do you like the weather? – I **am** fine, All is OK (English Corpora).*

B) Scheme of action: *How did you **get** here? – I **took** a night flight (English Corpora).*

Stage 2 “Stating positions/proposals” is verbalized mainly by action and subject frames.

The subject frame is represented by qualifying and quantitative schemes:

A) The qualification scheme expresses the qualities that are put forward to the product or the agreement as a whole (delivery conditions, etc.): *What we are looking for is a more **flexible** delivery schedule.*

*Our main concern is the **quality** of the products being supplied (Useful expressions).*

B) The qualitative scheme indicates the volume of the agreement: *We can supply **10,000** units each month.*

The action frame is represented by the scheme of action, in the center of which there are verbs with the semantics of providing offers: *provide, put forward, give, present, extend, suggest, recommend, propose, advance, tender.*

*Please consider our offer for the wholesale volume.*

*We’d like that **propose** a new one payment plan (Useful expressions).*

Stage 3 “Clarifying” at the language level is represented by interrogative sentences made within the framework of an action frame with an action scheme, in the center of which we find such verbal units as: *sure, here are some verbs that are usually used for clarifying: explain, define, interpret, resolve, simplify, elucidate, illuminate, analyze, elaborate, spell out, for example:*

*Could you please **clarify** what you mean by...?*

*I’m not sure I understand your point. Could you **elaborate**? (62 Business English Negotiation Phrases).*

Stage 4 “Disagreeing” at the level of expression is represented by contrastive and concessive syntactical propositions built within an action frame with action and state schemes. The most frequent verbs include: *contradict, challenge, oppose, argue, dissent, differ, protest, resist, for example*

*I **understand** where you’re coming from, **however** ,... ”*

*I **can’t** quite **agree** with you on that.*

*I’m **afraid** we **have** some **reservations** on that point.*

*I'm afraid I had something different in mind* (62 Business English Negotiation Phrases).

Stage 5 “Agreeing” is expressed by an action frame with action and state schemes. Among the most frequent verbs, the following units are used: *agree, consent, accede, assent, concur, approve, accept, acquiesce*.

So, the listed stages are elements of the scenario, which is the basis of the functional implementation and contextual actualization of the TRADE frame in the English language.

## 5. Conclusions

Basic frames and their schemes of conceptualization do not exist separately from each other, but on the contrary, they are combined and interrelated, and within the limits of one syntactic proposal, we often observe the presence of several frames and schemes that conceptualize such a fragment of reality as TRADE. To illustrate the presented conclusion, let's turn to the context:

*It is necessary that the delivery of all 150 Bruder's pre-ordered EXP-6 finished units should be as soon as possible, since the deadline will expire in ten days (Bruder).*

The state scheme of the action frame expresses the state of necessity (*it is necessary*), the scheme of action – the corresponding action (*will expire*), quantitative and qualitative schemes of the subject frame express quantitative and qualitative parameters (all 1500 finished units), the ownership scheme of the possessive frame expresses belonging (*Bruder's*), the characterization and classification schemes of the identification frame categorize and classify the goods respectively (*EXP-6 and pre-ordered*). The identification of the base frames for specific relational arcs in the intra-domain structure was carried out by generalization method, that is, the most relevant base frame schemes relevant for a certain stage of each individual scenario were determined, while this does not exclude the possibility of using other base frames and schemes in them.

The prospect of further research is to establish the features of the matrix model of the English-language TRADE concept organization.

## References

1. 62 Business English Negotiation Phrases You Need to Know to Succeed. Retrieved from <https://www.fluentu.com/blog/english/business-english-negotiation-phrases/>.
2. Apple. Retrieved from <https://www.apple.com/>.
3. Barsalou, L. (1992). *Frames, concepts and conceptual fields*. In A. Lehrer, E. Kittay (eds). *Frames, Fields and Contrasts*, 21–74.
4. Bruder. Retrieved from <https://bruderx.com/>.
5. Cambridge Dictionary. Retrieved from <https://dictionary.cambridge.org/>.
6. Cienki, A. (2010). 'Frames, Idealized Cognitive Models, and Domains'. In D. Geeraerts & H. Cuyckens (eds). *The Oxford Handbook of Cognitive Linguistics*. doi:10.1093/oxfordhb/9780199738632.013.0007.
7. English – Corpora (EC). Retrieved from <https://www.english-corpora.org/>.
8. Fillmore, Ch. (1968). *The case for case*. *Universals in linguistic theory*, 1–88.
9. Fillmore, Ch. (1977). *Case for case reopened*. *Syntax and semantics. Grammatical relations*, 76–138.
10. Fillmore, Ch. (1982). *Frame semantics*. In *Linguistic Society of Korea (ed.). Linguistics in the morning calm*, 111–37.

11. Harvard Business Online School. Retrieved from <https://online.hbs.edu/blog/post/steps-of-negotiation>.
12. How to Negotiate: The 5 Stages of the Negotiation Process. Retrieved from <https://www.masterclass.com/articles/how-to-negotiate>.
13. Khan Academy. Retrieved from <https://www.khanacademy.org/economics-finance-domain/ap-macroeconomics/basic-economics-concepts-macro/scarcity-and-growth/a/lesson-summary-comparative-advantage-and-gains-from-trade>.
14. Khomenska, I. (2014). Formuvannia osnovnykh sehmntiv terminosystemy kohnityvnoi linhvistyky (diakhronichniy ta synkhronichniy aspekty) [Formation of the main segments of the term system of cognitive linguistics (diachronic and synchronic aspects)]. *Visnyk Natsionalnoho universytetu «Lvivska politehnika». Problemy ukrainskoi terminolohii*, 791, 169–174. [in Ukrainian]
15. Libre Texts. Social Sciences. Retrieved from [https://socialsci.libretexts.org/Bookshelves/Economics/Principles\\_of\\_Macroeconomics\\_3e\\_%28OpenStax%29/20%3A\\_International\\_Trade/20.02%3A\\_Absolute\\_and\\_Comparative\\_Advantage](https://socialsci.libretexts.org/Bookshelves/Economics/Principles_of_Macroeconomics_3e_%28OpenStax%29/20%3A_International_Trade/20.02%3A_Absolute_and_Comparative_Advantage).
16. Longman Dictionary of Contemporary English Online. Retrieved from <https://www.ldoceonline.com>.
17. Manakin, V. M. (2016). Universalni smysly movy ta noosfera [Universal meanings of language and the noosphere]. *Odeskyi linhvistychnyi visnyk*, 7, 231–235. [in Ukrainian]
18. Minsky, M. (1988). *The society of mind*. New York : Simon & Schuster.
19. Minsky, M. A. (1975). Framework for Representing Knowledge. In P. H. Winston (ed.). *The Psychology of Computer Vision*, 211–277.
20. Novosadska, O. B. (2018). The concept of Frame and the Framing Process Science and Education a New Dimension. *Philology*, VI (43), 38–41. Retrieved from [ernicus.com/api/file/viewByFileId/518817.pdf](http://ernicus.com/api/file/viewByFileId/518817.pdf).
21. Oxford Learner's Dictionary. Retrieved from <https://www.oxfordlearnersdictionaries.com>.
22. Praveen Kumar Soni. A step-by-step guide to successful supplier negotiations. Retrieved from <https://www.supplychaindive.com/news/successful-supplier-negotiations-column/642884/>.
23. Preston R. The 6 Stages of the Process of Negotiation (With Tips). Retrieved from <https://www.indeed.com/career-advice/career-development/process-of-negotiation>.
24. Samsung. Retrieved from <https://www.samsung.com/ua/>.
25. Scragg, G. (1976). Semantic nets as memory models. In E. Charniak & Y. Wilks. *Computational Semantics*, 101–127.
26. Sketch Engine. Retrieved from <https://www.sketchengine.eu/>.
27. The Best Way to Do Market Research for a New Product Development. Retrieved from <https://predikdata.com/the-best-way-to-do-market-research-for-a-new-product-development/>.
28. Tom's guide. Retrieved from <https://forums.tomsguide.com/threads/whats-your-best-advice-when-shopping-for-a-laptop.465692/#post-1928939>.
29. Tyler, S. A. (1978). *The said and the unsaid: mind, meaning, and culture*. New York: Academic Press.
30. Types of galaxy devices. Retrieved from <https://www.techtarget.com/searchmobilecomputing/definition/Samsung-Galaxy>.
31. Useful Expressions For Negotiating In English. Retrieved from <https://oxfordhousebcn.com/en/useful-expressions-for-negotiating-in-english/>.
32. Veremchuk, E. O. (2023). Obiektyvatsiia etychnykh katehorii v anhliiskii movi: linhvokohnityvni ta synerhetychhi parametry [Objectification of ethical categories in the English language:

linguistic-cognitive and synergistic parameters]. Zaporizhzhia: Zaporizkyi natsionalnyi universytet. [in Ukrainian]

33. What are the different series of Samsung phones? Retrieved from <https://www.samsung.com/uk/mobile-phone-buying-guide/samsung-phone-ranges-explained/>.

34. Zhabotynska, S. A. (2020). The active learner's construction-combinatory thesaurues: user-driven principles of compiling (a cognitive linguistic approach). *Cognition, communication, discourse*, 93–107.

35. Zhabotynska, S. A. (1997). *Kohnityvna linhvistyka: pryntsyypy kontekstualnoho modeliuвання* [Cognitive linguistics: principles of contextual modeling]. *Linhvistychni studii*, 2, 3–11. [in Ukrainian]

## PHILOSOPHICAL AND CULTURAL TRENDS OF BUDDHISM IN THE WEST: THERAVĀDA, MAHĀYĀNA, VAJRAYĀNA

Ihor Kolesnyk

Ph.D., Assistant Professor, Ivan Franko National University of Lviv, Ukraine

e-mail: ikkimarsan@gmail.com, orcid.org/0000-0001-5189-3804

### Summary

The article examines the cultural and philosophical trends of the main branches of Buddhism that spread in the 20th century in the West: Theravāda (Vipassana Movement), Mahāyāna (Zen) and Vajrayāna (Tibetan Schools). The influence of external (colonial policy of Western countries) and internal (request for modernization) factors in the environment of traditional schools, caused a need for the formation of a new paradigm in the teachings of the Buddha. Buddhist modernism is at the same time an attempt to protect and preserve the heritage, and also to reach a wider world audience with the most powerful ideas.

I analyzed in the article some examples how modern trends develop throughout the 20th and at the beginning of the 21st centuries in the context of the dialogue between the West and Buddhism. The formation of a new agency and subjectivity of Buddhists depends to a large extent on the ability to transform, interpret and propose one's own vision of the future of man, society, and the world in general. There are good signs that Buddhist trends are actually very powerful and influential.

The trends contain certain ideas and tendencies to which I pay considerable attention in the research: psychologization of teaching, emphasis on meditative practices, multi-disciplinary dialogue with science, urbanization, emancipation, social, environmental, legal activism, ecumenism, digitalization, etc.

**Key words:** Buddhism, Buddhist philosophy, trend, Theravāda, Mahāyāna, Vajrayāna.

DOI <https://doi.org/10.23856/6406>

### 1. General features of the spread of Buddhism in the West

Historically, Buddhism has shown adaptability in different cultural regions. Buddha's teachings usually interact in a balanced way with local traditions, beliefs, and worldviews. This, in turn, changes Buddhism in its formal and conceptual expressions.

In Buddhist Studies it is common to classify this great philosophical religion according to three major branches: Theravāda, Mahāyāna, and Vajrayāna (*Gethin, 1998: 253–276*). Each of them has its own long history, internal discussions and fundamental ideas that determine their uniqueness. Each of these branches has a whole constellation of schools, influential teachers, which contributes to the diversity of Buddhist teachings.

In the 19th and 20th centuries. there was a «rediscovery» of Buddhism in the West. At first it was mainly an Orientalist project of expansion and construction of the Other, but later the agency of Buddhism became increasingly stronger, thanks to translations, the diaspora, and the opportunity to meet living bearers of various traditions. Under not very favorable circumstances, colonial policies and the danger of losing local cultural identity, Buddhism managed to adapt to the challenges of the global era in different ways. During the first half of the 20th century the acquaintance of the West with Buddhist philosophy, psychology, and spiritual teachings

has developed significantly, and nowadays we have a number of certain cultural, religious, and scientific trends, which owe precisely to the Buddhist roots or active dialogue with the West. The phenomenon of Buddhist modernism also appears, which largely determines the nature of the trends in Buddhism that my research is devoted to.

## 2. The Phenomenon of Buddhist Modernism

When we talk about modern Buddhism, it is important to take a closer look at the phenomenon of modernism in this ancient tradition. A number of works (*McMahan, 2008; Braun, 2016; Gleig, 2019*) are devoted to this topic. Buddhist modernism is defined as a modern trend in various directions and schools of this religion, which aim to adapt teachings to the challenges of modernity. It is mainly about the interpretation of traditional doctrines, as well as about the emphasis on meditation, the «psychological» and «scientific» nature of Buddhism. Over time, these ideas of modernism formed the basis of trends that spread in the West, because they used rhetoric that was understandable to the appropriate audience. In the process of modernization, attention was shifted from the «supernatural» doctrines of the Buddha's teachings, from mythological plots and soteriology to the secular dimensions of human life. This made Buddhism in the eyes of Western intellectuals a kind of scientific religion for a secular age.

A feature of modernism is an attempt to adapt Buddhist teachings to modern circumstances, in which the agenda of Western culture prevailed: rationalism, science, secularization, democracy, individualism, etc. It is precisely these features that Buddhism has woven into its own teaching in different ways: in the schools of Myanmar and Sri Lanka, modernism influenced the formation of a new national identity and the democratization of the Buddha's teachings.

In Japanese Zen a philosophical reform was added to the teachings. The least influenced by modernism were the Tibetan schools, which became involved in the dialogue with the West only in the second half of the 20th century after the occupation of Tibet by communist China and the emergence of a significant diaspora abroad. It is important that the modernization of Buddhist schools and directions happened agentically, and the trends that emerged in the process embody their authentic identities in a global world where it is increasingly difficult to preserve religious and cultural core while interacting with other cultures.

## 3. Definition of trends in Buddhism

Buddhist modernism contributed to the formation of certain trends, which most vividly represented changes, modernization of worldview ideas for the West and a global audience. In my research, I define a trend as a set of influential ideas that can determine global or local cultural processes, the nature of assimilation and production of new meanings/values. For example, there are trends in Cultural Studies (*Roose, 2015; Pashkevych, 2023*); trends in philosophy can be tentatively called existentialism, analytical philosophy, phenomenology, post-modernism. There are trends in philosophy of science (*Gonzalez, 2022*), history of philosophy (*Oizerman, 2018*), logics (*Baaz, 2018*), psychology, etc.

The Theravāda trend was formed quite early thanks to the efforts of Anagārika Dharmapāla and the activists of the Vipassana movement, but its history has different stages. The orientalist project initiated by Rhys Davids promoted sympathy to Buddhism among intellectuals and skeptics for Christianity, and distorted the general perception of different schools. In the

20th century, the trend developed significantly thanks to Lady Sayadaw, Mahasi Sayadaw, U Ba Khin, Goenka and Western teachers (Jack Kornfield, Joseph Goldstein, Sharon Salzberg, etc.). The institutions and organizations they created plays nowadays a significant role.

The Mahayāna trend is mainly represented by Zen Buddhism, which was popularized by Soen Shaku, Daisetsu Suzuki, Alan Watts, Shunryu Suzuki and their students. Representatives of the Kyoto school of philosophy contributed to the modernization of this trend, who reformed Buddhism to compete with Western philosophical systems. Zen Buddhism became one of the powerful images of this religion for the Western audience and thanks to its popularity among the subcultural movements of the 1950s and 1970s.

Vajrayana also created its own trend of Buddhism, which was formed thanks to the efforts of the Dalai Lama XIV (Mind and Life Institute), as well as a whole constellation of outstanding thinkers open to dialogue with the West. Chogyam Trungpa, the founder of Naropa University, was one of such famous figures.

Each of these trends contains important ideas that are actively developing in the context of intercultural dialogue. These ideas include, in particular:

- secularization;
- social engagement (activism);
- emancipation of women and gender equality;
- environmental issues;
- digitization of Buddhist teaching;
- close interaction with science;
- restoration and adaptation of meditation practices;
- ecumenism;
- urbanization;
- psychologization of teaching.

Modern Buddhism in the West is characterized by the ideas of social, political, environmental, and feminist activism. In all three mentioned trends, you can find examples of how teachers and followers join the struggle for human rights, social equality, peace, dialogue, etc. This is quite a significant challenge for traditional forms of Buddhism that have adapted to conservative local environments with stable political regimes. In the global, modern conditions, Buddhists demonstrate the growth of political activity, which becomes an opportunity for empirical verification of the values of the Buddha's teachings. There are also quite active attempts to reform attitudes towards nature, the environment, education, law, and the nature of capitalist relations. At the Mind and Life Institute there are actively implemented courses on ethical leadership, with the aim of eventually changing the world for the better. Individual teachers join various social initiatives to support people with disabilities, orphans, prisoners, veterans, etc.

Digitalization, i.e. the active use of information technologies, social networks, traditional and modern media to attract the audience, is also characteristic of modern trends in Buddhism in the West. Openness is a fairly common feature of most organizations, educational platforms, and individual meditation centers. This trend harmoniously interacts with the urban landscape and the orientation of modernized trends of Buddhism to the urban environment. Life in the city is more active, and the need for spiritual, ethical, philosophical answers grows against the background of human alienation and loneliness.

Interaction with science is especially important for trends in Buddhism. New disciplines have been formed thanks to the evidence base collected by neuroscientists. Contemplative science (*Dorjee, 2016*) and Contemplative Studies (*Komjathy, 2017*) are the results of the dialogue between science and Buddhism. In the first, more attention is paid to the influence of meditation



practices on human health and brain, and in the second – to the application of meditative practices in Artes Liberales. The idea of openness of modernized Buddhism to dialogue with science in this case is the driving force of progress in many related fields: neuroscience, psychology, philosophy, religious studies, ethics, anthropology, etc.

Another legacy of the 20th century in Buddhist trends is psychologization. In particular, it is about the application of meditative practices and ideas of Buddhist philosophy as methods of therapy (*Kabat-Zinn, 2011*). The tendency to see Buddhist teaching as an alternative and ancient form of psychology also dates back to the first attempts to define Buddhism in general. The emergence of secular therapeutic programs based on Buddhist teachings and meditation, the active use of this legacy in psychoanalysis (*Safran, 2003*), CBT (*Tirch et al, 2016*), and other (*Kashdan&Ciarrochi, 2013*), is evidence of significant practical potential.

To conclude a brief overview of the main trends, we should mention the ecumenical trend. All three trends in this matter show a tendency towards constant interfaith interaction and exchange. Various institutional sites have been created for this purpose, the most famous of which is the Mind and Life Institute. Despite all the diversity and historical fate, schools and branches of Buddhism in the global dimension find an opportunity to establish contacts, to support each other. This was demonstrated by the situation with the global pandemic in 2020–2021 (*Fowler, 2021*), as well as in the context of global warming, the aggravation of political crises, and the geopolitical confrontation between China and the United States. Although Buddhism continues to seek opportunities to create a global integrated Buddhist agency, the process itself has been initiated (*Laliberte, 2018*).

#### 4. Conclusions

The ability to adapt to different circumstances and environments is a necessity of any living organism. Religions are a certain form of living organisms that exist because of people united by common ideas, views and practices. Buddhism began to spread actively in the West in the 20th and 21st centuries, and its spread was accompanied by the creation of peculiar trends, which were at the same time a reaction to the demand of modernity, and an attempt to preserve authenticity, to give it a new breath.

The trends that arise in branches of Buddhism have different emphases on those ideas that generally emerged under the influence of global processes. The practice of meditation, the psychological component of teachings, social activism, democratization, individualism, the influence of urbanization, intertwine with science – this is an incomplete list of those ideas that form the fluid and dynamic structures of trends. Thanks to these ideas, the perception of Buddhism in the world was formed as a religion that is prone to a healthy reaction to secularization, modernization and is a certain model of interaction with the scientific environment.

In addition to the actual Buddhist area, that is, networks of people who consider themselves Buddhists of various schools, trends allow Buddhism to reach a wider audience of people who have no intention of converting to the religion. Secular programs in psychology, medicine and education are forms of further development of Buddhist trends, where less and less of traditional elements remain and the boundary of Buddhism is increasingly blurred. This is one of the challenges currently facing Buddhist thinkers, teachers and researchers of related topics: it is the living process of transformation that will ultimately demonstrate whether this philosophical religion is able to maintain its own identity while constantly expanding the ways of applying its own concepts.

The further development of trends in secular environments is a new phenomenon and extremely interesting. In my opinion, the modernization of Buddhism leads rather to the formation of a new type of Buddhism that experiments with the boundary of «tradition-innovation», but at the same time adheres to the main intention of the founder: to help a person understand his own nature, using various methods, including meditation.

## References

1. Baaz, M. (Ed.). (2018). *Ifcolog Journal of Logics and their Applications Volume 4, number 10. New Trends in Logic. College Publications.*
2. Braun, E. (2016). *The Birth of Insight: Meditation, Modern Buddhism, and the Burmese Monk Ledi Sayadaw. University of Chicago Press.*
3. Dorjee D. (2016). *Defining Contemplative Science: The Metacognitive Self-Regulatory Capacity of the Mind, Context of Meditation Practice and Modes of Existential Awareness. Frontiers in psychology, 7, 1788. <https://doi.org/10.3389/fpsyg.2016.01788>*
4. Fowler, J. (2021). *Buddhism and the Coronavirus: The Buddha's Teaching on Suffering. Liverpool University Press.*
5. Gethin, R. (1998). *The Foundations of Buddhism (1st edition). Oxford University Press.*
6. Gleig, A. (2019). *American Dharma: Buddhism Beyond Modernity. Yale University Press.*
7. Gonzalez, W. J. (Ed.). (2022). *Current Trends in Philosophy of Science: A Prospective for the Near Future (Vol. 462). Springer International Publishing. <https://doi.org/10.1007/978-3-031-01315-7>*
8. Kabat-Zinn, J. (2011). *Some Reflections on the Origins of MBSR, Skillful Means, and the Trouble with Maps. Contemporary Buddhism, 12, 281–306. <https://doi.org/10.1080/14639947.2011.564844>*
9. Kashdan, T. B., & Ciarrochi, J. (Eds.). (2013). *Mindfulness, Acceptance, and Positive Psychology: The Seven Foundations of Well-Being (1st edition). Context Press.*
10. Komjathy, L. (2017). *Introducing Contemplative Studies (1st edition). Wiley-Blackwell.*
11. Laliberte, A. (2018). *Geopolitics of Buddhism. Journal of Buddhist Ethics, 25, 395–427.*
12. McMahan, D. L. (2008). *The Making of Buddhist Modernism (1st edition). Oxford University Press.*
13. Oizerman, T. I. (2018). *The Main Trends in Philosophy: A Theoretical Analysis of the History of Philosophy (H. C. Creighton, Trans.; 2nd edition). Progress Publishers.*
14. Pashkevych, M. (2023). *The trends of the cultural studies development in the modern conditions: The case of Ukraine. Multidisciplinary Science Journal, 5, 2023ss0516–2023ss0516. <https://doi.org/10.31893/multiscience.2023ss0516>*
15. Roose, H. (2015). *Trends in Cultural Participation. In International Encyclopedia of the Social & Behavioral Sciences (pp. 447–452). <https://doi.org/10.1016/B978-0-08-097086-8.10452-0>*
16. Safran, J. D. (Ed.). (2003). *Psychoanalysis and Buddhism: An Unfolding Dialogue. Wisdom Publications.*
17. Tirsch, D., et al (2016). *Buddhist Psychology and Cognitive-Behavioral Therapy: A Clinician's Guide (Reprint edition). The Guilford Press.*

## PARATEXTS ON THE BOOK COVER OF ANDREY KURKOV'S *DIARY OF AN INVASION*: ORDINARY OR EXTRAORDINARY?

Iryna Kovalchuk

Ph.D., Researcher, University College Dublin, Ireland  
e-mail: irkov@hotmail.com, orcid.org/0000-0002-4740-4139

### Summary

The primary question of the present paper is how cultural and political context impact the ways that the cultural value of books is constructed through the publisher's paratexts. The present paper examines the textual periphery that surrounds and contextualizes the text and mediates the relations between the text, the author, the publisher and potential readers. The paper examines paratextual elements on the book cover of *Diary of an Invasion* by Andrey Kurkov, the peculiarities of the cover structure and layout of the English-language editions, their functions in communicating the constituent elements of Ukrainian identity to an English-speaking reader. The detailed description of the structural elements of the cover of the book about Russian invasion of Ukraine, written in a time of war and published for English-language readers adds novelty to the research. Moreover, the aim of the paper is to prove that the textual periphery expresses explicitly and implicitly the publisher's promoting strategy of establishing emotional connection with readers and building credibility to the author and his narrative, that effectively contribute to the reader's initial interaction with the text. The present paper analyses the structure of the front cover, the back cover and the spine and describes the following paratextual elements: the name of the author, the title, blurbs, logo of the publisher, illustrative material, and a photo.

**Key words:** structure, layout, blurbs, iconic image, photo, Ukrainian literature, Ukrainian identity, credibility.

DOI <https://doi.org/10.23856/6407>

### 1. Introduction

Facing the existential threat, Ukrainians tried to understand a lot about themselves and their homeland. As Andrey Kurkov stated in the preface to *Diary of an Invasion*, "...Russia's attempt to destroy Ukraine as an independent state – have contributed to the strengthening of Ukrainian national identity" (Kurkov, 2022). Kurkov, who is an ethnic Russian and a Ukrainian fiction writer who has lived in Kyiv and written books in Russian for most of his life, offers to the readership an English-language diary that contains his notes and essays made between December 2021 and mid-July 2022. This immediate, first-hand account on the first months of the war "...packed with surprising details about the human effects of the Russian assault" (Morrison, 2022) is made of political and historical commentaries, intertwined with personal reflections from his personal journal, in which "Kurkov explores the fraught interrelation of Russian and Ukrainian history, the complicated coexistence of their languages, and in describing how a peaceful society defies occupation, he builds an image of an image of culture which is unique and democratic, liberal and diverse, one that will "resist to the end" (Kurkov, 2022).

"*Diary of an Invasion* was released in September, 2022 and it is his second most popular book among European readers after his *Grey Bees* (2021). The *Diary of an Invasion* was such

a success that a year after, in 2023, Mountain Leopard Press published the second paperback edition of it with a slightly different book cover design in Great Britain. The writer points out that “[t]he war has made Ukraine more understandable to the world – more understandable and more acceptable as one of the states of Europe” (Kurkov, 2022). Understanding and acceptance are becoming key concepts when the cultures clash and when the cultural and political contexts change dramatically.

The structural and compositional elements of the novel that “...may communicate pure information...” (Genette, 1997, p.11), as well as “...impart an authorial and/or editorial intention or interpretation...” (Genette, 1997, p.11) are commonly referred to as paratexts or paratextual elements. Gerard Genette stressed the importance of paratexts to the text as, in his opinion, the function of paratexts was not only “...to present it [the text], in the usual sense of this verb, but also in its strongest meaning: to make it present, to assure its presence in the world, its "reception" and its consumption, in the form, nowadays at least, of a book” (Genette, 1997, p.1). Paratext seems to be an essential mediator between the text and the reader since it is “... what enables a text to become a book and to be offered as such to its readers, and more generally, to the public” (Genette, 1997, p.1). Jonathan Gray paid attention to the ability of paratexts not only improve the reception of the work, but also predetermine the reader’s understanding of the text codes (Gray, 2010). In other words, paratextual elements connect the author’s text with its published version, and serve as mediators between author, text, publisher and reader.

Since Gerard Genette developed the concept of paratextuality in the 1980s, “paratext” has become a widely used concept in literary studies (Pellatt, 2013; Allen, 2000; Skare, 2018) as well as in other disciplines like linguistics and translatology (Sokol, 2011; Pellatt, 2013; Kraemer, 2020), film studies (Gray, 2010; Cuthbert, 2023), digital narratives and media studies (Piatkowski, 2019; Edwards, 2022).

However, our interest lies in the identification of the paratextual elements and the layout of the book cover of *Diary of an Invasion* by Andrey Kurkov in order to examine peculiarities of verbal and visual paratexts and their potential to promote the Ukrainian author’s text among English-language readers. We assume that book covers play an essential role in communicating the book origin, the main message of the core text and in conveying publisher’s intention to adapt them to different readership. Thus, the analysis focuses on the composition and layout of the cover paratexts as well as the interaction between verbal and visual components of paratexts paying particular attention to what they may be suggesting or explicitly telling the potential reader about the core text.

## 2. Structural elements of the *Diary of an Invasion* cover

The printed cover of a book, and correspondingly of a literary work, is what a potential reader sees first in a bookstore and its paratexts are something that initiates the first reader’s acquaintance with a particular text. In Genette’s opinion, it is “the first manifestation of the book offered to the reader’s perception”, though the researcher adds that “...in the current state of development of the publisher’s presentation...more and more publishers are clothing the cover itself wholly or partially with a new paratextual support: the dust jacket or the band...” (Genette, 1997, p.27). Despite the changes that the modern covers are undergoing now, their role in interaction between an author, a publisher, a text and a reader is still crucial. The most obvious function of the cover is to attract attention.

Any book cover consists of five elements: the front cover, the inside front and back covers, the back cover, and the spine. *Diary of an Invasion* has them all, though the inside front and

back covers are blank which is considered typical of both fiction and non-fiction books. It is difficult to determine what part of the cover has more impact on readers. It seems that the front cover, the spine and the back cover are of equal strategic importance though they have different functions in building communication between readers and the text, or in a broader sense with the book.

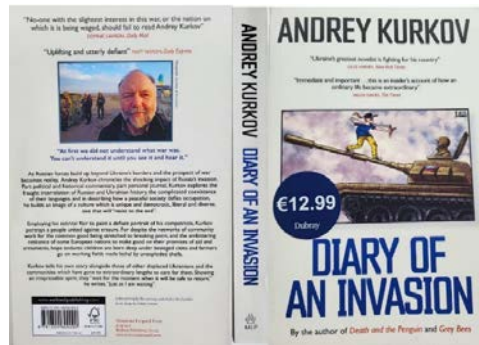


Fig. 1. Book cover of the 2023 edition of Kurkov's *Diary of an Invasion*

The front cover of *Diary of an Invasion* (see Fig. 1) contains the name of the author, two blurbs, a specific illustration, the title, a price sticker, a mention of two other works by the author. Blurbs are usually placed at the back cover, though they can occasionally be found on the front cover. In this case, it is essential to give a recommendation to the Ukrainian author right at the beginning, especially since this recommendation comes from newspapers that are well-known to English-speaking readers.

The spine of this book (see Fig. 1) bears the name of the author, the title of the work, and the logo of the publisher which are printed in a descending vertical manner. When the book is lying flat on its back, a reader can easily read its front cover and its spine.

The back cover of the 2023 edition of Kurkov's *Diary of an Invasion* (see Fig. 1) places verbal paratexts, such as two blurbs, a description blurb for the novel, the trade name of the publisher, an identification of the cover illustration, and visual paratexts such as a photo of the author with a caption, a magnetic bar code, and the price. Verbal paratexts occupy two thirds of the back cover space but the photo of the author is, undoubtedly, a central and essential element of a layout.

### 3. Paratexts on the front cover: structure and functions

The name of the author (*Andrey Kurkov*) is written in capital letters in black at the top of the front cover and on the spinal, and addressed three more times as “the *author*” or “Ukraine’s greatest *novelist*” throughout the paratexts on the cover. The function of this paratext is to communicate the author’s reputation. The paratext “*Andrey Kurkov*” occupies quite a lot of space on the front cover which signifies that Andrey Kurkov is a famous writer in Ukraine.

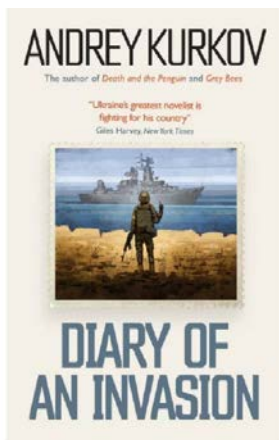
The title “*Diary of an Invasion*” is written in capital letters in dark blue at the bottom of the front cover. The title of Kurkov’s work makes a complex statement that consists of two lexemes, i.e. “*diary*” which is a rhematic element, and “*invasion*” which is a thematic element. The rhematic elements of a title, according to Genette, constitute the information that either

indicates the genre or distinguishes the typology of a narrative within this genre. “*Diary*”, as a rhematic element of the title, has two functions: informative and persuasive. First of all, it serves as the work’s genre indication. On the other hand, taking into account that “...the literary diary as a genre imposes on the writer a certain obligation of truthfulness...” (Merry, 1979, p.14), this title implies that Kurkov describes the real events that he witnessed or knows well about. Moreover, the original layout of this paratextual element, whose elements are arranged one above the other, amplifies the meanings and the functions of each constituent element.

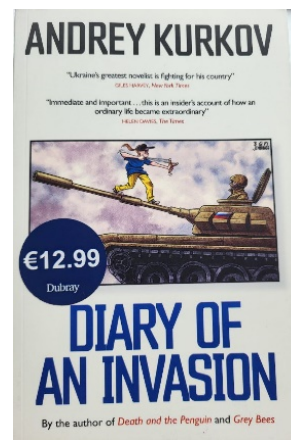
Another paratextual element is a blurb or promotional statement which Genette describes as “press quotations or other laudatory comments about earlier works by the same author or, indeed, about this work itself...” (Genette, 1997, p.25). There are two blurbs on the front cover of *Diary of Invasion* written by influential journalists from *The New York Times* and *The Times*. These written statements of approval of an author lend credibility to his work.

Another paratextual element of the cover supports the idea that the author and his text are trustworthy and worth attention. At the bottom of the front cover there is a mention of two other works by the same author, namely *Death and the Penguin* and *Grey Bees*. Notably, the titles of other Kurkov’s works as well as the names of the journalists and newspapers in blurbs are printed in red. There is no doubt that colour has an expressive potential. The colour red definitely stands out and attracts attention to the elements in red. Apart from this, the same colour on the cover is used as a tool for compositional segmentation of the information within the paratextual element.

Genette believed that apart from the verbal paratexts “we must bear in mind the paratextual value that may be vested in other types of manifestation...” (Genette, 1997, p.7) and illustrations are one of them.



**Fig. 2.** Front cover of the 2022 edition of *Diary of an Invasion*



**Fig. 3.** Front cover of the 2023 edition of *Diary of an Invasion*

The 2022 edition of the *Diary of an Invasion* front cover (see Fig. 2) contains an illustration that shows the postage stamp that “commemorates the refusal of Ukrainian border officers to surrender Zmiinyi (Snake) Island to the Russian warship Moskva within hours of Russia’s invasion in February 2022” (Royal Museums Greenwich). The image symbolizes Ukrainian bravery and legendary resistance of the Ukrainians fighting in the war against Russia.

The 2023 edition of the book takes a similar approach to portraying the core text. This edition cover (see Fig. 3) uses an illustration “On the defence of Ukraine” made by Ben Jennings. The cartoon portrays a teenage girl, standing defiantly on the barrel of a tank. The girl, dressed in a blue shirt, and yellow pants, is aiming a slingshot directly at a soldier inside the tank. The soldier who appears to be Russian given the Russian flag insignia on the tank, looks up at the teenager with a somewhat bewildered expression.

The book cover itself functions as a frame, with the edges setting the boundaries for the layout and the composition of the different paratexts that make the meaningful whole. Both front covers of *Diary of an Invasion* place such paratexts as the name of the author, a few blurbs, the title and the illustration. The name of the author, the title and the illustration (the image of a stamp or a cartoon) are the most salient, the most eye-catching elements in the composition, not only because they are placed on the plain white background, but also because they are the largest elements on the cover.

#### 4. Paratexts on the back cover: structure and functions

Gerard Genette calls the back cover a “strategically important sport” (Genette, 1997, p. 25). The back cover of the 2023 edition of Kurkov’s *Diary of an Invasion* (see Fig. 4) places verbal paratexts, such as two blurbs/promotional statements, a description blurb for the novel, the trade name of the publisher, an identification of the cover illustration, and visual paratexts such as a photo of the author with a caption, a bar code, and the price. Verbal paratexts occupy two thirds of the back cover space. This layout runs the risk of being overwhelming but the aim of the blurbs on the back cover is to give more insights about the core texts. Moreover, the photo of the author draws readers’ attention and becomes a central and essential element of the layout.



Fig. 4. Back cover of the 2023 edition of *Diary of an Invasion*

The first paratexts that potential readers see on the top of the back cover are blurbs written by written by journalists from *The Daily Mail* and *The Daily Express* newspapers. The intention of these blurbs is to attract readers, their arguments are different but they complement each other. The mention of the well-known newspapers and journalists’ personal names implies that a trusted source endorses the book whereas emotive vocabulary creates a positive and intriguing image of the book. So, one blurb aims to convince readers that Kurkov’s works are essential reading for anyone interested in the war or the nation in question whereas the other one promises an inspiring and bold narrative.

The description blurb for the novel outlines the content and themes of Andrey Kurkov's chronicle of the Russian invasion of Ukraine, providing a blend of historical context and personal experiences. Apart from its informative function, this blurb is designed to elicit sympathy and admiration for Ukrainians, thereby serving a persuasive purpose. It is essential to stress that the description blurb focuses on the attributes of Ukrainian nation such as uniqueness, democracy, liberalism, and diversity, and expresses a sense of pride in Ukrainian identity. It implicitly calls for solidarity and support for Ukraine by mentioning the "embittering reticence of some European nations to make good on their promises of aid and armaments," (Kurkov, 2022), thus advocating for more substantial international support. Overall, the abstract effectively conveys the dual themes of Ukrainian identity and the lived experience of the past year, blending personal and collective narratives to highlight resilience, hope, and a strong sense of cultural and national identity.

The photo depicts Kurkov, smiling slightly at the camera. In the background, we see four people dressed in military uniforms. They are standing near the camouflaged car. The blue colour of a clear sky and the yellowish shade of a dirt road can be considered as the signs of a Ukrainian flag which is also present in the photo. The presence of a Ukrainian flag adds significance to the image and helps to interpret the photo as a scene related to the broader national struggle. All elements of the photo symbolize the ongoing war in Ukraine. The overall mood of the photo shows personal experience in a broader political and historical context. The photo is accompanied by a caption in which the author directly addresses readers in the west, and expresses a hope that their governments will take his country's side. So one of the functions of this paratext is to establish closer contact with readers.

Another function of this paratext is determined by the nature of a photograph. Photography has traditionally been regarded as credible because of its capacity to directly, without human intervention, record what is in front of the camera, its capacity to reveal rather than represent the world (Kress, Van Leeuwen, 2020, p.149). As Kress and Van Leeuwen put it, "the camera itself may not lie, or not much at any rate, those who use it and its images can and do" (Kress, Van Leeuwen, 2020, p.149). The photo of Kurkov in the war zone in Ukraine serves as evidence of the authenticity and truthfulness of the events and insights described in the core text. So, it can be argued that the function of the photo on the book cover is to gain credibility to the text.

Other paratexts that are found on the back cover include a mention of authorship of the jacket illustration, a mention of authorship of a jacket design, a bar code, the price, the name of the publisher and a mention of publisher's website. These paratextual elements are obligatory considering the peculiarities of the path that modern literary works take from the author to the reader. They are written by writers, published by publishing houses and sold in bookstores so it is the sign of professional integrity and fair use of intellectual property of all participants.

## 5. Conclusions

Our analysis of the role of paratexts on the book cover reveals that the book cover of *Diary of an Invasion* by Andrey Kurkov uses a traditional set of paratexts with some peculiar details. The paratexts serve multiple functions such as informative, persuasive, emotive, as well as the functions of establishing connection, building credibility, that effectively contribute to the reader's initial interaction with the text. Notably, the illustrations chosen for the front cover are famous images that hold a strong association with Ukraine, grounding the book in a specific cultural and national context. This strategic use of imagery immediately connects potential readers with familiar symbols that are relevant to the core text and appeal to readers.



Furthermore, the blurbs on the cover play a crucial role in persuasion. They are given on the cover, in our case on both the front and the back covers, to build trust in the author, emphasizing their reliability and the significance of the content. The language used in the blurbs appeals to readers' sense of sympathy, focusing on the topics of resilience and courage often associated with Ukrainian identity. The blurbs help to build an emotional contact with readers as well as they can also establish a framework of trust and credibility to the author and the narrative.

The use of the author's photo is particularly impactful. It serves as tangible evidence that the author has directly witnessed the events described in the book, thereby lending significant credibility to the core text. This personal connection assures readers of the authenticity and firsthand experience underpinning the narrative, making the book not just a literary work but a credible account of real events. Overall, these paratextual elements collectively enhance the book's appeal, authenticity, and trustworthiness, ensuring a compelling initial engagement for the reader.

## References

1. Allen, Graham. (2000). *Intertextuality. US and Canada* : Routledge.
2. Edwards, Athena L. (2022). *The Paratexts of Audience Engagement: Cover Matter That Draws in and Keeps Readers*. Nova Southeastern University. [https://nsuworks.nova.edu/hcas\\_etd\\_all/92](https://nsuworks.nova.edu/hcas_etd_all/92)
3. Cuthbert, Kate. (2023). *Cover Story: Developing Methodologies for the Analysis of Book Titles and Book Covers*. The University of Queensland.
4. Genette, Gérard. (1997). *Paratexts. Thresholds of interpretation*, Cambridge: CUP.
5. Gray, J. (2010). *Show sold separately: Promos, spoilers, and other media paratexts*. New York University Press.
6. Kraemer, Lena. (2020). *Judging a Book by Its Cover: Reader Responses to Paratexts in English and German Translations of Chinese Banned Books*. Newcastle University.
7. Kress, G. & Leeuwen, T. Van (1996). *Reading Images: the Grammar of Visual Design*. London : Routledge.
8. Kurkov, Andrey. (2022). *Diary of an Invasion*. Mountain Leopard Press.
9. Merry, B. (1979). *The Literary Diary as a Genre*. *The Maynooth Review / Revieú Mhá Nuad*, 5(1), 3–19. <http://www.jstor.org/stable/20556925>
10. Morrison, B. (2022, October 5). *Diary of an Invasion by Andrey Kurkov review – Ukrainian life turned upside down*. *The Guardian*. <https://www.theguardian.com/books/2022/oct/05/diary-of-an-invasion-by-andrey-kurkov-review-ukrainian-life-turned-upside-down>
11. Pellatt, Valerie. (2013). *Text, Extratext, Metatext and Paratext in Translation*. Newcastle upon Tyne : Cambridge Scholars Publishing.
12. Piatkowski, P. (2019). *Deterritorializing the textual site in the digital age: Paratextual and narrative democracy in Mark Z. Danielewski's Only Revolutions*. *Journal of Modern Literature*, 43(1), 169–187. <https://doi.org/10.2979/jmodelite.43.1.10>
13. Royal Museums Greenwich. (2022). "Russian Warship Go..." stamps. *The stamps commemorate the message from Ukrainian border guards to the Russian warship Moskva*. <https://www.rmg.co.uk/national-maritime-museum/attractions/russian-warship-go-stamps#:~:text=The%20stamp%20shows%20a%20Ukrainian,as%20a%20sign%20of%20support>.
14. Skare, Roswitha. (2018). *Literature and Visual Art in Christa Wolf's Sommerstück (1989) and Was bleibt (1990)*. Berlin/Boston : De Gruyter.
15. Sokol, M. O. (2011). *Pragmatychni aspekty paratekstuv (na materiali povisti I. Franka "Zahar Berkut") [Pragmatic aspects of paratext (based on the novel "Zakhar Berkut" by I. Franko)]. Ternopil'. [in Ukrainian]*

## SCULPTURE OF PLASTIC ASSOCIATIONS IN THE WORK OF MYKHAILO DZYNDRA OF THE LATE 1960S – 1970S

**Roman Kykta**

Lecturer at the Department of Sculpture,  
Ivan Trush Lviv State College of Decorative and Applied Arts, Ukraine  
e-mail: sculptorromankykta@gmail.com, orcid.org/0009-0003-1166-5462

### Summary

The conceptual foundations of M. Dzyndra's creative pursuits during the period of “sculpture of plastic associations” (1967/68–1974) are revealed. Based on the criterion of the relationship between the “basic semantic text”, “subject motifs” and the formal solution, the sculptural works created within this framework are typologized and their semantic-imagery and formal-plastic characteristics are identified.

It is argued that the formal-plastic features of “sculpture of plastic associations” in M. Dzyndra's work include the reduction of the empirical to the essential; generalization and conciseness; expressiveness of silhouettes and rhythm; monumental stasis or expression; inclusion of spatial caesuras in the imagery-plastic structure of the work; contrast of stasis and dynamics, scales, volumes, and forms; the image-forming significance of the interaction between form and surrounding space; and the appeal to modernist artistic experience and the form-making of archaic cultures. The features of M. Dzyndra's reception of the creative findings of O. Archypenko, C. Brancusi, J. Lipchitz, H. Moore, J. Miró, and P. Picasso are analyzed. Interdisciplinary artistic influences in certain works of the artist and their orientation towards exhibition in a natural environment are highlighted. The delineation within the “plastic-associative” period in M. Dzyndra's work of geometrizing forms inspired by Cubism and “bionic” types of form-making, which will later develop into “abstract form plasticity” and “architectural form plasticity” in the master's oeuvre, is emphasized.

**Key words:** M. Dzyndra's oeuvre, “plastic associations”, typological groups, Cubist form-making.

DOI <https://doi.org/10.23856/6408>

### 1. Introduction

The creative legacy of Mykhailo Dzyndra (1921–2006) – sculptor, painter, graphic artist, architect, graduate of the Lviv Art and Industrial School, attendee of the Munich Academy of Fine Arts, disciple of Andriy Koverko, Bohdan Mukhin, Ivan Severa – stands as one of the most distinctive phenomena in both world and Ukrainian visual arts from the late 1960s to the 1990s.

The master's unique and multifaceted creative pursuits have a differentiated “root system,” composed of the semiotic and iconosphere of folk culture, nurtured by the master in his native village of Demnia in Lviv region, the artistic and educational environment of inter-war Lviv, formal-plastic explorations in post-war Germany, the artistic milieu of the USA and Ukrainian emigration, the artist's own understanding of creativity and sense of form, and the originality of the artist's talent.

Commencing with the assimilation of academic artistic principles and the exploration of various stylistic systems, by the end of the 1960s, the sculptor's professional path led him to abandon mimetic principles in favor of creating associative, open-to-interpretation sculptural works.

Following a tradition, possibly originating from the authorial definition by M. Dzyndra himself of periods in his own creativity, the artist's oeuvre distinguishes “sculpture of plastic associations”, “plastic of abstract form”, and “plastic of architectural form” without clear definitions of concepts.

An analysis of M. Dzyndra's oeuvre allows us to assert that the period characterized as “sculpture of plastic associations” spans from 1967/68 to 1974, marked by the unity of form creation and a wide spectrum of motifs and themes. The basis of Dzyndra's “plastic-associative” works lies in the associative discovery of plastic counterparts of certain phenomena, cultural concepts, ideas, or the reflection of their potential associative semantic connections in sculptural forms.

The formal-artistic features of “sculpture of plastic associations” include cubist representation of essence through geometrization of volumes; conciseness and generality; architectonics; expressiveness; incorporation of spatial caesuras into the imaginative-plastic structure of works; active interaction between images and surrounding space; clear rhythm; plastic contrasts; appeal to the formative processes of archaic cultures. Since 1971, suggestive color juxtapositions and restrained ornamentation of forms serve as elements of artistic expressiveness. The peculiarity of the works lies in the “deviation” from the usual and the presence of essence, content, and aesthetic novelty. Characteristic of the master's work at the end of the 1960s is the adoption of new techniques and technologies to embody innovative artistic ideas.

The lower chronological boundary of the period is defined by M. Dzyndra's statement about creating “sculptures in the style of 'contemporary'” after 1968 (*Dzyndra, 2021: 21*). The upper boundary is marked by the emergence of “abstract form plastic” dominance in the master's work in the mid-1970s. Reminiscences of “sculpture of plastic associations” can be found in M. Dzyndra's works from the late 1970s to the 1990s.

Given the artistic significance of Mikhaylo Dzyndra's oeuvre, it seems paradoxical that, apart from reviews in art-critical essays (B. Boichuk, Yu. Voloshchak, S. Dzyndra, N. Kosmolinska, A. Nemet, Yu. Solovii, I. Fedyshyn, Ye. Shymchuk), introductory articles to catalogs (B. Mysiuha, Ye. Shymchuk), mentions in comprehensive scientific publications (O. Holubets; H. Novozhenets), the artist's work has not become the subject of comprehensive scientific study regarding the conceptual characteristics of each period and the semantic-imagistic and formal-plastic features of the sculptures created within their framework.

**The aim of the article** is to reveal the conceptual principles of M. Dzyndra's creative searches during the period of “sculpture of plastic associations”, to typologize and identify the semantic-imagistic and formal-plastic features of the sculptural works created within its framework.

**The methodological basis of the research** consists of general scientific and specialized approaches and methods. Thus, the principles of the systemic-synergetic approach serve as the methodological basis for studying M. Dzyndra's creative work in correlation with the trends in the development of Ukrainian and world visual arts of the second half of the 20th to the beginning of the 21st century. The evolution of M. Dzyndra's creative work is examined using the comparative-historical method. The reconstruction of the artist's life circumstances in terms of their influence on the formation of the imaginative-plastic concept of creativity employs the historical-biographical method. The thematic-semantic analysis of the artist's works is facilitated by the principles of hermeneutic and semiotic approaches. The revelation of the artistic features of M. Dzyndra's sculptural, pictorial, and graphic works is ensured by the method of stylistic art historical analysis.

## 2. “Plastic-associative artworks of sacred themes”

Based on the correlation of the “basic semantic text”, “subject motifs”, and the formal solution of the “plastically associative” oeuvre of M. Dzyndra is divided into several typological groups.

The first group includes artworks of sacred content, characterized by an unconventional dialogue with the religious tradition on the semantic level, personal experience of it, expression of the traditional through innovative formal means, warm irony, play, and grotesque.



**Ill. 1. M. Dzyndra “The Figure” (“The Prophet”), 1971. Reinforced mesh, cement mixture, toning – acrylic, 248x123x65. Photo by R. Kykta**

Thus, in the sculpture “The Prophet” (“The Figure”) (1971) (Ill. 1), the connection to beginnings and ends, transcendence, titanism, messianism, and strength are depicted through the active interaction of form with space, the tense inclination of the geometricized figure, contrasting with oppositely directed lines of the base, and raised arms, as if opened into the infinity of worlds. A particular feature of the depiction is the development of semantics and plasticity upon circular observation: from a static appeal to the sky to a desperate resistance against the pressure of elements.



**Ill. 2. M. Dzyndra “The Apostle”, 1971. Reinforced mesh, cement mixture, toning – acrylic, 230x85x45. Photo by R. Kykta**

Associativity, conciseness of artistic means, and the inclusion of space into the visual-plastic structure are characteristic of the fluid-lyrical “The Apostle” (1971) (Ill. 2), in which the connection with the divine is visualized by the swift verticality of the figure, while the spiritual path is represented by the staff in hand.



**III. 3. M. Dzyndra “Hosanna”, 1976. Reinforced mesh, cement mixture, toning – acrylic, 178x74x65. Photo by R. Kykta**

Among the later reminiscences of “plastically-associative” artistic solutions, which coexist with the abstract and absorb their experience, stands the elevated and grand “Hosanna” (1976) (Ill. 3), which refers to the archetype of the Mother and the iconography of the Eleusa Mother of God. According to the classification proposed by O. Osadcha, the work is a “paradigmatic image” of Motherhood (*Osadcha, 2020: 165–168*), which, with its iconographic prototype, unites the frontality resembling covers, reproduced by the negative form of solemn halos and faces. The connection of the image with the icon is emphasized by golden acrylic. As a symbol of purity and sanctity, the visualization of the transcendent is perceived through the whiteness of thin vertical structures. The characteristics of the work are the rare epic solemnity of the author's expression in M. Dzyndra's oeuvre and the conciseness of forms.



**III. 4. M. Dzyndra “Fantasies of the Believers”, 1977. Reinforced mesh, cement mixture, toning – acrylic, 158.5x90x43. Photo by R. Kykta**

A similar imaginative solution is characteristic of “Fantasies of the Believers” (1977) (Ill. 4), which is a variation of the “paradigmatic image” of Motherhood and refers to the iconography of the “Pieta”. Integrating the experience of organic abstraction, the master creates an elevated composition in which the Mother of God with the dead Savior on her knees is associatively depicted diagonally and with the curved mass of fluid form. Maternal tenderness resonates in the musical softness of outlines, restrained pain in majestic stillness, purity and sanctity in white color and internal cavities that fill the sculpture with air and light and connect it to transcendental worlds. Based on M. Dzyndra's memories of Madonna figures in the Demnya cemetery, the work absorbed modernist inspirations, including Oleksandr Arkhypenko's

“Religious Motif” (1948), with which it shares a common plasticity, the monumental delineation of the Virgin Mary, and the formative significance of spatial caesuras.

A prominent place in M. Dzyndra's oeuvre is occupied by the *ironic images* constructed through the introduction of the sacred into personal emotional realms, its perception through the prism of folk religiosity, in the tonality of fairy tales and folklore, combining the mundane with the supernatural.



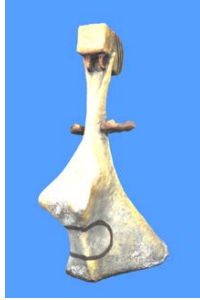
**Ill. 5. M. Dzyndra “The Angel”, 1971. Reinforced mesh, cement mixture, toning – acrylic, 248.5x136x65. Photo by R. Kykta**

Indeed, consonant with folk imagination is the depiction of an angel (1971) (Ill. 5) – suffused with warm, gentle irony, grotesque, with capricious form destruction. Founded on echoes of Trypillian plasticity, it allures with its “handcrafted” quality, the lively pulsation of volumes, lines, and sinuous planes. The dialogue with traditional culture is accentuated by the color of ancient terracotta. At the same time, inheriting from cubism, the sculpture is related to maintaining a clear geometric foundation, despite the softness and “fluidity” of forms. Characteristic of M. Dzyndra's “plastically-associative” period are internal spatial caesuras and the “activation” of the surrounding space by the outstretched arms forming a cross.

Even more pronounced than in “The Angel” from the collection “Museum of Modern Sculpture by Mykhailo Dzyndra”, the connection with the natural universe is evident in the replica of the work (1972), situated against a landscape backdrop. Indeed, the irregular forms of the figure resonate with the treetops, spatial caesuras seem to imbue the air and light, and the elliptical space outlined by the wings forms a protective mantle for the amusing, defenseless angel on what appears to be newly created earth.

Overall, we have grounds to argue that the combination of elements from the mundane and the mythical, the depiction of the supernatural as if it were real, in the sculpture “Angel” (1971) and its replica from 1972, resonate with “magical realism”, based on appeals to the mythopoetic worldview of ancient cultures. We speculate that the direct inspiration for the work may have been the story “A Very Old Man with Enormous Wings” by Colombian writer Gabriel Garcia Marquez (1968), the English translation of which was published in 1972 by *Harper and Row* in New York.

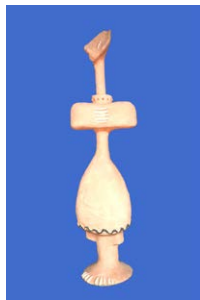
In resonance with Gabriel Garcia Marquez's story, “A Very Old Man with Enormous Wings”, is the “Old Angel” (1973) (Ill. 6), where an associative, grotesque image is created through hyperbolization and deformation of forms. A distinctive feature of the depiction is engaging the viewer in an absorbing game of reception, with the possibility of its “double reading” as either a face with a funny gigantic nose or a comical, tenderly defenseless figure with a rectangular head and helpless small wings. Similar to the angel figure of 1971, associations with the sacred are evoked through the dimly golden acrylic.



**Ill. 6. M. Dzyndra “Old Angel”, 1973. Reinforced mesh, cement mixture, toning – acrylic, 169x102x69. Photo by R. Kykta**

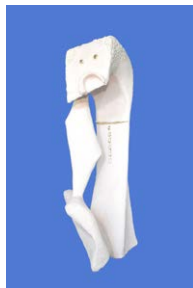
### **3. The ethnocultural inspirations of the master’s “plastically-associative” explorations**

Another group consists of compositions where the “semantic base text” is the semiosphere of traditional Ukrainian culture, the subject plane is folk customs, rituals, national archetype figures, and the plastic plane comprises a spectrum of highly innovative forms.



**Ill. 7. M. Dzyndra “Ukrainian Woman”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 208.5x53x49. Photo by R. Kykta**

An example of this is the “Ukrainian Woman” (1972) (Ill. 7): with the color of ancient terracotta, monumental, static, featuring an associated contrast of vertical and horizontal elements reminiscent of a cross, and conventionally depicted folk costume decoration, transformed into an ethnocultural symbol.



**Ill. 8. M. Dzyndra “Little Cossack”, 1974. Reinforced mesh, cement mixture, toning – acrylic, 160x63x70. Photo by R. Kykta**

Belonging to the works localized on the border between figurativeness and abstraction is the “Little Cossack” (1974) (Ill. 8), characterized by a curved form with a bent top featuring conventionally depicted slender hair, half-moon-shaped mustache, and dots for eyes. The lyrical character of the depiction is enhanced by the inclined “head”, soft silhouette, and rhythm associated with the flow of Cossack songs. The semantic field of the work expands through association with the image of the Cossack musician (banduryst) – a symbol of Ukrainian identity, lyrical-poetic folk worldview, strength, courage, peacefulness, hero of folk paintings and legends.



**Ill. 9. M. Dzyndra “Bandurist”, n/d. Reinforced mesh, cement mixture, toning – acrylic, 189x65x42. Photo by R. Kykta**

Among the ethno-inspired images is the “Bandurist” (undated) (Ill. 9), constructed on the Cubist unity and contrast of two triangular forms. The semantic base level of the depiction is formed by associations with the “kobzar” text of Ukrainian culture. The spiritualization of the bandura in the texts of epics and songs reflects the unity of the figure and the musical instrument, and their successive acquisition of triangle outlines when perceived in profile and frontally.



**Ill. 10. M. Dzyndra “Carolers”, 1973. Reinforced mesh, cement mixture, toning – acrylic, 163x50x40. Photo by R. Kykta**

A separate subgroup consists of visualizations of *Ukrainian rituals and customs*, marked by a balance on the border between figurativeness and abstraction, modernist plastic solutions, and accents on the collective, “choral” aspect of folk life. Such an imaginative-plastic solution is encountered in the “Carolers” (1973) (Ill. 10), where the joyfully secretive atmosphere of the ancient custom of visiting neighbors' homes with the performance of celebratory songs (carols) and the recitation of formulaic greetings (wishes) for peace, goodness, and harmony



is reproduced by the rhythm of rectangular heads, conventional lines of hair, and open mouths signifying singing. The pre-Christmas winter evening is associated with the rough, shimmering surface and the gray-blue acrylic.



**Ill. 11. M. Dzyndra “Dancers”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 174.5x72x52. Photo by R. Kykta**

M. Dzyndra's reference to ethnocultural traditions is evidenced by images of dance, which refer to rituals of family and calendar cycles, occasional and household rituals – expressions of the “choral” element of folk life (*“Dancers”, 1972*) (Ill. 11).

M. Dzyndra's actualization of the national cultural code is confirmed by his reference to *images from Ukrainian folklore, national consciousness, and fantasy*, which in the spectrum of figurative (*“Bull”, 1970; “Bird”, 1972; “Owl”, 1999*) or abstract (*“Demon”, 1967; “Scarecrow”, 1973*) representations reproduce the folklore-fairytale cultural text.

#### **4. Interpretations of archetypes within the paradigm of actualizing the formative processes of archaic cultures**

A separate group in M. Dzyndra's “plastic-associative” oeuvre consists of works whose semantic basis is cultural archetypes – “a priori structural forms of the instinctual foundation of consciousness, patterns of the collective unconscious” (*Pularia, 2011: 8*), with the subject matter depicting women, families, male protectors, and characterized by an appeal to the formative processes of archaic cultures.



**Ill. 12. M. Dzyndra “The Cave Man”, 1968. Reinforced mesh, cement mixture, toning – acrylic, 252x53x52. Photo by R. Kykta**

Thus, in the sculpture “The Cave Man” (1968) (Ill. 12), which, according to M. Dzyndra's assertion, marked the beginning of a new “plastic-associative” stage in his work (*Dzyndra, 2021: 21*), the Cubist, disproportionately rectangular torso, awkward, uncertain posture of column-like legs, a flat head on a thin vulnerable neck, and hands pressed against the body with seven fingers, create an impression of formation, growth, of a still unsure human presence in the world's cultural genesis, aesthesis, and semiosis. An artistic feature of the image is its perception in comparison with embodiments of the perfection of human physical forms in art history.

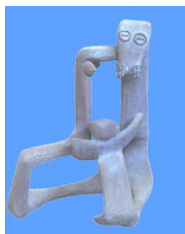
Echoes of one of the oldest cultural archetypes – the Mother Goddess, the Great Mother – are noticeable in “Woman” (1971), “Seated Woman” (1973), and “Female Figure” (date not provided). A distinctive feature of M. Dzyndra's actualization of the ambivalent archetype of the maternal code is the actualization of its positive aspects: strength, tenderness, wisdom, fertility, the source of life.



**Ill. 13. M. Dzyndra “Sedentary”, 1973. Reinforced mesh, cement mixture, toning – acrylic, 165.5x100x57. Photo by R. Kykta.**

Accordingly, inspirations from Trypillian sculpture are evident in the “Sedentary” (1973) (Ill. 13), based on the contrast between the cylindrical body and the semi-circles of folded legs and arms. Characteristic features of the work include clear architectonics and the extreme conciseness of artistic expression, geometricization of the visible by reducing it to the essential, and the effortless bionic quality of forms. The defining plastic “collision” of the artwork is the combination of primal brutality and aesthetic sophistication, primarily in the depiction of the face, which references portraits by P. Picasso.

The gradual transition of M. Dzyndra from plastic-associative to abstract form creation is evidenced by the work “Mother and Child” (1973), in which the figurative component is the outline of a female bust, delineated by curved volume. The tenderness and maternal love, the



**Ill. 14. M. Dzyndra “The Family”, 1970. Reinforced mesh, cement mixture, toning – acrylic, 148x119x103. Photo by R. Kykta**

unity of mother and child, are reproduced through the musical fluidity of lines and the enclosed nature of the image. The strength, purity, and joy of maternal feelings are reflected in the combination of white, red, and black colors.

The prominent position in the analyzed group is occupied by the image of the family – the Ukrainian national social *sacrum*, the center of lineage continuation, nurturing of traditions, and generational heritage. In “The Family” (1970) (Ill. 14), abstract figures of father and mother are combined with the depiction of a child, which completes the composition and focuses attention on the inner space perceived as a universe of love, joy, and life. The use of Archypenko’s counterform is of significant importance in rendering the child’s head, as if complemented by the tenderly inclined figures of the parents. The most exemplary, “realistic” interpretation in the sculptural group of the child’s image compared to the conventionality of those who gave life. The connections of “The Family” (1970) with ethnocultural tradition are indicated by the similarity of the child’s figure to the depictions of angels and the grotesque mustache on the father, reminiscent of folk images. It is noteworthy that similar figurative-plastic conceptual foundations are found in Henry Moore’s “Family” (1950), where, like in M. Dzyndra’s work, the depiction of the child – the fruit of love – gives meaning to the family union and unites the figures of the parents.



**Ill. 15. M. Dzyndra “Family to the Deceased”, 1982. Reinforced mesh, cement mixture, toning – acrylic, 54x17x20. Photo by R. Kykta**

Among the reminiscences of plastic-associative solutions in Mykhailo Dzyndra’s later works is “Family to the Deceased” (1982) (Ill. 15), where rectangular male, female, and child figures are associated with ancient menhirs, signs of the family tree, which unite the world of ancestors, the earthly and heavenly worlds. Solemn memorial intonations resonate in the laconicism, geometricity, monumental statics, and clear rhythm of geometrized figures. Interpretations of the family as the foundation of human life are manifested in the reduction of forms to a circle, sphere, rectangle, formed by the heads-spheres of an imaginary triangle as a manifestation of the primordial, essential in the flow of things and events.

The appeal to the archetypal image of a warrior and the archaic visual code of petroglyphs is characteristic of the sculpture “Warrior” (1983), with its diverse rhythm of lines and the planes outlined by them.



**Ill. 16. M. Dzyndra “Journey through Space”, 1991. Reinforced mesh, cement mixture, toning – acrylic, 43x35x14. Photo by R. Kykta**

The images, based on the actualization of the formative processes of archaic cultures, includes “Journey through Space” (1991) (Ill. 16) with figures resembling Scythian idols, male and female. The particularity of the work lies in the emphasis on universal semantic oppositions of “up-down”, “right-left”, where spatial relationships receive an axiological interpretation from the perspective of customs, moral-ethical, and religious systems. An important element of imaginative expressiveness is the identification of the surrounding space of the composition with the *world as a whole*. The symbolism of the circle, representing the Sun, Moon, Infinity, and Eternity, contributes to the expansion of the semantic field, reflecting the notion of the cyclical nature of life. The visual center of the composition is a rectangle resembling an ancient megalith. Color adds artistic expressiveness to the depiction: gray-blue with touches of ochre, associated with the patina of centuries.

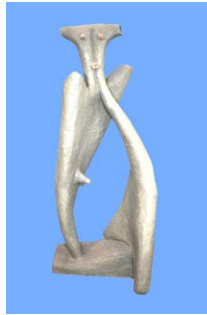
##### **5. “Plastic-associative” interpretations of the theme “He and She”**

Among Mykhailo Dzyndra's works from the “plastic-associative” period with a differentiated “semantic base text”, there are depictions of male and female figures within the spectrum of cubist or biotic forms (“He and She”, 1970; “The Lovers”, 1971; “Two”, no date; “The Kiss”, no date; “The Kiss”, 1974). Common to these works are their figuratively expressive statics, the hermeticism of the sculptural group, and the expression of its unity with a smooth contour, connected to the surrounding environment through the rhythm of spatial pauses.



**Ill. 17. M. Dzyndra “The Lovers”, 1971. Reinforced mesh, cement mixture, toning – acrylic, 195x85x46. Photo by R. Kykta**

Thus, the feelings preceding the continuation of the lineage are reflected in “The Lovers” (1971) (Ill. 17), where the merging and interpenetration of figures mirror the unity of thoughts and hearts. With its Cubist formation, the sculpture is akin to “The Cave Man” and is perceived as the culmination of his plasticity, the next act of anthropo- and culture-formation. The figurative-plastic development of the theme, with further harmonization, bionization, differentiation of forms, and complication of interaction with the external space through internal spatial caesuras, is encountered in “The Family” (1969–1972), with which the specified works form a complete cycle, delineating a distinct axial axis in the artist's oeuvre.



**Ill. 18. M. Dzyndra “The Kiss”, n/d. Reinforced mesh, cement mixture, toning – acrylic, 201x84x78. Photo by R. Kykta**

In the sculpture “The Kiss” (no date) (Ill. 18), the unity of souls, bodies, and hearts is reproduced by the similar petals of the male and female figures and the intimate merging of heads. The complementarity and indivisibility of the lovers are emphasized by the formation of a new existential reality with one pair of lips for two outlines, representing both male and female profiles. Built on references to “The Kiss” (1907–1908) by K. Brancusi, unlike the hermetic work of the French sculptor, the depiction maintains a connection with the surrounding environment thanks to a spatial caesura that fills it with growing emotional and physical vibrations, resembling the flame of a candle. The inner space of the work gains particular expressiveness when exhibited against a landscape backdrop, where the outlines of flexible bodies are perceived as a portal to a new reality, created by the union of lovers in a self-sufficient world.

## **6. The solitary figures in the sculptor's “plastic-associative” oeuvre**

A significant group in Mykhailo Dzyndra's artistic output from 1967/68 to 1974 consists of female and male figures based on associative interpretations of geometric or biomorphic body forms, involving a plastic “exploration” of its perspectives beyond correlation with a structured semantic field, with an emphasis on resolving plastic tasks.

Hence, plastic analogues of relaxation and tranquility are found in a series of seated figures. One of the most artistically expressive among the analyzed group is “Sedentary” (1971) (Ill. 19), characterized by the delicacy of its dynamically sharpened silhouette, lines, and shapes. The formal foundation of the depiction consists of contrasts between geometrically stylized, slightly inclined rectangular frames, diagonal legs, and semi-oval arms. The expressive element in the work lies in the juxtaposition of the lines' expression and the “silence” of the planes. A particular feature of the piece is the “visibility” through the geometric constructs



**Ill. 19. M. Dzyndra “Sedentary”, 1971. Reinforced mesh, cement mixture, toning – acrylic, 199x100x65. Photo by R. Kykta**

of real bodily forms. Also noteworthy are the intersections of Dzyndra's formal principles with the aesthetic studies of the female model in the works of O. Arkhyenko, such as “Leaning Figure” (1949) and “Woman in a Chair” (1963).



**Ill. 20. M. Dzyndra “The Girl”, 1974. Reinforced mesh, cement mixture, toning – acrylic, 188x54x41. Photo by R. Kykta**

The representation of a standing female figure, associated with a differentiated semantic field, includes “The Girl” (1974) (Ill. 20) with a cone-shaped body and an exquisite, decorative, lacy outline of the head. Indeed, the correlation of the depiction with an apple tree is facilitated by the sunny yellow-green color, elongated, growth-associated torso, and yellow-red balls resembling ripe fruits. Further “interpretative expansion” refers to the semantics of the apple tree – a symbol of newlyweds, fertility, growth, health, happiness, love, and beauty.

The aesthetic foundation of a series of female figures is a soft, warm humor, irony, and grotesque. For instance, in the sculpture “The Sitting Woman” (1972) (Ill. 21), the hyperbolization and deformation of the head, likening it to a pot, the defenseless, disproportionate arch-shaped body, and thin stick-like legs are perceived as the quintessence of the everyday manifestation of feminine essence, with warmly tender irony deliberately contemplated by the artist. Both amusing and touching, with the deformation of bodily forms and hyperbolized feet, the depiction resonates with the surrealist portraits of P. Picasso. It is noteworthy that in this and



**Ill. 21. M. Dzyndra “The Sitting Woman”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 174.5x100x57. Photo by R. Kykta**

other works of M. Dzyndra inspired by the surrealist legacy of the Spanish-French artist, there are no echoes of pain from the disharmony of the world inherent to him, the images retain a positive tonality, and the surrealist illogicality is perceived as an aesthetic game.



**Ill. 22. M. Dzyndra “Crawling”, n/d. Reinforced mesh, cement mixture, toning – acrylic, 80.5x212x110. Photo by R. Kykta**

The connections in the interpretation of the female body with surrealist canvases by P. Picasso, such as “Dance” (1925), “Reclining Woman” (1929), and “Large Nude in a Red Armchair” (1929), can be traced in “Crawling” (undated) (Ill. 22), resembling a giant spider. The mainstay of the sculpture's plasticity is the rapid line of the torso, complemented by round curves and small red details, creating a differentiated internal rhythm. The factor shaping the form is the dominance of internal voids and artistically organized surrounding space over the slender, elongated, stem-like body forms, creating whimsical lacework. The active interaction of form with space, the narrowing and widening of flexible planes, encourages circular viewing of the sculpture, during which “aesthetic registers” change and soft irony turns into sharp sarcasm. It is worth noting a certain affinity of M. Dzyndra's “Crawling” with H. Moore's “Semi-Reclining Female Figure” (1951), particularly in the interpretation of space-subordinate fluid forms.

The human body as a self-sufficient, self-organizing, coordinated organic system with structurally harmonious parts is a plastic theme in the sculpture “The Athlete” (1972) (Ill. 23). The means of embodying the artistic idea is through the active interaction with the space of the dynamically curved torso and the legs arranged in a stable triangular form. The elliptical inner space is filled with energy accumulated before the rapid movement. The contrast between the clear three-part structure and the expressive contour adds to the figurative expressiveness of the work, visualizing willpower and strength.



**Ill. 23. M. Dzyndra “The Athlete”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 152.5x80x35. Photo by R. Kykta**



**Ill. 24. M. Dzyndra “Rest”, 1973. Reinforced mesh, cement mixture, toning – acrylic, 174.6x110x48. Photo by R. Kykta**

In the sculpture “Rest” (1973) (Ill. 24), serenity, tranquility, and unity of the human with the environment are depicted through the diagonal elongation, wave-like deformation of the sculptural form, and flexible flowing contours.

### **7. A portrait within the spectrum of “plastic-associative” interpretations**

An important component of Mykola Dzyndra's creativity is the plastic-associative interpretation of human characters and types: in various aesthetic modalities, within the spectrum of cubist and bionic forms. The beginning of the master's portrait explorations and their greatest intensity occurred in 1972–1973 when, experimenting with various creative solutions, he created over a dozen such sculptures. The distinctive feature of Mykola Dzyndra's portrait studies became bold formative experiments, embodied in both plastic-complex or naively figurative depictions, and in voluminous associative images that entered the best part of the artist's oeuvre.

One of the first in the mentioned group was the “The Portrait” (1972) – with whimsical shell-like shoulders, a long curved neck, marked by the characteristic baroque fullness and dynamism of sculptural masses typical of the early work of M. Dzyndra. A notable feature





**Ill. 25. M. Dzyndra “ Head of the Indian “, 1972. Reinforced mesh, cement mixture, toning – acrylic, 165x110x76. Photo by R. Kykta**

of the depiction is the “duck-like” small decorative head, typical in the context of the artist's characteristic “zoomorphism” of human figures.

The group of portraits where, despite the actualization of plastic experience of modernism, an excessive lifelikeness of facial features is preserved (“Portrait”, 1972; “Dictator”, 1972, etc.), is significantly less successful. In a series of portrait images from the 1970s, the sculptor did not avoid naive literalness in characterizing psychological types and the fragmentation of abstracted forms (“*Girl with a Braid*”, 1973; “*Portrait with Ribbons*”, 1976).



**Ill. 26. M. Dzyndra “Gypsy”, 1974. Reinforced mesh, cement mixture, toning – acrylic, 160x88x70. Photo by R. Kykta**

At the same time, in certain works by M. Dzyndra, he achieved plastic laconism and associative expressiveness, “plastic harmony, the basis of which is simplicity of form”, as noted in one of the artist's interviews. A step towards embodying the creative ideal was “Head of the Indian” (1972) (Ill. 25), in which the ethnic type is reproduced by a combination of a resilient semi-oval curve reminiscent of a natural shape, a small rectangular base, and an oval head. Associations with the scorching vastness of the Great Plains are formed by the bronze-gold acrylic used for toning.

The creation of a composite associative image based on geometric abstraction and volume generalization is characteristic of the sculpture “Gypsy” (1974) (Ill. 26). Founded on juxtaposed verticals of the neck and sturdy black rectangular blocks, the sculpture evokes

confidence, liveliness, and a sense of unity with the environment, typical of the ethnic group, along with a rejection of encroachments on personal freedom. The characteristic “biotization” by M. Dzyndra of geometric masses with irregular “living” contours and the association of the rough surface with untreated stone liken the sculpture to megaliths – witnesses of centuries past. A distinctive feature of the work is its appeal to the interpretation of the Gypsy image in Ukrainian folklore through the prism of the triad “own – other – stranger” (*Zakalska, 2022: 88, 90, 92*).



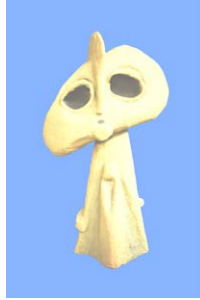
**Ill. 27. M. Dzyndra “The Frightened Soldier”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 131x100x76. Photo by R. Kykta**

Complex cultural and philosophical reflections on the archetypal image of the warrior are encountered in one of the finest works by M. Dzyndra, “The Frightened Soldier” (1972) (Ill. 27). The sculpture's uniqueness lies in the ambivalence of the image, based on an understanding of war as tragedy, pain, and suffering, and the interpretation of heroism not as the absence of fear but as the overcoming of it. The implicit semantic layer of the sculpture shapes an understanding of war as an anomalous chronotope and the status of the soldier as a detachment from the normal flow of life events.

Conceptual analogies with the sculptural work can be found in 20th-century literature, particularly in the works of Erich Maria Remarque, Ernest Hemingway, and Kurt Vonnegut, whose most famous novel, “Slaughterhouse-Five, or The Children's Crusade” (1969), was adapted into a film by director George Roy Hill in the same year Dzyndra created the sculpture.

The embodiment of the author's intent lies in finding a plastic formula of fear, reflected on the oval face with a ridge-like nose, furrows on the forehead, and eyes filled with horror. The peculiarity of the “Frightened Soldier” lies in the active interaction with the disharmonious external space and the inclusion of an imaginary wind into the figurative-plastic structure of the work, which scatters the hair and seems to absorb the horrors and sufferings of war. An important aspect of the image is the contemplation of war as a terrifying force that subordinates and nullifies individual lives. The expression of the most essential aspect is facilitated by the geometrization of forms, reduced to cylinders, ovals, and semicircles. Additionally, we note the consonance of Dzyndra's interpretation with O. Arkhyenko's sculpture “Soldier Walking” (1917), which reflects the fatigue and pain of war.

In an ironic aesthetic modality, one of the most atmospheric portrait works of M. Dzyndra, “Vertical Head” (1972) (Ill. 28), is executed. The formative basis of the work is the geometrization of volumes aimed at emphasizing the characteristic and essential, creating a humorous and sorrowful depiction with an exaggerated pancake-like head, a cone-shaped neck, and the hollows of thoughtful, moving eyes. The receptive contexts that complete the artistic



**III. 28. M. Dzyndra “Vertical Head”, 1972. Reinforced mesh, cement mixture, toning – acrylic, 137x83x49. Photo by R. Kykta**

image are formed by the conflict between the humorous and empathetic responses to the fantastical creature created by the sculptor, vulnerable in the expanses of endless worlds. Significant resonances of Dzyndra's figurative-plastic solution can be found in the works of the Catalan master Juan Miró (*“Figure”, 1970*).

Incidentally, it should be noted that M. Dzyndra's interest in character and type portraits, embodied in rounded sculpture, fully manifested in a series of bas-relief portraits from the second half of the 1980s to the 1990s.

## 8. Conclusions

Therefore, we can conclude that the period of M. Dzyndra's creativity, characterized as “sculpture of plastic associations”, spans from 1967/68 to 1974. Its conceptual basis is the associative finding of figurative-abstract plastic counterparts of certain phenomena, cultural concepts, ideas, or the reflection in form of their potential associative connections.

The formal-plastic features of “sculpture of plastic associations” include cubist geometrization of volumes or their resemblance to natural forms; reduction of empirical to essential; generality and conciseness; expressive silhouettes and rhythm; monumental statics or expression; contrast of static and dynamic, scales, volumes and forms; incorporation of spatial caesuras into the imaginative-plastic structure of the work; image-forming significance of the interaction between form and surrounding space; appeal to the formative processes of archaic cultures. Since 1971, suggestive color juxtapositions and restrained ornamentation of forms serve as means of associative expressiveness. The characteristic features of the works include “deviation” from the ordinary and, as a result, the presence of essence, content, and aesthetic novelty. Soft irony and grotesque are distinctive features of some of the author's decisions. The particularity of individual works is the “receptive play”, during which, when viewed from different positions, various figures are visually outlined.

In terms of the relationship between the “basic semantic text”, “subject motifs”, and formal solution, the “plastic-associative” oeuvre of M. Dzyndra is divided into several main groups.

The first group consists of works of sacred content characterized by a dialogue with tradition on a semantic level, its intimate lyrical experience, the use of sacred themes as a “gateway to the plane of the national”, the expression of tradition through innovative formal means, warm irony, and play (*“The Prophet”, 1971; “The Apostle”, 1971; “Saint Basil”, 1970–1971, etc.*).

The second group comprises compositions where the “semantic basic text” is the semi-sphere of traditional Ukrainian culture, the subject plan includes traditionality, ritualism, national archetypal figures, images of Ukrainian folklore, and national consciousness, and the plastic features encompass a spectrum of highly innovative forms (“Ukrainian Woman”, 1972; “Cossack”, 1974; “Carolers”, 1972, 1973, etc.). Dzyndra’s work combines aspects of national cultural tradition, mentality, worldview, reflected in the interest in prehistory, emotionality, lyricism. M. Dzyndra's oeuvre is intertwined with characteristics of the Ukrainian spiritual and artistic expression, humor, and a subtle, gentle, balanced grotesque.

A separate group includes works whose semantic basis is cultural archetypes, the subject plan features the depiction of women, families, male protectors, and the plastic feature involves the appeal to the formative processes of archaic cultures (“Cave Man”, 1968; “Mother”, 1972; “Family”, 1970, 1969–1972, etc.).

Visually expressive statics, the merging or interpenetration of male and female figures, the representation of their unity with smooth contours, the hermeticism of the plastic structure are characteristic of works dedicated to the theme of “He and She”, visualized in a spectrum of cubist or bionic forms (“He and She”, 1970; “The Lovers”, 1971, etc.).

A significant group in M. Dzyndra's creative work comprises male and female figures based on associative interpretation of geometric or bionic body forms, plastic “exploration” of its various positions beyond correlation with a structured semantic field, with an emphasis on solving plastic tasks (“Woman with Long Hair”, 1971; “Seated”, 1971; “Sportsman”, 1972; “Rest”, 1973, etc.).

A significant component of M. Dzyndra's work is the portrait “plastic-associative” interpretations of human characters and types: in various aesthetic modalities, a range of cubist and bionic forms, most intensively in 1972–1973.

The combination of individual works into cycles, marked by the sequential development of themes, and the elaboration of masterful semantic-axial connections (such as “Cave Man” – “Lovers” – “Family”) draws attention. Significant are the “invocations” by Dzyndra's “plastic-associative” sculptures of the natural environment and the completeness of revealing aspects of the images within it.

Dominant in the master's work from 1967/68 to 1974 are inspirations from O. Arkhypenko, reflected in the generality of forms, their artistically motivated deformation, the combination of two-dimensionality and three-dimensionality, the application of “negative space”, forms of empty space, synesthesia of plastic and color. The creative interpretations of surrealist findings by P. Picasso play a significant role in shaping the artistic solution of many works. Expressive parallels can be traced between the works of M. Dzyndra and K. Brancusi, J. Lipschitz, H. Moore, J. Miró. Interdisciplinary artistic influences are evident in “The Angel” (1971), “The Old Angel” (1973), “The Bandurist” (n.d.), “The Frightened Soldier” (1972). Demonstrative later variations of some thematic motifs of the “plastic-associative” period are seen in the “abstract form plastic”.

Important in the context of M. Dzyndra's creative evolution is the delineation in the creative work of the “plastic-associative” period of geometrizing, inspired by Cubism, and “bionic” types of form creation, which later develop in the “abstract form plastic” and “architectural form plastic” in the artist's work.

**The prospects for further academic studies** lie in the comprehensive exploration of Mykhailo Dzyndra's artistic oeuvre within the context of Ukrainian and global visual arts from the second half of the 20th to the beginning of the 21st century.

## References

1. Boichuk. B. (1973). *Lis skulptur Mykhaila Dzyndry*. [Forest of sculptures of Mykhailo Dzyndra]. Svoboda. No 192. [in Ukrainian].
2. Dzyndra S. (2021). *Dovha doroha dodomu* [Long way home]. Lviv : Prostir-M, Ill. 84. [in Ukrainian].
3. Zakalska Ya. O. (2022). *Obraz tsyhana v ukrainskomu folklori : konstantnist plastychnist* [The portrayal of the Gypsy in Ukrainian folklore : constancy plasticity]. Akademichni studii. Serii «Humanitarni nauky», Edit. 2. [in Ukrainian].
4. Mysiuha B. (2001). *Skulptura Mykhaila Dzyndry : katalog-monohrafiia* [Sculpture of Mykhailo Dzyndra : catalog-monography]. Lviv : Vyd-vo «Lileia-NV». [in Ukrainian].
5. Novozhenets H. (2015). *Obrazotvorche mystetstvo ukrainskoi diaspory 1940–1970 rokiv : polivariantnist khudozhnogo dosvidu* [Fine arts of the Ukrainian diaspora 1940–1970 : the diversity of artistic experience]. Lviv : Vyd-vo «Kalvariia». [in Ukrainian].
6. Osadcha O. A. (2020). *Reprezentatsiia khrystianskoi tradytsii v ukrainskomu mystetstvi druhoi polovyny XX – pochatku XXI stolittia* [Representation of the Christian tradition in Ukrainian art from the 2nd half of 20th to beginning of 21st century] : dys. ... kand. mystetstvovoznavstva. 17.00.05 – «Obrazotvorche mystetstvo». Lvivska natsionalna akademiia mystetstv MON Ukrainy. Lviv. [in Ukrainian].
7. Pulariia T.V. (2011). *Zhinochyi arkhetyv u mifopoetychnii tradytsii ukrainskoi kultury* [The female archetype in the mythopoetic tradition of Ukrainian culture] : avtoref. dys. ... kand. kulturolohii. 26.00.01 – teoriia ta istoriia kultury. Tavriiskyi natsionalnyi universytet imeni V. I. Vernadskoho. Simferopol. [in Ukrainian].
8. Solovii Yu. (1983). *Budte znaiomi : Mykhailo Dzyndra. Pro rechi bilshi, nizh zori* [Be acquainted : Mykhailo Dzyndra. About things bigger than the stars]. Suchasnist. Munich. [in Ukrainian].
9. Fedyshyn I. (1972). *Skulptor Mykhailo Dzyndra* [Sculptor Mykhailo Dzyndra]. Suchasnist [in Ukrainian].
10. Shymchuk Ye. (1995). *Skulptura Mykhaila Dzyndry : katalog tvoriv vystavky v Lvivskii kartynnii halerei* [The sculpture of Mykhailo Dzyndra : catalog of works exhibited at the Lviv Art Gallery (April – May 1995)]. Vydavnytstvo «Shliakh Peremohy». Florida – Lviv. [in Ukrainian].

## LANGUAGE LEARNING IN THE PARADIGM OF INFORMAL SPACE

**Daria Pokatska**

Student of Economics Faculty, V. N. Karazin Kharkiv National University, Ukraine  
e-mail: [daria.pokatska@student.karazin.ua](mailto:daria.pokatska@student.karazin.ua), [orcid.org/0009-0004-5054-912X](https://orcid.org/0009-0004-5054-912X)

**Tetiana Astapova**

Ph.D., Associate Professor at the Department of Business Foreign Language and Translation,  
V. N. Karazin Kharkiv National University, Ukraine  
e-mail: [t.astapova@karazin.ua](mailto:t.astapova@karazin.ua), [orcid.org/0000-0001-8802-9788](https://orcid.org/0000-0001-8802-9788)

### Summary

This article is an attempt to explore the possibility of learning a foreign language from the point of view of an informal approach for people who are under conditions of varying degrees of complexity, from forced migration to financial insecurity. The main problem of the research, which should be solved, is in the internal contour of overcoming internal psychological barriers and financial inability, in the external overcoming of bureaucratic barriers in the form of requirements for formal adaptation outside one's country with the minimum level of language knowledge, formal education system, various programs and resources on a paid and a free basis. It is the search for a spot that will open a universal opportunity for a large category of people or, in a broader sense, a comprehensive approach with scientific justification of its main principles. To define the workspace as an ideal field, one can rely on Foucault's philosophy of transgression and Kuhn's multiparadigmatic approach, because the problem requires going beyond the formal rules of existing and realized experience.

**Key words:** social adaptation, dynamic freedom, unconditionality, human resources development, overcoming psychological barriers, existential challenge, artisan type of specialists.

DOI <https://doi.org/10.23856/6409>

### 1. Introduction

The philosophical focus of the article is prompted by the fact that the purpose of the research goes beyond the scope of this work and lies in the broader use and creation of informal spaces as such. Its methodology is subjective-objective approach, intersubjective, quantitative-qualitative, subject, humanistic ones, the principle of unconditionality as well as a continuous research and dynamic development of the extended method or a multi-paradigm one.

The impetus for this was the so-called anomaly introduced into usage by Thomas Kuhn when studying scientific crises. "This anomaly arises when the paradigm that governs a particular community of scientists fails, thus resisting all attempts to change it. Therefore, according to Kuhn, science develops through a change in paradigm initiated by tension" (*Bird, 2022:57*). Continuing to ponder according to Kuhn, it is connected with a constant disciplinary matrix that is unable to solve problems and only accumulates them. But at the same time, a new view forms its own paradigm encountering resistance from the old one, which is established and dictates the disciplinary requirement of the entire research structure starting from perception itself.

“Thus, the denial of the limit and its transgression becomes the engine of the positive evolution of power-knowledge” (*Schutijser, 2019:227*). This approach, called the philosophy of transgression, involves the search and exploration of lifestyles that radically differ from one another. It goes beyond the traditional frameworks that define the cultural world. This approach aims to reveal new ways of understanding and interpreting existing cultural phenomena, emphasizing their complexity and variability.

The natural organization of life, social practice changing another practice, radically changes the situation itself. Such a view is a barely perceptible concept that is difficult to constitute. Its field of work is a special predisposition of perception. The irreversibility of the processes that occur in the physical nature and human society reveals irreversible losses, and this must be taken an advantage of, but for the common good, transforming them into irreversible gains.

## 2. Coverage of the unreachd human resource development

The entire world, all nations, all countries and continents, in other words, people who are not an active part of their economy and society, do not have the financial and qualitative ability to learn a foreign language. The research methodology is neither clearly defined, nor is the task itself. Measuring the potential quantity of vulnerable population is impossible because there is no such statistics. Nevertheless, it is not difficult to imagine a constant portion of the population in every non-English speaking country in the world. These people need free access to language learning in order to have practical proficiency for the purpose of improving their economic status and overall personal development.

There is a number of forced barriers and their overcoming. And among them we can name the following ones: internal: psychological, social adaptation, creative self-expression, voluntary self-limitation. The external ones are financial insecurity, forced migration, bureaucracy, social adaptation, formality of the education system, inadequate effectiveness of various language resources. A practical approach to studying this problem indicates that such people exist in any country and represent the most inert mass of human capital. This includes forced migrants or refugees, who according to UN observations, appear at an average rate of over 10 million from different countries worldwide annually, all in need of language adaptation and economic protection. The realization of an idea that can help and provide impetus to individual action and accelerate personal growth also applies to these individuals. If this effect is applied to the global system, it will yield a multiplier effect for the development of human resources, thereby adding more dynamism to processes in science, economics, and politics as a whole. This may seem like progress, but it is not. Essentially, it is a sign of civilization's backwardness in existential challenges that have existed for a long time.

## 3. Informality as a dynamic freedom without borders

The concept of “informal” is not taken randomly, but from experience and practice to overcome various barriers, especially in wartime. Since informal rules are more naturally developed by the society (this is confirmed by a number of observations at different times) the influence of informal rules is always stronger than formal ones. The same “path dependence” effect is described by Douglas C. North, as in “economic performance through time” (*North, 1993:11–23*). Formal rules will always restrict existing freedom in some way. Perhaps this should be considered by those implementing these new formal rules in reality.

It is desired to see that we are moving forward considering both quantitative and qualitative approaches, but the main focus is still on the psychological approach of overcoming internal barriers which is a component of a broader subjective-objective approach. Subjectivism includes our a priori knowledge of the good of everything. Objectivism, using this by default, opens up new reliable knowledge for obtaining good from everything.

#### 4. Unconditionality as a means of satisfying needs

We regard conditionality as a purely new economic measure that covers the portion of the population that is in dire need of it. Unconditionality is taken here as the one that needs to be used within ethical norms to provide maximum legal freedom. It evokes a primary unconscious intention as a purely psycho-physical reaction. This starting point, in its turn, allowed to derive another fundamental feature, namely that unconditionality of practices and methods for teachers and the same unconditionality for attendance and personal preferences in their choice by the students. Such an environment should be called more as an experimental or open system with “open source code” where everyone can participate at their convenience.

There are “the moments in life when it is necessary to question whether it is possible to think differently than we do and see differently than we see if only we want to continue to think and to see” (*Foucault, 1984:15*). This quote suggests a different perception of the idea of informal space. We live in a harmonious world, but we do not correspond to it. Perhaps it is time to change our thinking, our perception of the reality. The world and we are in a permanent crisis: political, economic, social, ecological, existential. But if we take some distance to see the whole picture, it turns out that the only cause is an ethical crisis. The entire Earth's ecosystem falls into it. In other words, the ethical crisis is global not only for all the humanity, but also for the entire planet as a whole. The informal space is a change of thought, it is a small step towards harmony. The world accepts every breath of fresh air because it is alive, because it holds the truth. Non-formality is an attempt to go beyond the ordinary perception because if we look around, we can only see increasing chaos. Foucault offers his view of the constant initiation of going beyond the existing limit, which he calls “transgression” (*Foucault, 1984:18*). This fits well into the Hegelian cycle or simply the infinity of knowledge. However, the most useful in terms of impact will be considered those senses that are accessible to both the intellectual minority and the ordinary majority. From the point of view of the development, perspectives need to be approached in the working out of material of any idea for its further use by others. It is a kind of a transferable property or mechanism that is embedded, the transmission of the continuation of work. This forms the sequence of transition and the stability of knowledge systems.

#### 5. Humanistic approach as a natural pathway

The informality of education is a modern practice of the humanistic approach, which refers us to the sources of natural philosophy.

Subjective approach transitioning goes into an intersubjective approach. “Intersubjectivity can be seen as a golden mean between objectivity and subjectivity, as it contains characteristics of both epistemological positions. Intersubjectivity focuses on the belief that research is neither purely objective nor purely subjective in its nature” (*Bae, 2017:1*).



Continuous exploration lies within the method. The process involves the development of the method itself by creating new interaction tasks, a kind of micro-laboratories.

The other idea referring to the method is freedom of choice. It is necessary to be remembered both from the side of the teacher and from the participant. There is that kind of interaction where the teacher conducts the development of the material from the direct request of the participants. The general goal is to complement each other naturally.

## **6. New scholasticism or artisanal type of specialists**

The new scholasticism requires its own master. A kind of renaissance where the process flows for the sake of interaction itself and at the same time new knowledge, is born not on the spot. It turns out that the disappearance of scholasticism occurred through its prohibition by formal education, that is, by the hands of its own creation. It is not difficult to imagine without reliable statistics that such type of "scholastics" people always exist and will exist in small numbers. In their free approach they will always feel restricted and pressured by the ruling formal model.

This is similar to a blind spot of unrealized potential. This class of teachers is akin to the craftsman type while the majority should relate to the industrial or commercial type. For some of them teaching is a craft, for others it's a function. The assessment of productivity is one thing by quantity, but is totally different by quality. The formal system is also interested in the existence of craftsmen because the limited freedom of its standardized space restricts even thinking to possible novelty. It is not the improvement of the old, but fundamentally new idea similar to a dynamically changing environment.

## **7. The effect of geometric progression**

In our case if there is at least one person who utilized this opportunity and earned his or her income, created two additional added values, then there will be more and more such people and at some point, we will get meta-numbers and a general effect that is almost immeasurable. One can imagine all directions of activity as puzzles, and the whole picture comes together in one giant energy of passionarity. It's like underutilized economic resources, but it's much more important because behind all this is not just one human life.

The proposed informal space for language learning addresses this issue by providing fundamentally free access to education, and will also contribute to raising the level of education and qualifications of the population, stimulating economic growth through the active participation of new people in the labour market. Among the points of the essence of informality in the environment we can mention the following ones:

Digital coworking space. Self-organization of the environment. Free of charge. Unconditionality: no leaders, no budgets. There is no need to follow a specific scheme or adhere to a single standard. There is a freedom to choose the level, speaker, time, etc.

Compatibility with formal systems at the preparation stage for certification. Product expertise: the method and program are mandatory.

The expertise of the teacher is desirable but not mandatory. As success and popularity grow, expertise will naturally increase through replacement, conflict-free and unconditionally idea based on the choice of the participants themselves. Standardization of research tools: methods and approaches, their development, and accumulation.

## 8. Conclusions

The search for a candidate solution is always associated with high uncertainty and risk, especially when it comes to social systems. The work is an attempt to challenge this puzzle. During the study a number of auxiliary directions were identified, each of which may have some perspective in its development. This work does not end here but continues the development of the main idea, and if it is truly “alive,” it can have an infinite perspective.

The division of labour only at the level of deepening knowledge is similar to the process of actualizing the latest, not yet applied in wide practice mechanisms.. That is an administrative approach, less complex than an entrepreneurial one, which centralized all possible resources and created a disciplinary matrix in that many systems including the education system found themselves, demonstrating its inability to solve such a type of puzzle. This resembles stagnation in the sphere of progressive knowledge and practices. It is quite obvious that it limits all possible freedoms and has therefore reached a dead end. An entrepreneurial approach and venture thinking are necessary to actualize new knowledge and practices, especially since we are at a crucial stage of forming the future platform of the next industrial revolution or the sixth technological order. Therefore, we expect rapid growth in the long term which means accumulating a significant volume of challenges caused by the absence of reactive approaches in the application of progressive knowledge and by the readiness or predisposition to permanence of change.

Effective overcoming of existing barriers involves the application of informal teaching methods that are more flexible and adaptable to people's real needs. These methods are based on natural, intuitive approaches that correspond to internal psychological and social needs. Open education systems where participants have freedom to choose the time and methods of learning can significantly enhance the effectiveness of the learning process.

While choosing optional ideas and making decisions as far as it concerns the future of ourselves and in this way of our society, it is not always necessary to follow conditional, accepted rules and be as conventional as it used to be before. The changing settings for generalizing ideas have already found their proof in the works of the above mentioned authors. So it is a fully grounded choice in taking advantage of such a totally new approach to conventional studying of a foreign language under changing conditions of the modern world.

The natural organization of life, that is social practice changing another practice, radically changes its view of truth. Such truth is a barely perceptible concept that is difficult to constitute. Its field of work is a special predisposition of perception. So, offering Foucault's view of the constant initiation of going beyond the existing limit, it can be argued that it fits well into the cycle or simply the infinity of knowledge. However, this also indicates the need to review existing formal educational structures to remove limitations and stimulate the full potential of human resources. Future research could explore the effectiveness of various language learning methods, their social and cultural impact, and the best ways to implement informal space as a whole.

## References

1. Bae, S. (2017). *Intersubjectivity*. *The International Encyclopedia of Communication Research Methods*. doi.org/10.1002/9781118901731.iecrm0123
2. Bird, A. (2022). *Thomas Kuhn*. *The Stanford Encyclopedia of Philosophy*. Retrieved from: <https://plato.stanford.edu/archives/spr2022/entries/thomas-kuhn/>
3. Davidson, D. (2001). *Subjective*. *Subjective, Intersubjective, Objective*, 3, 223 p. doi.org/10.1093/0198237537.001.0001

4. Foucault, M. (1984). *Essential Works of Foucault. 1954–1984*. Retrieved from: [https://monoskop.org/images/b/b9/Foucault\\_Michel\\_Power\\_2000.pdf](https://monoskop.org/images/b/b9/Foucault_Michel_Power_2000.pdf)
5. Hadzigeorgiou, Y. (2012). *Thinking about Creativity in Science Education*. *Creative Education* 3 (5), 603–611. doi:10.4236/ce.2012.35089
6. North, Douglass C., (1993). *Institutions and Credible Commitment*. *Journal of Institutional and Theoretical Economics (JITE)*, Vol. 149, № 1. Retrieved from: <https://www.jstor.org/stable/40751576>
7. Norqvist, L., Leffler, E. (2017). *Learning in Non-Formal Education: Is it “Youthful” for Youth in Action?*, 63, 235–256. doi.org/10.1007/s11159-017-9631-8
8. Schutijser, D. (2019:15). *L`attitude Moderne Selon Michel Foucaut: La Subjectivation A La LimiteeII*, pp. 225–251. <https://www.redalyc.org/journal/854/85462972010/html/>
9. Stefanidou, C., Skordoulis, C. (2014). *Subjectivity and Objectivity in Science: An Educational Approach*. *Advances in Historical Studies*, 3(4), 183–193. doi.org/10.4236/ahs.2014.34016
10. Sukholova, M. A. (2020). “Formal” and “Non-formal” Education in Ukraine in the Context of New Socio-Cultural Challenges. *Innovative Solutions in Modern Science*, 7 (43), 61–79. doi.org/10.26886/2414-634X.7(43)2020.5
11. Velmans, M. (1999). *Intersubjective Science*. *Journal of Consciousness Studies*, 6(2/3), 299–306. Retrieved from: [https://www.researchgate.net/publication/28762470\\_Intersubjective\\_Science](https://www.researchgate.net/publication/28762470_Intersubjective_Science)

## THE SYMBOLIC WORLD OF HARMONY IN G. HESSE'S NOVEL "SIDDHARTHA"

**Tetiana Pryshchepa**

Ph.D., Associate Professor, Oles Honchar Dnipro National University, Ukraine

e-mail: pettytyrant06@gmail.com, orcid.org/0000-0002-0665-0907

**Anastasiya Khamurda**

Master's Student, Oles Honchar Dnipro National University, Ukraine

e-mail: akhamurda@gmail.com, orcid.org/0009-0006-1441-8469

### Summary

The article delves into the exploration of the symbolic world of harmony in Hermann Hesse's novel "Siddhartha" through the lens of semiotic analysis. It highlights the novel's unique approach to addressing the themes of harmony, spirituality, and cultural synthesis, which are central to both the author's aesthetic-philosophical position and the artistic universe of the work. Drawing from the works of renowned semiotician Roland Barthes, the analysis presents a novel interpretation of "Siddhartha", shedding light on its intricate layers of cultural and philosophical symbolism. The article argues that Hesse's creative legacy, with its complex intertwining of Western and Eastern cultural and philosophical paradigms, provides fertile ground for semiotic exploration. The semiotic framework employed in the analysis offers a comprehensive understanding of the semiosphere of harmony depicted in the novel. It elucidates the interplay of diverse cultural codes, signs, and actors within the narrative, revealing the novel's rich tapestry of meaning. Furthermore, the article explores the evolution of Siddhartha's spiritual journey, from his immersion in Brahmanic rituals to his encounters with Buddhist and Daoist philosophies. It highlights how these diverse influences converge to shape Siddhartha's evolving understanding of harmony and enlightenment. Ultimately, the article underscores the enduring relevance of "Siddhartha" in today's world, emphasizing its profound message of unity and interconnectedness. It invites readers to reflect on the novel's timeless wisdom and to embark on their own quest for inner peace and spiritual fulfillment.

**Key words:** harmony, semiosphere, the inner dynamics of the semiosphere.

DOI <https://doi.org/10.23856/6410>

### 1. Introduction

Hermann Hesse's novel "Siddhartha" stands as a timeless exploration of the human spirit, tracing the journey of its titular character on a quest for enlightenment and self-discovery. Set against the backdrop of ancient India, the narrative unfolds with a rich tapestry of philosophical and spiritual themes, inviting readers to ponder the nature of existence, the pursuit of meaning, and the attainment of harmony.

At the heart of "Siddhartha" lies a profound symbolic world, where the search for harmony serves as a guiding motif throughout the protagonist's odyssey. In this article, we delve into the symbolic landscape of Hesse's masterpiece, aiming to unravel the layers of meaning embedded within its narrative fabric. Through a semiotic lens, we seek to illuminate

the intricacies of harmony as a central theme, shedding light on its significance within both the aesthetic and philosophical framework of the novel.

Drawing upon the tools of semiotic analysis, we navigate through the symbolic terrain of “Siddhartha”, examining how Hesse employs symbols, allegories, and metaphors to depict the quest for harmony in all its complexity. By exploring the interplay between text and subtext, we uncover the deeper currents of meaning that flow beneath the surface of the narrative, revealing insights into the human condition and the perennial search for spiritual fulfillment.

In doing so, we aim to offer a fresh perspective on “Siddhartha” and its exploration of the symbolic world of harmony, inviting readers to embark on a journey of discovery alongside its enigmatic protagonist. Through our analysis, we hope to illuminate the timeless relevance of Hesse’s work and its enduring appeal to seekers of wisdom and truth.

As we embark on this exploration, it is essential to recognize the significance of the novel’s cultural and philosophical context. “Siddhartha” emerges from a milieu infused with the wisdom of Eastern traditions, including Hinduism, Buddhism, and Daoism, each contributing unique perspectives on the nature of existence and the path to enlightenment. Against this backdrop, Hesse weaves a narrative tapestry that transcends temporal and geographical boundaries, inviting readers of all backgrounds to reflect on the universal themes of human experience.

Central to our analysis is the role of semiotics in unpacking the layers of meaning embedded within “Siddhartha”. Semiotics, or the study of signs and symbols, provides a powerful framework for understanding how language, imagery, and narrative structure shape our perception of reality. By applying semiotic principles to Hesse’s novel, we gain insights into the ways in which symbols function as vehicles for conveying deeper truths about the human condition and the quest for meaning.

Throughout our exploration, we will draw upon the seminal works of renowned semiotician Roland Barthes, whose insights into the nature of signs and signification offer valuable tools for interpreting literary texts. By engaging with Barthes’s concepts of “text” and “semiosphere” (*Hatem Sara Jadou, 2021*), we hope to illuminate the intricate interplay between language, culture, and consciousness in “Siddhartha”, revealing the novel’s profound resonance in the realm of symbolic thought.

In the pages that follow, we will embark on a journey through the symbolic world of “Siddhartha”, guided by the light of semiotic inquiry. Our aim is not merely to dissect the novel’s symbols and motifs, but to engage in a dialogue with its deeper meanings, inviting readers to contemplate the timeless truths that lie at the heart of Hesse’s timeless masterpiece. Through our exploration, we hope to inspire new insights and perspectives on “Siddhartha” and its exploration of the symbolic world of harmony.

This article offers an analysis of Hermann Hesse’s novel “Siddhartha”, predominantly conducted through a semiotic approach. The novelty of this approach lies in its ability to conceptualize the issues of harmony, which are pivotal to the aesthetic-philosophical stance of the writer and central to the artistic world of the work. The analysis of this narrative is conducted quite extensively and attentively, although, as far as it is known, investigations of this kind have not been carried out before.

## 2. The Influence of Roland Barthes: Semiotic Insights

In our work, we draw upon the works of the renowned semiotician Roland Barthes. Hesse's creative legacy, containing complex mental layers of both Western and Eastern cultural and philosophical stereotypes, is an intriguing subject for semiotic analysis. Since, as far as we know, Hesse's works have not yet been subjected to interpretation using this methodology, we justify a more detailed study of this topic.

In this article, we propose an analysis of Hermann Hesse's novel "Siddhartha", primarily conducted through a semiotic approach. The novelty of this approach lies in its ability to conceptualize the issues of harmony, which are key to the writer's aesthetic-philosophical position and central to the artistic world of the work. The analysis of this novel is carried out quite thoroughly and attentively, although, as far as we know, investigations of this kind have not yet been conducted.

Hesse's creative legacy, containing complex mental layers of both Western and Eastern cultural and philosophical stereotypes, serves as an intriguing subject for semiotic analysis. Since, as far as we know, Hesse's works have not yet been subjected to interpretation using this methodology, we are motivated to delve more deeply into this topic.

Unlike sign theories that consider individual signs, actants, or codes, the semiosphere model describes the entire set of codes, signs, and actants as a semiotic space within a given culture. According to Roland Barthes, the semiosphere, akin to the biosphere, regulates all existing meanings in culture, dividing them with its own rules and laws. The semiosphere model aims to represent the integrity of a particular culture as a semiotic integrity, characterized by its homogeneity, the opposition of internal and external semiotic space, and the non-uniformity of internal structure. The boundary between these parts of the semiosphere is marked by the mutual heterogeneity of texts, codes, and actants, and this gap can only be partially overcome (*Griffin E.M., 2012: 336*). The internal part of the semiosphere contains a core and a periphery, which differ from each other and are distinguished by their internal dynamics.

The core of the semiosphere contains the main sign systems used by all members of the cultural community, while on the periphery are actants that operate with encoding systems that are not universally accepted. Interaction between the internal and external space of the semiosphere, as well as between its core and periphery, leads to the emergence of new codes, the creation of new types of texts, and changes in the consciousness of actants, which become adaptive to the perception of new meanings.

From the very beginning of the work, we sense the conscious, albeit not emphasized, inconsistency in the author's thinking. Although Hesse calls "Siddhartha" an "Indian novel", he constantly notes that Chinese spiritual teachings underpin the philosophical views. The author even refers to his work as a manifesto of his "liberation from Indian thinking". This indicates an important internal stage of spiritual development through which the writer passes during the creation of the work.

## 3. Siddhartha's Spiritual Odyssey: From Brahmanism to Buddhism

Let's further examine the structure of the semiosphere of harmony in the novel. We believe that traditional Indian concepts constitute the core of the work's semiosphere, with Brahmanism at its base. On the periphery are Buddhist philosophy and the multifaceted silent teachings of the ferryman, which are strongly influenced by Taoism. However, the role

of Christianity, which is latently present in the text in the form of allusions and symbolic motifs, should also be considered. These motifs indicate a yearning for a dialogue with life, reflected in the development of the “self” in solitude with eternity.

When considering the analyzed work from a semiotic perspective regarding the interaction and exchange between the core and the periphery, this points to a complex layering of diverse meanings. Within the scope of our research, we observe the internal dynamics of various notions of harmony present in the work. For example, Brahmanistic ideas of harmony undergo a gradual revision as Siddhartha encounters other worldviews. As a result, the peripheral zones (Buddhist and Daoist philosophy) influence the core (Brahmanism) to the extent that the latter is displaced to the margins of the semiosphere, while the former finds itself at the center.

From a linguocultural perspective, the Brahmanic core of the semiosphere is characterized by linguistic stylization, where outdated or even uncharacteristic syntactic structures prevail. The narrative is rich in archaisms and poetic devices that immerse the reader in an Eastern atmosphere. By problematizing the spiritual quests of the protagonist, the author achieves a harmonization of Western and Eastern views on the philosophy of life.

The initial periphery, later becoming the core of the semiosphere, is distinguished by simplified language, closer to contemporary norms. However, against this backdrop, there is an increase in the use of metaphors and other artistic devices characteristic of Hesse’s style. The imagery conveys the impression of the primal state of the world in its timeless realization.

The gradual development of the plot indicates the formation of a specific concept of harmony in Hesse’s *Siddhartha* under the influence of Buddhism and, in particular, Daoism. This concept manifests itself in both simplicity and complexity simultaneously: “This, Govinda, is my teaching – love, dear friend, is the most important thing in life... it means to be able to love the world, not to despise it, not to be disgusted with it and oneself, not to harbor hatred against it or oneself” (*Hesse H., 2007: 118*). This concept is evident throughout Hesse’s mature work as an understanding of the unity, indivisibility, and interconnectedness of all aspects of life.

Achieving such unity is only possible by overcoming all contradictions (good and evil, soul and body, life and death, etc.). In his notes “Theses on Indian Culture and Poetry” (1922), Hesse conveys this essence from a psychological perspective using Buddhism as an example: “Spiritual exercises, meditation gradually, step by step, lead to the ultimate goal – realization” (*Baumann G., 1990: 40*).

The influence of Buddhism on Siddhartha’s personal development is evident not only in moments of spiritual insight. The most important idea taken by the author from the Buddha’s teachings is the impossibility of conveying true knowledge. Enlightenment becomes a purely individual experience that cannot be transmitted because each person must independently reach their inner light. The image of the Buddha in the work creates an impression of masterful perfection, where every gesture and facial expression reflect boundless tranquility and wisdom.

Let’s focus on the key mental concepts of Daoist philosophy that Hesse utilizes in his novel. Siddhartha’s spiritual journey traverses various stages, from the rituals of Brahmanism to asceticism, encountering Buddha, and understanding the essence of worldly life, culminating in the universe of Daoist culture symbolized in the text by the silent teachings of the river and the old ferryman. The portrait of the ferryman resembles the classical depiction of a Chinese sage, reflecting the philosophy of *wu-wei*: achieving results through non-action.

In the second part of the novel, we encounter numerous allusions to Daoist texts, including the “*Tao Te Ching*” and the “*Zhuangzi*”. For example, Siddhartha’s attempts to restrain his son depart from the Daoist idea of the futility of coercion: “He who tries to retain something – loses it”. Similar allusions to Daoism permeate the text in the form of quotes and wise sayings of characters.

The author divides the text into two parts corresponding to Indian and Chinese philosophical systems, confirmed by dedications to Romain Rolland and Wilhelm Gundert. The first part of the book examines the Indian context, while the second part explores the Chinese, reflecting the author's transformative semiotic space as a backdrop for the spiritual initiation of the main character. Thus, Daoist concepts gradually move from the periphery to the center of the semiotic space, displacing Brahmanic notions from its core (*Kniga Dao de dzin*, 2020).

Continuing our exploration of the symbolic world of harmony in G. Hesse's novel "Siddhartha", it becomes evident that the text serves as a microcosm of the broader human quest for meaning and enlightenment. Through Siddhartha's journey, Hesse delves into fundamental questions of existence, inviting readers to reflect on their own paths toward self-discovery and inner peace.

The novel's rich tapestry of cultural and philosophical influences underscores the interconnectedness of diverse traditions, highlighting the universal themes of suffering, desire, and the search for transcendence. Siddhartha's encounters with various teachers and mentors represent the convergence of East and West, ancient and modern, traditional and progressive – a testament to the fluidity and adaptability of human thought.

Furthermore, Hesse's exploration of harmony extends beyond the individual psyche to encompass societal and environmental dimensions. The river, a recurring motif throughout the novel, symbolizes the ebb and flow of life's rhythms, reminding readers of the interconnectedness of all beings and the cyclical nature of existence.

As we delve deeper into Hesse's narrative, it becomes clear that "Siddhartha" transcends the boundaries of time and space, offering timeless wisdom that resonates with readers across cultures and generations. Through its exploration of harmony, the novel serves as a profound meditation on the human condition, inspiring readers to seek balance and unity amidst the complexities of life.

In essence, "Siddhartha" stands as a timeless masterpiece that continues to captivate and enlighten readers worldwide. Hesse's evocative prose and profound insights into the nature of existence ensure that the novel remains a beacon of wisdom and inspiration for generations to come.

Continuing our analysis of "Siddhartha", it's crucial to acknowledge the enduring relevance of Hesse's exploration of harmony in today's world. In an age marked by rapid globalization and cultural exchange, the novel's themes of spiritual awakening and the quest for inner peace resonate with contemporary audiences more than ever.

Moreover, Hesse's masterful interweaving of Eastern and Western philosophical traditions offers a compelling vision of synthesis and integration. By juxtaposing Indian spirituality with Chinese philosophy, he invites readers to consider the complementary nature of diverse belief systems and the potential for dialogue and mutual enrichment.

Furthermore, "Siddhartha" serves as a poignant reminder of the importance of mindfulness and self-awareness in navigating life's complexities. Through Siddhartha's journey of self-discovery, readers are encouraged to cultivate presence and authenticity, embracing both the light and shadow aspects of their being.

The novel also prompts reflection on the nature of happiness and fulfillment, challenging conventional notions of success and achievement. In Siddhartha's rejection of material wealth and social status, we find a powerful critique of consumerism and the pursuit of external validation – a message that remains as relevant today as it was a century ago.

Ultimately, "Siddhartha" stands as a timeless testament to the human quest for meaning and transcendence. Its profound insights into the nature of existence continue to inspire readers of all backgrounds, inviting them to embark on their own journeys of self-discovery and spiritual growth.



#### 4. Conclusions

As we conclude our exploration of the symbolic world of harmony in “Siddhartha”, we are reminded of the novel's enduring legacy as a profound meditation on the human condition and a timeless source of wisdom and inspiration. Through its timeless teachings and universal themes, “Siddhartha” continues to illuminate the path toward inner peace and enlightenment for generations to come.

In conclusion, Hermann Hesse’s novel “Siddhartha” offers a profound exploration of the symbolic world of harmony, drawing from a rich tapestry of philosophical and religious traditions. Through a semiotic lens, the novel unveils a complex interplay of cultural and philosophical paradigms, encapsulating the journey of the protagonist Siddhartha as he seeks spiritual enlightenment.

The analysis reveals a harmonious fusion of diverse worldviews, ranging from Indian Brahmanism to Chinese Daoism, each contributing to Siddhartha’s spiritual evolution. Hesse masterfully navigates linguistic and cultural nuances, weaving together ancient wisdom with contemporary insights to craft a narrative that transcends temporal and spatial boundaries.

Moreover, the novel exemplifies the dynamic nature of semiotic spaces, wherein core concepts evolve and interact with peripheral ideas, reshaping the narrative landscape. Through Siddhartha’s quest for self-realization, readers are invited to contemplate the interconnectedness of existence and the pursuit of inner harmony amidst the complexities of life.

Ultimately, “Siddhartha” stands as a timeless testament to the universality of human experience and the perennial quest for meaning and fulfillment. Hesse’s magnum opus continues to inspire readers across generations, offering profound insights into the human condition and the pursuit of spiritual enlightenment.

Hermann Hesse’s “Siddhartha” stands as a remarkable literary achievement that continues to captivate readers with its timeless wisdom and profound insights. Through the lens of semiotic analysis, we have delved into the novel's symbolic world of harmony, uncovering layers of meaning and significance that enrich our understanding of Hesse’s narrative.

By employing a semiotic approach, we have illuminated the intricate web of cultural, philosophical, and spiritual symbols woven throughout the text. From the Brahmanic core to the Daoist periphery, “Siddhartha” emerges as a rich tapestry of diverse traditions and ideologies, unified by the overarching theme of harmony. Moreover, our exploration of the semiosphere of harmony in “Siddhartha” has highlighted the novel’s enduring relevance in today’s complex world. In an era marked by cultural fragmentation and ideological conflict, Hesse’s message of unity and synthesis offers a powerful antidote to division and discord.

Through Siddhartha’s spiritual odyssey, readers are invited to embark on their own quest for enlightenment, embracing the inherent interconnectedness of all things. In doing so, Hesse reminds us of the fundamental unity that underlies the diversity of human experience, inspiring us to seek harmony within ourselves and with the world around us. As we bid farewell to “Siddhartha”, let us carry its timeless wisdom in our hearts and minds, drawing strength and inspiration from its profound teachings. May we continue to explore the depths of our own consciousness, guided by the light of truth and the pursuit of inner peace. In the end, “Siddhartha” remains not just a novel, but a sacred journey – a testament to the enduring power of literature to illuminate the human spirit and awaken us to the infinite possibilities of existence.

## References

1. Baumann G. (1990). *Archetypischer Heilsweg. Hermann Hesse, C. G. Jung und die Weltreligionen*. Rheinfelden : Schäuble Verlag, 110.
2. Griffin E.M. (2012). *Semiotics of Roland Barthes. A First Look at Communication Theory*, 8 th Ed., New York, New York: Mc Graw Hill. 332–343.
3. Hatem Sara Jadou, Iman M. M. Muwafaq Al Ghabra (2021). *Barthes' Semiotic Theory and Interpretation of Signs International Journal of Research in Social Sciences and Humanities*.11(3). 470–482.
4. Hesse H. (2007) *Siddhartha. Eine indische Dichtung*. Frankfurt am Main : Suhrkamp Verlag. 121.
5. *Kniga Dao de dzin* (2020). Folio. 96. [in Ukrainian]

## VARIABLE TOOLS OF LEARNING IN EXPERIENCE REGIONAL TEXTBOOK PRODUCTION

**Tamara Pushkarova**

Doctor of Pedagogical Sciences, Professor, Institute of Modernization  
of the Education Content of the Ministry of Education and Culture of Ukraine, Ukraine  
e-mail: pushkaryovat@gmail.com, orcid.org/0000-0001-7611-9516

**Oleksandr Hrytsenko**

Postgraduate Student, Sumy State Pedagogical University  
named after A. S. Makarenko, Ukraine  
e-mail: catamaran@ukr.net, orcid.org/0000-0001-7380-9159

**Mariya Koval-Mazyuta**

Postgraduate Student, Institute of Pedagogy  
of the National Academy of Sciences of Ukraine, Ukraine  
e-mail: kovalma.maria@gmail.com, orcid.org/0000-0002-4214-5027

### Summary

In the work presented for discussion by pedagogical specialists, it was found that in the conditions of the decentralization of the education system in Ukraine and the transfer of a complex of organizational and management functions in the field of educational institutions to local self-government, territorial communities have acquired problems not only in the part of forming the material and technical base of institutions and institutions educational sector, but also in meeting the wishes of local residents to receive high-quality and affordable educational services, which provides for the design, examination, and replication of innovative and progressive teaching tools that would be based on standardized norms of textbook creation and at the same time take into account the existing specificity of the functioning of regional educational institutions with their educational methods, cultural values and local traditions.

The above judgments are meaningfully confirmed in the "New Ukrainian School" concept, which presents the following didactic remarks: 1) the free development of students is facilitated by a creative environment in which there is a change in programs or teaching aids, as well as other elements of the subject environment; 2) one-time educational projects over time give priority to the systematic organization of the implementation of innovative pedagogical technologies; 3) traditional means of education should be replaced by a variable school book of a new generation of educational literature. Variability in this context is correctly understood as a characteristic of a set of teaching aids from a certain subject area for a certain age status of students who perform the same educational task, but may differ from each other in certain information or materials that relate to the specific features of one or another region in the content taking into account its socio-cultural customs or traditions.

**Key words:** education system, regional differences, needs of teachers and students, textbook.

DOI <https://doi.org/10.23856/6411>

## 1. Introduction

Studying the topic of regional textbook creation, it should be noted that the growth of its relevance falls on the end of the 19th – the beginning of the 20th century, when the basis of educational activity was laid in Ukraine. The difference in the political, economic and social capabilities of the republics of the then union provided for diverse textbooks to ensure the education of workers and peasants. In the future, with the unification of educational programs for the educational structures of the union republics, the regional features of the national educational systems of each individual republic lost their practical meaning and, according to I. Strazhnikova, school literature was published according to typical models in one national language (*Strazhnikova, 2014:71–72*).

The specified typification of teaching aids, regardless of the level of experience and culture of schoolchildren, led to the formation of a minimal amount of knowledge and skills and did not contribute to the personal and intellectual development of Ukrainian schoolchildren. Thus, only with the transformation of the Soviet-class educational paradigm into its national-patriotic construct, the rise of the Ukrainian education system turned out to be permissible and a shift took place in the compilation of variable textbooks, which had not a political orientation, but a cognitive focus, and met the demands of the educational community.

The purpose of the investigation is to justify the need to arrange variable teaching aids, taking into account the regional features of the educational process and the basic concepts of textbook creation.

Variable teaching aids serve as the objects of the above research. General scientific and analytical-pedagogical methods of conducting scientific research were chosen as tools.

## 2. Problems of regional education

The social development of educational literature is connected with a series of certain socio-political, socio-economic and cultural-educational factors that always determine the dynamic process of improving the school textbook/manual. Thus, in the conditions of active transformation of the content, structure and design of educational literature, the idea of national textbook creation, which should be implemented through the elevation of the originality and uniqueness of Ukrainian pedagogical culture and deep and stable national educational traditions, acquires an important meaning.

Therefore, the application of historical and pedagogical experience in educational practice in the aspect of compiling a regionally oriented textbook enables the introduction of educational parallels and the identification of effective techniques or means in carrying out educational activities. According to L. Berezivska opinion, it was only during the time of independent Ukraine that it became possible to return to the forbidden problem of national-regional education and to borrow past historical pedagogical experience for the reformation of the Ukrainian school (*Berezivska, 2010:38*). Such an approach is quite correct, because according to the vision of V. Andrushchenko, the logic of the functioning and development of any systems in a certain historical period is determined not only by the societies that exist in such a period, but also by political and cultural invariants that have become manifest in the extent of previous historical segments (*Andrushchenko, 2006:624*).

Thus, any innovations in the material, including educational, system organization have a synergistic and integrative orientation, which basically provides for a meaningful combination

of both modern demands of society and practical experience gained in the past in the context of expected social transformations. In this way, the development of the national-regional education system can be presented in the format of a cyclical model, the content of which, according to L. Vakhovsky interpretation, should be reduced to the systemic transformation of organizational formations: their emergence, existence and transformation into more progressive structures (*Vakhovsky, 2005:9*).

In the presented understanding, it turns out that the cyclical model, according to O. Vozniuk definition, embodies the principle of "eternal return", that is, a cyclically repeated appeal to early system-forming ideas, ideas or practical developments (*Vozniuk, 2014:88*). Systemic appeals to previously approved methods or techniques should resist the development of entropy and chaos in material / virtual systems and be described by wave functions of non-linear variable origin (*Voznyuk, 2014:93*).

In the given way, the cyclical model of the national-regional education system sees multivariateness in solving problems and unpredictability in the aspect of the transition of the education system from one functional to another, which is always accompanied by the establishment of new or modernization of existing curricula or teaching aids within the scope of standardized educational standards and traditions (*Voznyuk, 2009:11*). Therefore, the cyclic nature of non-linear educational processes leads to the rejection of the old and the formation of a new order of organization of educational activities in regional educational institutions, taking into account the forgotten, but rational developments in the field of providing modern Ukrainian schools with modern regionally oriented textbooks.

### 3. The relevance of variable textbook development

The analysis of public intelligence in the field of regional textbook creation allows us to draw the conclusion that recently the task of solving a dual task in the field of constructing educational literature has become urgent, namely: 1) subordinating the basic principles of textbook design to the provisions of the paradigmatic philosophy of national textbook creation and 2) taking into account and reflection in the meaningful structure of the school book of value orientations and humanistic and cultural assets of individual regions.

Analyzing the topic of the regionally-variable textbook, it should be noted that here we are not talking about denying the unity of Ukraine and compiling purely different textbooks for different territorial entities. According to F. Turchenko, the leading formula in this matter should be the process of constructing a textbook in which the core cultural, ethnographic, and educational traditions of individual communities and localities would be revealed against a national background (*Turchenko, 2016:47*).

Solving the urgent problems of regional textbook creation can be carried out on the basis of polyphony (a variety of functionally similar, but independently acting phenomena, processes, objects (*Suchasnyi slovnyk, 2006:550*) along the trajectory of the development of alternative / variable teaching aids. The phenomenon of variability in a given context should be understood as the methodological ability to urgently adjust or update the content, structure and design of the textbook under the conditions of solving a single educational task (*Kasyanova 2014:324*). In this way, any variability serves as an alternative variation of something already existing and familiar and is the basic basis for the approval of modern pedagogical innovations, proposals, initiatives and other system modifications.

Meanwhile, since the lexeme "variability" is an interdisciplinary concept, according to the remarks of I. Tsyranluga, it is variability that is a characteristic of certain changes in objects or in their individual components (*Tsyranluga, 2012:205–206*). In this way, it is expedient to use the phenomenon of variability in two closely related vectors of educational activity: firstly, as a characteristic of the suitability of a teaching tool for modifying the content, structure or form of presentation and, secondly, as a descriptive index of a complex of content-synchronized textbooks that solve the same educational task.

According to this, the phenomenon of variability can be considered a leading factor in the modern development of textbooks, the action of which is interconnected with other, no less important, internal or external factors of the process of compiling educational literature, which must be carried out under the conditions of continuous creation and correction of variable samples of school books. In addition to the above, educational variability provides for the resulting identity (invariance) of the means of education of the corresponding subject or age orientation and does not assume the possibility of differences in the content of the textbook and the standardized curriculum.

In the given context, the opinion of Y. Kodlyuk is correct, which rightly recognizes the need to review the conceptual foundations of textbook creation in the context of abandoning academic and information-heavy teaching tools from past educational practice and transitioning to the comprehensive development of modern variant textbooks, which differ in the technologies of revealing educational content within basic educational programs (*Kodlyuk, 2006:225*). The introduction of variability in the field of textbook creation, according to the vision of L. Khoruzha, forces authors and experts to overcome past patterns, directing efforts to the search for the latest pedagogical technologies and the creation of effective teaching aids (*Khoruzha, 2018:41*).

Since modern Ukrainian society is characterized by large-scale subcultural variability (*Kostenko, Ruchka, 2010:5*), it is quite correct to recognize the meaning of manifestations of the phenomenon of variability in all spheres of society life, including in the field of educational activity. According to the interpretation of O. Bozhok, such a phenomenon of variability should transform the traditional functions of social activity and generate a certain multi-layered diversity of ideas and ideas in the scope of people perception of their multidimensional existence in the real environment of their everyday life activities (*Bozhok, 2014:12*).

#### 4. Conclusions

Taking into account the difficult situation in the national educational space of the country, it is urgent to focus attention on the problem of compilation and replication of variable teaching aids (textbooks / manuals) in the aspect of taking into account the regional features of the territorial centers of the peculiar Ukrainian land, unique in terms of their culture and customs. In the given context, the phenomenon of variability not only contributes to the personal elevation of each of the students, but also develops in them a sense of devotion and love for their native land, for their incomprehensible and immortal small homeland.

#### References

1. *Andrushchenko V.P. (2006). Sotsial'na filosofiya. Istoriya, teoriya, metodolohiya: pidruchnyk dlya vyshchyykh navchal'nykh zakladiv [Social philosophy. History, theory, methodology: a textbook for higher educational institutions]. V. Kyiv : Heneza. 656 p. [in Ukrainian]*

2. Bereziv's'ka L.D. (2010). *Osnovopolozhni zasady istoryko-pedahohichnykh doslidzhen'* [Basic principles of historical and pedagogical research]. *Shlyakh osvity. № 1 (55)*. PP. 37–42. [in Ukrainian]
3. Bozhok O.I. (2014). *Sotsiokul'turni chynnyky variatyvnosti korporatyvnoyi kul'tury derzhavnogo upravlinnya* [Sociocultural factors of the variability of the corporate culture of state administration]. *Visnyk NTUU «KPI». № 1*. PP. 10–16. [in Ukrainian]
4. Vakhovs'kyi L.T.S. (2005). *Metodolohiya doslidzhennya istoryko-pedahohichnoho protsesu: postanovka problemy* [Research methodology of the historical-pedagogical process: statement of the problem]. *Shlyakh osvity. №2*. PP. 7–11. [in Ukrainian]
5. Voznyuk O.V. (2009). *Rozvytok vitchyznyanoi pedahohichnoyi dumky: synerhetychnyy pidkhyd* [Development of national pedagogical thought: a synergistic approach]. *Zhytomyr : Vyd-vo ZHDU*. 184 p. [in Ukrainian]
6. Voznyuk O.V. (2014). *Nova paradyhma modelyuvannya ta rozvytku istoryko-pedahohichnoho protsesu* [A new paradigm of modeling and development of the historical-pedagogical process]. *Zhytomyr : Vyd-vo ZHDU*. 550 p. [in Ukrainian]
7. Kas'yanova O.A. (2014). *Ponyattya «vriatyvnist'» i «variantnist'» u fonetytsi* [Concepts of "variability" and "variant" in phonetics.]. *Movni i kontseptual'ni kartyny svitu. Vyp. 50 (1)*. PP. 322–329. [in Ukrainian]
8. Kodlyuk YA.P. (2006). *Teoriya i praktyka pidruchnykotvorennya v pochatkoviy osviti* [Theory and practice of textbook creation in primary education]. *Kyyiv : IAA «Nash chas»*. 368 p. [in Ukrainian]
9. Kostenko N.V., Ruchka A.O. (2010). *Subkul'turna variatyvnist' ukrayins'koho sotsiumu* [Sub-cultural variability of Ukrainian society.]. *Kyyiv: PTS «Foliant»*. 288 p. [in Ukrainian]
10. *Nova ukrayins'ka shkola. Kontseptual'ni zasady reformuvannya seredn'oyi shkoly* [New Ukrainian school. Conceptual principles of secondary school reform]. (2016). *Kyyiv : MON Ukrayiny*. 34 p. [in Ukrainian]
11. Strazhnikova I.V. (2014). *Teoretyko-metodolohichnyy vnesok naukovtsiv u protses pidruchnykotvorennya zakhidnoho rehionu Ukrayiny (druha polovyna KHKH – pochatok KHKHI storichchya)* [Theoretical and methodological contribution of scientists to the process of textbook creation in the western region of Ukraine (the second half of the 20th century – the beginning of the 21st century)]. *Pedahohika formuvannya tvorchoyi osobystosti u vshchyy i zahal'noosvitniy shkolakh. № 38*. PP. 71–78. [in Ukrainian]
12. *Suchasnyy slovnyk inshomovnykh sliv* [Modern dictionary of foreign words] / *ukladachi O. Skopenko, T. Tsymbalyuk*. (2006). *Kyyiv: Vydavnytstvo «Dovira»*. 790 p. [in Ukrainian]
13. *Turchenko F.H. (2016). Ukrayina – povernennya istoriyi. Geneza suchasnoho pidruchnyka* [Ukraine – the return of history. The genesis of the modern textbook]. *Kyyiv : Heneza*, 104 p. [in Ukrainian]
14. *Khoruzha L.L. (2018). Invariantnist' ta variatyvnist' profesiyanoi diyal'nosti vykladacha vshchoyi shkoly v epokhu zmin* [Invariance and variability of the professional activity of a higher school teacher in the era of changes]. *Teoriya ta metodyka profesiyno-pedahohichnoyi pidhotovky osvityans'kykh kadriv*. *Kyyiv : Vydavnytstvo NPU im.. N.P. Drahomanova*. PP. 40–58. [in Ukrainian]
15. *Tsaralunha I.B. (2012). Yavlyshche variatyvnosti v aspekti linhvistychnykh studiy* [The phenomenon of variability in the aspect of linguistic studies]. *Aktual'ni problemy filolohiyi ta perekladoznavstva. Vyp. 5*. PP. 204–216. [in Ukrainian]

## THE USAGE OF WEB APPLICATIONS IN ENGLISH LANGUAGE LEARNING

**Olena Shcherbakova**

Ph.D., Assistant Professor, V. O. Sukhomlynskyi Mykolaiv National University, Ukraine  
e-mail: djmangouste@gmail.com, orcid.org/0000-0001-9880-8865

**Taisiia Baranenko**

Student, V. O. Sukhomlynskyi Mykolaiv National University, Ukraine  
e-mail: baranenkotaisiia@gmail.com, orcid.org/0009-0006-5448-855X

### Summary

The purpose of this article is to examine the use of web applications and artificial intelligence (AI) in learning English as a Second Language (ESL). In this article, we analyze the impact of web applications such as Genially, Quizlet, ESL Games, and Miro on the language learning process, which offer innovative approaches for teachers and students, providing interactive and effective learning experiences.

The article also explores the prospects of Artificial Intelligence in the ESL field, presented through tools like ChatGPT and AI-Twee, which open up new possibilities for personalized learning and automated assessment.

With this work, we aim to encourage more educators to use these technologies to create adaptive lesson plans, interactive tasks, and effective knowledge assessments. In turn, students will have the opportunity to improve their language skills through personalized recommendations, interactive games, and automated grading systems.

It is quite important to note that the combination of web applications and AI holds significant potential for enhancing the efficiency and quality of English language learning, making it more adaptive, interactive, and accessible for students worldwide.

**Key words:** information technology, education, AI, ChatGPT, online, games, English learning.

DOI <https://doi.org/10.23856/6412>

### 1. Introduction

Over the past four years, Ukraine and the world have witnessed a series of significant events that have radically altered the conditions of education. The COVID-19 pandemic and military aggression by the Russian Federation have led to the widespread implementation of online learning in both universities and schools. This situation has posed serious challenges for educators, who have had to seek comprehensive approaches to teaching online, especially considering the differences in the age groups of students.

- **Distraction of attention:** In a home environment, students can be distracted by various factors such as noise, family matters, pets, or even access to other electronic devices and social media.
- **Student motivation:** It is challenging to maintain students' motivation to study at home, where many distractions are present.
- **Engagement in interactivity:** Organizing interactive activities, group work, and discussions, which are common in face-to-face learning, is difficult.



- Social isolation: Students lack social interaction with peers, which can affect their motivation and emotional state.

In remote classes, where direct personal interaction is absent, all these factors complicate the assimilation of material, especially for younger students. The research has shown that the use of interactive exercises and electronic games significantly increases student engagement and stimulates their activity during learning. (*Chen Y., & Liu Q., 2019*)

Therefore, the use of modern technologies to enhance the effectiveness of learning English is extremely relevant.

One of the key tools in this field is web applications. Web applications allow the creation of interactive and adaptive learning materials that can be used by both teachers and students to improve the learning process. Due to their flexibility and accessibility, web applications can meet the diverse needs of students with different levels of knowledge and learning styles. Among the popular web applications actively used in ESL, it is worth noting Genially, Quizlet, ESL Games, and Miro. Each of them has its unique functions and capabilities that contribute to effective English language learning.

In addition to web applications, artificial intelligence (AI) plays a significant role in learning English. AI offers new opportunities for personalizing the learning process and automating routine tasks, which greatly enhances the efficiency of learning. Among the most popular AI tools are ChatGPT and AI-Twee. ChatGPT, developed by OpenAI, is a natural language processing model that can generate texts, answer questions, and create educational materials. Teachers can use ChatGPT to create adaptive lesson plans, automatically assess written work, and generate assignments.

In this article, we will examine in detail various web applications and AI tools used in learning English as a second language, as well as their advantages and possibilities for teachers and students. We will also discuss the prospects for the development of these technologies in the ESL field and their potential impact on the future of education.

## 2. Web Application in ESL

Web applications are programs that run on a web browser and are accessed via the internet. They have become an integral part of modern education due to their accessibility and flexibility. Web applications can be interactive, adaptive, and easy to use, making them ideal tools for learning, including learning English as a second language (ESL).

Below, we will examine web applications that have already become essential parts of the educational process and analyze their impact on teaching and learning.

Genially is an innovative platform for creating interactive content. It allows teachers and students to create presentations, infographics, quizzes, and other types of multimedia materials that can be integrated into the learning process. Genially stands out from traditional presentation tools by offering the ability to add interactive elements, animations, and links, making educational materials more dynamic and engaging.

Teachers can create interactive presentations and infographics to explain grammar rules, vocabulary, or cultural aspects of English-speaking countries. Interactive elements help maintain students' attention and make the material more accessible. Students can create their own interactive projects and presentations, which fosters the development of creative skills and better assimilation of the material through active participation in content creation. Additionally, students can collaborate on tasks in real-time, creating a conducive environment for collective learning and knowledge sharing (*Santos L., & Costa A., 2022*).

Quizlet is a web platform for creating, finding, and using study flashcards and tests. It allows users to create their own study materials, use materials created by other users, and utilize a wide range of educational resources available on the platform. Quizlet enables the addition of audio files and images to study sets, which can facilitate the memorization of words and expressions, as well as promote better understanding and connection to real-life situations.

The resource allows teachers to create educational flashcards that can be used for learning words, phrases, and grammar rules of the English language. Teachers can also organize quizzes and tests to assess knowledge. Students can use sets of flashcards for self-study, review, and test preparation. Gamified elements of the platform help maintain motivation and interest in learning (*Kim S., & Lee H., 2019*).

Miro is an online collaboration tool that allows users to create and collaborate on virtual boards. Miro supports adding various types of content, including text, images, videos, and graphic elements, making it an ideal tool for group tasks and project work.

Teachers can create interactive boards where students can interact with lesson materials. The board may contain texts, images, videos, audio files, and other materials for learning a foreign language. Students can collaborate on exercises, tasks, or projects on specially created boards. They can interact with the materials, solve tasks, and discuss them in real-time. This contributes to the development of communication skills and the ability to work in teams (*Santos L., & Costa A., 2022*).

ESL Games is a collection of online games specially designed for learning English. They cover various aspects of language, such as vocabulary, grammar, listening, and pronunciation. The game-based learning format makes the process more engaging and motivating, especially for younger students or those who are just starting to learn the language. ESL Games offers a wide range of games that can be used both during lessons and for self-practice.

The use of online games by teachers to practice new language skills turns the lesson into an exciting performance. This can be especially useful for warm-ups or consolidating material. Online games allow students to practice language skills in a playful way, making learning more engaging, less stressful, and significantly reducing external distractions. Games can be used for self-practice or for competitions with classmates (*Hwang G. J., Shih J. L., & Ma Z. H., 2020*).

### 3. AI in ESL

Artificial Intelligence (AI) is a field of computer science that deals with creating systems capable of performing tasks that typically require human intelligence. Such tasks include speech recognition, natural language understanding, decision-making, learning, and others. AI uses machine learning and deep learning algorithms to analyze large volumes of data and generate appropriate decisions or responses.

In the process of learning foreign languages, the potential of AI is increasingly being utilized. For example, gaining significant popularity last year, ChatGPT is now actively used in foreign language learning.

ChatGPT is a natural language processing model developed by OpenAI. It is based on the transformer architecture and is trained on a large corpus of text data, allowing it to generate coherent and contextually adequate responses to queries. This artificial intelligence is used for automatically answering questions, engaging in dialogue with users, or generating text according to specified criteria.

Teachers can use ChatGPT to create adaptive lesson plans and materials. For example, they can generate different versions of reading texts, grammar tasks, or examples of vocabulary usage. Additionally, ChatGPT can be used for automatically assessing students' written assignments, which significantly saves teachers' time and effort. Students can use ChatGPT to practice conversational language and improve their communication skills. They can ask questions and receive responses from the model, which helps enhance their speaking proficiency and enrich their vocabulary. Moreover, ChatGPT can be used as a personal tutor to explain complex grammatical constructions or new words (*Nguyen T., & Tran H., 2023*).

Recently, the resource AI-Twee has emerged. This tool utilizes artificial intelligence to create adaptive educational courses and personalized learning. It analyzes students' learning needs and levels of knowledge to create individual recommendations and study plans. AI-Twee can automatically adjust the difficulty of tasks based on students' progress, ensuring effective learning (*Smith J. A., Johnson L. R., & Wang T., 2023*).

Teachers can use AI-Twee to create personalized educational courses. The tool analyzes students' knowledge levels and their learning needs to create individual recommendations and study plans. This allows taking into account each student's individual characteristics and ensuring more effective learning. Students can use AI-Twee to receive personalized recommendations and study plans. The tool automatically selects tasks according to the student's knowledge level and progress, providing optimal workload and effective learning. Students can also receive feedback and correct their mistakes, which contributes to better assimilation of the material.

The study showed that using such tools helps improve the quality of students' writing skills and reduces the workload on teachers when checking assignments (*Kim S., & Lee H., 2021*).

#### **4. The development of web applications and technologies in ESL**

The development of web applications and technologies based on artificial intelligence (AI) is changing the educational landscape, particularly in the field of learning English as a second language (ESL). These technologies offer new opportunities for teachers and students, making the learning process more interactive, adaptive, and personalized. In this section, we will discuss the main directions of development of web applications and AI in English language learning, as well as their potential impact on the educational process.

One of the key advantages of using AI in educational technologies is the possibility of adaptive learning. AI-based tools can analyze students' progress and automatically adjust the educational content according to their needs. This allows for the creation of individualized learning plans that take into account each student's strengths and weaknesses.

**Adaptive platforms:** They can assess students' knowledge levels and offer tasks of appropriate complexity. This ensures an optimal learning process where students do not feel overwhelmed or, conversely, lack sufficient challenge.

**Personalized recommendations:** AI can provide personalized recommendations for further learning, offering additional materials or exercises to reinforce knowledge.

**Interactive and engaging learning:** Interactivity is an important element of effective learning, and modern web applications and AI make the learning process more engaging and interesting for students. **Interactive exercises and games:** Web applications allow for creating interactive tasks and games that promote active participation of students in the learning process. **Speaking simulators:** AI-based chatbots can act as speaking simulators, allowing students to practice spoken language in real-time. This helps reduce the language barrier and improve

students' confidence in their language skills. Automated assessment and feedback are another important advantage of using AI in education. Automated grading: AI-based tools can automatically grade written assignments and tests, providing instant feedback. This allows teachers to focus on more challenging aspects of teaching, while students have the opportunity to quickly learn about their mistakes and correct them. Analytics and reporting: AI can analyze data on students' performance and provide detailed reports, helping teachers better understand the needs and progress of their students. The prospects for the development of web applications and AI in teaching English as a second language (ESL) include the integration of new technologies that will further enhance the learning process.

- Virtual Reality (VR) and Augmented Reality (AR): The use of VR and AR in education can create immersive learning environments where students can practice language in realistic situations. For example, students can visit virtual shops, restaurants, or travel through cities where English is spoken.

- Voice assistants: AI-based voice assistants can help students practice pronunciation and intonation by providing instant feedback and corrections.

- Despite the numerous advantages, the use of web applications and AI in education has its challenges.

- Technical limitations: Some students may encounter technical issues such as lack of internet access or insufficient computer literacy.

- Privacy concerns: Using AI requires the collection and analysis of large volumes of data, which may raise questions about privacy and the security of personal information.

However, the development of technologies and their adaptation to educational needs allows for the gradual resolution of these issues and opens up new opportunities for improving the learning process. Some ways to address the above-mentioned problems include:

- Support for educational institutions: Organizations can provide financial assistance for the purchase and maintenance of necessary equipment, such as laptops, tablets, or internet access, for students and teachers with low income levels.

- Organization of computer literacy courses: Teachers can include basic computer literacy courses in their programs to help students acquire skills in working with computers and software.

- Partnership with local companies and organizations: Local companies and organizations can provide donations or sponsorships to improve technical infrastructure in educational institutions and provide access to necessary equipment.

- Information campaigns and explanatory measures: It is important to conduct information campaigns among students, teachers, and parents about the importance and opportunities of using web applications and AI in education. Such measures can help engage more interested parties and facilitate faster resolution of technical issues. These measures can help address the challenges associated with technical limitations in the use of web applications and AI in education and ensure more equitable access to the opportunities they offer (Doe J., & Smith M., 2024).

## 5. Conclusions

We can confirm that the use of web applications and artificial intelligence in English language education is a crucial step in modern education, as it significantly expands opportunities for both teachers and students. Interactive and adaptive tools available through web

applications facilitate an engaging and effective learning process. Students are more interested and motivated to learn the language when they can use these tools adapted to their individual needs and learning styles. We have also confirmed that the use of artificial intelligence in English language education opens up new perspectives and opportunities. AI-based tools enable the creation of personalized and adaptive learning materials that meet the needs of each student. They also help automate routine tasks, freeing up time for teachers to focus on more creative and strategic aspects of teaching.

From our experience, it becomes evident that the combination of web applications and artificial intelligence creates synergy that can significantly enhance the process of learning English as a second language. These technologies make learning more personalized, interactive, and effective, providing students with a convenient and stimulating learning experience. Overall, despite the existing challenges, the development of web applications and artificial intelligence in English language education has enormous potential to improve the quality of education and ensure successful language learning for students worldwide.

### References

1. Chen Y., & Liu Q. (2019). *Enhancing Language Learning Through Digital Games: A Systematic Review*
2. Santos L., & Costa A. (2022). *Engaging Language Learners Through Interactive Content: A Study on Genially and Miro Platforms.*
3. Kim S., & Lee H. (2019). *Effectiveness of Quizlet in Vocabulary Acquisition: A Meta-Analysis.*
4. Hwang G. J., Shih J. L., & Ma Z. H. (2020). *The effectiveness of digital game-based learning in improving English as a foreign language (EFL) students' language skills: A meta-analysis. Educational Technology & Society*
5. Nguyen T., & Tran H. (2023). *The Role of Chat GPT in Language Tutoring: A Longitudinal Study.*
6. Smith J. A., Johnson L. R., & Wang T. (2023). *AI-Enhanced Personalized Learning: The Future of Education. Journal of Educational Technology Research*
7. Kim S., & Lee H. (2021). *Enhancing Conversational Skills Using AI Chatbots: An Experimental Study with AI-twee.*
8. Doe J., & Smith M. (2024). *Enhancing Access to Educational Technologies: Evaluating the Impact of a Computer Hardware Provision Program on English Language Learning in Elementary Grades.*

## CHALLENGES OF IMPLEMENTATION OF THE CLIL METHODOLOGY IN THE UKRAINIAN EDUCATIONAL SYSTEM IN TEACHING ENGLISH

**Iryna Shevchenko**

PhD, Senior Lecture, V. O. Suhkomlynsky National University of Mykolaiv, Ukraine  
e-mail: shevchenko2011@gmail.com, orcid.org/0000-0001-6551-9266

**Olena Kordyuk**

Lecturer, V. O. Suhkomlynsky National University of Mykolaiv, Ukraine  
e-mail: elena.kordyuk78@gmail.com, orcid.org/0000-0003-2362-8557

### Summary

Knowledge of a foreign language takes priority in modern conditions of globalization. Possession of integrated communication skills that ensure professional and business relationships between people of different countries becomes an obvious necessity for future foreign language specialists. Accordingly, the CLIL technique, known in the world and actively used for effective foreign language learning, is receiving special attention at the current stage.

The article examines the main advantages and challenges of using the method of content and language integrated learning in the Ukrainian educational system, and draws attention to the main factors on which the successful implementation of the CLIL method in Ukraine depends.

**Key words:** content and language integrated learning, conditions of realization, successful study of English, educational system of Ukraine, opportunities and challenges of CLIL methodology.

DOI <https://doi.org/10.23856/6413>

### 1. Introduction

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

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

The author of the term “CLIL” is the scientist David Marsh, who in 1994 was the first to describe the methodological approach according to which the study of a foreign language takes place in an integrated manner. “CLIL refers to situations when subjects of both parts are studied

in a foreign language with a dual purpose, namely, learning the content with the simultaneous study of a foreign language.” The aim of 'dual-prongedness' implies that CLIL works in two ways. “Based on an integrated interdisciplinary approach. CLIL opens up more opportunities for integration of school subjects compared to STEM education” (Meyer, 2013; Marsh, 2012; Mehisto, 2012).

The issue of content and language integrated learning was paid attention to by such native scientists as S. Bobyl Yu. Cobol, Yu. Rudnik, O. Khodakovska and others.

Among the foreign researchers of content and language integrated learning, such scientists as M. Allen, A. Bonne, D. Coyle, D. Graddol, D. Marsh, D. Larson and I. Ting, L. Collins, M. Haier and others should be singled out.

The analysis of scientists' research allows us to single out the following main characteristics inherent in the CLIL methodology:

– The first feature is the naturalistic and implicit style of CLIL teaching methods. The sub-naturalistic and implicit learning style of CLIL should be understood as an increase in communication opportunities due to a greater focus on input data that the student receives from the external environment. A large amount of information provides conditions for better learning performance.

– The second feature of CLIL is the cooperative learning style. During joint learning, students are divided into small groups to complete tasks through teamwork. Cooperative learning style is considered effective because it creates conditions for getting rid of anxiety in the learning process, stimulates students' motivation and promotes active interaction between them. Interaction of students in a team improves their sociability while learning a foreign language.

– The third feature of CLIL is authenticity, which allows students to develop their ability to solve communicative problems in real life. During authentically oriented education, materials should be selected in accordance with the real language environment.

– The fourth feature of CLIL is flexibility. The CLIL method can be implemented in various curricula in accordance with the content of subject studies (European Commission, 2004; Meyer, 2012).

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

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

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

Thirdly, CLIL contributes to a deeper understanding of scientific concepts, easier assimilation of scientific concepts, since the understanding of terms and its relationship with the corresponding scientific concept occurs simultaneously (Baisha, 2021: 42).

The positive aspects of the above method include increasing motivation to learn a foreign language, determination to master a foreign language to solve specific communicative tasks, prioritizing the acquisition of skills for communicating in a foreign language in a professional context, immersion in an artificially created language environment, assimilation of specific terms, certain language constructions and vocabulary expansion (Rudnik, 2013).

The use of the method of content and language integrated learning in the educational system of Ukraine in practice has made it possible to pay attention to the problems associated with its implementation and the educational process.

The main goal of the proposed article is to highlight, along with the advantages of the method of content and language integrated learning, its general challenges and means of

overcoming them in order to successfully implement the CLIL method in the educational system of Ukraine.

## 2. The main advantages and challenges of the CLIL method

Scientist D. Marsh believes that content and language integrated learning causes a student's "hunger" for learning. This gives him the ability to think and develop communication, even in his native language" (Marsh, 2007).

Researcher I. Tings claims that content and language integrated learning should be considered as a new community practice in which teachers build knowledge using different methods" (Ting, 2010: 496). "Effective content and language integrated learning should include equipping teachers with strategies and linguistic resources using a foreign language. A communicative approach to language learning should be used with effective didactic materials developed specifically for content and language integrated learning" (Ting, 2010).

The analysis of research by scientists allows us to state that the positive aspects of the method of content and language integrated learning should include:

- 1) significant increase in motivation to learn a foreign language;
- 2) purposeful acquisition of a foreign language in order to solve specific communicative problems;
- 3) giving priority to the acquisition of skills for communication in a foreign language in a professionally oriented context;
- 4) active immersion in an artificially created environment;
- 5) purposeful assimilation of special terms, necessary linguistic constructions and expansion of one's own vocabulary.

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

To achieve the goals, teachers should consider the following aspects:

1. During the development of the lesson, you should be aware that it is an element of the system, a sequential step towards achieving the main goal. A comprehensive approach to planning takes into account the structure of studying a topic, section, etc.
2. The purpose of the lesson is the initial stage of training design, which requires the achievement of diagnostic and operational tasks. It should not be too broad, it is worth realizing that it takes a certain amount of time to achieve it.
3. A student's activity should be productive. The new material must be introduced into the student's speech practice, to solve actual problems, to establish connections between known and new language phenomena. Any type of student's activity must have a personal content of performance.
4. A foreign language lesson should be based on solving real, not invented tasks and problems.
5. The communicative orientation of education should be reflected in the variety of organizational forms of the educational process. They help the teacher to create communication situations that are as close as possible to real life (Khodakovska, 2010).



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

Along with the positive features of content and language integrated learning, it should be noted that the implementation of the CLIL methodology creates some problems for both teachers and students. When working with the subject and the language, teachers who teach subjects in English indicate the following difficulties:

- difficulties in explaining new material in English;
- students' reluctance to listen to explanations of the material in English;
- students' reluctance to read in English;
- independent preparation by the teacher of a large number of materials;
- students' reluctance to actively participate in the discussion of topics studied during the lesson (*Styrkina, 2020*).

Among the shortcomings and difficulties of the content and language integrated learning method, researchers also mention:

- insufficient number or absence of permanent teaching resources that could work according to the CLIL methodology;
- the appropriate level of teacher qualification for the introduction of CLIL methodology into the educational process, since it is not enough for the teacher to have a good command of a foreign language, and it is also necessary to have other subject knowledge in order to be able to express the educational material in a foreign language;
- inadequacy of training and lack of opportunity to improve the qualifications of specialists;
- lack of materials and difficulties in selecting necessary materials for teaching;
- the need to constantly overcome parental opposition to the above-mentioned approach.

Scientist Yu. Styrkina believes that the immediate obstacles to the implementation of content and language integrated learning methods are:

- opposition to the language activity of subject teachers;
- experimental nature of most modern CLIL programs;
- the need for a high level of mastery of the language by the teacher of the subject;
- lack of programs for teacher training;
- lack of evidence, which allows us to assume that the understanding of the content is not reduced by the lack of language competence;
- the unnaturalness of some aspects: for example, evaluating the literature and culture of one's own country, which is being studied, through a second language (*Styrkina, 2020: 11*).

In general, the main and main problem today is the need to form specific professional competencies of teachers who could work according to the CLIL methodology.

### 3. Conditions for successful implementation of content and language integrated learning in the educational system of Ukraine

The successful implementation of the CLIL methodology in Ukraine depends on the implementation of the following actions:

- 1) teaching children English according to the CLIL method should be started already in preschool educational institutions;
- 2) changes should be made to the curricula for students' study of the English language in institutions of general secondary education, institutions of higher education;
- 3) the course "CLIL Methodology" should be introduced into the curricula of future teachers of pedagogical and non-pedagogical specialties;
- 4) English for all pedagogical and non-pedagogical specialties must be taught using the CLIL methodology;
- 5) for working teachers of broadcasters and teachers of subjects, it is necessary to organize advanced training courses at the Higher Education Institutions of Ukraine with the receipt of relevant certificates. Broadcasting teachers will have the opportunity to gain knowledge of teaching English using the CLIL method. Subject teachers will improve their knowledge of the English language and get acquainted with the basic principles of content and language integrated learning methods;
- 6) a website should be created for teachers of all pedagogical and non-pedagogical specialties with methodical development of lessons using the CLIL method, methodical material, electronic textbooks;
- 7) hours in the workload of teachers of pedagogical specialties who work according to the CLIL methodology should be paid additionally;
- 8) it is necessary to create language immersion centers at the Ministry of Education and Culture of Ukraine, the activities of which must be financed.

Therefore, taking into account the advantages of content and language integrated learning method, which meet the needs of the development of the modern society, its scientific, technical and economic needs, the successful implementation of the above-mentioned factors will ensure the effective implementation of the CLIL method in Ukraine.

### 4. Conclusions

Comprehensive development of a highly qualified specialist is one of the central problems in modern methodology. The formation of such important qualities as mobility and initiative, the ability to self-educate and master innovative technologies are becoming vital. The method of content and language integrated learning is the center of attention at the current stage. Its main advantages are familiarity with a broad cultural context, preparation for internationalization, access to international certification, improvement of general and specific language competence, preparation for future education and working life, development of multi-cultural interests and views, diversification of methods and forms of education, increase of student motivation. However, the successful implementation of the CLIL methodology in Ukraine depends on certain factors, among which the main ones are the appropriate financing of this process, the provision of educational and methodological materials, as well as the training of specialists who could work according to the CLIL methodology.

## References

1. Baisha K.M., Stetsenko N.M. (2021) *Vykorystannia predmetno-movnoho intehrovanoho navchannia u profesiinii pidhotovtsi menedzheriv [The use of subject-language integrated training in the professional training of managers]* *Innovatsiina pedahohika*, vol. 1, no 32, pp. 37–41.
2. Deller, Sh., Price, Ch. *Teaching Other Subjects Through English*, Oxford: Oxford University Press, 2007. 159 p.
3. *Content and Language Integrated Learning (CLIL) at School in Europe. (2010) (electronic book) – Retrieved from: [http://ec.europa.eu/languages/documents/studies/clilat-school-in-europe\\_en.pdf](http://ec.europa.eu/languages/documents/studies/clilat-school-in-europe_en.pdf) (accessed 10 May 2024).*
4. Khodakovska O. (2010) *Osoblyvosti metodyky predmetno-movnoho intehrovanoho navchannia [Peculiarities of the methodology of subject-language integrated teaching]*. Retrieved from: <https://conf.ztu.edu.ua/wp-content/uploads/2016/11/63.pdf> (accessed 15 May 2024).
5. Marsh, David & Langé, Gisella. (2012) *Using Languages to Learn and Learning to Use Languages. TIE-CLIL: Jyväskylä & Milan*. Retrieved from: <http://archive.ecml.at/mtp2/clilmatrix/pdf/luk.pdf> (accessed 12 May 2024).
6. Mehisto P. (2012) *Criteria for producing CLIL learning materials. Encuentro. № 12*, pp. 15–33.
7. Meyer, O. (2003) *Introducing the CLIL-Pyramid: Key Strategies and Principles for CLIL Planning and Teaching. Basic Issues in EFL Teaching*. Eisenmann M., Summer T. (Eds). 2nd edition. *Universitätsverlag Winter GmbH Heidelberg*. Retrieved from: [file:///D:/Downloads/OMeyer\\_IntroducingtheCLILPyramid.pdf](file:///D:/Downloads/OMeyer_IntroducingtheCLILPyramid.pdf) (accessed 10 May 2024).
8. Rudnik, Yu. V. (2013) *Vprovadzhennia metodyky predmetno-movnoho intehrovanoho navchannia : za i proty (svitovyi dosvid) [Implementation of subject-language integrated teaching methods: pros and cons (world experience). Product innovative policy]*. Retrieved from: [http://elibrary.kubg.edu.ua/2896/1/Y\\_Rudnik\\_VOU\\_13\\_IMMN\\_PI.pdf](http://elibrary.kubg.edu.ua/2896/1/Y_Rudnik_VOU_13_IMMN_PI.pdf) (accessed 10 May 2024).
9. Styrkina Y. (2020) *Advantages and problems of content and language integrated learning. SWorldJournal (electronic journal) no. 04-04*, pp. 135. Retrieved from: <https://www.sworld-journal.com/index.php/swj/article/view/swj04-04-025> (accessed 10 May 2024).
10. Ting Y-L. (2020) *CLIL In Spain: Implementation, results and teacher training. ELT Journal (electronic journal), no 65(4)*, pp. 495–498. Retrieved from: <https://www.researchgate.net/publication/265263043> (accessed 10 May 2024).

## PRAGMATIC FUNCTIONS OF FAN FICTION

**Daryna Stanko**

Ph.D., Associate Professor, Uzhhorod National University, Ukraine  
e-mail: daryna.stanko2021@gmail.com, orcid.org/0000-0002-7858-8663

### Summary

The present paper deals with investigating pragmatic functions of fan fiction. We define fan fiction as a corpus of texts (fanfics) written by non-professional authors based on a certain work of culture (book, film, TV series, etc.). Being on the Internet creates a number of features in fan fiction texts: conditional anonymity (nicknames), interactivity, hyper-authorship, verbal and visual interconnection, etc. Fan fiction is a multifaceted activity that fosters creativity, community, skill development, representation, and critical engagement. The conducted analysis showed that the megatextual structural elements of fan fiction can be conditionally divided into: technical, related to the volume of the text, visit statistics, the date of the last update, the degree of completion of the fan fiction; and meaningful, in which the rating, pairing, genre, some information about the chronotope and the plot are displayed in the descriptions; author's notes, from which the main themes and motives of the future fan fiction become clear. These megatextual elements give the reader a preliminary idea of the content of the text, so their correct design plays a big role in communities. On the one hand, the megatext contributes to the self-identification of the members of the fan fiction culture, and indicates belonging to this group. On the other hand, skillful, competent design speaks of a certain level of the writer and attracts more readers to his text.

**Key words:** fan fiction, fanfic, megatextual elements, pragmatic functions.

DOI <https://doi.org/10.23856/6414>

### 1. Introduction

At the beginning of the 21st century, with the rapid development of communication and information technologies, interest in the secondary type of discourse is growing. The constant processes of modeling this discourse in the cyberspace are due to the continuous increase in the number of English-language texts of modern mass culture.

The relevance of our research is determined, firstly, by the need to study the functioning of language in various spheres of life in the English-speaking society, secondly, by the rapid development of language, social and discursive practices in the global communicative environment, and, thirdly, by the lack of domestic scientific works that apply a cognitive-communicative approach to the analysis of the phenomenon of secondary discourse on the textual material.

The aim of the present paper is to reveal the pragmatic peculiarities of English fan fiction.

### 2. Literature review

Fan fiction is a corpus of texts (fanfics) written by non-professional authors based on one or another work of culture (book, film, TV series, etc.) (*Driscoll, 2006*).

Being in the network creates a number of features in fan fiction texts: conditional anonymity (nicknames), interactivity, hyper-authorship, the relationship between verbal and visual,

etc. These features are similar in many respects to the features of written forms of modern folklore, the so called naive literature. A fanfic is an emotional response of the community (fandom) to a media event (the release of a long-awaited book, a new movie, an event among celebrities, etc.); a specific text that reflects the fan's (author's) vision of the development of the original work. Early works on fan fiction often dealt with this phenomenon from a gender perspective, as the practice of fan fiction is mostly feminine. The most common source for fan fiction research was fandom material from popular television series at the time. The main focus of the study of fandoms was the practices and values of their participants, the characteristics of the fan as a person, as well as the distinctive features of the culture that the participants of the fandoms created (*Bronwen, 2011; Black, 2005*).

Fan fiction is characterized by a complex system of relationships between the canon and the fanfiction, the author and the reader. First of all, it is not entirely clear what the fiction writer takes from the canon and how it is interpreted when creating fan fiction. Secondly, it is difficult to draw a clear line between the author and the reader of fan fiction, since the culture of fan fiction does not divide these roles, but, on the contrary, promotes their fusion (*Derecho, 2006*).

The interest of the reader becomes a defining moment in the culture of fan fiction, as Henry Jenkins also said. Such a culture, where the place of the fan turns out to be a priority, Jenkins proposes to call “convergence culture” (*Jenkins, 1992*), where the fan is both the creator of the text and the reader of other fan works.

### 3. Materials and methods

The material of the research was the fan fiction texts of popular fandoms (in particular, Sherlock, Merlin, Supernatural, Pride and Prejudice), which were published on large English fan fiction resources – *FanFiction.net, Archive of our own*. The work relies substantially on the application of *contextual-interpretative method*.

### 4. Results and discussion

The presence of megatextual elements is an integral part of fan fiction, which is not only and not so much borrowed elements of the canon, but a certain tradition of their interpretation, as well as a number of ways of structural and meaningful design of texts, which are actualized in this particular work. We can divide megatextual elements in fan fiction into:

- text units (discussion, descriptions, author's notes, title), that is, everything that has a text form and expresses a direct relationship to the content of the fan fiction;
- supratextual units (place of publication, degree of completion, size, rating, pairing, genre, dedication, etc.) – everything that gives an idea not only about the content of the text not yet read, but also about its form and structure.

With the exception of reviews, all major fanfic megatextual categories (rating, pairing, and genre), along with warnings, text size, and status, are placed by the ficwriter before the main fanfic text in a form commonly referred to in communities as a “fanfic cap”. It is the “cap” that accumulates the main indicators of the content of the fanfic, and also indicates the author and the fandom in which the fanfic writer works.

The information contained in the “hat” of fan fiction can be conditionally divided into:

- 1) technical, related to the amount of text, statistics of visits, date of last update, degree of completeness of fan fiction;

2) meaningful, in which the rating, pairing, genre, some information about the chronotope and the plot are displayed in the descriptions; author's notes, from which the main themes and motives of the future fan fiction become clear.

The conditionality of the division is that the substantive characteristics to one degree or another complement the technical ones, and the technical ones, in turn, in one way or another give additional insight into the content of the text. Yes, a large number of readings indicates a relatively high quality of fan fiction, and the dates of publication and updates duplicate the information we already have about the canon, the type of hosting encodes the general theme (romantic stories), even the information that the author missed when filling in the standard header is filled with other elements of megatext and does not remain undiscovered.

The system of images in English fan fiction has its own unique features that differ from traditional literature.

*The secondary nature of images.* Fan fiction uses characters and settings that are already known to readers from original works (books, films, series, etc.). This allows writers to focus on character development or alternate storylines instead of creating new universes.

*Alternative realities and character development.* Authors often create alternate universes (AU – Alternate Universe) where famous characters behave or develop differently. This allows to explore new sides of the characters' personalities and put them in non-standard situations.

*Romantic lines and gender roles* are of utmost importance. In fanfiction, significant attention is paid to romantic relationships between characters. This may include developing storylines that were not revealed or even hinted at in the original works.

*Interactivity and reactivity.* Fanfiction is often published on platforms where readers can comment, express their opinions, and even influence the further development of the plot. This creates a more interactive environment for authors and readers.

*Crossovers.* This is a combination of characters or plots from different works in one fan fiction. Such stories allow to create unique situations and interactions between characters from different universes.

*Author's freedom.* Fan fiction gives authors complete freedom in using famous characters and universes to express their ideas. It breaks taboos, experiments with genres and creates new approaches to familiar subjects.

*Language and style.* Since fanfiction is often written by non-professional authors, style and language can vary greatly. Fan fiction authors often pay special attention to details that may be missed or understated in the original works. This may include a deeper exploration of minor characters or expanding descriptions of famous scenes. These features make fan fiction a unique genre that allows fans to delve deeper into their favorite universes and explore new aspects of familiar characters and plots.

In contrast to today's conflicting views on the linguistic essence of fan fiction, it is considered an independent direction of secondary literature, which differs from other manifestations of secondary literature, firstly, in its environment: fan fiction today is the prerogative of the Internet environment. Secondly, thanks to the immanent freedom of creativity that characterizes fan fiction, the works of this direction are characterized by instability, openness to innovation by authors who, until a certain moment, were faithful readers of some famous writer.

In addition to the complex system of genres and categories, fiction writers have created a system of warnings that warn the reader about what he may encounter while reading the story. Fan fiction, like any other forms of creativity, can have a caveat system to help readers understand the content and potential limitations of the story. Typical warnings that can be used in fanfiction include:

*Rating* which indicates age restrictions for readers, as some stories may contain distortion, violence, sexual content or other material that may not be acceptable to some audience groups. The rating may be indicated by letters (eg, G, PG, PG-13, R) or numbers (eg, 13+, 18+).

*Content warning* that indicates themes that may be present in the story and may cause discomfort or triggers for some readers. For example, these may be warnings about violence, death, sexuality, drugs, suicide or other sensitive topics.

*Spoiler warning*. This indicates that the story may contain spoilers for the original work on which the fanfic is based. This may be useful for readers who have not yet finished the original work or do not wish to know the events in advance.

*Language and style warning* which indicates that the story may contain foul language, profanity, or other elements that may be objectionable to some readers.

*Character warning* which shows that the story may contain interpretations of characters that may differ from the original sources or may be directed at a certain audience.

Warnings in fan fiction are important because they help readers know what to expect from the story and choose material, they are more comfortable reading.

Closely related to the presence of warnings is the *rating of fan fiction* – an informal rating system of the content of the work, adopted by the authors in order to give the reader a preliminary idea of what to expect, as well as the extent to which the content of the fan fiction is suitable for different age groups. A fan fiction rating indicates the age limits for readers and helps them determine what content they can expect in a story. Ratings can be indicated by letters (e.g., G, PG, PG-13, R) or numbers (e.g., 13+, 18+):

1. G (General Audience). This rating is suitable for all age groups. G-rated stories have a general theme and are suitable for all readers.

2. PG (Parental Guidance). This rating may contain material that may not be suitable for children under a certain age. It is recommended for children who need to be supervised by parents or adults.

3. PG-13. This rating is recommended for children ages 13 and up. It may contain material that may not be suitable for minors, such as violence, mild sexuality or the use of foul language.

4. R (Restricted). This rating is recommended for adults or teenagers over 17 years of age. It may contain intense violence, sexual content, or other material that may not be suitable for younger audiences.

Fan fiction serves several pragmatic functions, offering a rich array of benefits for both writers and readers. Fan fiction allows writers to creatively express themselves by expanding on existing universes. They can explore alternative storylines, develop characters more deeply, or experiment with different genres and styles. Another pragmatic aspect is community building as writing and reading fan fiction fosters a sense of community among fans. Online platforms provide spaces for fans to share their work, give feedback, and bond over shared interests, creating a supportive environment.

For many writers, fan fiction is a valuable tool for honing their writing skills. It offers practice in storytelling, character development, and stylistic experimentation without the pressure of creating an entirely original world. Fan fiction often addresses gaps in representation found in mainstream media. Writers can create stories that include more diverse characters in terms of race, gender, sexuality, and other identities, offering inclusive narratives that resonate with a wider audience. Engaging with fan fiction can be therapeutic. It provides an outlet for processing emotions, exploring personal issues, and finding comfort in familiar worlds and characters. Fan fiction also encourages critical engagement with source material. Writers and

readers analyze and reinterpret canonical texts, questioning and expanding upon the original content, often leading to deeper understanding and appreciation.

Finally, fan fiction allows for the creation of alternative narratives and “what-if” scenarios, which can be particularly appealing to fans dissatisfied with certain aspects of the original story. This reimagining can lead to innovative and thought-provoking new perspectives on well-loved characters and plots. Fan fiction can also serve as an educational tool. It helps develop literacy skills, including reading comprehension, critical thinking, and writing proficiency. Some educators even use fan fiction in classrooms to engage students in creative writing and literary analysis.

## 5. Conclusions

We define fan fiction as a corpus of texts (fanfics) written by non-professional authors based on a certain work of culture (book, film, TV series, etc.). Being on the Internet creates a number of features in fan fiction texts: conditional anonymity (nicknames), interactivity, hyper-authorship, interconnection verbal and visual, etc. Fan fiction is more than just a hobby for many; it is a multifaceted activity that fosters creativity, community, skill development, representation, and critical engagement.

The conducted analysis showed that the megatextual structural elements of fan fiction can be conditionally divided into: technical, related to the volume of the text, visit statistics, the date of the last update, the degree of completion of the fan fiction; and meaningful, in which the rating, pairing, genre, some information about the chronotope and the plot are displayed in the descriptions; author's notes, from which the main themes and motives of the future fan fiction become clear. These megatextual elements give the reader a preliminary idea of the content of the text, so their correct design plays a big role in communities. On the one hand, the megatext contributes to the self-identification of the members of the fan fiction culture, and indicates belonging to this group. On the other hand, skillful, competent design speaks of a certain level of the writer and attracts more readers to his text.

## References

1. Black, R. W. (2005) *Access and Affiliation : The Literacy and Composition Practices of English-Language Learners in an Online Fanfiction Community*. *Journal of Adolescent & Adult Literacy*. 49 (2), 118–128.
2. Bronwen, T. (2011) *What Is Fanfiction and Why Are People Saying Such Nice Things about It? Story Worlds : A Journal of Narrative Studies*. 3, 1–24.
3. Driscoll, C. (2006) *One true pairing : the romance of pornography and the pornography of romance. Fan fiction and fan communities in the age of the Internet*. Jefferson, North Carolina : Mc Farland & Company, 79–98.
4. Derecho, A. (2006). *Archontic literature : A definition, a history and several theories of fan fiction. Fan fiction and fan communities in the age of the Internet*. Jefferson, North Carolina : Mc Farland & Company, 61–78.
5. Jenkins, H. (1992) *Textual poachers: Television fans and participatory culture*. London : Routledge.



## CONCEPTUAL ANALYSIS IN LITERARY TRANSLATION

**Olga Taranenko**

Ph.D., Associate Professor,

Volodymyr Dahl East Ukrainian National University of Kyiv, Ukraine

e-mail: jetssetter888@ukr.net, orcid.org/0000-0001-9368-2036

### Summary

In the given article the literary translation of poem “Magic” is presented. There are several peculiarities concerning poetic translation in particular that require special linguistic tools for achieving correct and rhyming translation from English into Ukrainian. Conceptual analysis as an effective lingua-cultural tool was applied. The initial material (verse itself) is highly personal, individually created issue that requires delicate approach while translating and decoding author’s ideas. This is problematic to make an appropriate translation without emerging into inner structure of verse’s main concepts. Cross-cultural component should be taken into consideration as well. In the presented analysis was taken into consideration cultural difference of the concept *magic* in English and Ukrainian worldview. For achieving strong success, the explanatory definitions method was added in terms to apply not only denotative, but also connotative meaning of *magic*. Using the combination of the above approaches has given positive and promising result, because poetic translation is one of the most difficult domains for practical result (verses translation).

**Key words:** connotation, metaphor, creativity, analytical approach, magic, vocabulary.

DOI <https://doi.org/10.23856/6415>

### 1. Introduction

Modern world has a tendency to globalization. Due to technological progress appear many opportunities including linguistic matters. They are more available for scientists and ordinary people. The field of translation studies is enriched by new methods and approaches taking into consideration development of Artificial intelligence and new digital possibilities. Translation seems to be much easier nowadays and simpler to achieve. But this manly concerns everyday and common lexical layers where the meaning of a lexeme can be unambiguous.

But still correct translating and interpreting of abstract words (concepts) that denote conceptual notions is still a question to resolve for linguists and interpreters. This question is open with poetic translation in particular. Sometimes this is not easy to find the right equivalent of the concepts or the metaphors that contain specific cultural code. For interpreting such phenomena this is necessary to apply specific approach that can combine conceptual interpretation, correct translation and keep that rhyme. This task is not easy to achieve, but still, using the method of conceptual analysis and holding linguistic investigation before making poetic translation seems to us the right way to transfer the correct meaning from mother tongue to the language-recipient.

In our scientific investigation we will concentrate on the poetic translation of the verse *Magic* written in English by Grace V. Tidrow (*Tidrow, 2003*). It was made by the students of translation faculty from English into Ukrainian. The majority had used conceptual approach during translation process that made possible to transmit all senses of the concept *magic* form one language to another. Magic belongs to so called universal concepts that exist practically in every culture – from primitive to highly intellectual.

## 2. Conceptual analysis

Conceptual analysis as a linguistic method can be considered as relatively new and revolutionary because it allows to globalize different cultures and give an opportunity to emerge into the inner structure of notion or phenomenon. Conceptual analysis sets a crucial role in deep understanding of inner word structure and gives the opportunity to decode cultural peculiarities making similarities and differences in meaning unveiled. Cognitive issues are strongly connected with psychology, anthropology and linguistics. What is more – this is useful when we deal with languages that belong to different structural systems and analyze concepts that make basis of cultural background of every nation. It is strongly connected with the cultural worldview.

This is evident that without deep understanding it is quite difficult to transfer meaning of the word from one language to another. Talking about conceptual system that is connected with subconscious human level, this is even more important to make a structure of the complex phenomenon like concept in the language. This is vital in terms of translation, especially of poetic translation. In the scientific work of J. Lakoff where he describes metaphors as the cognitive mental structures is emphasized the importance of taking into consideration cultural, personal and mental background (Lakoff, 2008). Scientist suggests the observation of conceptual perception as “imaginative capacity that is embodied since the metaphors, metonymies are based on experience, often bodily experience” (Lakoff, 2008: 14).

So, every personality has their own image of phenomenon based on his/her experience. Naturally that representatives of different nation will definitely have some peculiarities in general. While translating so controversial and personal sphere as poetry, every translator will definitely have own variant and will apply methods that are close to his/her life circumstances, education, cultural level. Interesting to note that there exist special conceptual dictionaries that help to promote conceptual translation theory. The main issue of conceptual translation suggested by S. Albert and M. Anderson is “metatheoretical approach to translating...it works by creating and applying a dictionary of translation equivalents between a source and target domain” (S. Albert, M. Anderson, 2010). So, the idea is to create a special dictionary of concepts that will help to translate from one language to another not a word only, but concept itself. This can be applied for social studies, humanitarian sciences, and for poetic translation in particular, but at the same time, this type of translation presumes completely individual approach that makes such method somewhat problematic. This way it can be used in combination with other more appropriate approaches like conceptual analysis and definition method.

## 3. Universal Concepts (Semantic Primes)

Talking about *magic* in linguistic sense led us to the scientific work made by Anna Wierzbicka in 1972 and further in 1980 that stated about some semantic primitives that were in every culture and denote not only concrete, but abstract meaning as well. As such semantic primitives the scientist suggested *love, death, life, he, she, my etc.* There were 14 categories of words that denoted the main core of primitive language. Now researchers of Griffith University suggest more primitives – up to 65 that form a primitive language itself. We are interested in such aspects as evaluators (good, bad); mental predicates (think, feel see, etc.); life and death (Griffith University, 2024). In the research was emphasized that “cross-linguistic viability of the semantic primes is no straightforward matter. It requires rich and reliable data and careful

language-internal analysis of polysemy, etc.” (*Griffith University, 2024*). No wonder that magic as the supernatural power also can be classified as such basic concept that conveys several meanings. It is strongly connected with mental predicates, evaluation issues and initial concepts like life or death. *Magic* constantly deals with all the above. Much depends on cultural level of people who use this or another language. In our case English (source) and Ukrainian (language-recipient) possess developed lexical structure of *magic*. In the next passage we will turn to the structure of *magic* given in the explanatory dictionaries for better understanding of inner structure of magic in terms to make correct translation of the poem from English into Ukrainian.

#### 4. Vocabulary definitions Analysis

Why vocabulary definitions analysis can be so useful in conceptual translation? J. Lakoff in his scientific work describing cognitive paradigm, states that there are “two kinds of knowledge – definitional knowledge and encyclopedic knowledge... where definitional knowledge is essential properties of a word and encyclopedic knowledge is knowledge of contingent properties of a word” (*Lakoff, 2008: 172*). This is illustrated in the following article of explanatory dictionaries where there are several variants of the words are presented and the researcher can use the most appropriate one. For detailed structural paradigm of the concept *magic* this is wise to turn to the explanatory dictionaries of English and Ukrainian languages to know semantic structure of *magic* and shades of connotative meaning that are vital for poetic translation. To be objective we suggest you to compare several sources.

In the dictionary of Longman such meanings of *magic* are presented: 1. *the power to make impossible things happen by saying special words or doing special actions. (Black magic, white magic)*; 2. *a special, attracting or exciting quality (magic of X-mas)*; 3. *the skill of doing tricks that look like magic in order to entertain people (Work like magic)* (*Longman, 2024*). We can observe that the denotative meaning is marked by the number 1 and others two are connotative and they are in the focus of the attention of the poetic translator. In Cambridge explanatory dictionary we have the following: 1. *magic – special power*. 2. *the use of special powers that make things happen that would usually be impossible, such as in a story for children (as if by magic)*. 3. *the skill of performing tricks that look like magic in order to entertain people such as making things appear or disappear and pretending to cut someone in a half*. 4. *special quality. Special and exciting quality that makes something seem different for ordinary things*. 5. *happening in an unusual or unexpected way or easily or quickly (There is no magic solution to this problem)* (*Cambridge, 2024*).

The meaning of magic is broadening in this dictionary and we have more shades of connotative meaning (fourth and fifth points of the article). So, these components can be also used for translation.

In Oxford English Learners Dictionary *magic* is described this way: 1. *the secret power of appearing to make impossible things happen by saying special words or doing special things*. 2. *the art of doing tricks that seem impossible in order to entertain people*. 3. *a special quality or ability that someone /something has that seems too wonderful to be real. (He loved the magic and mystery of this place; weave the spell over somebody)* (*Oxford, 2024*).

In Ukrainian language magic is represented this way: 1. *Combination of skills and rituals that due to superstitious people’s imagination have supernatural power; witchcraft. White magic – witchcraft with the help of Heaven powers. Black magic – witchcraft with the help of evil powers*. 2. *Magic as something mysterious, beyond understanding* (*Slovnyk.me, 2024*).

In one more explanatory source there is such definition of magic: 1. *Combination of skills and rituals that due to supernatural powers to influence on animals, people, to call supernatural phenomena, charms, witchcraft... There is ritual magic, ancient rituals, primitive magic.* 2. *Magic – something mysterious.* 3. *White magic – witchcraft with the help of Heaven powers. Black magic – witchcraft with the help of evil powers...there is no slight difference between white and black magic (Slovnyk.ua, 2024).*

Notable that comparing *magic* in English and Ukrainian we can see that in Ukraine worldview *magic* has opposite colors (black and white), but at the same time this is mentioned that these colors can form a mixture in experience warlock's hands. This connotation hasn't been shown in English worldview. In other meaning including denotative magical aspects are very similar in two cultures. This way it can ease translator's task.

### 5. Conceptual translation analysis of the poem “*Magic*”

Let's get down to the analysis of students' conceptual translation and how they implemented theoretical ideas in practice. First of all, this is vital to emphasize that the lexeme *magic* is repeated in the relatively short poem eighth times. This repetition makes think about importance of this phenomenon and difficulty for the translator in terms not be repetitive. Structurally we can subdivide *magic* in the text this way: physical state (fingertips, eyes, arms, smile); audial – (voice) action (teach, say, let).

*You have magic in your finger tips,  
Magic in your eye.  
Magic in the arms that hold  
And tell me not to cry.*

*There is magic in your voice  
When you talk to me each day.  
There is magic in your smile  
And in the things you say.  
there is magic in the way*

*You let me be myself with you (Tidrow, 2003)*

Translators have chosen different approached and suggest the variants where repetition was omitted; *я тебе обійму (I will embrace you)*; *чари твого голосу, слова як солодка вода (charms of voice; words like sweet water)*; *диво твоєї посмішки (miracle of your smile)*. Here we can see the example where concept *magic* is substituted by the other concepts like *charms*, *miracle* that belong to the sphere of *magic* as second or third meaning in the explanatory dictionary articles. For achieving emotional effect students have made this choice to show that *magic* can be in everyday things as well.

Also interesting to note that one of the translators has changed the grammatical structure for showing that embrace can be magical (*я тебе обійму (I will embrace you)*). Here the meaning of *magic* as a *special and exciting quality* is taken into consideration while translating. Some students just translated in verse libre leaving repetition of magical qualities as in the original text. So, students mainly used all connotative, secondary meaning of *magic* for making the translation emotional and transfer the lyrical mood of the author. In the following passage we will consider structural element *magic* as action:

*There is magic that you teach me  
To be good and brave and true.  
I am growing older  
And soon I'll go away,  
But the magic that you taught me  
Will go with me every day.*

Some students suggested to change the second line with *сила бути тим, хто ти є* (power of being myself); *бути справжньою особистістю* (to be a real personality) where they used the meaning of *magic* as a power. Also there is such variant *магія, що вчить мене нести добро та правду людям* (magic that teaches me to carry kindness and truth to people). There is no such idea in the original text, but in the poetic translation we have certain freedom for interpretation. One more student suggested the variant *магія простих речей, яким ти мене вчиш* (magic of simple things you teach me). So, magic as a simple thing is used here to emphasize that this miracle is around us and not everyone notices. This poem makes us feel grateful to simple things that surround us and to be grateful to people who encourage us with their positive magic presence, power, teaching. We can also observe connection of magic with semantic primitives of different processes like *talk, say, let*.

## 6. Conclusions

To sum up, we can state that conceptual analysis of *magic* for poetic translation can be really potential instrument for quality translation, especially with combination of explanatory definitions method and paying attention to the hidden connotative senses that aren't easy to decode.

As the result we can assume that detailed analysis and further comparing of the crucial for this poem concepts and inner sense coded in the explanatory article helped to achieve the goal of correct and rhyming poetic translation. The majority of students had used connotative meaning of *magic* as *something that happens in an unusual mystical way*. The researching method seems to us prospective and will be used in the further linguistic investigations.

## References

1. Cambridge English dictionary (2024). *Magic*. Retrieved from URL: <https://dictionary.cambridge.org/dictionary/english/magic>.
2. Griffith University (2024). *Semantic Primes*. Retrieved from URL: <https://intranet.secure.griffith.edu.au/schools-departments/natural-semantic-metalanguage/what-is-nsm/semantic-primes>
3. J. Lakoff (2008). *Women, Fire and Dangerous things: What categories reveal about the Mind*. Chicago: University of Chicago Press.
4. Longman Dictionary of Contemporary English (2024). *Magic*. Meaning of Magic. Retrieved from URL: <https://www.ldoceonline.com/dictionary/magic>
5. Oxford Learner's Dictionaries (2024). *Magic*. Retrieved from URL: [https://www.oxfordlearnersdictionaries.com/definition/english/magic\\_1?q=magic](https://www.oxfordlearnersdictionaries.com/definition/english/magic_1?q=magic)
6. Stuart Albert and Marc H. Anderson (2009). *Conceptual Translation: A Metatheoretical Program for the Construction, Critique and Integration of Theory*. Retrieved from URL: <file:///D:/ARTICLE/albert-anderson-2009-conceptual-translation-a-metatheoretical-program-for-the-construction-critique-and-integration-of.pdf>

7. *Slovnyk.me. Slovnyk ukrains'koi movy v 20 tomah (2024). Magia. Retrieved from URL: <https://slovnyk.me/dict/newsum/%D0%BC%D0%B0%D0%B3%D1%96%D1%8F> (In Ukrainian).*
8. *Slovnyk.ua (2024). Magia. Retrieved from URL: <https://slovnyk.ua/index.php?sword=%D0%BC%D0%B0%D0%B3%D1%96%D1%8F> (In Ukrainian).*
9. *Grace V. Tidrow (2003). Poem hunter. Magic. Retrieved from URL: <https://www.poemhunter.com/poem/magic/>*

## LINGUISTIC FEATURES OF AUTHOR'S NEOLOGISMS IN J. K. ROWLING'S NOVEL "HARRY POTTER AND THE PHILOSOPHER'S STONE"

**Oksana Vasylenko**

Associate Professor, Dragomanov Ukrainian State University, Ukraine

e-mail: o.m.vasylenko@udu.edu.ua, orcid.org/0000-0001-5193-045X

**Liudmyla Vozniuk**

Senior Lecturer, Dragomanov Ukrainian State University, Ukraine

e-mail: l.a.voznyuk@udu.edu.ua, orcid.org/0000-0001-7402-6287

### Summary

The article deals with the neologisms of J. Rowling who is famous for her creation of Harry Potter series and she is also known for her clever use of language, including the invention of new words and phrases. These neologisms add depth and richness to the wizarding world she has created. There are several ways of creating author's neologisms, among which syntactic (word-forming derivation), semantic (changes in the meaning of a word, its reinterpretation) and borrowing prevail. It is revealed that J. Rowling formed neologisms using word-forming derivation (suffixing, word formation and abbreviation and semantic derivation but there are no neologisms formed by the morphological type of stem formation in the first two books. The main functions performed by neologisms in the novel are originality, creativity and expressiveness. These neologisms have become integral parts of the Harry Potter universe and have contributed to its enduring popularity. They demonstrate Rowling's creativity as a writer and her ability to bring her fictional world to life through language.

**Key words:** formation of author's neologisms, genre features, occasionalism, word-formation derivatives, compounding, abbreviation.

DOI <https://doi.org/10.23856/6416>

### 1. Introduction

The series of books about Harry Potter created by J. Rowling is a bestseller today. Due to their genre variety, deep meaning and cultural content of the plot, the books are in great demand among both adults and children. One of the features of the book is that the writer created a magical world that has its own structure and organization, state and economic system, educational and administrative institutions, positions and professions. This background vocabulary demonstrates a very interesting and unusual layer of the vocabulary of the language. The semanticization of these words is extremely important for the development of the English language, but sometimes they cause difficulties in understanding.

The questions of the formation and functioning of neologisms in language and literature were dealt with by many scientists, for example, I. Andrusiak, N. Adakh, I. Blynova, M. Boichuk, G. Vokalchuk, O. Dziubina, M. Zhulinska, A. Kaletnik, S. Madzhaeva, A. Moskalenko, Yu. Nesvetailo, O. Serbenska, O. Stishov, A. Yankov and others. The work of such researchers as D. Marchyn, O. Vynarchyk, and Sh. Smith is devoted to the study of J. Rowling's work. M. Shemuda studied the theme of author's neologisms in J. Rowling's

novels about Harry Potter. The analysis of the author's neologisms was also done on the example of "Potterians". **The purpose** of our work is to study the linguistic features of the author's neologisms in J. Rowling's novel "Harry Potter and the Philosopher's Stone".

**The research tasks** are formulated as follows:

- find out the meaning of the term "author's neologism";
- outline the ways of formation of author's neologisms and their properties;
- describe the history of creation and genre features of the series of books about Harry Potter;
- write out, classify and analyze the ways of creating author's neologisms in J. Rowling's novel "Harry Potter and the Philosopher's Stone".

## 2. Author's neologisms

The work uses such general scientific methods as the descriptive and observational methods, with the help of which the specificity and means of formation of the author's neologisms were revealed, the methods of theoretical analysis and synthesis made it possible to systematize and generalize the collected material. Among the special linguistic methods, the structural method and the functional method are involved, which allow to single out the author's neologisms from the general vocabulary and consider their peculiarities of formation and functioning in the novel. Among the author's neologisms, a number of functions that they perform in the work can be distinguished. Since the series of books about Harry Potter is the object of our research and it belongs to children's literature, we also try to consider the functions with this fact in mind. Some researchers in their works indicate that the main function of all author's neologisms in children's fiction is an imitative function. The creation of the world of the artistic text takes place in accordance with the worldview of the child. The imitative function is used in almost every work of fiction for children, because, as a rule, the heroes of children's works are the children themselves. It would be illogical if, when reproducing children's speech, the writers forgot about the amazing ability of children – the ability to create various innovations. Fortunately, real children's writers are well aware of this childish feature and imitate it perfectly.

Author's neologisms often have a humorous function. "Humor reflects a positive assessment of the surrounding reality, a good attitude towards it, conveys it mostly explicitly" (Blynova, 2018: 423). The saying sounds funnier precisely when it is said by a child. So, in the text, the author kindly laughs at the new word, putting it in the child's mouth. Another function of author's neologisms is an expressive function. With the help of author's neologisms, it is easier for readers to express their attitude to events. Thus, the researcher O. P. Bodyk notes in his works that author's neologisms are a subject of the original artistic world, which originates in the writer's imagination. He says: "The author's neologism always combines the function of naming an object or phenomenon of the conditional, imaginary world with an expressive function" (Bodyk, 2019). Author's neologisms are mostly found in works of the genres of science fiction and fantasy. They give the text unique individuality, imagery and perfection.

A number of linguists distinguish six main properties of author's neologisms, namely:

1. belonging to the language;
2. production;
3. individual affiliation;
4. close connection with the context;
5. uniqueness;
6. expressiveness.



Foreign linguists combined three properties of authorial neologisms into one – a close connection with the context, namely: originality, functional one-timeness and nominative optionality. From the point of view of the ratio of the created and reproduced units of the lexeme level of languages, they are of particular interest. If we consider them in a series of units of all levels of the language system, which will be: 1) phonemes, 2) morphemes, 3) words, 4) word combinations, 5) sentences, 6) supraphrase units, 7) texts, then it turns out that, what the higher the level, the less reproduced and the more units belonging to this level are produced. The level of words is borderline, as it were: the units that precede it (phonemes, morphemes) belong to the area of reproduction, the units that follow it are characterized by production. The lexeme level is borderline also due to the fact that, although it is dominated by reproductive units, it does not exclude productive units – occasional words.

Using occasionalism, the author of a work of art expresses his attitude to the subject of the description and exerts the necessary influence on the reader, directs his perception in the right direction. Widely used words may not attract the attention of the reader, leaving only a superficial trace in his mind. So that they do not slip past the reader's consciousness, it is necessary either to update the conceptual content of an old, familiar word, or to create a new, unfamiliar one.

An occasional word piece is a manifestation of the author's creativity. It should be added that the use of occasionalisms in the text of an artistic work has a certain aesthetic value, because it is well known that the specificity of the reflection of reality by art is manifested in the fact that artistic thinking not only reflects objective reality, but at the same time creates its own, artistic, being an original interpretation of the existing picture of the world. Other linguists highlight three important properties of occasionalism: originality, functional one-timeness, and nominative optionality. However, an occasional word can be used only once in a certain context, and the citation of occasionalism can only be called its repetition. Note that in practice, the simultaneous or non-simultaneous formation of the same occasionalism occurs in different authors. Speaking of nominative optionality, we note that the main function of ordinary words is nominative, while the main function of author's neologisms is expressive and figurative, lexical occasionalism is not so much nominative as expressive, which allows to strengthen the impressive impact of the language and convey its unique originality.

So, we can conclude that the author's neologisms are neologisms, which are a mandatory attribute in the works of writers in order to create an unusual, sometimes fabulous, atmosphere. As for the functional content, the author's neologism is characterized by such functions as imitative, humorous, creative, expressive. There are several ways of creating author's neologisms, among which syntactic (word-forming derivation), semantic (changes in the meaning of a word, its reinterpretation) and borrowing prevail. The idea of a series of novels about Harry Potter arose in the writer in June 1990, when the train on which she was traveling to London broke down on the way and was stuck in the English fields for four hours. "J. K. Rowling was just sitting and looking out the window, when the idea of the novel suddenly "fell" on her head" (*Riccio, 2008*). The researcher points out that "it was during a train ride from Manchester to London that Joan came up with the idea of a story about a boy attending a school for wizards; it happened in 1990. Rowling began to implement the idea at the first opportunity" (*Vasyliiev, 2020*). No idea has ever caused her such a thirst. It is worth noting that work on the novel went very slowly. "Soon another event occurred that strongly influenced the very spirit of the book – Rowling's mother died after a 10-year battle with multiple sclerosis" (*Vasyliiev, 2020*). The death of her mother left a deep impression on the soul of JK Rowling and strongly influenced her work. The main leitmotif of the entire Harry Potter series, which consists of seven books, was death. This is what Rowling herself says in an interview with the

newspaper “The Telegraph”, which Craig took from her: “My books are mainly about death. They begin with the death of Harry’s parents. Voldemort wants to defeat death, and his desire to achieve immortality at any cost is the goal of every wizard. I totally understand why Voldemort wants to defeat death. We are all afraid of her” (Creig, 2006). Mother’s death, divorce, clinical depression – all these experiences later resulted in images of dementors, creepy soul eaters and guards of magical prisons.

Most researchers focus on the fact that the novel “Harry Potter and the Philosopher’s Stone”, which was released on June 26, 1997, was immediately appreciated by critics. “This is a book which makes an unassailable stand for the power of fresh, inventive storytelling in the face of formula horror and sickly romance”, – such a review appeared in the newspaper “Scotsman” on June 28, 1997 (McKay, 2017). Gabriela Schaaf in the article “Harry Potter’s recipe for success” noted that “a multi-level story, boundless fantasy, social parallels and a humanistic direction are already quite a lot of success ingredients for one book” (Schaaf, 2008), and Eccleshare in the newspaper “The Mail on Sunday” spoke of the niga as “an impressive debut since the time of Roald Dahl” (Eccleshare, 2002: 10). Joan herself wrote the following about the success of her book: “I think most of us have this hidden desire to somehow positively influence some events, the desire to change things. And just by magic – we just need to know the right magic formula – we could change the world. This is the reason why the book is so popular with children. I think magic is especially attractive to children because they are the ones with the least power. Adults decide everything. And even when the children are happy and the adults are quite nice people, the children still never own the situation” (Schaaf, 2008).

Scientists are inclined to believe that in the book “Harry Potter” three main genres can be distinguished, to which heptology belongs. This is a fantasy, a magical fairy tale and an educational novel. The writer’s preferences influenced the choice of genres. Literary experts often compare the novel “Harry Potter” with the novel “The Adventures of Oliver Twist” by C. Dickens.

Journalist J. Craig points out that “in the works of the fantasy genre, the action unfolds in a world different from the real one, where there are phenomena that do not lend themselves to rational interpretation. It can be both a completely fictional world with its geography, laws, races, peoples and fantastic creatures, and a world parallel to everyday reality. The last type of world system is characteristic of the Harry Potter novels. The world of wizards and the world of ordinary people are closely intertwined, but the main action of the novels takes place in a kind of “parallel reality” – enchanted places where only wizards can enter, and where the laws of the wizarding world apply (Hogwarts school, Hogsmeade village, Ministry of Magic, etc.). “The struggle between good and evil is the plot-forming core of works of the fantasy genre” (Creig, 2006). A fantasy hero has a certain mission that he must fulfill, but at the same time he is given the right to decide whether to follow this mission or not. Harry Potter’s mission is to destroy the evil wizard Voldemort, who keeps the entire wizarding world in fear. Like other fantasy heroes, Harry Potter is characterized by bravery, honor and justice. These qualities do not allow him to stay away from his mission. The works of the fantasy genre, in the vast majority, end with the complete victory of the hero and the triumph of the forces of good over evil. Such a sign is characteristic of a fairy tale. But unlike a fairy tale, where heroes defeat evil without much loss for themselves, fantasy heroes sometimes suffer significant losses. Yes, in the final battle of the saga, Harry finally defeats Voldemort for good, but the victory comes at a high price: many of his comrades die in the battle, and he himself at some point is “stuck” between life and death. Another feature that unites JK Rowling’s work with the fantasy genre is the diversity of the world of fantastical creatures encountered throughout the story.

The Harry Potter novels also have the characteristics of a magical fairy tale. This becomes obvious if we analyze them according to the functions of the actors, which represent the morphological basis of all magical tales. A total of 31 functions were identified by philologists. Many functions are repeated in "Harry Potter" more than once, but we will consider only those that are used in the first part, that is, we have singled out the following of them:

- 1) separation: the novel begins with the death of Harry's parents;
- 2) prohibition: in Hogwarts, students are forbidden to go to the closed corridor on the third floor and to the Forbidden Forest;
- 3) violation: all prohibitions listed above are violated;
- 4) reconnaissance: Professor Quirrell, whose body was possessed by Voland de Mort, seeks to learn how to steal the Philosopher's Stone;
- 5) reveal: Hagrid accidentally told Quirrell how to get past the cerberus guarding the stone;
- 6) subterfuge: in order to find out information from Hagrid, Quirrell pretended to be a dragon merchant;
- 7) assistance: Hagrid did not recognize Quirrell and gave him important information about the Philosopher's Stone;
- 8) damage: even at the beginning of the first book, the reader learns that Voland de Mort killed Harry's parents and many other wizards;
- 9) mediation: Harry receives a letter with an invitation to study at Hogwarts, and then Hagrid is sent after him to free him from his aunt and uncle;
- 10) departure: Harry goes by train to the school of wizards;
- 11) the first function of the giver: Harry wants to find the philosopher's stone before Quirrell, but you can get the stone only after passing a series of tests on the way to it;
- 12) the hero's reaction: with the help of his friends, he successfully goes through all the tests;
- 13) Supply: After Harry passes the test, the Philosopher's Stone suddenly appears in his pocket out of nowhere;
- 14) guide: Harry, Ron and Hermione find a way to the philosopher's stone, full of obstacles, which they overcome with honor;
- 15) fight: Harry enters into a fight with Quirrell and Voland de Mort, who has taken up residence in his body;
- 16) branding: when Voland de Mort tried to kill Harry for the first time, his death spell unexpectedly ricocheted on himself, after which he disappeared, and Harry was left with a lightning bolt scar on his forehead, by which everyone in the wizarding world recognizes him;
- 17) victory: at the end of the first book, Quirrell dies during a fight with Harry, and the spirit of Voland de Mort leaves his destroyed body;
- 18) elimination of trouble or deficiency: the philosopher's stone is destroyed. Woland-De-Mortwy fails to revive with his help.

Thus, it is obvious that in the first book "Harry Potter and the Philosopher's Stone" there are at least 18 of the 31 functions of actors identified by philologists, but they are characterized by a large variability of location in the text in comparison with a folk fairy tale. However, this allows you to attribute the novels about Harry Potter to the genre of the author's magical fairy tale. Works about Harry Potter have a lot in common with the genre of educational novels. The hero of an educational novel is most often an orphan child who leaves a home or an asylum, making an escape from provincial or everyday life. The character develops by gaining certain knowledge. Obtaining the knowledge necessary for the development process is the main core

of the novel. Among other things, the character of the educational novel is faced with various trials that shape his character and way of acting. All this is also in the novels about Harry Potter. Harry is an orphan. He is leaving his uncle and aunt's house when he receives a letter from the school in the wizarding world where he is studying at Hogwarts School of Witchcraft and Wizardry. There, he not only acquires the knowledge and experience he needs to defeat the greatest villain, Voland de Mort, but also meets friends and enemies, gets into difficult situations and goes through many difficult trials that harden his character and contribute to the formation of his personality.

So, the series of books about Harry Potter belongs to three genres: fantasy, fairy tale and educational novel. Genre features of fantasy are a world parallel to everyday reality, the struggle between good and evil, a special mission of the main character, the idealization of the main character, and the victory of good. The following features are associated with the "Harry Potter" fairy tale: the struggle between good and evil, the victory of good over evil, the functions of the protagonists, which represent the morphological basis of all magical fairy tales. Among the genre characteristics of the educational novel in the novel "Harry Potter" there are: the main character is an orphan who leaves his home, he learns and develops as a person.

### **3. Ways of creating author's neologisms in J. Rowling's novel "Harry Potter and the Philosopher's Stone"**

Neologisms in the "Harry Potter" series of books cover a fairly wide layer of vocabulary: from existing objects or actions, with the aim of giving additional meaning, to the names of new things or fantastic characters. It lends credibility to the fantasy world. For this reason, the author's neologisms can belong to different parts of the language, and, as a result, appear in the language in three ways: through word-formative derivation, through semantic derivation, through word borrowing. Let's consider each method, as well as what functions in the text are performed by certain neologisms.

The first method is word-formation derivatives – the creation of new words according to the word-formation models existing in the language (suffixation, prefixation, prefix-suffix method, assembly of bases and abbreviation). J. K. Rowling used the affixal method to form numerous words belonging to different parts of speech. For example, the word "muggle" is formed from the English mug – someone who is easy to deceive + the suffix le (for "softening", so that it is not so offensive). The word muggle means a person who does not have magical powers, that is, an ordinary person. There is a version that it comes from the word mug – "simpleton; muzzle, muzzle, harya", formed in an unproductive way and carries a stylistic color: contemptuous. In the novel, we see that the attitude towards muggles differs, because in general wizards respect them as people ("But you're Muggles!" said Mr. Weasley delightfully. "We must have a drink!") (Creig, 2006: 57), and sometimes "pure-blooded" wizards treat them with disdain (...and he said people from Muggle families shouldn't even be allowed in) (Eccleshare, 2002: 100).

Another one of the most universal and common ways of word formation in the English language is compounding. This process is a fusion of two foundations. The method of building bases in the English language can be neutral, morphological or syntactic.

The neutral type is a base connection without a connecting element. Let's look at this type of word formation in the following examples. Metamorphmagus – a mage with the innate ability to change appearance at will; butterbeer is a low-alcohol drink very popular among

wizards; omnioculars – a device that works on the principle of binoculars, but is equipped with additional magical functions, such as repeating and slowing down what is seen; mudblood – a muggle-born wizard, that is, one who has “dirty blood” in the opinion of some “pureblood” wizards (“No one asked your opinion, you filthy little Mudblood,” he spat) (Creig, 2006: 112); (“Mudblood’s a really foul name for someone who is Muggle-born – you know, non-magic parents. There are some wizards – like Malfoy’s family – who think they’re better than everyone else because they’re what people call pure- blood”) (Creig, 2006: 115–116).

Separately, we will single out the neologism “remembrall” – a ball that reminds the owner that he has forgotten something. This author’s neologism consists of the following components “remember” – for cuteness, the last vowel of the verb remember is dropped – “remember; to remember, to recall”, and the bases all – “all, all, everything; everything that someone has” (“It’s a Remembrall!” he explained. “Gran knows I forget things – this tells you if there’s something you’ve forgotten to do. Look, you hold it tight like this and if it turns red – oh...” His face fell, because the Remembrall had suddenly glowed scarlet, “You’ve forgotten something...”) (Eccleshare, 2002: 187).

We can summarize that all neologisms formed by word formation are nouns, the total number is 5 units. The morphological type of the structure of complex words is considered unproductive. It is a combination of bases with the help of a connecting vowel or consonant. It was not found in the first two books on heptology that we examined. The syntactic method of forming complex words is a fixed segment of speech that preserves in its structure syntagmatic connections characteristic of the language: articles, prepositions, adverbs. JK Rowling used this method of word formation to euphemistically designate the main antagonist of the novel – Voland de Mort: He-Who-Must-Not-Be-Named (“...The wand chooses the wizard, remember... I think we must expect great things from you, Mr. Potter... After all, He-Who-Must-Not-Be-Named did great things – terrible, yes, but great») (Eccleshare, 2002: 109). You-Know-Who (“You said You-Know-Who’s name!” said Ron, sounding both shocked and impressed. “I’d have thought you, of all people”) (Eccleshare, 2002: 109). – such neologisms are designed to encourage the reader to fear Voldemort along with the heroes of the novel, they perform an expressive function (Table 1).

A morphological word structure in which some part of the sound structure of the original word is omitted is called a shortening or abbreviation. Abbreviation, usually related to the frequency of the used term or the complexity of the terminological unity, in fantastic texts is designed to imitate such a unit. J.K. Rowling uses abbreviations for the names of examination tests in the fictional world’s education system: N.E.W.T. (N.O.Ch.I.) – Nastily Exhausting Wizards Tests (7th year of schooling), O.W.L. (S.O.V.) – Ordinary Wizarding Levels (5th year of schooling) (“He’s not himself. His exam results came the day before you did; twelve O.W.L.s and he hardly gloated at all”) (Table 1) (Creig, 2006: 40). The second way of creating author’s neologisms is semantic derivation (expanding the semantic scope of a word, giving another meaning to an already existing word) (Table 1). Consider the word “Squib”, which translates as “firecracker, coward”, but in the books of JK Rowling it acquires a completely different meaning – a person born in a family of wizards, but devoid of magical abilities (“And what on earth’s a Squib? “ said Harry. To his surprise, Ron stifled a snigger. “Well – it’s not funny really – but as it’s Filch,” he said. “A Squib is someone who was born into a wizarding family but hasn’t got any magic powers. Kind of the opposite of Muggle-born wizards. If Filch’s trying to learn magic from a Kwikspell course. It would explain why he hates students so much.”) (Creig, 2006: 45). We understand how colorful the wizarding world is, because there are wizards, and half-breeds, and muggle-borns, and squibs.

Quidditch players are a separate category of neologisms formed by the method of semantic derivation (Table 1). The word “chaser” has the primary meaning “hunter, pursuer, destroyer, sea hunter” belongs to the semantic field “chasing someone or something”. However, in J. Rowling’s books, it takes on a new meaning: “The Chasers throw the Quaffle to each other and try and get it through one of the hoops to score a goal. Ten points every time the Quaffle goes through one of the hoops” (Eccleshare, 2002: 218). Another example is “keeper”. In the book, it means “goalkeeper”. The word “seeker” is “a person who is looking for something; researcher; “hunter” acquires in the works about Harry Potter new meanings “seeker” and “catcher” – a player who must not only find, but also catch the Golden Snitch before a player from the other team (“Is the Golden Snitch, and it’s the most important ball of the lot. It’s very hard to catch because it’s so fast and difficult to see. You’ve got to weave in and out of the Chasers, and Bludgers to get it before the others. team’s Seeker, because whichever Seeker catches the Snitch wins his team an extra hundred and fifty points, so they almost always win. That’s why Seekers get fouled so much”) (Eccleshare, 2002: 221).

So, we can conclude that the author’s neologisms were formed by J. Rowling with the help of word-forming derivation (suffixing, word formation and abbreviation) and semantic derivation, the missing neologisms were formed by the morphological type of stem formation. The main functions performed by neologisms in the novel are originality and expressiveness. Author’s neologisms as a basis for the formation of magic spells The third, mentioned above, method of formation of neologisms is the borrowing of words from other languages or from uncoded subsystems of a given language – from dialects, colloquialisms, jargons. Borrowings from the Latin language occupy an important place in the entire work. It can be assumed that the Latin language attracted the attention of J. Rowling because it was always considered the language of scientists, the language of the mysterious science of alchemy, which is directly related to magic. Not everyone, but only really educated people, knew Latin. The use of this language as terms gives a certain mystery to the child, who will not always be able to understand what is hidden behind this or that word. And the author uses especially many Latin words in spells. Pseudo-Latin words are also quite common. The author deliberately chooses the ending so that the spell resembles Latin, but such words are not Latin. Petrificus Totalus (spell that turns to stone) is based on the English words petrify – “turn to stone” and total – “complete, absolute”. Due to the endings, the spell resembles Latin, but the closest real Latin words are *petra* – “stone”, *factus* – “made” and *totus* – “all, all” (“Petrificus Totalus!” she cried, pointing it at Neville. Neville’s arms snapped to his sides. His legs sprang together. His whole body rigid, he swayed where he stood and then fell flat on his face, stiff as a board) (Eccleshare, 2002: 361).

Wingardium Leviosa is a compound word based on: the English word ‘to wing’ meaning ‘to fly’, ‘arduous’ meaning ‘high, steep, proudly raised’ or ‘arduum’ meaning ‘steep place, steep’; and the common Latin ending -ium. Leviosa comes from the Latin “levo” meaning “to raise” or “levis” meaning light. Thus, the spell sounds like “rises up” (Hermione rolled up the sleeves of her gown, flicked her wand, and said, “Wingardium Leviosa!” Their feather rose off the desk and hovered about four feet above their heads) (Eccleshare, 2002: 224). Expelliarmus is also a compound word, the English “expel” meaning “remove” and “armus”, derived from “arma”, “armis” meaning “from the hands”. So Expelliarmus together means “to take out of hand.”

Alohomora J. Rowling stated that this word was from the West African Sidiki dialogue, used in geomancy and meaning “Friendly to thieves”, in the novel this spell opened the locks on the door (They tugged and heaved at the door, but it wouldn’t budge, not even when Hermione tried her Alohomora charm) (Eccleshare, 2002: 370).

Rictusempra combines two words, the Latin “rictus” meaning “open mouth space” and “semper” meaning “always”. Rictus is usually used as an expression of terror, however, “always open mouth” is in most cases an act of uncontrollable laughter (Harry pointed his wand straight at Malfoy and shouted, “Rictusempra!” A jet of silver light hit Malfoy in the stomach and he doubled up, wheezing. <...> Malfoy sank to his knees; Harry had hit him with a Tickling Charm, and he could barely move for laughing) (Creig, 2006: 204). All spells belong to verbs, two verbs also have nouns in the composition. We see that author’s neologisms were formed by J. Rowling with the help of word-forming derivation (suffixing, compounding and abbreviation); semantic derivation. In the first two books we studied, there are no neologisms formed by the morphological type of stem formation. Spells in the novel are generally formed by borrowing from Latin or “pseudo-Latin”.

#### 4. Conclusions

So, we can conclude that the author’s neologisms are neologisms, which are a mandatory attribute in the works of writers in order to create an unusual, sometimes fabulous, atmosphere. As for the functional content, the author’s neologism is characterized by such functions as imitative, humorous, creative, expressive. There are several ways of creating author’s neologisms, among which syntactic (word-forming derivation), semantic (changes in the meaning of a word, its reinterpretation) and borrowing prevail.

Each work, as the result of a certain author’s creative knowledge, reflects his inner world. J. Rowling on the pages of heptology (a series of seven books) about Harry Potter created a magical world harmoniously woven into the real, everyday world. We found out that the genre of the novel “Harry Potter” can be attributed to fantasy, magical fairy tale and educational novel. Each of these genres brought something different to the development of the plot. So, genre features of fantasy are a world parallel to everyday reality, the struggle between good and evil, a special mission of the main character, the idealization of the main character, and the victory of good. The following features connect the novel “Harry Potter” with the fairy tale: the struggle between good and evil, the victory of good over evil, the functions of the protagonists, which represent the morphological basis of all magical fairy tales. Among the genre characteristics of the educational novel in the novel “Harry Potter” there are: the main character is an orphan who leaves his home, he learns and develops as a person. Rowling’s beautiful world is inhabited by peoples and magical creatures, and also has its own structure and organization, state and economic system, educational and administrative institutions, positions and professions. This background vocabulary is a very interesting and unusual layer of the vocabulary of the language. The semanticization of these words is extremely important for researchers, because in order to understand the author’s neologisms, it is necessary to find ways of their creation. We investigated what authorial neologisms J. Rowling formed using word-forming derivation (suffixing, word formation and abbreviation): muggle, metamorphmagus, butterbeer, omnioculars, mudblood, remembrall, He-Who-Must-Not-Be-Named, You-Know-Who, N.E.W.T., O.W.L.; semantic derivation: Squib, chaser, keeper, seeker. In the first two books, we studied, there are no neologisms formed by the morphological type of stem formation.

Spells in the novel are generally formed by borrowing from Latin or “pseudo-Latin”: Petrificus Totalus, Wingardium Leviosa, Expelliarmus, Alohomora, Rictusempra.

In total, we counted 18 author’s neologisms: 13 of them are nouns, and 5 are verbs. We did not find adjectives and adverbs. The main functions performed by neologisms in the

novel are originality, creativity and expressiveness. Thanks to the author's neologisms, the reader can fully immerse himself in the fairy-tale atmosphere of the fictional world.

## References

1. Andrusiak, I.V. (2003). *Angliiski neolohizmy kintsia XX stolitia yak skladova movnoi kartyny svitu [English neologisms of the end of the 20th century as a component of the linguistic picture of the world]. Extended abstract of candidate's thesis. Kyiv. [in Ukrainian]*
2. Blynova, I.A. (2018). *Vyrazhenia humorystychnoho efektu zasobamy slovotvirnoho rivnia [Expression of a humorous effect by means of word-formative level]. Kremenetski komparatyvni studii: naukovyi chasopys – Kremenets comparative studies: scientific journal, VIII, 422–432. [in Ukrainian]*
3. Bodyk, O.P. (2019). *Neolohizmy v suchasnomu hudozhnomu dyskursi anhliiskoi movy [Neologisms in the modern artistic discourse of the English language]. Retrieved from <https://vseosvita.ua/library/neologizmi-v-sucasnomu-hudozhnomu-dyskursi-angliiskoi-movi-134000.html>. [in Ukrainian]*
4. Creig, G. (2006). «There would be so much to tell her...». *The Telegraph*. <https://www.telegraph.co.uk/news/uknews/1507438/There-would-be-so-much-to-tell-her...html>.
5. Eccleshare, J. (2002). *Guide to the Harry Potter Novels*. London : Continuum International Publishing Group.
6. Mckay, A. (2017). *From the archives: The Scotsman reviews Harry Potter, 28 June 1997. [https://From the archives: The Scotsman reviews Harry Potter, 28 June 1997](https://From%20the%20archives%3A%20The%20Scotsman%20reviews%20Harry%20Potter%2C%2028%20June%201997)*
7. Pihur, M.V. (2008). *Vyvchenia slovotvoru na semantyko-slovotvirnii osnovi [Study of word formation on a semantic and word formation basis]. Ternopil. [in Ukrainian]*
8. Riccio, H. (2013). *Interview with J. K. Rowling, author of Harry Potter. HILARY Magazine. <https://www.hilary.com/career/harrypotter.html>*
9. Shaaf, H. (2008). *Retsept uspihu "Harri Pottera" [Harry Potter's recipe for success]. Retrieved from [Pečenm ycnixy «Гарри Поттера» – DW – 20.07.2008. \[in Ukrainian\]](https://www.dw.com/uk/news/07.07.2008)*
10. Vanalchuk, H.M. (2004). *Avtorskyi neologizm v ukrainskii poezzii XX stolitia [Author's neologism in Ukrainian poetry of the 20th century]. Rivne. [in Ukrainian]*
11. Vasyliiev, Ye. (2020). *Dzhoan Rouling. Zhytievyyi ta tvorchyi shliakh, biographichni ctati [Joanne Rowling. Biography]. Retrieved from <https://www.ukrlib.com.ua/bio-zl/printit.php?tid=5947>. [in Ukrainian]*
12. Vynarchyk, O. (2009). «Mahichna» terminolohiia "Harri Pottera" u tvorchosti Dzhoan Ketlin Roulingh [The "magical" terminology of "Harry Potter" in the work of Joan Kathleen Rowling] *Aktualni problemy suchasnoi terminolohii – Actual problems of modern terminology, 156–159. [in Ukrainian]*



## Author's neologisms

№	Neologisms	Interpretation	Part of speech	Method of formation
1.	muggle	muggle (person without magical powers)	noun	suffix
2.	metamorphmagus	metamorphmagus a metamorph magician (a magician with the innate ability to change appearance at will)	noun	word formation
3.	butterbeer	butterbeer plum beer	noun	word formation
4.	omnioculars	omninocele (a type of binocular)	noun	word formation
5.	mudblood	mudblood (Muggle-born mage)	noun	word formation
6.	remembrall	bullet for reminder	noun	word formation
7.	He-Who-Must-Not-Be-Named	He-Who-Must-Not-Be-Named He-Who-Must-Not-Be-Named	noun	noun tactic method
8.	You-Know-Who	You-Know-Who You-Know-Who	noun	noun syntactic method
9.	N.E.W.T. (Nastily Exhausting Wizards Tests)	(Nastily Exhausting Wizards Tests) N.O.Ch.I. (surprisingly onerous wizarding exams)	noun	abbreviation
9.	O.W.L. (Ordinary Wizarding Levels)	O.W.L. (Ordinary Wizarding Levels)	noun	abbreviation
10.	Squib	Squib Squib (a person born into a family of wizards, but devoid of magical abilities)	noun	semantic derivation (primary meaning "fire-cracker, coward")
11.	chaser	chaser Quafla's drivers	noun	semantic derivation (primary meaning "hunter, pursuer, fighter, sea hunter")
12.	keeper	keeper goalkeeper	noun	semantic derivation (primary meaning "caretaker, watchman, owner, retainer")
13.	seeker	seeker seeker, catcher - a player who must not only find, but also catch the Golden Snitch before a player from the other team	noun	semantic derivation (primary meaning "a person who searches for something; an explorer; a hunter")
14.	Petrificus Totalus	Petrificus Totalus stone-turning spell ("turn completely to stone")	verb + noun	word formation
15.	Wingardium Leviosa	Wingardium Leviosa levitation spell "rises up"	verb	word formation
16.	Expelliarmus	Expelliarmus "take from hand"	verb + noun	basic structure
17.	Alohomora	Alohomora spells to open door locks	verb	loan
18.	Rictusempra	Rictusempra a spell that causes an act of uncontrollable laughter	verb	basic structure

## STRATEGIES FOR IMPLEMENTING QUALITY MANAGEMENT IN EDUCATION: PERSPECTIVES AND CHALLENGES

**Yurii Yampol**

Postgraduate Student at the Department of Pedagogy and Educational Management,  
Kamianets-Podilskiy Ivan Ohiienko National University, Ukraine  
e-mail: mlb14.yampol@kpnu.edu.ua, orcid.org/0000-0003-1749-859X

### Summary

This research is dedicated to studying the implementation of teacher performance management system and its impact on the quality of education. Through a descriptive qualitative approach, the researcher seeks to understand teachers' experiences, the challenges of implementing this system, and its contribution to student achievement. It is highlighted that teachers have a high awareness of the performance management system, but they face challenges such as heavy workload and limited resources. School leadership plays a crucial role in creating a conducive environment for the implementation of the management system. The research shows that successful implementation of the teacher performance management system correlates with improved education quality. Recommendations include curriculum development, strengthening the role of school leadership, implementing a clear reward system, revising school policies, and conducting further research. These recommendations aim to improve practices and policies that encourage teacher involvement and enhance education quality. This research contributes to a better understanding of the complexity of implementing teacher performance management systems and their importance for education quality. The findings and recommendations of this research can serve as a basis for improving practices and policies at a broader level of education.

**Key words:** quality management, education sector, implementation strategies, challenges, perspectives, professional competencies, innovative approaches.

DOI <https://doi.org/10.23856/6417>

### 1. Introduction

Education, which is the foundation of a country's development and society, plays a crucial role in shaping the character, skills, and knowledge of the next generation. The quality of education becomes an important parameter reflecting the degree of a country's progress and innovation. In this context, the role of teachers as leaders in the educational process becomes paramount. Teachers not only impart information but also shape the mentality and attitudes of students (Rifky *et al.*, 2024).

Teacher performance management is a key aspect for supporting and improving the quality of education. Well-organized teachers can make a greater contribution to the efficiency and effectiveness of the learning process. Evaluating teachers' work helps identify their strengths and weaknesses to take appropriate corrective measures (An'ars, 2022). Additionally, teacher performance management opens opportunities for professional growth, ensuring that teachers continue to enhance their competencies in line with contemporary requirements (Ahyani, 2023).

The impact of teacher performance management is not limited only to the individual level but also has a significant influence on the quality of students' learning outcomes. Teachers who work successfully can create a positive learning environment, stimulate student interest,

and support their academic development. Conversely, less effective teacher performance management can detrimentally affect the learning process with potential decreases in motivation and teaching quality (*Jemmy et al., 2023*).

It is important to note that the implementation of teacher performance management is not just an assessment process but also a strategy for continuous professional development. Understanding the potential and challenges of teachers, performance management can help create a vibrant learning culture in schools, leading to a positive impact felt in all directions. Thus, this research aims to provide a deep understanding of how teacher performance management can act as a primary catalyst in improving the quality of education and directing learning on a more effective and sustainable path (*Haryani, 2022*).

**Analyses of the last research and publications.** By identifying critical factors in teacher performance management, this research seeks to make a positive contribution to the development of best practices in educational management. The results of this research are expected to serve as a basis for more effective and sustainable decision-making in the field of education (*Sianturi, 2021*).

Understanding the central role of teachers in education and the importance of teacher performance management, strategies and policies can be developed to support overall improvement in the quality of education. Continuous support for professional development of teachers, implementation of fair assessment systems, and promotion of a culture of lifelong learning can be key steps in enhancing teaching effectiveness and achieving the goals of an educated community (*Maisura et al., 2023*).

This research aims to investigate and analyze the implementation of teacher performance management as a key strategy in improving the quality of education, especially in Ukraine. Implementing teacher performance management is the main focus due to its fundamental role in enhancing teaching quality, creating a conducive learning atmosphere, and stimulating academic achievements of students (*Supriatna et al., 2024*).

The success of the education system depends not only on having a good curriculum and adequate educational institutions but also significantly on the ability of teachers to effectively perform their duties. Teachers are key elements in imparting knowledge and shaping the character of students, so their role cannot be ignored. Therefore, the focus of this research is to thoroughly examine the implementation of teacher performance management as a primary tool in improving the quality of education (*Ahyani & Saimima, 2023*).

Teacher performance management involves a set of policies and practices aimed at assessing, developing, and supporting their work. This includes the performance evaluation process, professional development planning, and providing constructive feedback (*Jaliah et al., 2020*). Implementing teacher performance management not only creates a clear framework for measuring performance but also enables teachers to continually improve their skills and competencies in line with educational developments and students' needs (*Ambarita, 2016*).

Moreover, teacher performance management has a direct impact on the quality of classroom teaching. Through regular monitoring of teachers' work, schools can identify areas for improvement and provide appropriate support. This creates an environment where teachers feel supported and valued, which in turn can motivate them to provide more effective teaching (*Tono, 2019*).

## 2. The purpose and objectives of the article

This research **aims** to provide significant benefits in improving the quality of education by creating an environment that supports teachers' professional growth, ensuring higher teaching quality, motivating student participation in the learning process, and opening opportunities for the development of new knowledge and best practices in education. Through a structured teacher performance evaluation system, teacher performance management is also expected to increase accountability and transparency in the education system, help address issues that may arise in teaching practice, and improve the efficiency of education resource management. As an attempt to fill the gap in knowledge regarding the important role of teacher performance management and its impact on the quality of education, this research serves as the basis for detailing the theoretical framework, research methods, expected outcomes, as well as the significance and potential contribution of this research to the development of education management as a whole.

## 3. Research findings

This study reveals important conclusions regarding the practice and impact of implementing teacher professional development management systems in Ukraine. Teachers demonstrate a high level of awareness of performance management, with a deep understanding of the importance of performance assessment and professional development in the educational context. However, the results indicate several implementation challenges that affect full teacher engagement, including heavy workloads and limited resources.

The study identified that school leadership plays a critical role in shaping a culture that supports teacher performance management. Schools with strong leadership tend to have more effective implementations of performance management. The positive impact of successful implementation is also reflected in the improvement of education quality, where teachers who receive support and recognition through performance management processes tend to contribute more to student achievements.

The conclusions of this study indicate the necessity of developing educational programs aimed at strengthening teachers' performance management skills, especially in addressing implementation challenges. Increasing the role of school leadership through training, support, and recognition is also proposed as a strategic step. The existence of a clear reward system linked to performance management outcomes can provide effective incentives for teachers to participate more actively.

Furthermore, the results of this study serve as a basis for reviewing or developing school policies that support the implementation of teacher professional development management systems. The limitations identified in the study can be addressed through refining policies that support best practices in teacher performance management.

This study makes a significant contribution to a better understanding of the dynamics of implementing teacher professional development management systems and its importance for educational quality in this context. The conclusions of this study are expected to pave the way for more effective practices and improvements in education policy at a broader level.

The results underscore the crucial role of teacher performance management in improving the quality of education in Ukraine. In the following discussion, we will explore the key findings, implications, and future directions of the research.

Teachers' awareness in the context of implementing performance management significantly influences education quality. This awareness includes a deep understanding of the goals of performance assessment, school policies, and expectations regarding education quality. Teachers who understand the importance of performance management are more likely to actively participate in the assessment and self-development process, recognizing its role in improving education quality (Zulkaida *et al.*, 2023).

However, challenges arise in the implementation of teacher performance management, especially related to the diversity of perceptions and understandings among teachers about the assessment process. The main challenge lies in teachers' reluctance or concern about assessment procedures, which are perceived as unfair or overly normative. Additionally, teachers sometimes feel burdened by time demands and the pressure of assessment results, which can affect their motivation (Valuya, 2018).

Therefore, it is important to mitigate these challenges through an inclusive and collaborative approach (Amahoru & Ahyani, 2023).

Clear explanations of the purpose of performance management and creating space for open dialogue can help reduce uncertainty and increase teachers' awareness. Additionally, training and mentoring can be effective means of ensuring that teachers understand the assessment process and how to improve their performance (Syafaruddin *et al.*, 2020).

Full support from the school director and school management is a key factor in increasing teachers' awareness. Encouraging a culture of continuous learning, where mistakes are seen as opportunities for growth, can contribute to creating an environment where teachers feel comfortable participating in performance management processes without fear of stigma or punishment (Sudrajat, 2018).

With increased awareness among teachers and a deep understanding of performance management, we hope to overcome implementation challenges and successfully achieve collaborative efforts to improve the quality of education. High teacher awareness will create a solid foundation for collaboration and positive transformation in the education system.

The implementation of teacher professional development management systems has a significant impact on the quality of education. The system involves monitoring, evaluation, and development of individual teacher performance to improve student learning outcomes. Through effective performance management, schools can identify teachers' strengths and weaknesses, provide constructive feedback, and plan appropriate training to enhance their competencies (Sholeh, 2017).

The first positive impact is improved teaching quality. Through quality performance assessment, teachers can pay more attention to improving critical aspects of their teaching. Performance management helps create a growth-oriented learning culture where teachers feel supported in continuously developing their skills and knowledge (Rohma & Mauna, 2022).

The second impact is increased student engagement. Teachers who undergo quality performance management can more effectively create engaging and relevant learning environments. Students are more motivated and actively participate in learning when teachers have high-quality teaching and are committed to continuous improvement (Jannan *et al.*, 2022).

Furthermore, teacher performance management can strengthen the connection between schools, teachers, and parents. Through an open and ongoing assessment process, parents can better understand their child's progress and actively participate in supporting their learning at home (Eriyanti *et al.*, 2021). However, challenges in implementing performance management also need to be addressed, such as establishing fair and accurate assessment criteria and providing teachers with adequate support to address identified weaknesses. Overall, effective

teacher performance management can be a strong foundation for improving the quality of education and creating an optimal learning environment for student development.

The implementation of teacher professional development management systems has various consequences that can affect overall education quality. One positive consequence is increased teacher accountability for the quality of their teaching. With a structured system of performance assessment, teachers are expected to be more accountable for student learning outcomes and motivated to continue improving the quality of teaching (*Ervandi et al., 2018*).

Another consequence is a heightened focus on teacher professional development. Effective performance management processes can stimulate teachers' interest in participating in self-improvement, training, and seminars to enhance their skills and knowledge. This not only has a positive impact on teaching quality but also contributes to creating a culture of lifelong learning in the school (*Ikbal, 2018*).

However, the implementation of teacher professional development management systems can also pose some challenges, such as resistance from some teachers to the assessment process or a lack of resources to provide adequate training. Therefore, recommendations for successful implementation include establishing clear and fair assessment criteria, developing mechanisms for constructive feedback, and providing support to teachers in need (*Mastuti, 2020*).

Moreover, fostering collaboration among teachers and schools is essential. Creating a learning community among the teaching staff can help improve the exchange of experiences and best practices. Support from school directors and management in creating an environment that supports teachers' professional development also needs to be strengthened.

Overall, these recommendations are comprehensive and involve the participation of all stakeholders in efforts to improve education quality through the implementation of teacher professional development management systems. By addressing the consequences and implementing these recommendations, it is hoped that schools can achieve the goal of improving the quality of sustainable education.

#### **4. Conclusions and prospects for further research**

In conclusion, the implementation of teacher professional development management systems is crucial for improving the quality of education in Ukraine. Despite various challenges such as heavy workloads and limited resources, the high awareness of teachers about professional development management serves as a significant foundation. The critical role of school leadership in fostering a culture supportive of teacher professional development management underscores the need to address organizational factors. The conclusions indicate that implementing teacher professional development management systems has a real positive impact on education quality, and teachers who feel supported and recognized are likely to make a greater contribution to student success.

This research also has significant implications for understanding and developing pedagogical practices, especially regarding the application of teacher professional development management systems to enhance education quality. Its main conclusion lies in providing deep insights into the effectiveness of professional development assessment strategies and their impact on student learning. The findings from this research can serve as a basis for developing and implementing more effective teacher professional development management systems in schools and educational institutions. Additionally, this research can make a valuable contribution to the development of education theory and practice by identifying key factors influencing

teaching and learning quality. Thus, it should serve as a basis for updating educational policies and improving overall education quality.

Policy recommendations include reviewing or developing school policies that support best practices in teacher professional development management, in line with identified constraints. In this context, this research contributes to a better understanding of the dynamics of implementing teacher professional development management and its relation to education quality in Ukraine.

The detailed exploration of challenges and potentials in the implementation of teacher professional development management in the conclusions of this research provides a basis for improvements in practices and policies at the national level in Ukraine. As the education landscape is constantly evolving, this research can also serve as a foundation for further in-depth studies covering more specific variables or a wider range of issues. Therefore, it is hoped that this research will make a positive contribution to the development of a better and more effective education system.

## References

1. Avolio, B. J., and Gardner, W. L. (2005). *Authentic leadership development: getting to the root of positive forms of leadership*. *Leadersh. Q.* 16, 315–338. doi: 10.1016/j.leaqua.2005.03.001
2. Bisanz, A., Hueber, S., Lindner, J., and Jambor, E. (2019). *Social entrepreneurship education in primary school: empowering each child with the Youth Start entrepreneurial challenges programme*. *Discourse Commun Sustain Educ* 10, 142–156. doi: 10.2478/dcse-2019-0024
3. Biswas-Diener, R., and Patterson, L. (2011). *An experiential approach to teaching positive psychology to undergraduates*. *J. Posit. Psychol.* 6, 477–481. doi: 10.1080/17439760.2011.634818
4. Bjork, R. A., and Bjork, E. L. (2020). *Desirable difficulties in theory and practice*. *J. Appl. Res. Mem. Cogn.* 9, 475–479. doi: 10.1016/j.jarmac.2020.09.003
5. Boniwell, I. (2012). *Positive psychology in a nutshell: The science of happiness (3rd ed.)*. New York, NY: Open University Press.
6. Castro, M. P., and Zermeño, M. G. G. (2020). *Challenge based learning: innovative pedagogy for sustainability through e-learning in higher education*. *Sustainability* 12:4063. doi: 10.3390/su12104063
7. Chan, H. H.-K., Kwong, H. Y. C., Shu, G. L. F., Ting, C. Y., and Lai, F. H.-Y. (2021). *Effects of experiential learning programmes on adolescent prosocial behaviour, empathy, and subjective well-being: a systematic review and meta-analysis*. *Front. Psychol.* 12:709699. doi: 10.3389/fpsyg.2021.709699
8. Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E., Van der Kaap-Deeder, J., et al. (2015). *Basic psychological need satisfaction, need frustration, and need strength across four cultures*. *Motiv. Emot.* 39, 216–236. doi: 10.1007/s11031-014-9450-1
9. Ciarrochi, J., Atkins, P. W. B., Hayes, L. L., Sahlra, B. K., and Parker, P. (2016). *Contextual positive psychology: policy recommendations for implementing positive psychology into schools*. *Front. Psychol.* 7:1561. doi: 10.3389/fpsyg.2016.01561
10. Colombelli, A., Loccisano, S., Panelli, A., Pennisi, O. A. M., and Serraino, F. (2022). *Entrepreneurship education: the effects of challenge-based learning on the entrepreneurial mindset of university students*. *Adm. Sci.* 12:10. doi: 10.3390/admsci12010010
11. Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. New York, NY: Viking.
12. Dodge, R., Daly, A. P., Huyton, J., and Sanders, L. D. (2012). *The challenge of defining wellbeing*. *Int. J. Wellbeing* 2, 222–235. doi: 10.5502/ijw.v2i3.4

13. DuFrene, D. D., Sharbrough, W., Clipson, T., and McCall, M. (1999). *Bringing outdoor challenge education inside the business communication classroom*. *Bus. Commun. Q.* 62, 24–36. doi: 10.1177/108056999906200303
14. Dweck, C. S., and Yeager, D. S. (2019). *Mindsets: a view from two eras*. *Perspect. Psychol. Sci.* 14, 481–496. doi: 10.1177/1745691618804166
15. Franco, E., González-Peño, A., Trucharte, P., and Martínez-Majolero, V. (2023). *Challenge-based learning approach to teach sports: exploring perceptions of teaching styles and motivational experiences among student teachers*. *J. Hosp. Leis. Sport Tour. Educ.* 32:100432. doi: 10.1016/j.jhlste.2023.100432
16. Fredricks, J. A., Blumenfeld, P. C., and Paris, A. H. (2004). *School engagement: potential of the concept, state of the evidence*. *Rev. Educ. Res.* 74, 59–109. doi: 10.3102/00346543074001059
17. Gallagher, S. E., and Savage, T. (2023). *Challenge-based learning in higher education: an exploratory literature review*. *Teach. High. Educ.* 28, 1135–1157. doi: 10.1080/13562517.2020.1863354
18. Gillis, H. L., and Speelman, E. (2008). *Are challenge (ropes) courses an effective tool? A meta-analysis*. *J. Exp. Educ.* 31, 111–135. doi: 10.1177/105382590803100202
19. Yampol, Yu. V. *Profesiyni rozvytok pedahoha yak osnovna meta rozvytku menedzhmentu yakosti zakladu osvity. Liudynoznavchi studii. Serii "Pedahohika", (48), 2023. 229–235. DOI: <https://doi.org/10.24919/2413-2039.16/48.34>*



## INNOVATION, WORK, SOCIETY

STATE PROGRAMS FOR THE DEVELOPMENT  
OF HOUSING CONSTRUCTION IN THE USA**Maryna Bochkarova**

Owner, MBrate Mortgage, California, USA

e-mail: [marynabochnikova@ukr.net](mailto:marynabochnikova@ukr.net), [orcid.org/0009-0001-8326-4401](https://orcid.org/0009-0001-8326-4401)**Summary**

This article is dedicated to the analysis of federal housing development programs in the United States of America. The aim of the research is to examine the impact of these programs on providing affordable housing to various segments of the population in the context of the escalating housing affordability crisis. Throughout this scientific inquiry, methodologies such as data analysis, comparative analysis, and the evaluation of the effectiveness of government programs were employed. The findings of the study indicate that the issue of housing affordability in the USA is becoming increasingly acute, with a growing number of citizens identifying the lack of affordable housing as a key issue within their local communities. It has been established that, despite a high awareness of the need for affordable housing, there is a significant gap between the need for and the availability of such housing, necessitating active government involvement in addressing this issue. Government programs like Housing Choice Vouchers, along with other initiatives from the Department of Housing and Urban Development (HUD), play a crucial role in providing affordable housing, directing substantial efforts to support low-income families, the elderly, and people with disabilities. The increase in HUD's budget to 82 billion dollars in 2024 reflects the government's strategic vision for improving housing accessibility by ensuring high-quality housing for a broader population. Moreover, the analysis of state policy in housing construction and urban planning revealed a comprehensive approach to solving the housing affordability problem, encompassing both long-term and short-term programs aimed at various aspects of the issue. This allows for adaptation to changing economic conditions, natural disasters, or other unforeseen circumstances, ensuring stability and flexibility in affordable housing policy. The practical significance of the research lies in providing essential information for further planning and implementation of state housing development programs and supporting affordable housing.

**Key words:** affordable housing, government programs, housing construction, HUD, housing affordability policy.

DOI <https://doi.org/10.23856/6418>

## 1. Introduction

Housing construction in the United States of America is a complex and multifaceted sector that plays a pivotal role in the socio-economic development of the nation. Recognizing the significance of accessible and quality housing for the overall well-being of the population, the U.S. federal government has developed and implemented a series of state programs aimed at stimulating the growth of the housing sector. These programs encompass a wide range of measures – from providing financial support and incentives for builders and developers to ensuring housing accessibility for low-income and vulnerable segments of the population.

The importance of these initiatives is particularly pronounced in the context of contemporary challenges such as urbanization, demographic shifts, environmental sustainability, and the need for social inclusion. Thus, U.S. government housing development programs serve as a key tool in addressing these issues, offering a comprehensive approach that considers the diverse needs of the American society. They aim not only to increase the quantity of affordable housing but also to enhance its quality, energy efficiency, and compliance with modern health and safety standards.

**The aim of this study** is to conduct a comprehensive analysis of the U.S. federal housing development programs, assessing their effectiveness, impact on the socio-economic development of the country, and influence on housing accessibility for various population strata. *The key tasks of the research include:* evaluating the structure and scale of funding; identifying the priorities of government programs; and examining housing construction programs and grants for vulnerable population groups.

Academic research on this topic is limited, so much of the information and analysis is based on official reports and publications from organizations such as the Bipartisan Policy Center, the Center on Budget and Policy Priorities, the Department of Housing and Urban Development (HUD), as well as other government and non-profit organizations.

Significant contributions to the research on the interaction between housing programs and health status were made by A. Fenelon, P. Mayne, A.E. Simon, L.M. Rossen, V. Helms, P. Lloyd, J. Sperling, and B.L. Steffen (2017), who analyzed the impact of housing assistance programs on the health of the adult population in the USA. C. Kim, L.M. Rossen, B. Stierman, V. Garrison, C.M. Hales, and C.L. Ogden (2024) demonstrated the connection between federal housing assistance and chronic diseases among American adults from 2005 to 2018.

The study also utilized expert literature and analyses published in contemporary online publications such as Novogradac, Redfin, and Pew Research Center, which highlight current aspects and challenges in the U.S. housing construction sector, particularly issues of housing affordability, changes in legislation, and the impact of housing programs on the socio-economic status of citizens.

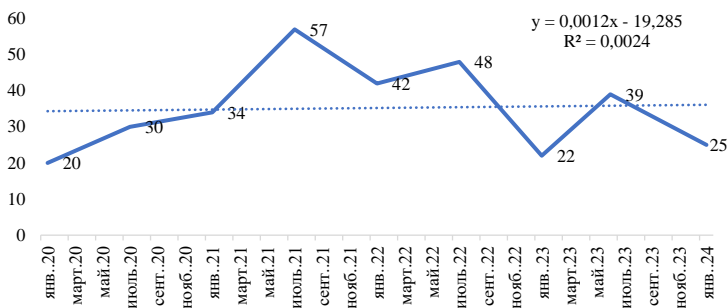
Despite the ample number of official reports and analytical materials on this topic, there is a lack of deeply systematized academic material that combines various aspects of housing construction and its impact on society. This underlines the need for further research that employs various scientific methods of inquiry for a comprehensive analysis, systematization, and interpretation of data with the goal of developing effective strategies and policies in this crucial area. Trend analysis was employed within the study to identify the main trends in the development of housing construction in the USA, including changes in funding and construction volumes.

## 2. Exploring the Issue of Housing Affordability in the USA

The issue of housing affordability in the United States of America is gaining particular relevance in the context of the country's socio-economic development. Statistical data indicates a continuous increase in the proportion of citizens who consider housing affordability one of the most significant problems in their local communities. According to surveys, nearly half of the respondents (49%) state that the lack of affordable housing is their primary concern, an increase of 10% from five years ago. This highlights a significant intensification of the housing affordability situation in recent years (Schaeffer, 2022).

The high cost of housing becomes a substantial barrier for young Americans. 70% of respondents indicate that today's youth face greater difficulties in purchasing housing than previous generations (Schaeffer, 2022). Understanding these data and examining the U.S. government's housing development programs is essential for developing effective strategies to address this issue.

Despite a noticeable increase in awareness of the need for affordable housing among American citizens, an analysis of the actual demand in the housing market over the last 5 years shows a relatively stable trend with significant fluctuations. This is paradoxical, considering the general societal perception of the problem. Statistical data tracking the willingness of citizens to purchase housing, even at prices slightly above market rates, indicate a certain gap between the stated need for affordable housing and the actual readiness to buy. This points to a complex influence of economic, social, and psychological factors that limit the activity of potential buyers in the housing market. Specifically, these could include high costs of financing, income instability, and a certain distrust of future economic prospects (Redfin, 2024).



**Fig. 1. Willingness to purchase housing at slightly inflated prices among the U.S. population, %**

Note: Compiled from Redfin statistics (2024)

The issue of a deficit in decent, safe, hygienic, and affordable housing in the United States is not new. However, there are periods when this problem becomes particularly acute, causing significant negative consequences for individual households and local communities at large. The present time can be considered one of such critical moments.

Many low-income renters spend a substantial portion of their income, exceeding the recommended threshold of 30%, on housing payments (Bipartisan Policy Center, 2012). The threat of homelessness becomes more relevant for a broader spectrum of people, including families facing economic hardships that do not diminish over time. For these vulnerable population

categories, the state continually develops and implements comprehensive strategies (*Bipartisan Policy Center, 2012*).

As noted in the report by the Joint Center for Housing Studies of Harvard University (2023), the construction industry is experiencing a slowdown in new construction funded by state resources. In contrast, multi-family construction has shown exceptional resilience, with a sharp increase in the number of initiated projects, reaching the highest levels since the 1980s. The number of multi-family units under construction continues to grow, partly due to the longer completion time caused by the rising cost of building materials and the preference for constructing large apartments in urban areas (*Joint Center for Housing Studies of Harvard University, 2023*).

### 3. Analysis of U.S. Federal Housing Development Programs

The federal housing development programs in the U.S. are designed to meet the needs of diverse population groups, taking into account their gender, age, racial, and geographic characteristics. Broadly speaking, the policy is aimed at supporting a significant majority of women among the potential beneficiaries, considering their needs, especially in the context of single mothers and female veterans.

From an age structure perspective, considerable attention is given to the younger generation, including children and youth up to 24 years old, with the goal of providing them with stable conditions for development and socialization. The programs are also tailored to the needs of working-age individuals and elderly citizens, particularly through providing affordable housing conditions that take into account the specific needs of older people.

The racial and ethnic component of the programs reflects a diversified approach to addressing housing needs, with special attention to African Americans, Latinos, and other minorities, reflecting efforts to reduce inequality and segregation in the housing sector.

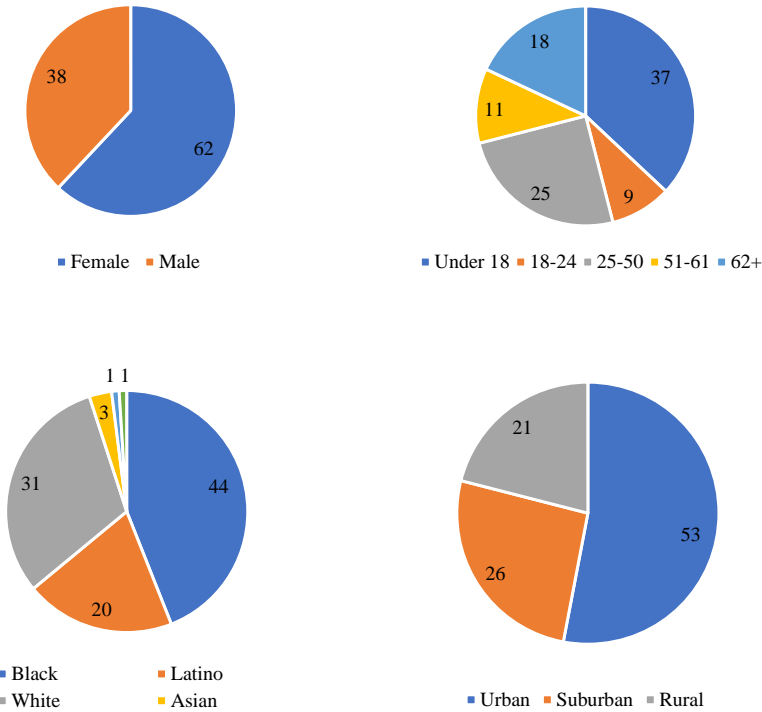
Geographically, the programs are developed considering the specifics of urban, suburban, and rural areas, responding to the varied challenges and needs characteristic of each of these regions. In urban areas, the focus is on combating high population density and limited housing availability, while in rural areas, the emphasis is on supporting infrastructure and access to services (Fig. 2).

A key element of government policy in the field of housing construction and urban development is the Department of Housing and Urban Development (HUD) program. It was established in 1965 in response to the growing need for an organized and systematic approach to urban environment development and providing affordable housing for American citizens (*HUD, 2024*).

According to published data, in 2024, the program's budget will increase to a record \$81.4 billion, reflecting the government's strategic vision in achieving long-term goals of providing affordable and quality housing for broad segments of the population. This increase in funding is a reflection not only of responding to current needs but also of anticipating future challenges in the housing sector, making the HUD program one of the key tools of state policy in the field of housing construction and urban development (Fig. 3).

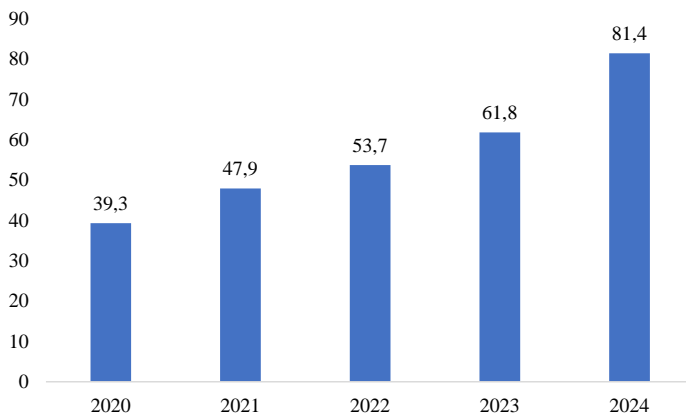
Housing construction and support programs in the United States encompass a wide range of initiatives aimed at providing affordable housing for various population groups. The structure of funding for these programs is presented in Fig. 4.

Let's examine these programs in more detail.



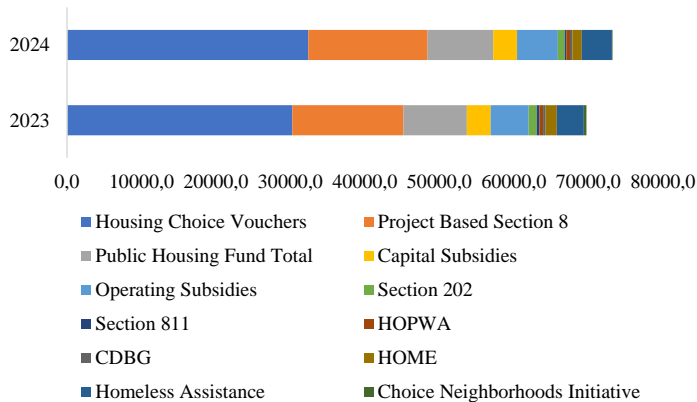
**Fig. 2. Priorities of U.S. government programs in funding different population categories, %**

Note: Systematized by the author (Center on Budget and Policy Priorities, 2021)



**Fig. 3. HUD fund financing from the federal budget, USD billion**

Note: Systematized by the author based on materials from the Department of Housing and Urban Development (2020) and Lawrence, P. (2024)



**Fig. 4. Funding for housing construction by various HUD programs in 2023–2024, USD million**

Note: Systematized by the author based on materials from Lawrence, P. (2024)

- Housing Choice Vouchers (HCV): this most-funded program, also known as the "Section 8" program, provides vouchers to low-income families, elderly individuals, and people with disabilities to assist with renting housing in the private market. Program participants pay a portion of the rent (typically 30% of their income), and the voucher covers the rest. In 2024, the government allocated \$32.3 billion to this program.
- Project-Based Section 8: this differs from the Housing Choice Vouchers in that assistance is provided directly to housing properties to supply a certain number of housing units to low-income renters at reduced rates. Funding for this program in 2024 amounts to \$16 billion.
- Public Housing: this program involves the construction and management of government-owned housing complexes for low-income families, the elderly, and individuals with disabilities. The U.S. government allocated \$8.8 billion to this program in 2024.
- Capital Subsidies: funding aimed at supporting the construction, reconstruction, or modernization of public housing. The U.S. government allocated \$3.2 billion to this program in 2024.
- Operating Subsidies: subsidies provided to cover the costs of operating and managing public housing. The U.S. government allocated \$5.4 billion to this program in 2024.
- Section 202: a program aimed at supporting the construction and management of housing for low-income elderly individuals. The U.S. government allocated \$900 million to this program in 2024.
- Section 811: similar to Section 202, but aimed at individuals with disabilities. The U.S. government allocated \$208 million to this program in 2024.
- HOPWA (Housing Opportunities for Persons with AIDS): provides housing support and related services to individuals living with HIV/AIDS and their families. The U.S. government allocated \$505 million to this program in 2024.
- CDBG (Community Development Block Grants): general grants that give local governments flexibility in funding community development projects, including housing construction and improvements. The U.S. government allocated \$330 million to this program in 2024.
- HOME (HOME Investment Partnerships Program): provides grants to states and local governments to support the construction, purchase, and rehabilitation of affordable housing

for low-income individuals. The U.S. government allocated \$1.25 billion to this program in 2024.

- Homeless Assistance: includes various programs to provide temporary shelter, assistance in finding permanent housing, and other services for homeless individuals. The U.S. government allocated \$4.051 billion to this program in 2024.

- Choice Neighborhoods Initiative: this initiative aims to transform and revitalize low-income neighborhoods, improve housing conditions, enhance the quality of life, and promote economic development. The U.S. government allocated \$75 million to this program in 2024.

#### 4. Grant Programs for Housing Construction and Related Sectors

Within the framework of the housing development and urban planning policy, the United States implements a series of grant funding programs aimed at addressing a wide range of tasks in this area. These programs are intended to provide a comprehensive approach to solving problems related to affordable housing, urban development, support for vulnerable population groups, and stimulating socio-economic growth.

The "Community Planning and Development" (CPD) program focuses on supporting the sustainable development of communities through various grants and initiatives that encourage economic renewal, infrastructure development, and affordable housing. Let's examine the key objectives of the program.

Table 1

**Some directions of the Community Planning and Development program related to the creation of new housing**

Program	Description
Capacity Building for Community Development and Affordable Housing (Section 4)	Strengthens the ability of community-based organizations to develop affordable housing.
<b>Federal Surplus Property for Use to Assist Persons Experiencing Homelessness (Title V)</b>	Allows homeless assistance providers to utilize federal surplus property.
<b>HOME Investment Partnerships</b>	Supports affordable housing through partnerships with local communities.
Housing Opportunities for Persons with AIDS (HOPWA)	Provides resources and support to address the housing needs of people with AIDS.
Housing Trust Fund	Finances the creation of affordable housing for low-income households.
Rural Capacity Building for Community Development and Affordable Housing Grants Program	Increases the capacity of rural communities to develop affordable housing.
Self-Help Homeownership Opportunity Program (SHOP)	Supports homeownership through self-help initiatives.
Self-Help Housing Property Disposition Program	Sells HUD properties to facilitate self-help projects in the field of housing construction.

Note: Systematized by the author based on materials from U.S. Department of Housing and Urban Development (2023)

The Federal Housing Administration (FHA) facilitates improved access to housing loans through mortgage insurance programs, thereby reducing risks for lenders and making mortgage loans more accessible to American families.

Single-family housing programs include a range of initiatives that support the purchase, construction, and renovation of single-family homes, including subsidized mortgage programs and loans for housing improvements.

Table 2

**Some directions of single-family housing programs**

<b>Program</b>	<b>Description</b>
Single-Family Housing Programs	A set of programs aimed at various aspects of single-family housing.
Energy Efficient Mortgage Program	Promotes energy efficiency in homes through favorable mortgage terms.
Good Neighbor Next Door	Offers significant discounts on homes for police officers, teachers, firefighters, and emergency medical personnel.
Single Family Property Disposition Program (Section 204(g))	Promotes the sale of single-family properties owned by HUD.

Note: Systematized by the author based on materials from U.S. Department of Housing and Urban Development (2023)

Multi-family housing programs aim to provide affordable housing for low- and middle-income families by supporting the construction and maintenance of multi-family housing complexes through various forms of financial assistance and incentives for developers.

Table 3

**Some directions of multi-family housing construction programs**

<b>Program</b>	<b>Description</b>
Mark-to-Market Program (M2M)	Reduces debt on FHA-guaranteed loans for multifamily projects with defaulted loans to avoid eviction.
Mortgage Insurance for Rental Housing for the Elderly (Section 231)	Supports the construction and renovation of rental housing specifically for the elderly.
Multifamily Housing Service Coordinators	Coordinates supportive services for residents of multifamily housing projects to improve living conditions and independence.
Multifamily Rental Housing for Moderate-Income Families (Section 221(d)(3) and (4))	Promotes the construction and renovation of rental housing for middle-income families.
Renewal of Section 8 Project-Based Rental Assistance	Provides rental assistance contract extensions for low-income families in multi-family housing projects.
Supportive Housing for the Elderly (Section 202)	Provides capital advances and rental assistance for the development of housing for low-income seniors.
Supportive Housing for Persons with Disabilities (Section 811) and the Section 811 Project Rental Assistance (PRA) program	Offers capital advances and rental assistance for supportive housing projects for persons with disabilities.

Note: Systematized by the author based on materials from U.S. Department of Housing and Urban Development (2023)



Temporary programs respond to specific needs and crisis situations such as economic downturns, natural disasters, or pandemics, providing additional funding, temporary relief, or special initiatives to support the resilience and recovery of the housing sector.

Table 4

**Some temporary construction programs for low-income individuals**

<b>Program</b>	<b>Description</b>
Rental Assistance Demonstration Program (RAD)	Transforming public housing into more sustainable models based on Section 8.
Tribal HUD-VASH	Expanding the HUD-VASH program for Native American veterans.
Carl Levin and Howard P. "Buck" McKeon National Defense Authorization Act for Fiscal Year 2015	Inclusion of provisions affecting housing and community development.
Veterans Housing Rehabilitation and Modification Pilot Program (VHRMP)	Focus on housing modifications and rehabilitation for veterans.
Fixing America's Surface Transportation Act	Measures affecting transportation infrastructure and related aspects of housing.
Youth Homelessness Demonstration Program	Addressing youth homelessness through innovative approaches.
Recovery Housing Program (RHP)	Providing stable housing for people recovering from addiction.
The Coronavirus Aid, Relief, and Economic Security Act (CARES Act)	Providing emergency relief funds for individuals and businesses affected by the COVID-19 pandemic.
Public and Indian Housing Programs	Focus on housing assistance and development for public and Native American housing.
Community Planning and Development Programs	Inclusion of programs for the development of urban and rural communities.
Housing Programs	Coverage of a variety of housing assistance and development initiatives.
American Rescue Plan Act of 2021	Providing additional relief and funding in response to the COVID-19 pandemic.

Note: Systematized by the author based on materials from U.S. Department of Housing and Urban Development (2023)

Collectively, these programs create a comprehensive support system aimed at providing affordable and quality housing for Americans, stimulating community development, and responding to current social and economic challenges (*U.S. Department of Housing and Urban Development, 2023*).

The analysis of U.S. public policy programs in the field of housing construction and urban planning reveals their comprehensive and multifaceted nature, aimed at addressing the challenges of affordable housing, stimulating socio-economic growth, and supporting vulnerable population groups. These programs underscore an integrated approach to community development, providing not only housing infrastructure but also social support and economic activation, reflecting a strategic vision for the long-term development of society and sustainable

urbanization. An important component is also the adaptation to changing conditions, ensured through flexible and temporary initiatives, allowing for an effective response to crisis situations and the specific needs of various communities.

## 5. Conclusions

The analysis of data on housing affordability in the United States of America indicates a significant intensification of this issue in recent years, with a continuous increase in the proportion of citizens who consider the lack of affordable housing as the main problem in their local communities. On one hand, there is a high awareness of the need for affordable housing, but on the other, there is a gap between the stated need for affordable housing and the actual possibility of purchasing it.

Government programs, such as Housing Choice Vouchers and other initiatives from HUD, aimed at providing affordable housing for various population segments, including low-income families, the elderly, and people with disabilities, demonstrate significant government efforts to address this issue. The increase in the HUD program budget to \$82 billion in 2024 reflects the strategic vision of the state in providing affordable and quality housing for broad segments of the population, despite existing challenges.

The public policy of the United States in the field of housing construction and urban planning is characterized by the implementation of a comprehensive set of programs that include both permanent and temporary initiatives aimed at various aspects of addressing affordable housing problems and community development. These programs are designed to support infrastructure development, reduce risks for lenders, and provide flexibility in responding to urgent needs through temporary initiatives in response to economic downturns, natural disasters, or pandemics.

## References

1. *Bipartisan Policy Center (2012). Housing Programs in the United States. Responding to Current and Future Challenges.* URL: <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2019/03/U.S.-Housing-Programs.pdf>
2. *Center on Budget and Policy Priorities (2021). Policy Basics: Public Housing.* URL: <https://www.cbpp.org/research/policy-basics-introduction-to-public-housing>
3. *Department of Housing and Urban Development. (2020). Budget in brief.* URL: [https://www.hud.gov/sites/dfiles/CFO/documents/BudgetinBrief\\_2020-02\\_06\\_Online.pdf](https://www.hud.gov/sites/dfiles/CFO/documents/BudgetinBrief_2020-02_06_Online.pdf)
4. *Fenelon, A., Mayne, P., Simon, A.E., Rossen, L.M., Helms, V., Lloyd, P., Sperling, J., & Steffen, B.L. (2017). Housing assistance programs and adult health in the United States. Am J Public Health, 107(4), 571–578.* <https://doi.org/10.2105/AJPH.2016.303649>
5. *HUD (2024). HUD History/* URL: <https://www.huduser.gov/Portal/history-of-hud.html>
6. *Joint Center for Housing Studies of Harvard University. (2023). The state of the nation's housing 2023.* URL: [https://www.jchs.harvard.edu/sites/default/files/reports/files/Harvard\\_JCHS\\_The\\_State\\_of\\_the\\_Nations\\_Housing\\_2023.pdf](https://www.jchs.harvard.edu/sites/default/files/reports/files/Harvard_JCHS_The_State_of_the_Nations_Housing_2023.pdf)
7. *Kim, C., Rossen, L.M., Stierman, B., Garrison, V., Hales, C.M., & Ogden, C.L. (2023). Federal housing assistance and chronic disease among US adults, 2005–2018. Prev Chronic Dis, 20, E111.* DOI: <https://doi.org/10.5888/pcd20.230144>

8. Lawrence, P. (2024). *President Biden signs \$469 billion FY 2024 minibus spending bill, with \$81.4 billion in gross appropriations for HUD, including \$8 billion designated as emergency funding.* Novogradac. URL: <https://www.novoco.com/notes-from-novogradac/president-biden-signs-469-billion-fy-2024-minibus-spending-bill-with-814-billion-in-gross-appropriations-for-hud-including-8-billion-designated-as-emergency-funding>
9. Redfin (2024). *United States Housing Market.* URL: <https://www.redfin.com/us-housing-market>
10. Schaeffer, K. (2022). *Key facts about housing affordability in the U.S.* Pew Research Center: <https://www.pewresearch.org/short-reads/2022/03/23/key-facts-about-housing-affordability-in-the-u-s/>
11. U.S. Department of Housing and Urban Development. (2023). *Programs of HUD: Major mortgage, grant, assistance, and regulatory programs 2023.*
12. Walton, L., Skillen, E., Mosites, E., Bures, R.M., Amah-Mbah, C., Sandoval, M., Thigpen Tart, K., Berrigan, D., Star, C., Godette-Greer, D., Kowtha, B., Vogt, E., Liggins, C., & Lloyd, J. (2024). *The intersection of health and housing: Analysis of the research portfolios of the National Institutes of Health, Centers for Disease Control and Prevention, and U.S. Department of Housing and Urban Development.* *PLoS One*, 19(1), e0296996. <https://doi.org/10.1371/journal.pone.0296996>

## NEO-ORWELLISM AS A THREAT TO GLOBAL DEMOCRACY

**Maria Bratasyuk**

Doctor of Philosophy, Professor at the Department of Philosophy,

Ivan Franko National University of Lviv, Ukraine

e-mail: pateu\_mag@ukr.net, orcid.org/0000-0002-9216-0911

### Summary

The article highlights the problem of “neo-Orwellism” as a new form of dictatorship of state power over man. It is emphasized that neo-Orwellism is a system of methods, ways, means, etc., which are used by modern totalitarian power to subjugate a person and dominate him. Especially dangerous for the democratic world is Putinism, which has carried out large-scale aggression against sovereign Ukraine, which has chosen a democratic path of development, and which now threatens aggression against the Baltic states, other sovereign EU states, Moldova, Georgia, etc. It is argued that Putinism, as a regime repressive against a person and a people, has its origins in the historical past of Russia, the imperial essence of which has been preserved to this day.

It is emphasized that Putinists violate all international norms and principles, use especially cruel methods and ways to subjugate people: from fear and mass murder to nuclear blackmail. The Moscow Nazis are especially successful in using information bombing, myth-making, ignorance as a tool of subjugation, double thinking, language, etc.

It is found that neo-Orwellism in the form of Putinism has spread very intensively in European countries and the United States. In these countries, a significant part of the population lives with private interest, indifferent to the fate of democracy and its values, partly unable to deeply understand modern international and domestic problems, therefore they are a good basis for the spread of neo-Orwellism.

**Key words:** neo-Orwellism, ruscism, totalitarianism, dictatorship, democracy, human rights, fear, blackmail, myth-making, double thinking.

DOI <https://doi.org/10.23856/6419>

### 1. Introduction

The relevance of the topic should not cause much doubt, at least among those of our contemporaries who are familiar with the work of George Orwell “1984” and its leading ideas. Recent events related to the Russian-Ukrainian war and related processes clearly show that the threat of world dictatorship, autocracy, that is, anti-democracy is not far-fetched, but real. Many famous people of our time, including Enn Epplbaum (*Applebaum, 2023*), Bernar-Anry Levi (*Levie, 2022*), Timothy Snyder (*Snyder, 2023*), Francis Fukuyama (*Fukuyama, 2022*), M. Ryabchuk (*Ryabchuk, 2022*), O. Zhupansky (*Zhupansky, 2023*) etc. They say and write that processes are taking place on a global scale that show that world democracy is losing ground, the space for its spread is narrowing and curtailing. The established idea that lulled many of our contemporaries, the idea of the inevitable progress of the democratic world, its victory over the world of autocracy and anti-democracy, is going bankrupt.

The last 5–6 decades of relative peace in the world have lulled the vigilance of a number of world leaders and just thinking people who have forgotten that the world is developing

unevenly, that it can not only progress, but also regress, that its development is unstable, uncertain and unpredictable, and that this development can be characterized by such bifurcations, which can result in irreversible, dangerous, completely uncontrollable processes not just in any one area. and in general in human existence. UJ. Orwell's protagonist Winston somewhere secretly believes that the proles, that is, silent, ignorant, inert people, will awaken and consciously (*Orwell, 2023*). overcome the totalitarian social system. But, it turns out, the proles have never been interested in this problem, they are not able to think of it.

Once upon a time, Soviet and Chinese communism demonstrated impressive possibilities for the revival of the Eastern despotic socio-cultural system on the basis of industrial production, etc. The experience of the fascist regimes in Germany and Italy made it possible to see that, under certain conditions, societies that asserted the Western path of development could lose immunity against the temptation of totalitarianism. Today, the Chinese and Putin regimes are also demonstrating impressive opportunities for the revival of the same Eastern despotic socio-cultural system on the basis of post-industrial production (*Zhupansky, 2023*), (*Applebaum, 2023*), (*Levie, 2022*).

It seems that the proles of our time, whether in China, or Belarus, or Iran, or in the United States, etc., being preoccupied with their private lives, also do not think much about making the current world more democratic and just. There are quite a lot of problems in today's world, and not only in Asia, but also in America, European countries, not to mention African ones, which all depend on those who will give them something to survive. That is, the current dictatorships and autocracies have a considerable base for increasing neo-Orwellization in order to weaken democracy and their world dominance.

## **2. The essence of neo-Orwellism and the peculiarities of its implementation in Ukraine and Europe**

Neo-Orwellism is modern Orvellism, that is, the dictatorship of power over man, which is exercised in all possible ways and means. In the 1990s, when the totalitarian USSR with its repressions and extermination of tens of millions of people and nations went down in history, it seemed that Orvellism in Europe was impossible, to say the least. But it turned out to be very tenacious due to a number of factors, it was revived, restored and well spread in the modern world. If in the past the government set itself the goal of streamlining social relations, improving them – history knows the names of many reformers, then Orvellism and now neo-Orwellism do not have such a goal. Neo-Orwellism as a mode of autocracy has its own peculiarities of manifestation in different countries, but its essence is the same – the elevation of power over man and manipulation of man for the sake of assertion, spread in space and continuation of power in time.

In his work, George Orwell has clearly shown that the purpose of power is power itself (*Orwell, 2023*). And, in order for it to live, assert, and spread, all possible ways and means are suitable, including brute physical force, torture and torture, the destruction of people and entire nations. Neo-Orvellism, as a misanthropic ideology and practice, does not disdain any means. The hybrid war against modern man was not started by the authorities today and it continues, gaining momentum. One of Orwell's characters, O'Brien, figuratively called power a shoe that forever crushes the human face. To press forever is the essence of power. Modern society is very mechanistic, despiritualized as a result of the rapid development of science and the rationalization of human existence (*Zhupansky, 2023*). Neo-Orwellism is an intensification

of this mechanism and despiritualization, because it allows the authorities, regardless of where exactly, to spread their influence on people, to turn them into puppets.

And this is done in various ways – from the use of outright violence, brute physical force, torture, torture, etc., as Putin's Russia is doing now, to a variety of all kinds of other non-violent means and methods. Ideological means are used especially successfully today. Myths are successfully used about: “Great Russia” and its “great culture”, “Great Russian army”, which is, as it were, “the second army of the world”, “great the Russian language”, along with others, apparently small and insignificant.

Dontsov once wrote about “Ukrainian hermaphroditism”, about this duality of the Ukrainian mentality, the tossing and turning of such a dual-minded, Russified Ukrainian person between Ukraine and Russia, and noted that this greatly interferes with the assertion of the national identity of both the people and individuals. This duality became a factor in the weakness of the national liberation movement (*Dontsov, 2005*).

The permeation of Ukrainian politics, culture, and science with Russophilism lasted for centuries, which led to the political, economic and cultural dominance of the Russian government in Ukraine, the continuation of the colonial history of Ukrainians up to the present time (*Bratasyuk, 2019*). After the collapse of the USSR and the proclamation of Ukrainian independence, the formation of the Russian Federation, Russian ideological violence continued and was accompanied by murders of leading Ukrainian figures, repressions against the population, ecocide, linguocide, etc. (*Ryabchuk, 2022*), (*Zaharchenko, 2019*).

The myths created in the Kremlin have proven to be surprisingly tenacious and capable of spreading. The social base for this ideological bleble was quite extensive – the type of “red man” (S. Aleksievich) numbered millions of citizens who had significant experience of living in a totalitarian state, did not know how to live in conditions of freedom, they had a destroyed instinct of self-preservation, because they used to live in eternal fear, they were not ready to take care of themselves, because they were used to the fact that all the necessary benefits of life are “provided” by the state. They were nostalgic for the USSR, did not perceive Ukraine as an independent state, sought the revival of socialism, so they made a political choice in favor of pro-Russian forces.

These Russified proles were not interested in the future of Ukraine, their children, they lived in the moment, they cared only about their own private interests. It was easy to manipulate them – Soviet education did not teach them to think, to see the depth of problems. These people did not identify themselves as Ukrainians, so the “Russian world”, relying on them, flourished in post-totalitarian Ukraine. “Fraternal Russia” beautifully demonstrated its dominant role in all spheres of Ukrainian life, humiliating everything Ukrainian, displacing it in various directions. There was so much Russified Ukraine in the 1990s and 2000s that it all ended with two Maidans, which weakened, but did not eradicate the “Russian world” on our territory. And only now, with the full-scale invasion and the selfless bloody struggle of Ukrainians for their freedom, we cherish the hope for the final liberation (*Bratasyuk, 2019*), (*Bratasyuk, Bratasyuk V., Hryshchuk, 2022*).

Russian neo-Orwellism is special in comparison with neo-Orwellism, for example, in Western countries. It is infinitely cruel, ruthless, no less than the Soviet totalitarian, it is bloody, frankly misanthropic. He has no brakes, Putin disregards all kinds of international law, he is not stopped even by his own human sacrifices, of which there are now hundreds of thousands and of which there are more and more. He cynically deceives his proles in today's Russia with the myth of the “special military operation”, which is aimed at exterminating “Nazis and Banderites” in Ukraine. He disseminates his “doctrine” about Ukraine which “Lenin invented” and which is

“an error on the political map of the world.” And, since Ukraine is an accident, it should not exist, it should be destroyed as a sovereign state, and thereby return the “primordial Russian lands” to the Kremlin. This dope pours from all channels and television screens, it permeates all Russian politics, culture, science, etc. And, since the Russian “soviet” never really said goodbye to the USSR, it was not difficult to turn it into Putin's puppets, into a swamp that rots deeper and deeper, poisoning everything around.

The Kremlin's fascists have done a good job trying to spread the ideas of the “Russian world” in Europe and in the world as a whole. The Kremlin has invested hundreds of billions of dollars in the European economy, and Russian artists, politicians, and publicists have long since become “one of their own” there. They convinced Europe that Russia is a “safe country” and that it is necessary to be friends with it, to trade, to cooperate, and so on. Europeans have internalized this myth so well that they have completely lost their sense of self-preservation, they have neglected this instinct. Now, as the newspaper “Bild” writes in an article about the Kremlin's strategy in terms of attacking European countries in the next decade, the German government should immediately focus on explaining and mobilizing German citizens in terms of defense and defense, because the country's population, hypnotized by material well-being and ideological lulling, turned out to be completely unprepared to defend itself in the event of Moscow's aggression. The government of Sweden urged the population, postponing the preoccupation with private daily affairs, to immediately start taking care of security, since time is short, some 6–8 years. These examples confirm the opinion expressed not so long ago by O. Zabuzhko that Russia had conquered Europe, that Europe had turned out to be completely Russified (*Zabuzhko, 2022*).

This Russification of Europe has led to a large degree of inattention to Ukraine, which until recently Europeans did not know at all, except perhaps for total Ukrainian corruption. For the sake of fairness, it should be noted that Ukrainian political and cultural diplomacy has completely failed this ideological work. Now Ukrainians need to make every effort to remedy this situation, to overcome this Moscow's neo-Orwellism.

### **3. Methods and tools for the spread of neo-Orwellism in the modern world**

Neo-Orwellism is spreading to other Western countries and the EU (*Zabuzhko, 2022*). In the United States, presidential candidate Donald Trump, known for his ties with Vladimir Putin, is spreading the myth of the need to revive “Greater America”, which should be the number one state in the world, to dictate to others how to live, because under the current President it seems to have lost its position as such a superpower. He won the presidential election last term with this myth because the American pros supported his ideas of isolating the country from the rest of the world, withdrawing it from a number of international treaties, building a wall on the border with Mexico, and so on. America, supposedly, should think only about Americans, the rest of the world should not interest it. The fate of world democracy is also, it seems, a secondary matter. Analysts warn that Donald Trump, with his populism, which appeals to unthinking, short-sighted Americans, could destroy the United States as a state that is a stronghold of democracy in the world.

Today's world is divided, unfriendly (*Zhupansky, 2023*), (*Snyder, 2023*), as we see in the example of different reactions of different states to Russian aggression. This disunity fuels totalitarian regimes and weakens the democratic camp. Democratic countries need to overcome it, not strengthen it, so D. Trump's coming to power again is unlikely to be positive in this regard.

At present, the problem of determining a system of spiritual and ethical values acceptable to all mankind remains unresolved, without which there is a real possibility of restoring totalitarian regimes and global wars.

The myth of “Greater Hungary”, which should include part of Ukrainian territory on the map, is spread by Hungarian Prime Minister Viktor Orbán. He is a great sympathizer of Putin, so he prevents Ukraine from overcoming racist aggression in every possible way. His imperial thinking finds, unfortunately, support among part of the country's population. Viktor Orbán spreads the myth among his fellow citizens and European politicians that Russia is invincible, and Ukraine will lose the war in any case. Putin's cheap gas and other handouts from the Kremlin turned out to be more important for V. Orbán and his supporters than European values. When leaders like Viktor Orbán appear in an EU country, if they can freely disseminate their racist views, it is a good indication that neo-Orwellism is real and effective.

In the last parliamentary elections, voters in Slovakia also preferred a pro-Moscow political force led by Fico, who is now acting in tandem with V. Orbán against Ukraine. Left-wing forces won the elections in Bulgaria. These examples eloquently testify to the fact that in the EU countries, European values are leveled by private group interest, unfortunately. The disunity of the European and world community, the isolation of Ukraine is neo-Orwellism, what the Kremlin really needs is its tactics.

He bribes, blackmails, deceives, threatens, and this, unfortunately, finds support in European countries, and not only among the authorities, but also among the population. The blockade of borders by Polish, Slovak, Romanian farmers is nothing more than another manifestation of neo-Orwellism. These farmers do not care that Ukraine is a country at war, that there is a brutal bloodshed, that hundreds of Ukrainians die every day defending European values, being in fact the human shield of Europe, protecting them, these farmers, their families. The newly elected Prime Minister of Poland D. Tusk was right to say that as long as Ukrainians are fighting racism, Poland is safe. The same was said by President of Poland A. Duda at the celebration of the anniversary of the creation of the Polish army in 2023. He stressed that if someone does not understand this, then they do not understand anything at all. However, as we can see, many Poles involved in the blockade of the borders do not understand this or do not want to understand it.

The disunity of people, their preoccupation only with their own private and indifference to the universal, universal – this is neo-Orwellism, which in our case is needed by the Moscow authorities and their friends to carry out their plans.

Putin provoked a crisis in the Middle East by pushing the Houthis to attack Israel. The Arab world, joining the Houthisid, opposed Israel, the United States and because it will be weaker and easier to conquer.

In addition to myths, fear is used as a tool of autocracy. “Now you're starting to see what kind of world we're creating? It is the complete opposite of those stupid hedonistic formations that the ancient reformers imagined. A world of fear, betrayal and torture, a world where you crush people and where they crush you, a world that will become not less, but MORE merciless – this is how we see the way of its improvement. Progress in our world will mean progress towards more pain /.../ Our civilization is based on hate.. In our world there will be no other emotions than fear, rage, triumph and self-deprecation. We will destroy everything else – everything. We have already begun to destroy the usual way of thinking...” – this is how O'Brien tells Winston about the ways of creating a new world (*Orwell, 2023*). This was done in the totalitarian era by the omnipresent KGB, and this is what Putinists are trying to do today in the occupied territories of Ukraine, in Belarus, in Russia, and beyond.



The axis of evil Tehran – Pyongyang – Moscow dreams of world domination, and for this it is necessary to overcome the unity of the modern world, especially the democratic one. Anything that creates fear is acceptable: wars large and small, blackmail by Russian attack on NATO countries, missiles, mass murders, bullying, humiliation, kidnapping of Ukrainian children, twisted distorted logic, etc., all the way up to nuclear blackmail. With the help of fear, they paralyze the will of states and people, their ability to resist, to protest, to fight. And this tactic has its consequences. For example, it was precisely because of the collective West's fear of Putin's nuclear blackmail that the Ukrainians did not receive the appropriate amount of weapons in the summer of 2023 and lost the chance of a successful counteroffensive against the Russians. The same can be said about the USA, which, out of fear of the disintegration of Russia, trying to prevent this disintegration, significantly delayed the supply of weapons, slowing down the Ukrainian offensive against the enemy. And the consequence of the prolongation of military operations is the death of thousands of people, which could not have happened if it were not for the fear that Moscow managed to spread.

It is impossible not to remember communist China, where the violation of human rights is total, where fear of the authorities, suspicion and espionage are the norm of life.

Unfortunately, the Ukrainian government also demonstrates from time to time that it does not mind violating people's rights, departing from the principles and values of democracy (*Elnikova, 2015*), (*Sokolenko, 2013*), (*Pilgun, Roschuk, 2012*), (*Bratasyuk, Bratasyuk, Hryshchuk, 2022*), (*Bratasiuk, Yaremko, 2023*), (*Golovaty, 2016*), Recent events related to the persecution of journalists from the Bigus.ua channel, journalist Yu. Nikolov, businessman Mazepa, intelligence officer R. Chervinskyi, etc. for their statements against the authorities eloquently testify to this. The world mass media spoke very critically about these actions of the Ukrainian authorities. But the aggressive-obedient majority in the world chooses not democratic values, but their pragmatic interest, indifferent and inert, it contributes to the spread of dictatorships and the collapse of world democracy. And there are more than 80% of such people in different countries in different periods, unfortunately (*Zhupansky, 2023*). In Orwell's work, the government cultivates people's mistrust of each other, disunity, loneliness, spreads fear, using violence with the help of the slogan “Ignorance is strength!” (*Orwell, 2023*). This can be observed in a number of modern countries. The myth-making of the current autocratic regimes, which worked and continues to work against democracy, was mentioned above. The West, thanks to the myth of a democratic and humanistic Russia, did not perceive Russia as a threat at all, as an imperialist state dangerous for itself. Today, it would be naive to doubt that Russia is an empire, albeit a medieval one. This is an empire, predatory, aggressive, merciless, which seeks to spread itself to all corners of the world by means of violence.

In addition to myths, modern autocracy makes good use of doublethink as a tool to control people's minds, to manipulate them. When a person does not have a clear position, it is much easier to manipulate him than when this clarity is present in a person's mind (*Orwell, 2023*), (*Bratasyuk, 2019*), (*Ozhohan, Derevianko, Karchevska, Pavlova, Pashyna, 2023*), (*Houghton, Ensaio, 2018*), (*Waite, 2015*). Double thinking is well used by the Putin regime. Everyone knows the narrative about a brotherly Ukraine, a younger sister, about the friendship of three peoples, and now, in contrast to it, it is claimed that Ukrainians are Nazis and Bandera people, an enemy people who must disappear from the world map. And the mission of the Putin regime is to destroy Ukrainians as a nation. They got themselves confused in this double thinking: Putin's main ideologue Simonyan agreed that Ukrainians are the enemy, they must be destroyed, but it is impossible to count how many people in Kyiv, or Odesa, or even in Lviv keep the Russian tricolor under their pillow or in their arms. So with whom to fight?

Not long ago, Russia positioned itself as a fighter for peace throughout the world, declared war an evil, and very recently we hear from racist leaders that only war against Ukrainians and not only, but also against the Baltic nations, Poles, Finns, etc. is a necessity for Russians. because they need to return their “originally Russian lands”. “War is peace!” because, having destroyed the “Ukrainian Nazis”, the Russians will be able to live happily.

A person with a split consciousness, after a little thought, can believe in the second statement and send a son or husband to the front to return “originally Russian lands”. In the same way, thousands of people in today's Europe choose what to believe: is Russia an enemy, an empire, a threat to Europeans, or does it really need to restore historical justice? – That's why there are protests in European cities against the provision of weapons to Ukraine.

Or: Ukrainians are victims of aggression, they need to be helped to defend themselves and fight. And right there: Ukrainians are a threat to European manufacturers, it is necessary to block their access to the European market, in particular, Polish or Hungarian, Bulgarian or Slovak. Recent events prove that double thinking is an effective means of influencing the masses. Doublethink is not fiction, it is our reality, it is a means of satisfying someone's ambitions. This is a means of creating ignorance among the general public about the real state of affairs. It is especially dangerous today, because the Internet and social networks greatly contribute to the information bombardment of the population in various countries. Many low-quality shows, entertainment channels, pseudo-intellectual programs, etc. are swallowed by a person of the excessive consumer type.

Various means of information are very intensively used to manipulate people's consciousness in modern Ukraine as well. Ukrainian television is filled with low quality programs. Something like “Kvartal-95” or “Diesel – Show” is swallowed by our TV viewers every day. The whole country is fed up with the monotonous “Single Marathon”, but the authorities continue to finance this project because someone is interested in receiving this very considerable amount of money.

In one interview, the Ukrainian writer O. Zabuzhko noted that, as her Polish writer colleagues claim, Polish television has not aired deeply intellectual programs with the participation of famous Polish writers and writers for a long time, unfortunately. This also applies to other European countries (*Zabuzhko, 2022*). Of course, such a state of affairs dulls people, produces mass ignorance of the real state of affairs.

#### 4. Conclusions

All of the above allows us to draw a number of conclusions, namely:

– modern events in the world, especially Russia's aggression against sovereign Ukraine, the war in the Middle East, the activation of dictatorial regimes testify that the fate of world democracy is in danger and the consolidation of all democratic nations and their governments is necessary for its protection;

– Neo-Orwellism is modern Orwellism, that is, the dictatorship of power over a person, which is carried out by all possible ways and means. Neo-Orwellianism, as a mode of existence of autocracy, has its own characteristics of manifestation in different countries, but its essence is the same – exaltation of power over man and manipulation of man for the sake of assertion, spread in space and continuation of power in time;

– the goal of power is power itself, all means and methods are suitable for its strengthening and continuation over time: from ideological bombing to unlimited brutal violence and nuclear blackmail;

– in modern Ukraine, the social base for the spread of neo-Orwellianism became supporters of the “Russian world”, i.e. the united Ukrainian government, united Ukrainians and ethnic Russians, whose number in the state was quite significant, which was greatly facilitated by the former Soviet totalitarian regime;

– Neo-Orwellism spread very intensively and is spreading in European countries and the USA. Current Europe is very effectively “processed” by the Moscow regime, as well as American countries, especially the USA. In these countries, a large part of the population lives closed in their private world, taken over by private interest, indifferent to the fate of democracy and its values, partly unable to deeply understand modern international and domestic problems, therefore it is a good basis for the spread of neo-Orwellianism;

– particularly effective means of spreading neo-Orwellism in the modern world are the use of: violence, intimidation, separation of people and nations, use of double thinking, information bombardment, language, ignorance as a way of manipulating people's consciousness, etc. In the modern world, Putin's regime is the most expressive embodiment of neo-Orwellianism.

Neo-Orwellianism as a mode of power domination over man is a global problem of our time, as it poses a real threat to democratic values and a democratic way of life. All thinking people and their governments must now consolidate their efforts to overcome this extremely dangerous global problem of the modern world.

## References

1. Applebaum, Enn (2023). *Pro smertelnu imperialistychnu ideyu Russii, naslidki kontrnastupu ZSU ta zakinczenna viiny na You Tube* [Anne Applebaum on Russia's deadly imperial idea, the consequences of the counteroffensive of the Armed Forces of Ukraine, and the end of the war on You Tube]. Retrieved from: <https://youtu.be/gOlgH6g7OU> [in English]
2. Bernard-Anri, Levie (2022). *Pro rosiyski fascism, naivnist Macrona ta film «Slava Ukraini» na You Tube* [Bernard – Henri Lévy on Russian fascism, Macron's naivety and the film “Glory to Ukraine” on You Tube]. Retrieved from: <https://youtu.be/Np5VfDAllo0> [in English]
3. Bratasyuk, M. G. (2019) *Smyslova zalezhnist vid mynulogo yak sotsiokulturna problema* [Semantic dependence on the past as a socio-cultural problem]. *M-ly nauk. konf. Duhovnst. Kultura. Globalizatsiya (28 zhovtnya 2019, m. LvIv)*. Lviv : Gelvetika, 2019. 214 p. P. 24–28 [in Ukrainian]
4. Bratasyuk, M. (2021) *Deyuridizatsiya suspilnyh vidnosyn yak ruynatsiya smyslovogo polya prava* [Deuridization of social relations as the destruction of the semantic field of law]. *Zdobutki kafedry teorii derzhavy ta prava NAVS. M-ly seminaru 26 bereznya 2021 r. Kyiv, 2021* [in Ukrainian]
5. Bratasyuk, M., Bratasyuk, V., Hryshchuk, O. (2022). *Suchasny ukrainets yak sotsialny typ ludyny: pragnennya gidnosti ta «politica skryvdzenosti» (F.Fukuyama)* [Modern Ukrainian as a social type of man: the desire for dignity and the “politics of resentment” (F. Fukuyama)]. *Yuridichny naukoviy elektronnyi zhurnal. 2022. № 12. C. 518–521. Ofitziynyi site: www.lsej.org.ua.* [in Ukrainian]
6. Bratasiuk, M., Yaremko, O. (2023) *The Rule of Law as a Principle of legal meaning: european and ukrainian experience. PNAP. T. 57. № 2. 2023. S. 131–139.* [in English]
7. Dontsov, D. (2005). *Dukh nashoi davnini. De sukathi nashikh istorich traditions. Dukh nashoi davnini. dukh nashoi davnini. de sukathi nashikh istorich traditions. dukh nashoi davnini.* [Spirit of our antiquity. Where to look for our historical traditions. The spirit of our antiquity]. *Kyiv : MAUP, 2005. S. 137–559.* [in Ukrainian]

8. Golovaty, S. (2016) *Pro lyudski prava [About human rights]. Lektsyi. K. : DUH I LITERA, 2016. I HHIU. 760 p. [in Ukrainian]*
9. Houghton, L. *Ensaio (2018). The role of international English: neutral, imperialist, or democratic? Retrieved from: <http://surl.li/tphkm>*
10. Elnikova, M. (2015) *Udoskonalennya mehanizmu realizatsiyi ta zahistu prav lyudini v Ukraini [Improving the mechanism of realization and protection of human rights in Ukraine]. Problemi zakonnosti : zb. nauk. pr. HarkIv, 2015. Vip. 129. P. 76–83. [in Ukrainian]*
11. *Evropeyska konventsiya pro zahist prav i osnovnyh svobod lyudyny 1950 r. [European Convention for the Protection of Human Rights and Fundamental Freedoms 1950]. Retrieved from: [https://zakon.rada.gov.ua/laws/show/995\\_004](https://zakon.rada.gov.ua/laws/show/995_004) [in Ukrainian].*
12. Fukuyama, Francis (2022, 03.22): *putinska viina proti liberalnogo porjadku – lokalna istorlia [Putin's War Against the Liberal Order – Local History] (localhistory.org.ua) [in Ukrainian]*
13. Orwell, G. (2023). 1984. [1984]. Kyiv: Wyd-wo O. Zhupanskogo. 2023. 320 s.
14. Ozhohan, A., Derevianko, S., Karchevska, O., Pavlova, L., & Pashyna, N. (2023). *Language as a political manipulation. Retrieved from: <https://doi.org/10.34069/AI/2023.64.04.23> [in English]*
15. Pilgun, N., Roschuk, M. (2012) *Realizatsiya pryntsyphu verhovenstva prava yak neobhidna umova pobudovy pravovoyi derzhavy [Implementation of the rule of law as a necessary condition for building the rule of law]. Yuridychnyy visnyk: Povitryane I kosmichne pravo. 2012. № 4. P. 30–35 [in Ukrainian]*
16. Ryabchuk, M. (2022). *Mapuvannya «natsii nizvidki» [Mapping a “nation from nowhere”]. Retrieved from: <https://isc.lviv.ua/blog/ryabchuk-ukrzriz/> [in Ukrainian]*
17. Snyder, T. (2023). «Russophobia», igri vie zhertvu ta normalizatia genotsidou. *Promova Timothy Snider na Radbesi OON na You Tube [“Russophobia”, victim games and the normalization of genocide. Timothy Snyder's speech at the UN Security Council on You Tube]. Retrieved from: <https://youtu.be/zEnD1nmLQ8k> [in English]*
18. Said, Edward (2007). *Cultura ta imperialism. [Culture and imperialism]. Kyiv, Krytyka, 2007. 608 p. [in Ukrainian]*
19. Sokolenko, O. (2013) *Zahyst prav gromadyan yak osnovna funktsiya pravovoyi derzhavy [Protection of citizens' rights as the main function of the rule of law]. Chasopis Kiyivskogo unIversitetu prava. 2013. # 2. P. 118–122 [in Ukrainian]*
20. Zabuzhko O. (2022). *Naidowsha podorozh. [The longest journey]. Kyiv : Wydawnychyi dim “KOMORA”. 2022. 165 c. [in Ukrainian]*
21. Zaharchenko, P. P. (2019) *Istoriya ukrayinskoho prava [History of Ukrainian law]: navch. posib. Kyiv : VD «Osvita Ukrainy», 2019. 436 p [in Ukrainian]*
22. Zhupansky, O. (2023). *Wlada: wchora, sohodni, navichno [Power: Yesterday, Today, Forever. George Orwell. 1984] Kyiv : Wyd-wo O. Zhupanskogo. 2023. 320 c. S. 295–315. [in Ukrainian]*
23. Waite, B. (2015). *Language and democracy. Retrieved from: <https://www.opendemocracy.net/en/language-and-democracy/> [in English]*

## COLLECTION OF EVIDENCE BY THE DEFENSE IN UKRAINIAN CRIMINAL JUSTICE: AN ATTEMPT TO ACHIEVE EQUALITY OF ARMS

**Artem Kovalenko**

Candidate of Legal Sciences, Associate Professor, Senior Researcher at the Scientific and Research Laboratory of Public Safety of Communities of Faculty No. 2,  
Donetsk State University of Internal Affairs, Ukraine  
e-mail: new4or@gmail.com, orcid.org/0000-0003-3665-0147

### Summary

The article examines the procedural opportunities available to the defense party for evidence collection in Ukraine's criminal process.

It is emphasized that despite the declared equality of rights of the parties to collect and submit items, documents, and evidence to the court under Article 22 of the Criminal Procedure Code of Ukraine, during pre-trial investigation, the prosecution party has a number of advantages over the defense party in terms of available means of evidence. The procedural opportunities available to the defense party for evidence collection have been analyzed, comparing them with the actual evidentiary capabilities of the prosecution party.

The author underscores that the current Ukrainian criminal procedural legislation contains precedents granting the defense party certain powers traditionally associated with the activities of the prosecution party.

It is proposed to grant the defense party, the victim, and the representative of a legal entity, subject to criminal proceedings, the right to perform certain procedural actions during the pre-trial investigation stage, which currently can only be carried out by the prosecution party. According to the author, expanding the evidentiary powers of the listed subjects is possible provided that some principles are adhered to, including verifiability of procedural actions' results, creating no obstacles for the prosecution party, the usefulness of such expansion, and coercion is avoided. The mentioned participants in the criminal proceedings may be granted the opportunity to conduct inspections of computer data, interrogate witnesses and suspects, undergo voluntary inspections of a person (including medical ones), extract data from technical devices and technical means, and so forth.

**Key words:** criminal proceedings, equality of arms, adversarial, evidence collection, defense party, investigative (search) actions, temporary access to items and documents.

DOI <https://doi.org/10.23856/6420>

### 1. Introduction

Since the implementation of current Criminal Procedure Code of Ukraine (hereinafter – CPC of Ukraine), alongside the bolstering of adversarial and dispositivity principles within criminal proceedings, the role of the defense party as a participant in evidence proceedings has been significantly strengthened. In particular, the actual opportunity for the defendant to participate in evidence gathering is an indispensable component of the rights to defense and access to justice. In accordance with Article 20 of the CPC of Ukraine, a suspect, accused, acquitted, or convicted individual has the right to defense, which includes providing them with the opportunity to give oral or written explanations regarding suspicion or accusation, the right to gather

and submit evidence, participate personally in criminal proceedings, receive legal assistance from a defense attorney, as well as exercise other procedural rights provided for by the CPC of Ukraine (*CPC of Ukraine, 2012*). This idea finds further expression in other general principles of criminal proceedings and in specific provisions of criminal procedural legislation.

Despite the provisions outlined in Article 22 of the CPC of Ukraine regarding the equality of parties' rights to collect and submit items, documents, and evidence to the court, it is widely acknowledged by researchers that in practice, the evidentiary opportunities of the parties are not equal (*Kaplina, 2013: 223; Myroshnychenko, 2015: 134; Kostiuchenko, 2015: 42; Krushynskyyi, 2017: 298; Shepitko, 2021: 13, etc.*). The systematic interpretation of paragraphs 2 and 3 of Article 93 of the CPC of Ukraine, as well as the provisions of Chapters 10, 20, 21 of the CPC of Ukraine and other norms of criminal procedural legislation, shows that during the pre-trial investigation the prosecution party has several advantages over the defense party in terms of available means of evidence collection, examination, and utilization (*CPC of Ukraine, 2012*). In particular, the investigator, interrogator, and prosecutor have unique opportunities to request original documents, conduct overt and covert investigative (search) actions, apply procedural coercion during evidence gathering (with or without the permission of the investigating judge), etc., which are not endowed to the defense.

Thus, the **purpose** of the article is to analyze the procedural opportunities of the defense party to collect evidence in the criminal process of Ukraine and to formulate proposals for enhancement of such opportunities in order to realize the principles of equality of arms and dispositivity.

## 2. Main part

According to Part 3 of Article 93 of the CPC of Ukraine, the main methods of evidence collection available to the defense party in Ukrainian criminal proceedings include the requisition and receipt of documents, information, expert opinions, audit findings, inspection reports from state authorities, local self-government bodies, enterprises, institutions, organizations, officials, and individuals of items, copies. According to A. V. Krushenitskyi, requisitioning involves the criminal proceeding party making a demand to a specific subject for the voluntary provision of certain objects or documents that carry information (data) relevant to the criminal proceedings (*Krushenitskyi, 2023: 84*). Reception, as a method of evidence collection in criminal proceedings, has been explained by O. V. Kaplina as the acceptance by an authorized person of certain objects voluntarily provided, sent, delivered, or otherwise transmitted by their owner or custodian (*Kaplina, 2013: 223*).

In the context of receipt of certain objects (at the initiative of the person voluntarily providing them), the opportunities of the parties to the proceedings are, in fact, equal. At the same time, the procedural tool of "requisitioning" for the defense party and other subjects of evidence collection is less effective compared to the prosecution party. According to current legislation, requests from private individuals (suspects, accused persons, victims) for the provision of items and documents that may serve as evidence in criminal proceedings are not obligatory for the recipient to fulfill. Exceptions to this rule are only requests made in accordance with the Laws of Ukraine "On Citizens' Appeals" (1996) and "On Access to Public Information" (2011), but the scope of information that can be obtained in this way is limited.

Defense attorneys have somewhat more procedural opportunities to requisition evidence in criminal proceedings. Article 24 of the Law of Ukraine "On Advocacy and Legal Practice"

(2012) grants these individuals the procedural tool of an "advocate's request," defined as a written appeal by an attorney to state authorities, local self-government bodies, their officials and employees, enterprises, institutions, and organizations regardless of ownership and subordination, public associations for the provision of information, copies of documents necessary for the attorney to provide legal assistance to the client. Such entities to whom the attorney's request is addressed are obliged to provide the attorney with the corresponding information, copies of documents no later than five working days from the date of its receipt, except for information with restricted access. For unjustified refusal to provide information, untimely or incomplete provision of information, provision of information that does not correspond to reality in response to attorney's request, Article 212-3 Part 5 of the Code of Ukraine on Administrative Offenses (1984) provides for administrative liability.

With the aim of balancing the evidentiary opportunities of the parties to the proceedings, the legislator has granted the defense party (as well as the victim, the representative of a legal entity, subject to criminal proceedings) the right to submit relevant motions and initiate certain procedural actions by the prosecution party, as well as to challenge unjustified refusals to satisfy such motions. However, even if the motions are granted and certain procedural actions are carried out by the investigator, interrogator, or prosecutor at the initiative of the defense party, ensuring due diligence, tactical skill, and thus effectiveness in their conduct may be challenging. Therefore, it is worth agreeing with S. A. Krushinskyi that in the described cases, the investigator, interrogator, or prosecutor who granted the relevant motion and conducted a particular procedural action will act as the subject of evidence collection, but not the defense party (Krushinskyi, 2017: 299).

The current criminal procedural legislation of Ukraine also provides for several cases in which the defense, the victim, and the representative of a legal entity, subject to criminal proceedings are authorized to perform certain procedural actions, traditionally recognized as the prerogative of the prosecution party.

For example, the appointment of a forensic examination by the prosecution party, as defined in the relevant provisions of Chapter 20 of the CPC of Ukraine, is considered an investigative (search) action. Conducting investigative (search) actions, in turn, according to the content of paragraphs 2, 3 of Article 93 and Article 223 of the CPC of Ukraine, is a unique power of the prosecution party. At the same time, Articles 242–244 of the CPC of Ukraine provide mechanisms for initiating forensic examinations by both the prosecution and the defense parties, as well as by the victim. Additionally, the defense, on par with the prosecution, has the right to obtain samples for examination under the provisions of paragraphs 1 and 2 of Article 245 of the CPC of Ukraine.

It is also worth mentioning that Part 1 of Article 229 of the CPC of Ukraine stipulates that before presenting an item for identification, the investigator, prosecutor, or *defense attorney* must first inquire of the person identifying whether they can recognize said item, question them about its characteristics and the circumstances under which they saw it, and record this information in the protocol. However, as correctly pointed out by V. A. Zhuravel, implementing this provision in practice is impossible, as the defense attorney is not authorized to conduct the interrogation preceding the presentation for identification, nor to draw up a protocol for such investigative (search) action (Zhuravel, 2013: 25). It is uncertain whether the provisions of Part 1 of Article 229 of the CPC of Ukraine represent an unsuccessful attempt by the legislature to grant the defense party the opportunity to conduct presentations of items for identification, or if they simply stem from a technical error made by the Code's authors.

The defense party, on par with the prosecution, is also authorized in exceptional cases to initiate questioning of individuals before the investigating judge in accordance with Article 225 of the CPC of Ukraine. However, this provision may be interpreted as transferring a specific judicial procedure to the pre-trial investigation stage. In the judicial proceedings stage the principles of equality of arms and adversarial are generally more fully realized the compared to the pre-trial investigation stage.

Another procedural means of collecting evidence available to both the defense and the prosecution is obtaining temporary access to items and documents based on a ruling by the investigating judge. The mentioned procedural action is a measure to ensure criminal proceedings and therefore does not fall under the category of investigative (search) actions. Its essence lies in granting the parties to the criminal proceedings the opportunity to familiarize themselves with items or documents, make copies, or seize them (conduct a seizure) based on the decision of the investigating judge (*Great Ukrainian legal encyclopedia, 2020: 856*).

At the same time, the characterization by I. V. Glovyuk and S. V. Andrusenko of temporary access to items and documents as "a measure to ensure criminal proceedings aimed at gathering and verifying evidence" illustrates well the dual nature of this method of evidence collection (*Glovyuk & Andrusenko, 2013*). V. A. Zhuravel pointed out that the procedural action formerly known as "Seizure" under the 1960 Criminal Procedure Code of Ukraine and considered an investigative action has been categorized as a measure to ensure criminal proceedings in the current Code and was given the somewhat contentious designation of "temporary access to items and documents". In this regard, the cited scholar rightfully notes that within the framework of this procedural action, it is possible to collect (obtain) direct evidence, not just samples for expert examination, which associates it with investigative (search) actions (*Zhuravel, 2013: 24*). It is also worth noting that under the 1960 Criminal Procedure Code of Ukraine (1960), seizure was only available to the prosecution. In modern conditions, the parties to the proceedings are practically equal in their ability to use this procedural method of evidence collection, which enhances the of equality of arms and adversarial principles in the current Criminal Procedure Code of Ukraine compared to the 1960 Code.

All the aforementioned possibilities for evidence gathering by the defense party are unable to neutralize the real advantages in proving guilt that are available to the prosecution. The existence of such a "prosecutorial bias" in criminal procedural adversarial can lead to the limitation of the rights of the suspect, accused, victim, or legal entity undergoing proceedings regarding access to justice and legal defense. One possible solution to the mentioned problem is to expand the evidentiary capabilities of the defense party and other subjects of proof in criminal proceedings. Domestic scholars have repeatedly addressed this issue. For example, V. O. Popelyushko considered the option of expanding the evidentiary powers of the defense attorney within the framework of the institute of defense attorney investigation (*Popelyushko, 2008*); O. Y. Kostyuchenko proposed granting the victim the status of a "private prosecutor" with corresponding expansion of their evidentiary powers, and suggested that requests for initiating procedural actions from the defense side should be directed to the investigating judge rather than the prosecution (*Kostyuchenko, 2015: 42*); O. V. Malakhova substantiated the possibilities for strengthening the institution of defense facilitation in Ukrainian criminal proceedings (*Malakhova, 2016: 13–14*); researchers have also explored the prospects of involving private detectives (detective agencies) in the process of collecting evidence in criminal proceedings (*Akhtyrskaya, 2011; Rybalka, 2017*), and the Verkhovna Rada of Ukraine even supported a relevant bill in the first reading (*Draft Law on Private Detective Activities, 2020*), etc.



All the approaches listed have their own pros and cons. However, at the current stage of development of Ukrainian criminal justice, we believe that the optimal way to strengthen the equality of arms and adversarial principles in criminal proceedings is to grant the defense party, the victim, and the representative of a legal entity, subject to criminal proceedings, the right to perform certain procedural actions during the pre-trial investigation stage, which currently only the prosecution side is entitled to undertake. At the same time, it seems that the evidentiary capabilities of these mentioned participants in criminal proceedings can be expanded only on the condition of adhering to the following principles.

1. Verifiability of procedural actions' results. Considering the obvious interest of the defense party, the victim, and the representative of a legal entity, subject to criminal proceedings, in the results of the pre-trial investigation and court proceedings, as well as the potential lack of necessary technical and tactical criminalistic knowledge among these individuals, it is advisable to implement legal mechanisms that would allow the prosecution to effectively verify the evidence collected by these parties. For this purpose, the CPC of Ukraine should establish minimum procedural requirements for conducting and documenting the progress and results of relevant procedural actions.

Creating no obstacles for the prosecution party. The conduct of procedural actions by the defense party and other evidence-collecting entities should not limit the prosecution's ability to fulfill its obligation under Part 1 of Article 92 of the CPC of Ukraine to establish and prove the circumstances of the criminal offense. Specifically, according to this criterion, the defense party cannot conduct presentations for identification, as it would prevent the prosecution from subsequently carrying out this procedural action.

The usefulness of such expansion. The defense party and other evidence-collecting entities should have a real opportunity to use the results of their procedural actions in evidentiary process. During the pre-trial investigation, such utilization is possible by submitting the results of the procedural action to the prosecution (in support of motions and for use as evidence) and by presenting them to the investigating judge when addressing matters within their jurisdiction. In the event that evidence formed in this manner is submitted to the prosecution, the investigator, interrogator, or prosecutor will be obligated to verify the results of the procedural action, including, if necessary, by repeating it, and to use such information as evidence. During the court proceedings, the defense, the victim, and the representative of a legal entity, subject to criminal proceedings, will have the opportunity to use the results of the procedural actions they have conducted at their discretion within the framework of the current procedure for judicial examination of evidence.

Avoiding coercion. We believe that utilizing the procedural coercion should remain the unique prerogative of the state, represented by the prosecution, and therefore, the defense party and other evidentiary subjects cannot be empowered to apply coercive measures and restrict the rights of other individuals at their discretion. According to this criterion, the defense party cannot be granted the authority to conduct searches, compel inspections of a person, covert investigative (search) actions, and so forth.

Provided that the criteria mentioned are adhered to, the defense party, the victim, and the representative of a legal entity, subject to criminal proceedings, potentially could be granted the authority to conduct inspections of computer data (including web resources), interrogations of witnesses and suspects with mandatory full audio and video recording, voluntary inspections of a person (including medical ones), the extraction of data from technical devices and tools, and so forth. The legal regulation of this issue and the development of tactical recommendations for conducting the mentioned procedural actions could become subjects of scientific interest for proceduralists and criminalists.

### 3. Conclusions

Thus, the ability to conduct evidentiary activities is an indispensable component of the rights to defense and access to justice guaranteed by the Constitution of Ukraine, international treaties, and criminal procedural legislation. Despite the provisions outlined in Article 22 of the CPC of Ukraine regarding the equality of parties' rights to collect and submit items, documents, and evidence to the court, in practice, the evidentiary opportunities of the parties are not equal. Specifically, during the pre-trial investigation, the prosecution has a range of unique and unavailable to the defense means of evidence collection, examination, and utilization. In order to ensure the full realization of the right to defense, as well as the principles of adversarial proceedings, dispositivity and equality of arms in criminal proceedings, it is advisable to consider the prospect of expanding the range of available means of evidence for the defense party. The legal regulation of new evidentiary capabilities for the defense party should be based on principles of verifiability of procedural actions' results, creating no obstacles for the prosecution party, the usefulness of such expansion, and coercion avoidance.

Provided that the criteria mentioned are adhered to, the defense party, the victim, and the representative of a legal entity, subject to criminal proceedings, potentially could be granted the authority to conduct inspections of computer data, interrogations of witnesses and suspects, voluntary inspections of a person (including medical ones), the extraction of data from technical devices and tools, and so forth.

Therefore, the prospects for further scientific research in this area are associated with the legal consolidation of the proposed ideas and the development of tactical recommendations for conducting the mentioned procedural actions.

### References

1. Akhtyrskaya, N. M. (2011). *Bezoplatna pravova dopomoha ta pryvatna detektyvna diialnist u zmahalnomu kryminalnomu protsesi Ukrainy [Free legal assistance and private detective activity in the adversarial criminal process of Ukraine]*. *Viche*. 2011. № 24. Kyiv.
2. Hloviuk, I. V. & Andrusenko S. V. (2013). *Tymchasovyi dostup do rechei i dokumentiv yak zakhid zabezpechennia kryminalnoho provadzhennia, spriamovanyi na zbyrannia ta perevirku dokaziv [Temporary access to things and documents as a measure to ensure criminal proceedings aimed at gathering and checking evidence]*. *Porivnialno-analitychne pravo*. № 3-2. Uzhhorod. [in Ukrainian].
3. Kaplina, O. V. (2013). *Zbyrannia dokaziv storonamy kryminalnoho provadzhennia [Collection of evidence by parties to criminal proceedings]*. *Aktualni problemy dokazuvannia v kryminalnomu provadzhenni: materialy Vseukrainskoi naukovo-praktychnoi Internet-konferentsii*. Odesa: Yurydychna literature. [in Ukrainian].
4. *Kodeks Ukrainy pro administratyvni pravoporushennia Zakon vid 07.12.1984 № 8073-X [Code of Ukraine on Administrative Offenses]*. Retrieved from: <https://zakon.rada.gov.ua/laws/show/80731-10>. [in Ukrainian].
5. Kostiuchenko, O. Yu. (2015). *Okremi pytannia vdoskonalennia zmahalnoi protsedury dokazuvannia pid chas dosudovoho rozsliduvannia kryminalnoho pravoporushennia [Separate issues of improving the adversarial procedure of proof during the pretrial investigation of a criminal offense.]*. *Visnyk kryminalnoho sudochynstva*. № 2. Kyiv. [in Ukrainian].
6. Krushenytskyi, A. V. (2023). *Vytrebuvannia ta otrymannia rechei i dokumentiv yak zasib zbyrannia dokaziv u kryminalnomu provadzhenni [Demanding and obtaining things and*

- documents as a means of collecting evidence in criminal proceedings]: PhD in Law Thesis. Kropyvnytskyi. [in Ukrainian].
7. Krushynskyy, S. A. (2017). *Problemni aspekty zbyrannia ta podання dokaziv storonoiu zakhystu u kryminalnomu provadzhenni* [Problematic aspects of gathering and presenting evidence by the defense in criminal proceedings.]. *Universytetski naukovi zapysky. № 63. Khmelnytskyi. [in Ukrainian].*
  8. *Kryminalnyj procesualnyj kodeks Ukrainy: Zakon Ukrainy vid 13.04.2012 № 4651-VI* [Criminal Procedure Code of Ukraine]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/4651-17>. [in Ukrainian].
  9. *Kryminalnyj procesualnyj kodeks Ukrainy: Zakon vid 28.12.1960 № 1001-05* [Criminal-Procedure Code of Ukraine]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/1001-05>. [in Ukrainian].
  10. Malakhova, O. V. (2016) *Realizatsiia instytutu spryannia zakhystu u kryminalno-protse-sualnomu dokazuvanni* [Implementation of the institution of defense facilitation in criminal procedural evidence]. *Candidate of Legal Sciences in Law Thesis. Odesa. [in Ukrainian].*
  11. Myroshnychenko, T. M. (2015) *Shchodo pytannia realizatsii normatyvnoho zmistu zasady zabezpechennia obvynuvachenomu prava na zakhyst u khodi zbyrannia dokaziv* [Regarding the issue of implementation of the normative content of the principle of ensuring the accused the right to defense during the collection of evidence.]. *Naukovyi visnyk Uzhhorodskoho natsional-noho universytetu. Serii PRAVO. 2015. Vyp. 32. Tom 3. Uzhhorod. [in Ukrainian].*
  12. Popeliushko, V. O. (2008). *Shchodo pytannia instytutu advokatskoho rozsliduvannia ta yoho dzherelnoi bazy* [Regarding the issue of the institute of attorney investigation and its source base]. *Aktualni problemy vdoskonalennia chynnoho zakonodavstva Ukrainy. 2008. Vyp. 20. Ivano-Frankivsk. [in Ukrainian].*
  13. *Pro advokaturu ta advokatsku diialnist. Zakon Ukrainy vid 05.07.2012 № 5076-VI* [On Advocacy and Legal Practice]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/5076-17>. [in Ukrainian].
  14. *Pro dostup do publichnoi informatsii: Zakon Ukrainy vid 13.01.2011 № 2939-VI* [On Access to Public Information]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/2939-17>. [in Ukrainian].
  15. *Pro zvernennia hromadian: Zakon Ukrainy vid 02.10.1996 № 393/96-VR* [On Citizens' Appeals]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/393/96-%D0%B2%D1%80>. [in Ukrainian].
  16. *Proekt Zakonu pro pryvatnu detektyvnu diialnist : Proekt Zakonu vid 04.02. 2020 № 3010.* [Draft Law on Private Detective Activities]. Retrieved from: [https://w1.c1.rada.gov.ua/pls/zweb2/webproc4\\_1?pf3511=68051](https://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=68051). [in Ukrainian].
  17. Shepitko, V. (2021). *Teoretyko-metodolohichna model kryminalistyky ta yii novi napriamy* [Theoretical and methodological model of criminalistics and its new directions.]. *Teoriia ta praktyka sudovoi ekspertyzy i kryminalistyky. Vyp. 3 (25). Kharkiv. [in Ukrainian].*
  18. *Velyka ukraïnska yurydychna entsyklopediia : u 20 t. T. 19 : Kryminalnyi protses, sudoust-rii, prokuratura ta advokatura* [Great Ukrainian legal encyclopedia: in 20 vol. Vol. 19: Criminal process, judiciary, prosecutor's office and advocacy] (2020). Kharkiv. [in Ukrainian].
  19. Zhuravel, V. A. (2013). *Slidchi (rozshukovi) dii yak zasoby formuvannia dokaziv za chynnym kryminalnym protsesualnym kodeksom Ukrainy* [Investigative (search) actions as a means of forming evidence according to the current Criminal Procedure Code of Ukraine]. *Teoriia ta praktyka sudovoi ekspertyzy i kryminalistyky. Vyp. 13. Kharkiv. [in Ukrainian].*

## FORMATION A NEW GENERATION OF MILITARY LEADERS IN HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS

**Ivan Krylenko**

Candidate of Historical Sciences, Associate Professor, Head of the Department of Social Sciences and Humanities of the Military Institute of Armored Forces, National Technical University “Kharkiv Polytechnic Institute”, Ukraine  
e-mail: ivankrylenko@ukr.net, orcid.org/0000-0002-8005-1670

**Alla Bohdan**

Candidate of Pedagogical Sciences, Professor at the Department of Social Sciences and Humanities of the Military Institute of Armored Forces, National Technical University “Kharkiv Polytechnic Institute”, Ukraine  
e-mail: allawork25@gmail.com, orcid.org/0000-0001-8889-5782

### Summary

The war requires changes in the approaches to the training of military leaders. The article proposes a model for the formation of leadership qualities of future officers, leaders of the new generation, in higher educational institutions. It is based on the value-competency approach to military leadership. The formation of leadership behavior, according to the authors, is achieved through the observance of values, the formation and development of professional and personal competences, and the acquisition of experience. The basis of this model consists of interrelated blocks: educational process, practical experience, mentoring, self-management.

The authors emphasize that the new military culture of leadership must be based on national culture and universal human values. The formation of a new style of military leadership takes place in the process of transformation of professional culture based on Euro-Atlantic principles, using the experience of combat operations, training methods, NATO principles and standards.

The article describes the formation of leadership competencies of cadets during the educational process. The important place of this formation is given to problematization and reflection of training. Attention is drawn to the fact that the combat experience of servicemen acquired in battles with the Russian aggressor is included in the content part of educational disciplines, when developing cases, situational tasks, and exercises.

When gaining practical experience in the process of everyday activities, internships in command positions, cadets develop organizational and communication skills, taking responsibility for management decisions, such qualities as: stress resistance, initiative, creativity, humanity, determination, ambition, mobility are manifested.

Mentoring is considered as an element of the transferring of positive life, military, combat experience, which allows cadets to form their life position.

An important place in the development of modern leaders is occupied by cadet self-government and self-development, which is designed to teach cadets to achieve their goals, and enables them to feel themselves active participants in management.

The implementation of this model must ensure a continuous process of formation, development and self-improvement of military leaders based on values, professional and personal competencies.

**Key words:** leadership competencies, educational process, mentoring, practical experience, self-management.

DOI <https://doi.org/10.23856/6421>

## 1. Introduction

In today's conditions, approaches to the formation of a new generation of military leaders are changing. Russian aggression against Ukraine raised the importance of the human factor in modern warfare to a new level. Deterring Russian aggression would be impossible without effective military management and motivation of personnel to perform tasks related to the defense of the state.

Managers at all levels faced the unheard-of horrors of war and were forced to react quickly, make correct, effective decisions to fulfill combat tasks and save personnel. The issues of drawing attention to what requirements a manager-leader must meet in conditions of martial law and what qualities must be formed in future officers are becoming relevant. It means that the management first of all needs to realize the needs of personal changes, as well as to change approaches to personnel management in accordance with new threats and risks.

We are talking about the formation of leaders of a new generation, who must have a system of moral values based on the desire to serve the people of their country, readiness to protect them. There is a need to find a model for the formation of a leader who is able to sense changes in the environment and respond to its challenges, who is able to form a combat-ready team that shares his values and motives.

The leaders of the new formation must understand that leadership is not a position or a title – it is the ability to unite people and together overcome difficulties, uncertainty, survive on the battlefield and win, be in a circle of like-minded people who respect you, follow you and are grateful to you for mentoring. Leadership is the joy of team victories.

The new military culture of leadership must be based on national culture and universal human values. The formation of a new style of military leadership, the transformation of professional culture based on Euro-Atlantic principles, using the experience of combat operations, training methods, NATO principles and standards, prompts the rethinking and improvement of existing approaches to the study of military leadership in the military education system and the training of a new generation of military leaders of the Armed Forces of Ukraine.

One of the key components of ensuring the professional activity of servicemen of various categories and military administration bodies during the performance of tasks related to the protection of the state is military leadership, which forms values, traditions, motivation, professionalism, discipline and interaction in all military units, and brings victory closer.

Therefore, at the current stage of education development, one of the main tasks is the formation of leadership competences among applicants of higher education, taking into account their abilities, competences, business and personal qualities.

## 2. The state of scientific research of the problem

Sufficient attention is paid to the problems of leadership and the formation of leadership competence, as evidenced by scientific sources and research.

In his monograph, O. Boyko explored the scientific basis of the methodology of formation of leadership competence of officers of the Armed Forces of Ukraine. Subject-activity, competence, context and value approaches of professional pedagogy in the formation of leadership competence of officers are considered in the work. Military leadership is substantiated as a valuable and contextual basis of the professional competence of officers of the Armed Forces of Ukraine (*Boyko O., 2020*).

In their article, T. Hraban and O. Silko made an analysis of the priorities of the leadership competencies of future officers, through their assessment of the value of behavioral standards for the effective performance of the mission and improvement of the military formation structure. The conducted research allows us to state that one of the priority leadership competencies is the one that manifests itself in the ability to force others to go beyond their personal interests and work for the team's benefits (*Hraban T., O. Silko, 2021*).

Zaruba O., Krymets L., Makovskyi O., Tyurina V., devoted their works to the issue of the need to form a leader in the military sphere and other. Thus, the subject of Zaruba's O. research is the models and programs of training leaders in higher military educational institutions, Krymets L. considers leadership as a special form of power in the modern military-professional environment, Makovsky O. considers the issue of the formation of leadership qualities of future officers, Tyurina V. studies leadership competence and the level of their formation in cadets.

**The purpose** of the article is to analyze approaches to the model of formation of a new generation of military leaders in higher military educational institutions and its main components.

### 3. Presenting of main material

The modern experience of training future officers requires innovative methods and technologies of training, upbringing and psychological training, development of a modern model of formation of their leadership competence in higher education institutions and substantiation of all its components. There is a need for unified approaches to the vision of a consistent, cyclical training program for military leaders of officer and sergeant ranks.

The methodical system of training classes in higher military educational institutions must be reoriented to the formation of the personality of a leader, not an executor (*Strategy for the development of military leadership, 2023*). Leaders must raise leaders.

In modern conditions, approaches to the formation of a new generation of leaders are changing. The opinions of Willink D. and Babin L., officers of the American Navy, about new challenges to modern military leaders are interesting. They cite the principles that make combat commanders successful: the ability to stay calm and identify the highest priority tasks; the ability to implement discipline in the team that would promote flexibility, adaptability and a creative approach; the ability to convey a strategic picture to the team and the habit of quickly making decisions and adapting to changes; the ability to find one's own balance between extremes (*Extreme responsibility. People. Leadership and management. Culture, 2024*).

Therefore, we can conclude that the war requires changes in the approaches to the training of leaders, for which the interests of society and teams become higher than their own. In order to form the personality of the leader of the new generation, it is necessary to fill the educational process with modern universal, national and military-professional content, which involves determining the methodology of forming the leadership competence of future officers, specification of values, tasks, content, methods and forms of professional training of future officers, creation of a single educational information environment that ensures exchange of military professional experience of officers with cadets, formation of future officers professionally important qualities and values as a military leader, understanding and acceptance of standards by them (attributes) of leadership behavior and activity in the military-professional environment, etc.

Scientists emphasize the "importance of establishing an algorithm for the formation of leadership qualities in military specialists. It is meant to improve the models of cooperation of leaders with those who share their views, who follow the rules and norms of behavior. A leader is defined by leadership behavior, the experience of which should be formed during the period of training in an educational institution; the quality of interpersonal relationships is important for a successful leader, so it is necessary to focus on the development of the emotional intelligence of a young person; leaders must be sensitive to the needs of society, so public activity is important, in which it should be purposefully involved (Yatsenko O., Gorbunov M., 2018).

At the same time, and this is important, researchers Makovoz O., Yatsenko O., Gorbunov M. note that there are differences in terms of requirements for leaders in peacetime and wartime. It was determined that the emphasis is currently on personal qualities, helping others, the ability to maintain a team, the desire to change the situation for the better (Makovoz O., Yatsenko O., Gorbunov M., 2023).

Based on the study of scientific and official sources, we determine that the formation and development of a new generation of military leaders in Ukraine should take place on the basis of the synergy of values, professional and personal abilities (competencies) and the acquired unique military experience (*Strategy for the development of military leadership in the Armed Forces of Ukraine, 2023*).

Therefore, as a basis for the development of military leadership, a model is proposed – the formation of leadership behavior, which is achieved through the observance of values, the formation and development of professional and personal competences, and the acquisition of experience (combat experience). The combination of four factors of the model ensures the implementation of a value-competency approach to military leadership (*Doctrine of military leadership in the Armed Forces of Ukraine, 2024*).

It is proposed to include four blocks in the basis of this model: educational process, practical experience, mentoring, and self-governance.

During the educational process, the formation of leadership competence takes place during the study of the educational discipline Military leadership, which is taught according to unified curricula within the framework of professional military education courses L1A (Basics of military leadership, 2 credits), L1B (Development of military leadership, 2 credits) for a bachelor. Preparation of the masters includes the course L1C (Military Leadership: The Leader's Influence on the Team, 3 credits). All courses are integrated into the educational process. This approach makes it possible to systematize the study of leadership issues.

The main measures of the educational process, as mentioned above, are aimed at the formation of leadership and general competencies of cadets, based on the synergy of values, professional and personal abilities (competencies) and the acquired unique combat experience.

Taking into account the research related to the problems of the formation of leadership qualities in higher education students, the following psychological and pedagogical conditions can be identified:

- consideration of individual and psychological characteristics, as well as development of leadership motivation of students of higher education;
- work on the development of responsibility, as one of the foundations of leadership;
- creation of a developmental personal-oriented environment in the real and training educational interaction of higher education students, characterized by such relevant indicators as problematic, activity content, reflection, etc.;
- guaranteeing the development of leadership qualities thanks to the organization of the collective, its self-management, as well as through the involvement of various interactive forms, including role-playing games, various trainings and others (Kurytsia A., 2014).

In the works of McGregor M., leadership competencies are considered as a set of general personal characteristics that are characteristic of leaders and contribute to exceptional achievements. Among such characteristics, the author includes the leader's understanding of his role, learning the tools of influence and power, the ability to take responsibility and make decisions, serve as an example for imitation, etc. (*MacGregor M.G., 2013*).

Thus, the formation of leadership competence involves the development of new and improvement of innate qualities that determine the leading position of a person in a group. Cumulative signs that indicate the presence of leadership qualities in an officer are special characteristics of the level of his professional and psychological competence.

Researcher Zhukova A. believes that the leadership qualities of higher education applicants are a dynamic professional and personal formation that is formed during professional training in higher educational institutions. This education includes three main competencies. The first is individual leadership competence, which is manifested in the ability of an individual to realize his natural gifts and in the ability to present himself, while mobilizing his individual potential.

The next competency is managerial and leadership, which consists in influencing others, being able to set goals and determine the ways and methods of achieving them. Communicative and prognostic competence is characterized by the ability to build productive business and emotional relationships, realizing both one's own potential and the potential of others (*Zhukova A., 2024: 351*).

This opinion is a confirmation of the importance of disciplines of the humanitarian block, tactical-special disciplines and leadership courses in the formation of leadership competencies of cadets in the process of organizing the educational process.

During classes, an important place is given to problematization and reflection in the process of preparation. The combat experience of military personnel acquired in battles with the Russian aggressor is included in the content part of educational disciplines, when developing cases, situational tasks, exercises.

During classes, problematic situations based on real combat operations are created. As a rule, in a problem situation, standard ways of solving it are not enough, there is a need for analytical understanding, critical thinking, putting forward certain hypotheses as possible solutions to problems. It is necessary to use personal potential: from intuition to logic and critical thinking. Each problematic situation contains awareness of its integrity and reflection as an analysis of this situation from the point of view of the activity goal.

Therefore, we agree with the opinion of some researchers regarding the organization of the educational process according to the scheme: practical activity – problem situations with elements of an extreme nature – awareness of the problem – analysis of the situation – modeling of ways to solve the problem situation and their implementation, this will contribute to the formation of the cadet's leadership qualities. Since there is a process of learning to make a decision, this is important for the future officer as a leader (*Zhuravlyov V., Miroshnichenko V., 2022*).

Solving cases, situational tasks, and exercises by cadets forms the following personal competencies: intellectual (ability to carry out strategic, analytical, critical thinking, decision-making), emotional (ability to manage oneself and social interaction), communicative (apply social skills, communicative, stress-communication), management (ability to effectively manage personnel, motivate, lead).

The next block of formation of leadership competencies is practical experience in the process of everyday activities, internships in command positions.

Internship of cadets in the positions of commanders of departments and groups, which makes it possible to develop leadership skills. Performing the duties of a manager, a cadet develops organizational and communication skills, taking responsibility for management



decisions, such qualities as: stress resistance, initiative, creativity, humanity, determination, ambition, mobility are manifested. This enables the intern to apply his own approaches in solving the assigned tasks, to "consider" the options for alternative solutions, to evaluate his own capabilities.

The practical performance by cadets of the duties of a unit commander, deputy platoon commander (internship in sergeant positions) enables:

- identify positive and negative character traits and the level of leadership potential of the future officer;
- to acquire primary experience of leadership behavior, to evaluate and self-assess the formation of relevant leadership skills and abilities;
- feel the level of responsibility, initiative, independence in decision-making (Boyko O., 2020: 34).

An important place in the formation of leadership behavior and ethical consciousness is occupied by mentoring, as an element of the transfer of positive life, military, combat experience.

We agree with the researcher Zyazyun I. that education and education sometimes lose their humanistic spirit and there is confusion regarding the content, forms, methods of education of Ukrainian youth, the importance of a mentor with a high level of national self-awareness, based on the principles of "freedom" and mutual respect, which in the facilitative format of educational activity fills individuals with spirituality, tolerance, and respect for other people (Zyazyun I., 2010).

Researchers single out the micro-pedagogy of the teacher-mentor and his open environment, in which an experienced specialist presents and by his own example helps to form examples of models of behavior and personal position, teaches to "read" and "interpret" cognitive contexts, broadcasts examples of assimilation of cultural norms and values, conveys values science in the formation of an applicants' scientific style of thinking (Seminog O., 2016: 46).

As noted by researcher L. Shymanovska-Dianich, a mentor is a person who has rich life and spiritual experience, is a professional in many spheres of life, has analytical skills, wants and has the ability to help people solve complex problems in life, business and career (Shymanovska-Dianich L., 2011: 225).

Mentors are chosen from military personnel and university graduates, which makes it possible to build more direct and open relations between cadets and mentors and makes it possible to form leadership behavior and value orientations of cadets. It should be noted that in communication with the mentor, ethical values and moral ideals are formed, the value orientations of the future military leader and the character of her life reflections are manifested.

Thus, in our opinion, mentoring is an integrating, complex, systematic and continuous cooperation between a mentor and a cadet, which contributes to his constant professional and personal development.

An important place in the development of modern leaders is occupied by cadet self-government and self-development, which is designed to teach cadets to achieve their goals, enables them to feel themselves as active participants in management and, at the same time, understand how important and responsible it is to make decisions regarding the organization and implementation of certain projects.

As it was noted by a number of researchers, the domestic and foreign experience of introducing self-management models in educational institutions of various levels confirms the interest of young people in learning leadership behavior, the desire for self-education,

improvement of leadership qualities, and the desire to conduct independent practical socially beneficial activities (Yagodnikova V., Hrynyova M., 2021).

Educational institutions use such forms of extracurricular activities as artistic self-activity, scientific and technical circles, leadership schools, sports sections, which ensure the development of the leadership potential of students.

One of the effective organizational forms of self-management work, which ensure the formation of leadership qualities of cadets, can be considered the creation of the "Cadet Corps", which is similar to German student organizations. Its commanders are chosen once a year from among the best cadets. In the Cadet Corps, cadets receive honorary titles, participate in the preparation and conduct of extracurricular activities such as quizzes, sports and cultural events.

#### 4. Conclusions

Thus, modern warfare makes new demands on the leaders-managers that future officers should be. There is a need for new approaches to the formation of military leaders. Therefore, a method based on the educational process, practical experience, mentoring, and self-management is proposed for the education of future officer-leaders. The formation of leadership behavior is achieved through the observance of values, the development of professional and personal competences, and the acquisition of experience. The combination of these factors ensures the implementation of a value-competency approach to military leadership.

#### References

1. Boyko O.V. (2020) *Orhanizatsiyni umovy vprovadzhennia metodyky formuvannia liderskoi kompetentnosti maibutnykh ofitseriv u vshchtykh viyskovykh zakladakh osvity [Organizational conditions of implementation of the methodology of formation of leadership competence of future officers in higher military educational institutions]. Pedagogy of creative personality formation in higher and secondary schools, No. 69, Vol. 2. pp. 31–37.*
2. Boyko O. V. (2020) *Teoriia i metodyka formuvannia liderskoi kompetentnosti ofitseriv Zbroinykh syl Ukrainy [Theory and methods of formation of leadership competence of officers of the Armed Forces of Ukraine]: monograph. Zhytomyr: Ed. O. O. Evenok, p. 667.*
3. *Doktryna viiskovoho liderstva u Zbroinykh Syl Ukrainy [Doctrine of military leadership in the Armed Forces of Ukraine]. OP 1-296 Approved by the NGSU on January 17, 2024, p. 44.*
4. *Ekstremalna vidpovidalnist. Liudy. Liderstvo i menedzhment. Kultura [Extreme liability. People. Leadership and management. Culture]. Retrieved from: <https://kmbis.ua/ua/article/extreme-ownership> (date of application: 05/14/2024)*
5. Hraban T., Silko O. (2021) *Psykhologichnyy analiz uiaвлен maibutnykh ofitseriv shchodo struktury kompetentsiy viyskovoho lidera. Psykhologhiia: realnist i perspektyvy. Psykhologhiia: realnist i perspektyvy [Psychological analysis of ideas of future officers regarding the structure of military leader's competencies. Psychology: reality and prospects. Psychology: reality and prospects]. Collection of scientific works of RDSU. Issue 16, pp. 207–220.*
6. Krymets L.V. (2018) *Liderstvo yak osoblyva forma vlady u suchasnomu viyskovo-profesiynomu seredovyshchi [Leadership as a special form of power in the modern military-professional environment]. Bulletin of the National University of Defense of Ukraine. Issue 2. pp. 51–58.*
7. Kurytsia A. I. (2014) *Vzaiemozviazok proiavu liderskykh yakostei z osoblyvostiamy vidpovidalnosti studentiv [The relationship between the manifestation of leadership qualities and*

- the characteristics of students' responsibility]. *Problems of modern psychology. Issue 24*. pp. 429–440.
8. MacGregor M.G. (2013) *Building Everyday Leadership in All Kids: An Elementary Curriculum to Promote Attitudes and Actions for Respect and Success*. Minneapolis, p. 208.
9. Makovoz O., Yatsenko O., Gorbunov M. (2023) *Zminy vymoh do liderskykh yakostei menedzheriv na pidpriemstvakh ukrainy v umovakh voiennoho stanu [Changes in requirements for leadership qualities of managers at Ukrainian enterprises under martial law]*. *Bulletin of NTU "KhPI" Economic Sciences, No. 1*, pp. 68–72.
10. Makovsky O.K. (2002) *Formuvannia liderskykh yakosteï maybutnikh ofitseriv [Formation of leadership qualities of future officers]: autoref. thesis k-ta ped. Sciences: 20.02.02 / National Academy of Border Troops of Ukraine named after Bohdan Khmelnytskyi*, p. 18.
11. Semenog O. (2016) *Akademichna kultura doslidnyka v osvithomu prostori universytetu [Academic culture of a researcher in the educational space of a university]: [monograph]*. Sumy: A. S. Makarenko Publishing House of the Sumy DPU named after A. S. Makarenko, p. 284.
12. Shymanovska-Dianykh L.M. (2011) *Nastavnytstvo yak metod rozvytku personalu orhanyzatsii [Mentoring as a method of personnel development of the organization]*. *Visnyk of the Prykarpatsky University. Economy. Issue VIII*. pp. 221-226.
13. *Stratehiia rozvytku viïskovoho liderstva u Zbroïnykh Sylakh Ukraïny [Strategy for the development of military leadership in the Armed Forces of Ukraine]*. Order of the Central Committee of the Armed Forces dated 17.11.2023 No. 325. p. 17.
14. Tyurina, V.O. (2020) *Liderska kompetentnist i vyznachennia rivnia yii sformovanosti u kursantiv yak maibutnikh ofitseriv politsii [Leadership competence and determining the level of its formation in cadets as future police officers]*. *Innovative pedagogy. Issue 20, vol. 3*. pp. 90-92.
15. Yagodnikova, V.V., Hrynyova, M.V. (2021). *Partysypatyvnyï pidkhid do vykhovannia liderskykh yakosteï pidlitkiv [Participatory approach to education of leadership qualities of teenagers]*. *Youth and the market, No. 11-12 (197-198)*, p. 44–49.
16. Yatsenko O. M., Gorbunov M. P. (2018) *Formuvannia liderskykh yakostei maibutnikh menedzheriv u protsesi profesiinoi pidhotovky [Formation of leadership qualities of future managers in the process of professional training: monograph] / O. M. Yatsenko, M. P. Gorbunov. Kharkiv*, p. 250.
17. Zaruba O. G. (2019) *Liderstvo yak osoblyva forma vlady u suchasnomu viïskovo-profesiïnomu seredovyshchi [Leadership in higher military educational institutions: models and training programs]*. *Information security of a person, society, state. No. 3*. pp. 93–103.
18. Zhukova A. (2024) *Pedahohichni aspekty formuvannia liderskykh kompetentnosteï u zdobuvachiv vyshchoï osvity [Pedagogical aspects of the formation of leadership competencies in students of higher education]*. *Current issues of humanitarian sciences. Vol. 71, volume 1*, pp. 349–353.
19. Zhuravlyov V., Miroshnichenko V. (2022) *Osoblyvosti formuvannia liderskykh yakostei u maibutnikh ofitseriv-trykordonnykiv u protsesi fakhovoi pidhotovky [Peculiarities of the formation of leadership qualities in future border guard officers in the process of professional training in 2022]*, No. 81. pp. 162–166.
20. Zyazyun I. (2010) *Pedahohichna diia vchytelia v umovakh intehralnoi osvithoi tekhnolohii [Pedagogical action of the teacher in the conditions of integral educational technology]*. *Theory and practice of management of social systems. Quarterly scientific and practical magazine. Kharkiv: NTU "KhPI", No. 3*, pp. 11–21.

## FEATURES OF INVESTMENT CERTIFICATES OF A MUTUAL FUND

**Inna Kryshatak**

Postgraduate Student, Academician F. H. Burchak Scientific Research Institute of Private Law and Entrepreneurship of the National Academy of Legal Sciences of Ukraine, Ukraine

e-mail: [innakryshatak@ukr.net](mailto:innakryshatak@ukr.net), [orcid.org/0009-0001-9752-7225](https://orcid.org/0009-0001-9752-7225)

### Summary

The purpose of this paper is to study the concept and features of investment certificates of a mutual investment fund as a type of securities of collective investment schemes in Ukraine. The study is based on the current legislation of Ukraine, as well as scientific works in this area. The main method of the study is the method of analysis and synthesis, which allows, on the basis of a comprehensive analysis of numerous regulatory legal acts of Ukraine in the field of collective investment, to identify the features of investment certificates of a mutual investment fund. In addition, the rights of holders of this type of securities under Ukrainian legislation are structured using the method of systematization. As a result of the study, the author provides a comprehensive definition of investment certificates of a mutual investment fund which contains all the features of this type of securities. In addition, the rights of holders of investment certificates of a mutual fund are systematized.

**Key words:** investments, collective investment schemes, mutual investment fund, investment certificates, the rights of holders of investment certificates.

DOI <https://doi.org/10.23856/6422>

### 1. Introduction

In most countries of the world, collective investment is an important component of investment activities aimed at attracting funds from small investors. Ukraine is no exception in this regard. Throughout the period of independence, collective investment schemes have been developing in our country, and, despite all the events that are happening in our country, continue to play an important role in economic life. The securities of collective investment schemes are financial instruments, and their circulation creates conditions for the development of investment processes in our country and makes a significant contribution to the development of its economy. Therefore, all issues related to the subject of securities of collective investment schemes are extremely relevant and should be studied at the theoretical level.

One of the types of securities of collective investment schemes is investment certificates of a mutual investment fund. This article is devoted to the study of the features and characteristics of this type of securities of collective investment schemes.

The study is based on the current legislation of Ukraine, as well as scientific works in this area. The main method of the study is the method of analysis and synthesis, which allows, on the basis of a comprehensive analysis of numerous regulatory legal acts of Ukraine in the field of collective investment, to identify the features of investment certificates of a mutual investment fund. In addition, the rights of holders of this type of securities under Ukrainian legislation are structured using the method of systematization.

## 2. The definition of an investment certificate of a mutual fund

The investment certificate of a mutual fund is a type of security used in the process of collective investment that certifies the rights and interests of investors and is their legal connection with the mutual fund. According to the Law of Ukraine “On Collective Investment Schemes”, an investment certificate of a mutual fund means a security issued by a mutual fund asset management company and certifying the ownership of a mutual fund participant to a share in a mutual fund and the right to receive dividends (for a closed-end mutual fund) (*Zakon Ukrainy “Pro instytuty spilnoho investuvannia” № 1560-XII vid 18.09.1991*). This definition is duplicated in the Law of Ukraine “On Capital Markets and Organized Commodity Markets” (*Zakon Ukrainy “Pro rynky kapitalu ta orhanizovani tovarni rynky” № 3480-IV vid 23.02.2006*).

However, these definitions, in our opinion, do not reflect the entire essence of this type of securities. The author's proposals on this issue will be formulated at the end of the study.

## 3. Features of investment certificates of a mutual fund

The analysis of the current legislation of Ukraine in the field of collective investment, together with the developments of legal theory in this area, allows us to identify the following features of investment certificates of a mutual investment fund.

*Investment certificates of a mutual fund are equity securities.* The issuer of investment certificates of a mutual fund is an asset management company. This is due to the fact that a mutual fund is not a legal entity, but is a collection of assets managed by an asset management company. The essence of an equity security is that such a security within the same issue of securities certifies the same amount of rights of its holders in relation to the person who assumes the relevant obligations. Equity securities are the opposite of non-issue securities, i.e., securities issued to a specific creditor by a debtor in cases provided for by law (e.g., bill of exchange, bill of lading, mortgage, etc.) (*Nedopryadko, 2012; 81*).

*Investment certificates of a mutual fund exist in electronic form.* Article 51 of the Law of Ukraine “On Collective Investment Schemes” provides that investment certificates exist exclusively in book-entry form (*Zakon Ukrainy “Pro instytuty spilnoho investuvannia” № 1560-XII vid 18.09.1991*). At the same time, Article 8 of the Law of Ukraine “On Capital Markets and Organized Commodity Markets” provides that securities exist in electronic (electronic securities) and paper (paper securities) forms (*Zakon Ukrainy “Pro rynky kapitalu ta orhanizovani tovarni rynky” № 3480-IV vid 23.02.2006*). An electronic security is reflected in the form of an account in a securities account in the securities depository accounting system. Thus, the term “book-entry form of a security” is not used in the legislation on the capital market and organized commodity markets. Thus, the outdated terminology of the Law of Ukraine “On Collective Investment Schemes” should be changed.

*Investment certificates of a mutual fund are registered.* Investment certificates of a mutual fund are registered securities, which follows from the content of Article 51 of the Law of Ukraine “On Collective Investment Schemes” (*Zakon Ukrainy “Pro instytuty spilnoho investuvannia” № 1560-XII vid 18.09.1991*). Therefore, an investment certificate cannot be bearer, but can only be owned by a specifically identified person, namely the owner of a securities account opened with a depository institution or another person in cases established by law, where the relevant investment certificate is registered. This is due to the electronic nature of investment certificates as securities.

*Investment certificates of a mutual investment fund may be paid for both in cash and other assets.* According to the general rule set forth in Article 51 of the Law of Ukraine “On Collective Investment Schemes”, payment for investment certificates of a mutual fund is made in cash (*Zakon Ukrainy “Pro instytuty spilnogo investuvannia” № 1560-XII vid 18.09.1991*). However, there is an exception for exchange-traded mutual funds, where payment for investment certificates may be made in the appropriate proportion with assets specified in the investment declaration of the said institution, which follows from the content of paragraph 5 of Section II of the Regulation on the Procedure for Placement, Circulation and Redemption of Securities of a Collective Investment Scheme, approved by the Regulation of the National Securities and Stock Market Commission dated July 30, 2013 No. 1338 (*Rishennia Natsionalnoi komisii z tsinnykh paperiv ta fondovoho rynku...*).

Investment certificates of a mutual investment fund are classified by the legislator as equity securities. In accordance with part seven of Article 8 of the Law of Ukraine “On Capital Markets and Organized Commodity Markets”, investment certificates of a mutual fund are equity securities, i.e. securities that certify the participation of the owner of such securities (investor) in the authorized capital and/or assets of the issuer (including assets managed by the issuer) and give their owner (investor) the right to receive part of the profit (income), in particular in the form of dividends, and other rights established by law, as well as the prospectus or decision on issue, and for securities of collective investment schemes – the prospectus (decision on issue) of the Collective Investment Scheme.

However, there are some discussions in the legal theory of Ukraine on this issue. Thus, V.S. Shcherbyna supports the position of the legislator in this regard and refers investment certificates to equity securities (*Znamenskyi, Khakhulin, Shcherbyna, 2004; 275*). While, for example, O.S. Yavorska considers investment certificates to be equity securities with certain features (*Luts, Syvyi, Yavorska, 2004; 181*).

However, from our point of view, the classification of investment certificates of a mutual fund as equity securities is correct, given their legal nature – a security that certifies ownership of a share of a mutual fund managed by an asset management company, which, in turn, is the issuer of investment certificates of a mutual fund.

Therefore, within the framework of this study, it is appropriate to systematize the rights of holders of investment certificates of a mutual fund, as they reflect the role and importance of these securities.

#### **4. Rights of holders of investment certificates of a mutual fund**

In the definition of an investment certificate of a mutual fund given above, the legislator explicitly states that there are only two property rights of the holders of such securities: the right of a mutual fund participant to own a share in a mutual fund and the right to receive dividends for a closed-end mutual fund.

The legislative definition does not mention the existence of any other rights, whether property or non-property, in the legal definition. However, whether this is actually the case needs to be further established.

From our point of view, we can distinguish between universal and special property rights of holders of investment certificates of a mutual fund.

The universal property rights of holders of investment certificates of a mutual investment fund, which are characteristic of all types of mutual investment funds, include the following.

*The holder of an investment certificate of a mutual fund owns a share in the mutual fund.*

A mutual fund is a collection of assets managed by an asset management company. A mutual fund is not a legal entity, which means it does not have legal personality. In this regard, the holders of investment certificates of a mutual fund cannot have any rights in relation to it related to management.

At the same time, a mutual investment fund is a set of assets, which may include, in particular, cash, including in foreign currency, precious metals, securities, real estate, objects under construction, future real estate objects and special property rights to them, etc. All of this property, movable and immovable, is jointly owned by all participants of the mutual fund, and the size of the share is determined and confirmed by the investment certificate issued to each participant.

At the same time, the classical triad of property rights: the right to own, the right to use and the right to dispose of the object of property rights, cannot be applied to the right to own a share in a mutual fund. The owner's rights in these legal relations are exercised in a special way.

Thus, the assets of a mutual fund in the form of securities serviced by the depository system are accounted for in a securities account with a custodian – a special participant in collective investment relations, i.e., a depository institution with which the asset management company has entered into a relevant agreement for the storage of securities of the mutual fund and accounting of ownership rights to them.

Cash as assets of a mutual fund is kept on a separate bank account of the asset management company, which is opened specifically for a particular mutual fund.

Real estate, objects under construction, future real estate objects and special property rights to them are registered in the name of the asset management company in accordance with the established procedure with the mandatory indication of the details of such a mutual investment fund.

Therefore, the participants of the mutual investment fund do not own or use the assets of the mutual investment fund, which they own on the basis of the right of joint partial ownership in accordance with the legislative definition given above.

In addition, the participants of a mutual investment fund have no right to influence in any way the disposal of assets belonging to the mutual investment fund, all actions in this direction are also performed by the asset management company in accordance with the procedure established by the current legislation of Ukraine.

From the foregoing, it can be concluded that the ownership right of a member of a mutual investment fund to a share in a mutual investment fund consists only in the right of the holder of the investment certificate to claim the corresponding share of cash and other assets of the mutual investment fund accounted for by the relevant mutual investment fund at the time of its liquidation. Until the moment of liquidation of the mutual fund, the holder of the investment certificate of the mutual fund has no right to exercise any of the owner's rights in relation to the mutual fund as a set of assets managed by the asset management company.

In this regard, in our opinion, the definition of an investment certificate of a mutual fund provided by the legislator is not entirely correct. It would be more appropriate to define the investment certificate of a mutual fund as a security that certifies the ownership of a mutual fund participant to the corresponding share of assets accounted for by the mutual fund at the time of its liquidation and may be transferred to such a mutual fund participant in cash or other assets.

Thus, in fact, the ownership right of a member of a mutual fund to a share in a mutual fund is the right to participate in the distribution of funds and assets of a mutual fund in the event of its liquidation.

*The right to redeem investment certificates of a mutual fund by the issuer.* The Law of Ukraine “On Collective Investment Schemes” provides for the possibility of redemption of investment certificates of a mutual fund by their issuer, i.e. the possibility of payment by an asset management company to the owner of investment certificates of a mutual fund of the value of a part of the net assets in proportion to the number of investment certificates of a mutual fund owned by the participant, with the termination of the ownership of the participant of the mutual fund to such investment certificates. The right to redeem investment certificates of a mutual fund is not unconditional and depends on the type of mutual fund, although it can still be considered universal, since it is inherent in participants of all types of mutual funds.

The redemption of investment certificates of an open-ended mutual investment fund is carried out every business day starting from the day following the day of receipt by the official communication channel of the notification of the National Securities and Stock Market Commission on compliance of the mutual investment fund with the requirements for the minimum amount of assets of the collective investment scheme.

The redemption of investment certificates of an interval-type mutual investment fund is carried out from the day following the day of receipt by the official communication channel of the notification of the National Securities and Stock Market Commission on compliance of the mutual investment fund with the requirements for the minimum amount of assets of the collective investment scheme, within the terms established by the prospectus of issue of securities of such a mutual investment fund.

In addition, early redemption of investment certificates of a closed-end mutual investment fund at the written request of a member of the mutual investment fund is possible, provided that the possibility of early redemption at the initiative of a member of the mutual investment fund is provided for in the regulations of the mutual investment fund and if, as a result of such redemption, the value of the assets of the mutual investment fund does not fall below the established legal requirements for the minimum amount of assets of the collective investment scheme.

The special property rights of the holders of investment certificates of a mutual fund, which are typical for certain types of mutual funds, include the following.

*The right to sell investment certificates on the secondary market.* The right to sell investment certificates on the secondary market should also be considered as one of the special property rights of a member of a mutual fund. This right is not universal, since the Law of Ukraine “On Collective Investment Schemes” allows free circulation of investment certificates of a mutual fund only for closed-end mutual funds. In a mutual fund of interval type, free circulation, i.e. sale of investment certificates of a mutual fund, is allowed only during the period between intervals and exclusively on the organized capital market. Investment certificates of an open-ended mutual fund are also subject to free circulation on the organized capital market.

*The right to convert investment certificates of a mutual investment fund into securities of another collective investment scheme.* A special right of a participant of a mutual investment fund is the right to convert investment certificates of a mutual investment fund owned by him/her into a security of another collective investment scheme. This right cannot be considered universal, since the current legislation prohibits the conversion of securities of venture collective investment schemes into securities of any collective investment schemes, as well as the conversion of securities of collective investment schemes into securities of venture collective investment schemes.

*The right to receive dividends.* The provisions of the Law of Ukraine “On Collective Investment Schemes” provide for the possibility of paying dividends to participants of a



closed-end mutual fund, however, provided that such possibility and the procedure for paying dividends are set forth in the regulations of the mutual fund.

Due to the fact that a mutual fund is not a legal entity, the following peculiarities apply to the payment of dividends to the holder of investment certificates of a mutual fund: the need to make a decision of the authorized body of the asset management company to approve the regulations of the mutual fund in the relevant version, which provides for the possibility and procedure for paying dividends to the holder of investment certificates of the mutual fund; making a decision of the authorized body of the asset management company to pay dividends to specific holders of investment certificates of the mutual fund, determining their amount, payment terms and frequency of payment.

Currently, there is a significant gap in the legal regulation of relations with respect to the payment of dividends to participants in a closed-end mutual fund.

For example, the Law of Ukraine “On Collective Investment Schemes” expressly provides that the holders of investment certificates of a mutual fund have no right to influence the activities of an asset management company. Thus, at the legislative level, any leverage of the holders of investment certificates of a mutual fund on an asset management company is prohibited if the payment of dividends is provided for by the regulations, but the decision of the authorized body of the asset management company on their payment is not made.

Thus, it is important to introduce a procedural possibility at the legislative level to protect the rights of holders of investment certificates of a mutual fund to pay dividends. In our opinion, the only practical leverage to influence authorized persons to comply with their obligation to make decisions on dividend payments is to introduce personal liability of such persons at the legislative level.

It should be noted that holders of investment certificates of a mutual fund also have non-property rights. These include the right to receive information about the activities of the mutual fund, as well as the right to protect the violated, unrecognized or disputed rights and interests of such persons in court.

## 5. Conclusions

As a result of a brief study of the features of investment certificates of a mutual fund, the following conclusions can be drawn.

Investment certificates of a mutual investment fund are a type of emission, electronic, share, registered securities that can be paid in cash, and in cases where they are exchange-traded, and other assets, if determined by the investment declaration of the mutual investment fund, which certify the ownership of a participant of a mutual investment fund for the corresponding share of assets, assets accounted for by the mutual investment fund at the time of its liquidation, and may be transferred to the ownership of such a participant of the mutual investment fund in cash or other assets, as well as other property and non-property rights and corresponding obligations of the mutual investment fund and the asset management company provided for by the current legislation of Ukraine and internal documents of the mutual investment fund.

The rights of a participant of a mutual investment fund may be conditionally divided into property and non-property rights. It is proposed to divide the property rights of a shareholder of a mutual investment fund into universal rights, i.e., those inherent in shareholders of all types and types of mutual investment funds, and special rights, i.e., those characteristic only of shareholders of certain types and types of mutual investment funds.

The universal property rights of the holders of investment certificates of a mutual fund include: the right to participate in the distribution of funds and other assets of a mutual fund in the event of its liquidation; the right to redeem investment certificates of a mutual fund by the issuer.

Special property rights of holders of investment certificates of a mutual fund include: the right to sell an investment certificate on the secondary market; the right to convert investment certificates of a mutual fund into securities of another collective investment scheme; the right to receive dividends.

The non-property rights of a member of a mutual fund are the right to receive information about the activities of the mutual fund and the right to judicial protection of their violated, unrecognized or disputed rights and interests.

### References

1. Luts V. V., Syvyi R. B., Yavorska O. S. (2004) *Aksionerne pravo [Shareholder Law]*. Kyiv : In Yure.
2. Nedopryadko Yu. V. (2012). *Pravova pryroda neemisiinykh tsinnykh paperiv [Legal nature of non-issue securities]*. Odesa: *Bulletin of Odesa National University. Series: Jurisprudence [in Ukrainian]*.
3. Rishennia Natsionalnoi komisii z tsinnykh paperiv ta fondovoho rynku «Pro zatverdzhennia Polozhennia pro poriadok rozmishchennia, obihu ta vykupu tsinnykh paperiv instytutu spilnoho investuvannia» vid 30.07.2013 № 1338 [Regulation of the National Securities and Stock Market Commission “On Approval of the Regulation on the Procedure for Placement, Circulation and Redemption of Securities of Collective Investment Institutions” dated 30.07.2013 No. 1338] [in Ukrainian].
4. Zakon Ukrainy “Pro instytuty spilnoho investuvannia” № 1560-XII vid 18.09.1991 [On Collective Investment Schemes : Law of Ukraine No. 1560-XII dated 18.09.1991] [in Ukrainian].
5. Zakon Ukrainy “Pro rynky kapitalu ta orhanizovani tovarni rynky” № 3480-IV vid 23.02.2006 [On Capital Markets and Organized Commodity Markets : Law of Ukraine No. 3480-IV dated 23.02.2006] [in Ukrainian].
6. Znamenskyi H.L., Khakhulin V.V., Shcherbyna V.S. ta in. (2004). *Naukovo-praktychnyi komentar Hospodarskoho kodeksu Ukrainy [Scientific and Practical Commentary on the Commercial Code of Ukraine]*. Kyiv : Yurinkom Inter [in Ukrainian].

## THE IMPACT OF POST-TRUTH ON MODERN SPHERES OF SOCIETY

**Andrii Verstyn**

Postgraduate Student at the Department of Philosophy, Sociology and Religious Studies,  
Vasyl Stefanyk Precarpathian National University, Ukraine  
e-mail: andriiverstyn8@ukr.net, orcid.org/0009-0002-6958-852X

### Summary

The article is devoted to the era of post-truth as a phenomenon of socio-political discourse and practice, when the truth or falsity of facts and judgments is ignored. The beginning of the post-truth era is usually associated with 2016, namely the referendum and the Brexit procedure, the election of the US president (directly because of the figure of D. Trump). The post-truth era refers to a situation where everything is completely built on lies that do not cause public condemnation. A peculiarity is the manifestation of these signs among democratic countries. The philosophical origins of the post-truth era lie in the theory of subjective relativism, which denies the existence of absolute, objective truth and emphasizes that the status of truth depends on individual judgments, experiences, and cultural conditions. In the context of relativism, science is only one perspective on the world that has the same force and influence of arguments with religion, myths, judgments and personal experiences of the average person. The concept of equality of opinions and points of view is intertwined with the problem of the limits of freedom of speech: whether different opinions should really be broadcast in society, regardless of evidence. Characteristic features of post-truth are: a) ignoring objective facts in reporting; b) appeal to the values and beliefs of the individual; c) using emotional pressure to argue one's position. It is substantiated that the emergence and development of the post-truth era is determined by technological, political, philosophical and informational factors. It is considered how the post-truth era affects the political, educational, scientific and other spheres, which significantly reduces their effectiveness. Disinformation as part of the post-truth is a significant challenge for ordinary citizens.

**Key words:** post-truth, disinformation, proof, truth, truth, lie.

DOI <https://doi.org/10.23856/6423>

### 1. Introduction

The era of post-truth (English post-truth) is defined by the Oxford dictionary as historical “conditions under which objective facts have less influence on the formation of public opinion than appeals to emotions and personal beliefs.” Due to the large number of mentions, the term “post-truth” became the Oxford English Dictionary's word of the year for 2016. The term gained widespread popularity against the background of the referendum and the Brexit procedure, the US presidential election (directly because of D. Trump) and the spread of political populism in various countries.

### 2. Post-truth era

In general, the concept of “post-truth era” has a narrow and broad meaning. In a narrow sense, the term is used only in the political context as “post-truth politics” or “post-truth politics”, when the adoption and argumentation of political actions is based on fabricated facts,

previously distorted information, propaganda, etc. Mass media (mass media) become a channel for the spread of false information, manipulation and mislead society. As the philosopher K. Higgins notes, the post-truth era marks a situation when politics is completely built on lies that do not cause public condemnation. Society's tolerance is high even in cases of outright political lies and non-recognition of scientific facts. The biggest danger is that science ceases to be the basis for effective state policy (Higgins, 2016). In a broad sense, post-truth is a philosophical concept that makes the existence of objective standards of truth impossible. Thus, according to Ukrainian philosopher V. Volkovskiy, post-truth is “such a state of socio-political discourse and practice, when the truth or falsity of facts and judgments is ignored” (Volkovskiy, 2019: 90).

Yuval Noah Harari, in his bestseller “21 Lessons for the 21st Century” suggests that “humanity has always existed in the post-truth era” because it “depends on myths and belief in them”.

Based on these theses, the essence of the post-truth phenomenon should be sought in the peculiarities of human cognition of reality, misunderstanding of the meaning of what is happening, subjectivity of the process of transforming ideas into beliefs.

In his book *Post-Truth*, Lee McIntyre states: “People are not inclined to doubt an obvious fact or a fact that is easily proven; they do so only for their own benefit. If someone's belief is threatened by an “inconvenient fact,” sometimes it's easier to question the fact than the belief. This happens on both conscious and unconscious levels (sometimes the person we are trying to convince is ourselves), but the point is that such a “post-truth” attitude to the facts only happens when we are trying to defend what is more important to us than the truth itself”.

Lee McIntyre also points out different ways to “shake the truth”: “First of all, it is important to realize that sometimes we are wrong and say things that are not true without meaning to. In such a case, a person expresses a “lie”, but this is not the same as a lie, because the mistake is not intentional.

The next step is “willful ignorance”, when we actually don't know whether something is true or not, but we say it anyway, without bothering to check whether our information is correct or not. In this case, we have every reason to accuse the person of laziness, because if the facts are readily available, then by making false statements, he is at least partly responsible for ignoring the truth. Next comes lying, when we tell a lie with the purpose of misleading someone. This is an important milestone, because here we have crossed the line and are going to deceive others, even though we know that we are telling lies. By definition, every lie has its audience”.

In a consumer society, an individual turns into a consumer of information who seeks comfort in consumption. This necessarily leads the entities disseminating information to the need to present information in the most acceptable form for recipients through simplification, emotionally attractive coloring, technical accessibility thanks to the use of the ICT (information and communication technologies) arsenal. Thus, with the participation of artificial intelligence of the search network, the consumer quickly finds himself in an “information bubble” and begins to receive information that is filtered by an algorithm in accordance with the established preferences of the network user. Such a system limits us from contact with uncomfortable ideas and critical information, which leads to a distorted perception of information. In communicative practices (both interpersonal and social networks), individuals seek to build connections with subjects close in interests and values.

Eli Perister used the metaphor “filter-bubble” to describe the structure of modern human perception. “Filter-bubble” is a set of individual preferences that, surrounding a person, do not allow new, unexpected, non-standard information to penetrate into his consciousness. Personalized information search and recommendation services play an important role in its formation. They are exactly the information that the user wants to receive, they are adjusted to the tastes

and preferences, leaving fewer chances to get acquainted with various sources, different points of view on the same event, that is, they actually lead to intellectual isolation.

So, consumers of information in the post-truth era can be distinguished as follows:

The first group is those who mainly consume information that does not create contradictions to already formed stereotypes of assessments, do not perceive facts and their interpretations, if they do not confirm their own existing judgments, limit their own communications to communication with carriers of alternative approaches (*Korkos, 2023: 23*).

The second group is those who approach the difficulties in analyzing the contradictory and ambiguous interpretation of events from the position of asserting that “we will never know the truth”. Such carriers of information are characterized by either an extremely simplified system of views and beliefs, or a fragmented consciousness with strong internal contradictions.

The third group is those who strive and practice getting acquainted with versatile information on certain issues, are inclined to a critical approach, comparing different opinions, even if they are uncomfortable for their own beliefs. As a rule, they adhere to a moderate position in assessing the facts.

Therefore, each representative of the above-mentioned groups has their own truth, as they understand information according to their beliefs, emotions, background knowledge, their position, why and what they are ready to believe. Understanding facts, their axiology (orientation in understanding to what corresponds to a person's personal requests – fact as a value) allows researchers of the post-truth phenomenon to talk about the purposeful selection of facts, which is based on a subjective factor. Therefore, it is extremely important today to distinguish between a real description of events and their interpretation, that is, valid facts and opinions about them. Most people only hear what they want to hear because they will only receive knowledge from sources whose biases they agree with in advance.

### 3. Post-truth

“If post-truth was a lie, why would there be a need to invent a new term? After all, reducing the concept of “post-truth” to a primitive “lie” is a typical attempt to primitivize the concept. Because the essence of post-truth is that it is not a lie, but an interpretation of the truth. The spectrum of such interpretations is so large that they can both slightly correct the facts and completely distort them (it is this aspect that is mistakenly associated with lies). To put it bluntly, post-truth is a vulgarization of facts inherent in ordinary people, because these people (in other words, the masses) do not have the skills to work professionally with information, check it, analyze it, and separate facts from judgments. If a person spices up a fact with a personal emotion that resonates with the emotions of other ordinary people, the message becomes viral and instantly spreads through social networks, which is similar to the snowball effect – it will not stop until it is interrupted by the next “snowballs” (*Korkos, 2023: 23*).

Undoubtedly, conveying true information about the war in Ukraine is a complex and lengthy process that has its own specifics, limitations, and time perspectives. At the same time, he already needs to convey objective information about the Kremlin's aggression in Ukraine to the citizens of Ukraine, who have been under the influence of the occupation authorities of the Russian Federation for a long time; clear delineation of addressees, form and content of information content. At first, it is not about “conviction”, but rather about forming the ground for doubts, creating conditions for changes in the consciousness of certain categories of the population – from a change in attitude towards “special operations” to awareness of the crimes of the current occupation Putin's regime.

How is post-truth interpreted today? First of all, this is the presentation of certain information that affects emotions, rather than conveying facts. It is about the fact that the subjects of the presentation of information (political leaders, journalists, public figures, etc.) disseminate information that the recipient (the public) wants to hear. However, post-truth is not always false. In most cases, post-truth is a set of distorted (half-truths) or fabricated facts that lead to false conclusions. In the post-truth era, fake news presented as authentic and conspiracy theories create an alternate reality and serve propaganda purposes. Post-truth is used and presented by those people who seek to convince others of their “made-up truth”. So, today the main subjects of the spread of post-truth are: 1) politicians who seek significant support in the elections; 2) journalists of those mass media that try to attract the attention of viewers and listeners in order to achieve popularity and career growth; 3) sellers of goods and services who are always looking for customers; 4) bloggers who seek more subscribers or advertisers (*Movchan, 2019*). To these listed subjects we can add all the people whose opinion can in a certain way influence the choice of others. The main reason for the rapid spread of post-truth is: people's reluctance to check facts, stereotyped thinking, lack of critical thinking and application of logical knowledge.

#### 4. Post-truth is explained by the interaction of numerous factors

The strengthening of the post-truth is explained by the interaction of numerous factors. Among them, researchers single out the following:

– socio-technological factors. Here it is said that modern information and communication technologies, especially social media, have dramatically increased the volume of disseminated information in the information environment, the ease of access to it, and the speed of its dissemination. On the other hand, despite the fact that the increase in the level of availability of information has many positive consequences, it also increases the volume and speed of dissemination of unreliable information that is not professionally verified. In addition, filtering and personalization algorithms in modern search engines and social media can limit the level of access and exposure to various information and sources;

– political factors. It is widely recognized that disinformation and propaganda are often used to promote the political and ideological agendas of political parties, leaders and movements. The political information space is increasingly dominated by information resources, social networks, websites that serve the specific programs of political parties and leaders, and ensure the distribution of the content they need. Therefore, growing political polarization causes the spread of post-truth manifestations. J. Hopkin and B. Rosamond (*Hopkin and Rosamond, 2017*) claim that the growth of populist and anti-elitist movements and the refusal of political subjects to apply the basic principles of rational proof and truth, which are characteristic of the political discourse of such parties and movements, causes significant interest of the mass media, although so far it does not contribute much to the systematic study of this phenomenon. In addition, researchers point out that in the political sphere, the success of the use of post-truth tools by political actors can be explained by two main reasons. First, the loss of public support for those political parties whose goal is no longer to govern the state for the benefit of the broad social strata, but instead to promote the political career of party officials and/or candidates applying for this or that position. Ultimately, this weakens the connection between voters, activists and party leaders; political parties increasingly distance themselves from the social interests they conventionally represent and are increasingly reluctant to express clearly identifiable political positions. Second, when major policy decisions are justified technocratically or limited to pressure on financial markets, the reward for developing concrete policy

proposals decreases, while the reward for developing offensive or vague plausible discourses remains the same: “bad ideas overcome, good ones win” (Hopkin and Rosamond, 2017);

– economic factors. Disinformation and propaganda are also spread to achieve economic benefits and serve corporate interests. In addition, media companies seek to maximize profits for themselves and their advertisers by promoting information based on its emotional appeal and people's personal preferences. In socio-political terms, growing economic inequality can increase political polarization and thus contribute to the spread of misinformation;

– scientific factors. Some researchers suggest that certain aspects of modern science and scientific communication can reduce trust in science. The increased role of the private sector in supporting research increases the threat of financial bias. Trust in science, uncertainty about its reliability is often undermined today by certain communication practices, in particular, such as “exaggerating” scientific conclusions or creating a “false balance” (Barzilai and Chinn, 2020).

## 5. Conclusions

So, it is worth noting that the spread of the post-truth phenomenon creates a new situation in which both the masses and decision-makers find it increasingly difficult to understand and explain reality and make the right decisions based on it. In particular, the basic (dominant) approach to reality, which involves fact-checking and rational decision-making, is being questioned. Therefore, in its framework, the value of experience and knowledge is questioned, the priority of facts (specific empirical data) is rejected. Today, the phenomenon of post-truth affects the perception of reality and means that it is necessary to spend more time to carefully select data and/or check it for reliability. Therefore, complex studies of post-truth manifestations in modern political discourse, finding models for minimizing their negative impact, strengthening the role of modern political knowledge and facts that will enable dialogue and better understanding between political elites and the masses should be considered promising. Apart from this, the Ukrainian context of the post-truth phenomenon needs more detailed elaboration and analysis.

## References

1. Barzilai, S., Chinn, A. C. (2020). *A review of educational responses to the “post-truth” condition: Four lenses on “ost-truth” problems*. *Educational Psychologist*, 55(3), 107–119. <https://doi.org/10.1080/00461520.2020.1786388>.
2. Higgins, K. (2016). *Post-truth: A guide for the perplexed*. *Nature*, 540(7631), 9. Retrieved from: <https://www.nature.com/articles/540009a>.
3. Hopkin, J., Rosamond, B. (2017). *Post-truth Politics, Bullshit and Bad Ideas: “Deficit Fetishism” in the UK*. *New Political Economy*, 23(4), 1–15. <https://doi.org/10.1080/13563467.2017.1373757>
4. Volkovskiy, V. (2019). *Dolia filosofii v epokhu postpravdy: Sluha korolia chy kloun na ahori [The fate of philosophy in the post-truth era]*. *Ukraina moderna*, (26), pp. 88–98 [in Ukrainian].
5. *Word of the year 2016 is...* (n.d.). *English Oxford Living Dictionaries*. Retrieved from: <https://web.archive.org/web/20161116101017/https://en.oxforddictionaries.com/word-of-the-year/word-of-the-year-2016>.
6. Korkos Ya. (2023) *Post-truth era in the modern world: origins and causes*. *Slobozhan Scientific Bulletin. Psychology series*. pp. 23–34 [in Ukrainian].

## COUNSELING ACTIVITY OF A CRISIS PSYCHOLOGIST: METHODOLOGICAL ASPECTS

**Oksana Voitenko**

Master of Psychology, Postgraduate Student,  
Hryhorii Skovoroda University in Pereiaslav, Ukraine  
e-mail: oxyvoyt@gmail.com, orcid.org/0000-0001-6299-5734

### Summary

The article explores the fundamental principles of work for a crisis counseling psychologist operating within the humanistic-existential paradigm, namely: social determinism, freedom of choice and personal responsibility, congruence, individual approach, contracted activity, empathetic non-judgmental attitude towards the client. In the intervention process, the psychologist can exert only temporary influence on the client's personality, mediated by the power of ideas, beliefs, and a certain level of social maturity. Caution and "ecology," adhering to certain boundaries are emphasized, with balance being a sign of the psychologist's professionalism and skill. It is noted that neurotic disruptions in the behavior of a crisis client are often caused by prolonged experiences of loneliness, alienation, helplessness, and a sense of constant danger. It is determined that when assisting such individuals, it is crucial to convince them of their personal significance and value to others or at least to a few people, by expressing warmth, sensitivity, empathy, and tolerance. The importance of being able to activate the inner resources of a deprived person, instilling belief in goodness and people, is discussed. However, it is essential to remember that such persons find it challenging to part with a person who understands and accepts them as they truly are. The psychologist must ensure the formation of a reference group to avoid traumatizing the lonely personality with their disappearance or detachment and confirm the fulfillment of the contract conditions. It is established that the structure of professional humanism primarily includes empathy (as the ability to feel and empathize), tolerance for the existence of other views and positions, optimism (faith in the significance and perspective of psychological assistance), flexibility, and balance in choosing means of influence, as well as reflection on one's abilities. The value of an individual's life, openness, and integrity become the main guidelines in the professional activities of a counseling psychologist. The importance of the psychologist's orientation towards creativity in contemporary practice is emphasized, manifested through independence in judgments, open mind, high tolerance for complex and ambiguous situations, a developed desire to explore the beautiful, and the ability to experience a wide range of feelings and social maturity.

**Key words:** humanistic model, crisis counseling, empathy, social integration, decisiveness, meaning of existence and individuality, self-concept.

DOI <https://doi.org/10.23856/6424>

### 1. Introduction

According to the national and international experience, the practice of humanistic crisis counseling based on understanding and acceptance of client's own experience, rethinking of self-concept, reconsidering meaning of existence etc. is quite common and effective. Following humanist psychologists, we consider it appropriate to represent the individual in the system



of such structural components as freedom, individuality, social integration, spirituality (*Khomych, Khomych, 2022*). It follows that a healthy person is a free, socially integrated individual, endowed with spirit.

The basic principles of crisis clinical psychologist who works in the humanistic-existential paradigm are social determinism, freedom of choice and personal responsibility, congruence, individual approach, work under contract, empathic, unbiased attitude to client.

## 2. Analysis of domestic and foreign research

Methodological problems of crisis counseling are clearly represented in the works I. Yalom, R. May, V. Frankl whose works reflect valuable experience of humanistic interaction aimed at developing and acceptance of its own paradigm of life, self-image, as far as updating internal resource. Addressing scientific heritage of existential psychologists, we have identified a number of principles offered by them.

The principle of social determinism of the individual. For clinical psychologist it is important to know that the regulatory aspects of the mind can be brought to a state of chaos by acts of “repression”, that is by individual insincerity with himself. Socially unacceptable activity will look for different form, this time as a neurotic syndrome such as anxiety, forgetfulness, or psychosis in a more serious form.

These symptoms are like buoys that indicate the presence of underlying psychological conflict. Psychologist task is to get to a particular conflict by eliminating confusion in the mind of the client, or by liberation from guilt and thus by restoring the functional unity of his personality. If such a solution is not acceptable, then the client is coming to an informed understanding of this impossibility and the necessity of true renunciation of desire. Psychological counseling is a versatile creative process which is successful because it is not bound by tight causal theory. You can not get to understanding the theory that represents a person as a victim of his instincts; and the only way to save him is an expression of his desires with the least incentive. The basis of the individual is still the personality, with its characteristic commitment, freedom, conscious solutions.

The principle of freedom of choice and personal responsibility. One of the postulates of psychological help – sooner or later client himself has to learn to be responsible for his actions. People often turn to a psychologist with the hope to get a “ready” recipe that clearly implies specific actions required to overcome the crisis or hardship. As psychologist is often perceived as doctor, patients are trying to get from him recipes that easily relieve symptoms. This especially applies to clients who suffer from neuroses as they hold position “not to be guilty.” Neurosis is a rejection of freedom, submission of personality to rigid formulas and transformation of the individual into the machine. However, the psychologist’s recipe is designed for self-organization of the personality.

The psychologist can’t change the circumstances of the client’s way of life, but, based on the information received, he can encourage his self-organization (change of style in activity and communication, organization of routine and rest, change of family relationships, etc.). Mental health presumes sense formation of personal responsibility and freedom.

Thus, freedom, choice is a basic principle and prerequisite of personality existence simultaneously being a part of it. Common sense can inhibit impulses and support them in equilibrium until a decision is made in favor of one of them. Availability of creative capabilities and their implementation is the main feature that characterizes a person. Consultant has to suggest possible ways out of the crisis and to bring the client to independent problem-solving.

Freedom of the individual is able to grow. The healthier the person becomes, the freer he is in creating himself from life material and the bigger becomes the potential of his freedom. Thus, helping the client to overcome personal problem, a consultant helps to become more free and responsible. However, it is important to explain him complex decision-making, when he should consider all the previous experience and the impact of all factors that will help the client realize the Self and learn to use the limitless possibilities of being free by trusting yourself.

The principle of individuality. One of the problems of people seeking psychological help is that they can't be themselves, which can't prove their identities. Neurotics can't accept themselves, can't stand themselves and always want "someone else".

Our life's difficulties usually begin when we start to play a wrong role. Possible manifestations of psychological games include inappropriate behavior, alcoholism, manipulation, ignoring of one's own feelings as far as thoughts of other people etc. The psychological support should be based on the principle of identity: the individual has to develop himself, that is to use his potential, achieve his goals, and understand his purpose. Thus it is necessary to understand the psychological characteristics, or the nature of the client. A dangerous mistake of consultant is to "squeeze" the client into one of the famous categories or to include him in a certain type of personality, sometimes, the one to which the consultant belongs himself.

Consultant has to help client to find himself and his individuality. Each person stands out for its originality, uniqueness of his inner world. In order to find its own "Self" a person has to reach a certain level of unity with the environment. Thus, a professional counselor is intended to help client to find his true Self and find the courage to become this "Self".

The principle of social integration of personality. It is impossible to understand the personality beyond its social environment. It is obvious that without society person loses its meaning. We affirm ourselves not only through our friends, but also through our enemies.

Social integration is an important component of formed personality. It is believed that the problems of failure or success can only be associated with the social environment. However, ability to adapt to society is crucial for the individual. Failure to live in harmony with the environment is the main feature of the neurotic. He is suspicious, the society seems a hostile world to him, and such person moves by life as in the armored car. He thus feels lonely, while the fact of the protest means that a person is independent. Consequently, this causes jealousy, aggression, anxiety. However, this sense acts as a driving force of progress (together with the will). The challenge is to use this power in progressive purposes.

At first glance, the discrepancy is possible between personality and integration. But in essence, we form a whole with other people within ourselves. Egocentric element adversely affects the integrity of the personality structure. The more integrated a personality, the greater is her chance to realize her unique individuality.

The task of the consultant is to help clients to willingly take on social responsibility, inspire them with courage to help get rid of persistent feelings of inadequacy and direct their desires to a socially useful channel.

The principle of spirituality. Obviously, it is impossible to achieve complete harmony. A person will always feel the need for new achievements, "common comforts." Our purpose is a new structural redistribution of energy, activity, and not an absolute harmony. Complete elimination of conflict will lead to stagnation. Our task is to transform destructive conflicts in constructive tension.

Some psychologists are trying to completely erase the guilt feeling, believing that is a symptom of disorder or a neurotic reaction. Yet a strong sense of guilt is associated with neurosis. However, this feeling may be the beginning of spiritual growth if it is connected with the

realization the difference between that thing and the way it should be. Conscience is one of forms of its expression. Spiritual identity is a sign of high spirituality and source development. Thus, the individual portrait would be incomplete if we did not include there its structure spirituality.

The task of counseling is to help clients free themselves from pathological guilt and at the same time teach them to take that worthily and make steady the spiritual tension, which promotes personal growth and is inherent only to human nature.

Analysis of counseling experience: methodological guidance. There is no doubt that people in a state of tension, anxiety, strong emotions suffer from violation of the integrity of mental functions. By helping clients achieve adaptation and as a result new integrity we can make a step forward to recovery. Personality is a dynamic, not static, and its purpose is creation not existence.

The aim of the therapist is new constructive pressure redistribution, not absolute harmony. The task is to transform conflicts in a constructive phenomenon, not destructive (*Tatenko, 2009; Khomych, 2014*).

Often guilt can be quite constructive and can be a principle of spiritual growth of a person. Guilt is often inherent to the state of stress. Feeling of guilt is about understanding the difference between what the thing is and what it should be. Conscience is just a form of expression. Avoiding fault can be found in creation. Let's note that the guilt is connected with the term "freedom", autonomy and moral responsibility. Understanding our inconsistency we can find our own spirituality. Thus, the task of the consultant is to help the client free himself from pathological guilt and at the same time teach them to take that worthily and make steady the spiritual tension, which promotes personal growth and is inherent only to human nature.

Professional development of psychologist is a creative and diverse process primarily resulting experience and mentality of the social environment, its demands and attitudes, cultural organization and philosophical orientations. Contradiction of human needs and ideals extremely actualizes the profession of psychologist; and society democratization raises psychological services closer to the priorities designed to correct the effects of social factors on an individual.

The main task of a crisis psychologist is to draw attention to human individuality, facilitate the deployment of inner freedom and the preservation of personal integrity. The development of the spiritual personality is complex and controversial, so it is usually difficult, if not dramatic, to make moral choice, tune into adequate action, select the direction in interpersonal interactions. Stereotyping and limited individual experience often hinder self-development and self-actualization, and unconsciousness about main leading motives restricts the level of demand, emotional regulation, reducing the mobilization level of energy resources.

The important features of individual clinical psychologist are altruism, kindness, sincerity, organization, communicability, openness, responsibility. Obviously, in an integrated form it looks like decency, intelligence, humanity.

It is worth noting that psychologist's personal position on certain events is particularly important because it can indirectly affect another person, differentiating signs of its identity, assessing readiness for decision-making and more. Due to various circumstances, sometimes it must be noted that psychological analysis or expert advice does not always correspond to his own civil position. This may be the result of an impartial attitude and deep assessment of the client's social situation, his level of cultural development.

Neurotic behavior changes of the crisis client are often caused by prolonged feelings of loneliness, alienation, helplessness, a sense of constant danger. In psychology this phenomenon is often called deprivation – a situation in which the person is unable for a long time to meet some of the basic necessities of life (e.g., significant interaction, communication). In helping

these people it is important to convince them in personal significance and value to others or even for several people, showing warmth, compassion, empathy, tolerance. It is important to be able to encourage internal resources of deprived person and push him to believe in the good and the people. However, we should not forget that it is difficult for such people to part with a person who understands and accepts them as they are. Therefore psychologist has to ensure formation of mature reference group in order not to injure an isolated personality by disappearance or detachment as far as to verify the performance of the contract requirements.

The structure of professional humanism primarily includes empathy (as the ability to feel and empathize), tolerance to the existence of other views and positions, optimism (belief in significance and prospects of psychological assistance), flexibility and deliberation in the choice of the means of influence, reflection of own capabilities. Value of individual person's life, its openness and integrity are the key benchmarks in the professional activity of psychology.

Enhancing professionalism, especially in the provision of specialized care can lead to some impoverishment of their own values and interests of psychologist; development of inertia, banality or rush for experimentation, search of difficult and interesting cases, "insights." Proper therapeutic group work may be the preventive measure, where the open discussion or supervision (professional assistance of trusted experienced specialists) takes place.

In modern practical psychology prominent place is occupied by projecting i.e. activities aimed at the prediction of the results of psychological effects, as well as forecasting of possible changes in the mental development of the individual. In this case psychological intuition and social perception specialist, get special value as far as his optimism.

It seems extremely important in modern psychologist practice to focus on creativity, which is realized through independence in the judgments, open mind, high tolerance for difficult and uncertain situations, developed desire to know the beauty, social maturity and ability to experience a broad palette of feelings.

Humanistic oriented psychologist must respect the free choice of the client. Ability to choose can cause a feeling of satisfaction, pride and responsibility for his own life. The task of psychologist is only to coordinate the requests and opportunities to help understand the adequacy of the selected environment, create the need for love to all living, to nature, to being, to himself.

A psychologist can help to understand the subjective value of human existence and their own vision and sense of life. Loss of value orientations can lead not only to poverty and depression, but bring to the world of spiritual vacuum, lack of freedom, dependence on situational guidelines. In professional activity psychologists have to influence on the individual.

In working with clients in crisis it is particularly important to adhere to ethical principles of work. So, helping people, it is vital not to harm them and their families, not to restrict their psychological space. This principle implies altruism, professionalism and caution in the use of methods of influence and respect for the individual who is going through a difficult period of life.

Adhering to the principles of humanism, the consulting psychologist must strive for relations based on equality and respect for the individual. It's a very important principle of voluntary participation of the client in the consultation process. It is clear that the effectiveness of work will be much higher provided that the client is aware of the importance of the meeting with a psychologist, trusts him, and sees sense in psychological care. An important ethical principle of counseling is an empathic attitude and unconditional acceptance of the client. In this perspective, the professional humanism plays the important role as far as the ability to accept people as a primary value that deserves a happy life.

Empathy is the deep feeling that provides emotional unity of personalities, when one person dissolves to another, identifying herself with her and penetrating her experiences. Humanistic psychologists believe that in this state the complete understanding is reached (*Rozvytok osobystosti v riznykh umovakh sotsializatsii*, 2016; *Khomych*, 2014). Success of the therapist depends on his ability to follow the movements of the client's soul. It is most often seen in conversation and listening.

### 3. Conclusions

Status of humanistic psychologist calls for caution, for the maximum responsibility. It is important not to turn a meaningful impact into ordinary psychological pressure that restricts, leaving a feeling of insecurity and fear. Using different types of relationships with clients, psychologist has to carefully use manipulative influence which certainly creates a situation of dependence, reduced activity, reinforces the scenario ban. It is important to anticipate adverse processes and prevent the formation of deep internal conflicts.

The purpose of a psychologist is to understand the client according to his individual development model and experience. Psychologist's own experience can help to understand the client's problems, but it has only indirect importance. The psychologist can't transfer his experience to the situation of the client, who asked for help, as there is a high risk to get captured by his own experiences, "undeveloped" traumas that provoke desires, motivations, attitudes to "give advice", and also require psychological analysis of his own problems.

The consultant can use only tested and safe impact technologies, trying them on in each case to individual clients. The use of experimental or too questionable methods leads to unjustified risk. During the process of impact on client we can carry out only a temporary influence on his personality, which is mediated by the power of ideas, beliefs, a certain level of social courage. Remember that the client has personality traits that he is proud of, their own beliefs that formed over the years, experiences that are often dramatic. Therefore, caution and "environmentally friendly" conduct, sticking to certain limits as far as mindfulness have to be a sign of professionalism and skill of a psychologist. In order not to transfer and project their own problems, psychologists should periodically undergo professional supervision (communication with an experienced psychologist about difficult situations or ambiguous feelings).

In the process crisis counseling it is important that the client doesn't have any sense of guilt that he uses someone. It is therefore not necessary to work with relatives, old acquaintances, with whom it is difficult to set professional boundaries and spend additional energy to their psychological defenses, their own ambitions and projections.

### References

1. *Rozvytok osobystosti v riznykh umovakh sotsializatsii (2016) [Personality development in different conditions of socialization]: kolektyvna monohrafiia / Za red. L.O. Kalmykovoi, H.O. Khomych. Kyiv : Vydavnychi dim «Slovo» / [in Ukrainian]*
2. *Suchasnyi psykhologo-pedahohichnyi slovnyk (2016) [Modern psychological and pedagogical dictionary] : [avt. kolekt. za red. O. I. Shapran]. Pereiaslav-Khm. : Dombrovska Ya. M. [in Ukrainian]*
3. *Tatenko V.O. (2009) Suchasna psykhologhiia: teoretychno-metodolohichni problem [Modern psychology: theoretical and methodological problems] : navch.posib. Kyiv : Vyd-vo «NAU-druk». [in Ukrainian]*

4. Khomych H. O. (2014) *Spetsialni sfery konsultuvannia [Special areas of consulting]: navch. posib. Pereiaslav-Khmelnytskyi : Dombrovska Ya. [in Ukrainian]*
5. Khomych V.F., Khomych H.O. (2022) *Psykhologichnyi imunitet ta yoho zberezhenia v umovakh informatsiinykh zahroz ta vyklykiv [Psychological immunity and its preservation in conditions of informational threats and challenges]. Visnyk Natsionalnoho universytetu oborony Ukrainy. Rozdil: Pytannia psykhologii. Vypusk 3 (67). 126–135. [in Ukrainian]*
6. Shapran O.I., Khomych H.O. (2023) *Aktualni problemy suchasnoi pedahohiky ta psykhologii [Actual problems of modern pedagogy and psychology] : navchalno-metodychni posibnyk dlia mahistrantiv, aspirantiv, naukovo-pedahohichnykh pratsivnykiv. Pereiaslav : Dombrovska Ya. [in Ukrainian]*

**HEALTH, ENVIRONMENT, DEVELOPMENT****COMPARTMENT SYNDROME AS A CONSEQUENCE OF FIREARM INJURIES****Valentyna Chorna**

Candidate of Medical Sciences, Associate Professor,  
Associate Professor at the Department of Disaster Medicine and Military Medicine,  
National Pirogov Memorial Medical University, Ukraine  
e-mail: valentina.chorna65@gmail.com, orcid.org/0000-0002-9525-0613

**Lyudmyla Hudzevych**

Candidate of Biological Sciences, Associate Professor, Associate Professor at the Department  
of Biology, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine  
e-mail: gudzevichluda@gmail.com, orcid.org/0000-0002-7631-7704

**Marina Zarichniuk**

5rd year Student, National Pirogov Memorial Medical University, Ukraine  
e-mail: marina.zarichniuk@gmail.com, orcid.org/0009-0009-4344-1600

**Iryna Korol**

5rd year Student, National Pirogov Memorial Medical University, Ukraine  
e-mail: ira.korol.40@gmail.com, orcid.org/0009-0005-9766-3867

**Summary**

At present, the problem of compartment syndrome remains relevant due to military actions in Ukraine. The pathogenesis of this syndrome lies in the increase of subfascial pressure in the osteofascial compartment, which disrupts innervation and blood supply. Along with this, muscle swelling of up to 30–50% occurs, causing additional pressure and complications. Compartment syndrome in the case of firearm injuries of the limbs occurs in 55.0% – fractures of the tibia, 39.0% – femur, 3.4% – forearm, 3.4% – foot bones. Since the beginning of the war in the east in 2014, the frequency of firearm injuries to the limbs has been 65.0% compared to torso injuries up to 20%. Delayed diagnosis or treatment of compartment syndrome can lead to disability, as irreversible nerve damage and muscle atrophy occur, with a mortality rate of about 50%. Also, with untimely assistance, the frequency of limb amputations is about half of the cases. The main and effective method of treatment is fasciotomy, but it also has certain complications with incorrect or delayed treatment. For example, the execution of fasciotomy with violations: 31.0% – fasciotomy of only one compartment of the affected segment, 27.0% – fasciotomy that did not have a decompressive effect, and others. To reduce complications including the formation of ischemic contracture (acute period – reactive-restored, residual period); neurodystrophic disorders; pseudarthrosis, osteomyelitis; delayed fracture consolidation, formation of pseudoarthrosis; patient death, timely diagnosis of compartment syndrome

using magnetic resonance imaging, ultrasound, etc., is necessary. In our study, 3 clinical cases of compartment syndrome of the limbs with successfully performed fasciotomy are presented. As a result, patients have a positive prognosis due to timely diagnosis and treatment.

**Key words:** fasciotomy, acute compartment syndrome, chronic compartment syndrome, subfascial pressure, compartment pressure.

DOI <https://doi.org/10.23856/6425>

## 1. Introduction

Compartment syndrome arises due to increased pressure within the compartment and muscle swelling pressing on the fascia excessively. Normally, there is a small amount of fluid in this space, which facilitates muscle contraction and relaxation within the fascia. Therefore, there is no room for additional fluid or pressure. Most commonly affected by gunshot injuries are: the proximal third of the tibia or forearm bones, muscles, nerves, leading to the formation of a hematoma between the layers of fascia at the site of injury, resulting in increased subfascial pressure, vessel spasm, ischemia within 4 hours, endothelial damage to capillaries, tissue swelling, muscle necrosis due to untimely medical intervention.

## 2. Materials and Methods

Review of literature sources PubMed, Google Scholar, Scopus, Medline and search queries: “Compartment Syndrome” for the last 5 years. Clinical cases and medical histories of servicemen of the Armed Forces of Ukraine (AFU) with compartment syndrome due to injuries sustained during task performance were considered.

## 3. Results

We conducted an analysis and study of various treatment methods for servicemen of the AFU with compartment syndrome, their effectiveness, and possible further complications. In Figure 1, one of the cases of multiple gunshot shrapnel, blind left shin injury with the development of compartment syndrome in a serviceman of the AFU is depicted (Figure 1).



**Fig. 1. Clinical Case: Multiple Gunshot Shrapnel Blind Injury (MGSBI) of the left shin with the development of compartment syndrome**



In this case, the patient underwent timely fasciotomy, which prevented further complications.

In the following Figure 2, to alleviate compartment syndrome, the patient underwent open fasciotomy of the muscle compartments.



**Fig. 2. Clinical Case: Decompressive open fasciotomy of muscle compartments performed**

For the development of compartment syndrome, the minimal pressure threshold is 30 mmHg (normal pressure is 10 mmHg). This causes compression of muscles and vessels, accompanied by ischemia. Therefore, in this case, decompressive open fasciotomy was performed due to the high pressure level.

In the next case (Figure 3), along with fasciotomy, incision of the carpal ligament was performed due to damage to the vascular-nerve bundle. Thanks to timely fasciotomy, complications for the serviceman of the Armed Forces of Ukraine (AFU) were avoided, as the patient already had damage to the vascular-nerve bundle, which could have led to rapid ischemic development.



**Fig. 3. Clinical Case: Gunshot bullet through-and-through injury to the right forearm with damage to the vascular-nerve bundle (VNB) and gunshot fracture of both forearm bones. Primary surgical wound debridement (PSWD) performed, radial artery ligated, external fixation device applied. Open fasciotomy of the compartments of the right forearm, incision of the carpal ligament**

#### **The process of fasciotomy includes:**

Incision of the affected area. The British Orthopaedic Association and the British Association of Plastic and Reconstructive Surgeons recommended a two-incision technique, which includes anterolateral and posteromedial incisions.

Complete removal of all necrotic tissues.

Preservation of vital structures.

Wound debridement.

Therefore, it is worth noting that fasciotomy is the leading method for treating compartment syndrome. The sooner this surgical intervention is performed, the fewer complications the patient will face. This is because ischemia of the muscles and subsequent necrosis can lead to life-threatening conditions.

#### 4. Discussion

According to the studies by Bodansky D. (*Bodansky, 2018: 1699*) and Osborn C. P. (*Osborn, 2020*), acute compartment syndrome manifestations occur spontaneously with rapid symptom development, and the influence of excessive physical exertion cannot be ruled out. This can lead to irreversible changes in muscles, paralysis, and fatal outcomes.

According to the research of Vogels S. (2020) and Callender N.W. (2022), chronic compartment syndrome develops slowly, and in this case, it often occurs during physical activities. Thus, professional athletes are at risk due to excessive muscle loads. Although this condition is not an emergency, it causes significant discomfort.

According to Zhang D. (*Zhang, 2020: 22*), the severity levels of compartment syndrome are classified as follows:

Mild: with normal blood flow in major vessels. Possible paresthesia or hypoesthesia of the fingers. Subfascial pressure is 30–40 mmHg lower than diastolic arterial pressure or approaching it.

Moderate: with normal blood flow in major vessels. The affected limb is cool, cyanotic, weak pulse, possible hypoesthesia or anesthesia of the fingers. Subfascial pressure is equal to or greater than diastolic pressure.

Severe: with impaired blood flow in major arteries. The affected limb is cold, pale, absent pulse, fingers are anesthetized. According to the studies by Pechar J., Lyons M. M. (*Pechar, 2016: 265*), the main clinical symptoms, known as the “6 Ps”, are:

- Paresthesia
- Poikilothermia (temperature difference in the affected limb)
- Pain
- Paralysis
- Pallor
- Pulselessness.

The gold standard for diagnosing compartment syndrome is magnetic resonance imaging, where diffuse swelling is observed. The fascia swells laterally and may be thickened. Additionally, a swelling-like signal is observed in the subcutaneous fat adjacent to the fascia, indicating additional pressure (*Elliott, 2003: 625*).

Authors Osier C. and colleagues (*Osier, 2018: 105*), as well as Rickert K. D. and colleagues (*Rickert, 2018: 434*), indicate that the most effective treatment method is emergency surgical fasciotomy. In combination, orthopedic, vascular, and plastic surgery may be used to address accompanying injuries. It is essential to perform combined/open fasciotomy with subsequent revision of the vascular-nerve bundle to prevent complications. It is necessary to consider the severity levels, as treatment will vary, namely: for mild cases, subcutaneous fasciotomy is performed; for moderate cases, combined fasciotomy; for severe cases, dermofasciotomy, revision of the vascular-nerve bundle, necrotomy, and secondary wound closure are necessary.

According to Gamulin A. (*Gamulin, 2022: 103*), it is important in the treatment of compartment syndrome to delay wound closure until 7–10 days later. There is an opinion that it is better to leave the wounds open for delayed primary closure. Wound irrigation is typically required 2–3 days after surgery. However, intermediate coverage is used, namely simple absorbent dressings and semi-permeable membranes.

According to the research by Gordon W. T. (*Gordon, 2018*) and Sigamoney K. (*Sigamoney, 2015*), essential in pharmacological treatment is the assessment of hypovolemia, metabolic acidosis, and myoglobinemia to prevent possible renal failure. Detoxification/anti-oxidant solutions and solutions to improve blood rheological properties, diuretics, analgesics, nonsteroidal anti-inflammatory drugs, and additional oxygen may be needed. It is important to maintain normal blood pressure, as hypotension can further decrease tissue perfusion, leading to tissue damage.

In the presence of acute compartment syndrome, it may be necessary to conduct investigations for rhabdomyolysis, including the following indicators:

- Creatine phosphokinase (CPK)
- Renal function tests
- Urinalysis
- Urinary myoglobin

According to Elliott K. G. (2003), magnetic resonance imaging (MRI) is proposed as the gold standard for diagnosing compartment syndrome, where diffuse swelling and swelling-like signal throughout the lateral compartment are observed. The fascia may be slightly thickened. Additionally, a swelling-like signal is observed adjacent to the fascia in the subcutaneous fat.

As a simple and accessible method of instrumental diagnosis, Khan S. K. (*Khan, 2011*) considers ultrasound (US) in compartment syndrome, where the presence of hematomas between the quadriceps muscle and the anterior surface of the femoral shaft can be observed.

According to Donaldson J. (*Donaldson, 2014*) and Schmidt A. H. (*Schmidt, 2017*), it is necessary to measure intra-compartmental pressure, with the sensor fixed at a distance of 5 cm from the injury zone. The anterior compartment is the most affected and accessible in the leg, and pressure measurement in this compartment is often prioritized. All compartments of the affected limb should be examined if necessary.

Non-pharmacological local interventions require the elimination of external compressive forces and the removal of all constrictive dressings. The affected limb should be kept “at heart level” and not elevated. Avoiding positional compression and controlled cooling of the affected muscle compartments (with cool water) will provide temporary relief and time for evacuation.

## 5. Conclusions

Therefore, timely performance of fasciotomy, depending on the severity of the condition and complications from combat trauma (combined, multiple), is crucial for a positive prognosis for the patient and reducing potential complications such as ischemic contracture, neuro-dystrophic disorders, pseudarthrosis, osteomyelitis, and formation of a false joint. According to statistics, this surgical intervention reduces the risk of limb amputation, highlighting the importance of rapid diagnosis and proper treatment approach.

Author Contributions: Conceptualization, V.C., H.L.; methodology, V.C., M.Z., I.K.; software, V.C., M.Z.; for-man analysis, V.C., I.K.; investigation, V.C., H.L., M.Z.; resources, V.C., I.K.; writing-original draft preparation, V.C., M.Z.; writing-review and editing, M.Z.,

I.K.; visualization, V.C.; supervision, V.C., H.L., M.Z.; project administration, V.C., I.K.; funding acquisition, V.C., M.Z. All authors have read and agreed to the published version of the manuscript.

**Funding:** –

**Institutional review board statement:** *Not applicable*

**Informed consent statement:** *Not applicable*

**Data availability statement:** *Data available on request. The data presented in this study are available on request from the corresponding author*

**Acknowledgments:** –

**Conflicts of interest:** *The authors declare no conflict of interest*

**Disclaimer/publisher's note:** *The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.*

## References

1. Bodansky D. (2018). [Acute compartment syndrome: do guidelines for diagnosis and management make a difference?] / D. Bodansky, A. Doorgakant, J. Alsousou & B. Narayan. *Injury*. Vols. 49(9). pp. 1699–1702.
2. Callender N.W. (2022). [Chronic exertional compartment syndrome of the lower extremity: diagnosis and Surgical treatment] / N. W. Callender, E. Lu, K. Martin // *JBJS Essent Surg Tech.* – Vols. 12(4):e21.00059
3. Donaldson, J., Haddad, B., Khan, W. S. (2014). [The pathophysiology, diagnosis and current management of acute compartment syndrome]. *Open Orthop J*. Vols. 8, pp. 185–193.
4. Elliott, K. G., Johnstone, A. J. (2003). Diagnosing acute compartment syndrome *J Bone Joint Surg Br*, Vols. 85(5), pp. 625–632.
5. Gamulin, A. (2022). [Association between open tibia fractures and acute compartment syndrome: A retrospective cohort study] / A. Gamulin, L. Wuarin, M. Zingg & A. I. Gonzalez // *Orthop Traumatol Surg Res*. Vols.108(5). pp. 103–108.
6. Gordon W. T. (2018). [Acute Extremity Compartment Syndrome and the Role of Fasciotomy in Extremity War Wounds] / W. T. Gordon, M. Talbot, J. C. Shero, C. J. Osier, A. E. Johnson, L. H. Balsamo, Z. T. Stockinger / *Mil Med*. Vols.183(suppl\_2). pp. 108–111.
7. Khan, S. K., Thati, S., Gozzard, C. (2011). [Spontaneous thigh compartment syndrome]. *West J Emerg Med*. Vols. 12, pp. 134–138.
8. Osborn C.P. (2020). [Management of acute compartment syndrome] / C. P. Osborn, A. H. Schmidt // *Journal Am Acad Orthop Surg*. Vols. 28(3):e108-e114
9. Osier C. (2018). [Orthopedic Trauma: Extremity Fractures] / C. Osier, C. Smith, D. Stinner, & Z. Stockinger // *Mil Med*. Vols. 183(suppl\_2). pp. 105–107.
10. Pechar J, Lyons M.M. (2016). [Acute Compartment Syndrome of the Lower Leg: A Review]. *Journal Nurse Pract.* – Vols.12(4) pp. 265–270.
11. Rickert K. D. (2018). [What's New in Pediatric Orthopaedic Trauma: The Lower Extremity] / K. D. Rickert, P. Hosseinzadeh, E. W. Edmonds // *Journal Pediatr Orthop.* Vols. 38(8). pp. 434–439.
12. Sigamoney K. (2015). [Compartment syndrome: challenges and solutions]. / K. Sigamoney, P. Khincha, R. Badge, N. Shah // *Orthop Res Rev*. Vols. 7. pp. 137–148.

13. Vogels S. (2022). [Association between intracompartmental pressures in the anterior compartment outcome for exercise – related led pain in military service members]. / Vogels, E. W. Bakker, F. G. O'Connor & W. O. Zimmermann // *Arch RehabilRes Clin Transl.* Vols. 4(1):100171
14. Schmidt A.H. (2017). [Acute compartment syndrome]. *Injury.* Vols. 48, pp. 22–25.
15. Zhang D. (2021). [Association of trauma severity scores with limb amputation and death in acute led compartment syndrome] / D. Zhang, M. Tarabochia, A. Keudell // *Eur journal Orthop Surg Traumatol.* Vols. 31(4), pp. 621.

## CEREBRAL VENOUS DYSIRCULATION IN PATIENTS WITH CERVICOGENIC HEADACHE

Valeriy Kalashnikov

MD, PhD, Associate Professor, Kharkiv National Medical University, Ukraine

e-mail: dr.valkalash@gmail.com, orcid.org/000-0002-7012-1698

### Summary

Clinical and Doppler examination of 146 patients was carried out young age (18–44 years, including men – 75, women – 71) with cervicogenic headache. All patients were divided into two clinical groups: group 1 – cervicocranialgia – 82 patients; group 2 – posterior cervical sympathetic Barre-Lieou syndrome – 64 patients. By help triplex transcranial scanning has been studied high- speed blood flow indicators in the supraocular and vertebral veins, basal veins of Rosenthal, sinus rectus, as well as reactivity coefficients in the vertebral veins, basal veins of Rosenthal and direct sinus at applications and orthostatic and antiorthostatic functional loads. All patients were determined Doppler and signs of cerebral venous dyscirculation, mainly in the vertebral veins. Signs of venous dyscirculation were manifested in the vertebral veins and sinus rectus in patients with cervicocranialgia, as well as in vertebral veins in patients with Barre-Lieou syndrome. Leading pattern there was a violation of autoregulation of cerebral venous blood flow hyporeactivity to orthostatic and antiorthostatic loading in the vertebral veins, more pronounced in patients with cervicocranialgia. Easy hyperreactivity to antiorthostatic load on the basal veins of Rosenthal and sinus rectus in patients of both groups indicates a violation of the neurogenic mechanism in the regulation of venous blood flow.

**Key words:** cervicocranialgia, Barre-Lieou syndrome, vertebral vein, basal vein of Rosenthal, sinus rectus, autoregulation of venous blood flow, orthostatic load, anti-orthostatic load.

DOI <https://doi.org/10.23856/6426>

### 1. Introduction

Cervicogenic headache (CH) or pain caused by the pathology of the cervical spine, as a rule, unilateral, cervical-occipital localization, clearly associated with movements in the cervical region (turns, tilts of the head, uncomfortable posture, etc.) (Barmherzig *et al.*, 2019). Most often, CH occurs with pathological changes in the cervical spine of a degenerative-dystrophic genesis (dystrophic processes in the discs, instability of the cervical region, unvertebral arthrosis), which lead to compression or irritation of sensitive nerve roots, sympathetic nerves of the muscles of the neck and occipital region, which can to appear as a substrate of pain (Fredriksen *et al.*, 2015). Also of importance is the fact that the switching of sensitive neurons of the cervical segments (C1–C3) are located in the brain stem next to the nucleus of the trigeminal nerve, which carries out sensitive innervation of the face and part of the head (Bogduk, 2014; Nosedá *et al.*, 2019).

The pathophysiological basis of CH is the close connections of the first three cervical sensory roots with the trigeminal nerve, which form the trigemino-cervical system (Bogduk, 2014). Not only peripheral, but also central mechanisms are involved in the implementation of CH, namely, the changed reactivity of the structures of the limbic-reticular

complex and the dysfunction of antinociceptive control (Fredriksen, 2015). The main clinical and diagnostic criteria of CH are: one-sided headache without change of side, pain starts in the neck, spreading to the eye area, forehead, temple.

In patients with vertebrogenic genesis of headache, a sharp violation of blood flow through the vertebral arteries was noted, associated with pathological violations in the bone-ligamentous apparatus of the cervical spine, and approximately half of the examined patients also observed violations of venous blood flow (Kalashnikov, 2016; Shum et al., 2017). Hemodynamic indicators mostly had a persistent asymmetry character, indirectly confirming the congenital genesis of changes in the vertebral arteries (Bulut et al., 2016; Kalashnikov, 2016). Doppler assessment of blood flow through the main arteries of the head and neck in patients with various types of headache allows to identify the cause of the origin of these pains. Vascular disorders are often the basis of various types of headache, in particular, a decrease in the adaptive capabilities of the apparatus of autoregulation of cerebral blood circulation (Kalashnikov et al., 2021; Stoyanov et al., 2022). The blood flow rate in the vessels of the carotid artery system was within normal values, and in the arteries of the vertebrobasilar system it was slightly reduced (Kalashnikov, 2016; Shum et al., 2017).

An increase in the diameters of the vertebral veins (greater than the diameter of the accompanying artery) and vertebral plexuses and an increase in the velocity parameters at the intracranial and extracranial levels with an increase in its phase were considered signs of venous outflow obstruction by the vertebral vein system. The study of the venous outflow behind the vertebral veins revealed its violation in a significant part of patients, which was manifested by the expansion of the vertebral veins with the acceleration of blood flow (Toduia et al, 2005; Verma et al., 2021).

Available publications lack data on the results of a comparative study of venous cerebral hemodynamics in patients with various types of cervicogenic headache. These papers did not study hemodynamic features in patients with cephalic syndrome in the structure of vertebrogenic pathology (Barre – Lieou syndrome, cervicocranialgia). Also, these studies did not assess autoregulation of cerebral blood flow in cerebral veins.

**Purpose of the study.** Study of cerebral venous blood flow and reactivity of venous hemodynamics in patients with cervicogenic headache.

**Materials and methods.** Clinical and Doppler examination of 146 patients with cervicogenic headache aged 18 to 44 years, in particular, men – 75, women – 71. All patients were divided into two clinical groups: group 1 – cervicocranialgia (CCA) – 82 patients; group 2 – posterior cervical sympathetic Barre-Lieou syndrome (BLS) – 64 patients. The leading clinical syndrome in the examined patients was headache in the neck-occipital region of unilateral localization, associated with movements of the cervical spine. All patients underwent magnetic resonance imaging (MRI) of the brain and cervical spine. All patients underwent a clinical and neurological examination. the diagnosis was made according to the diagnostic criteria of the International Headache Classification of the 3rd revision. The assessment of headache characteristics was carried out using a questionnaire that allows identifying the type of headache the patient has, assessing its main qualitative and quantitative characteristics, provoking factors, accompanying symptoms, methods of pain treatment, the presence of abusive factor. Cerebral veins were examined in triplex mode on an Ultima – PA ultrasound scanner (RADMIR, Ukraine). The indicators of the maximum linear velocity of blood flow (Vmax) in the superior ophthalmic vein (SOV) and vertebral (VV) veins, basal veins of Rosenthal (BV), sinus rectus (SR), as well as reactivity coefficients in the VV, BV and SR with the use of orthostatic (CrvvOL, CrbvOL and CrsrOL), antiorthostatic (CrvvAOL,

CrbvAOL and CrsrAOL) loads. Control group (CG) – 50 clinically healthy volunteers of both sexes of the appropriate age. Statistical analysis and processing of the material was carried out using the "Statistisa 6.0" software package, differences with CG indicators were considered statistically significant at a value of  $p < 0.05$ .

## 2. Results and discussion

### 2.1. Clinical and neurological characteristics of patients with CH

In patients with CH nature of pain is more often defined as a dull pain of medium or high intensity (group 1 – 69 (84.1%), group 2 – 43 (67.2%) patients. Less often, the pain was throbbing (7 (8.5%) and 14 (21.9%) of patients, respectively), or a shooting character (6 (7.3%) and 7 (10.4%), statistically more often observed in patients of 2 groups. Pain is mainly localized in the neck and occiput (group 1 – 55 (67.1%) of patients, group 2 – 47 (73.4%) patients, respectively) and parietal-occipital (27 (32.9%) and 17 (26.6%) regions), with predominant irradiation in the parietal-temporal (36 (43.9%) and 19 (29.7%), fronto-orbital (29 (36.6%) and 22 (34.4%), orbital (17 (19.5%) and 23 (35.9%)) area. More often it is localized on one side, it is mainly paroxysmal (59 (71.9%) and 47 (73.4%) in nature. Pain occurs more often after being in an uncomfortable position, in particular, under sleep time (group 1 – 35 (42.7%), group 2 – 23 (35.9%) patients), turns and/or head tilt (31 (37.8%) and 29 (45.3%)), in some cases when combing the hair, neck movements, may be accompanied by a burning sensation (group 1 – 22 (26.9%), group 2 – 26 (40.7%), dizziness with nausea (25 (30.5%) and 14 (21.9%)), a feeling of noise and ringing in the ears (23 (28.0%) and 14 (21.9%)), a feeling of flickering before the eyes (12 (14.6%) and 15 (23.4%)), a decrease in visual acuity and a feeling of a veil in front of the eyes (7 (8.5%) and 9 (14.1%)), a feeling of double vision in the eyes (6 (7.3%) and 7 (10.9%)).

The presence of vegetative and visual disorders associated with irritation in patients with SBL vertebral sympathetic plexus, is the main clinical difference between these variants of headache. Accompanying symptoms in the case of CH are restriction of neck movements in one or more directions (group 1 – 35 (42.7%), group 2 – 24 (37.5%) patients), neck stiffness (29 (35.4%) and 20 (31.3%), scalp paresthesia (16 (19.5%) and 22 (34.4%)), pain in the shoulder and upper arm (21 (25.6%) and 15 (23.4%)). The headache in all groups of cupir is the reception of analgesics. In the neurological status of patients with CH, signs of autonomic dysfunction prevailed (group 1 – 42 (51.2%), group 2 – 38 (59.4%), emotional lability (37 (45.1%) and 30 (46.9%), tendon hyperreflexia with expansion of reflexogenic zones (34 (41.5%) and 31 (48.4%) in the absence of focal neurological symptoms.

### 2.2. The state of venous cerebral hemodynamics in patients with cervicogenic headache

The indicators of blood flow in the main cerebral venous collectors in patients with cervicogenic headache are shown in Table 1.

In the 1st group, the indicators of blood flow in the BV practically did not differ from the data of the CG ( $20.7 \pm 3.4$  cm/s, CG –  $18.4 \pm 4.6$  cm/s). The speed parameters of VV and SR were strengthened (VV –  $27.8 \pm 3.2$  cm/s; CG –  $20.3 \pm 4.1$  cm/s; SR –  $29.3 \pm 3.6$  cm/s, CG –  $25.2 \pm 4.2$  cm/s) (Fig. 1).

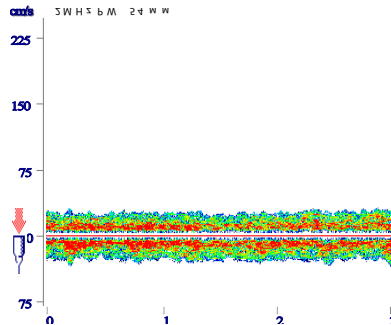


Table 1

**Hemodynamic parameters (Vmax, cm/s) in cerebral veins in patients with cervicogenic headache**

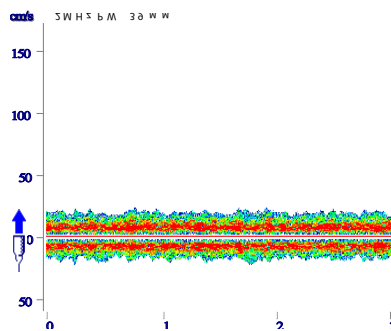
	VV	BV	SR
1 gr	27.8±3.2	20.7±3.4	29.3±3.6
2 gr	28.3±3.5 *	20.1±4.1	26.1±5.4
CG	20.3±4.1	18.4±4.6	25.2±4.2

\* p < 0.05.



**Fig. 1. Increased blood flow velocity in the SR in a patient with CCA. Vmax – 32 cm/s**

In patients of the 2nd group, there was no significant difference with CG indicators in BV and SR (BV – 20.1±4.1 cm/s; CG – 18.4±4.6 cm/s; SR – 26.1±5.4 cm/s, CG – 25.2±4.2 cm/s). Patients of the 2nd group also showed an increase in blood flow according to VV (28.3±3.5 cm/s; CG – 20.3±4.1 cm/s) (Fig. 2).



**Fig. 2. Increased blood flow velocity in VV in a patient with BLS. Vmax – 31 cm/s**

The most demonstrative differences between groups were noted in SR (29.3±3.6 cm/s in 1 group and 26.1±5.5 cm/s in 2 group).

Thus, headache in patients with CCA was mainly associated with dyscirculation along VV and SR, and in patients with BLS dyscirculation was noted along the VV.

### 2.3. Cerebral venous reactivity in patients with CH

Taking into account the peculiarities of vertebral venous hemodynamics, namely, the presence in the norm of the predominant outflow in the VV in the vertical position and its significant decrease in the horizontal position, we used orthostatic and antiorthostatic loads in the VV, BV and SR to assess the cerebral venous reactivity with the determination of the reactivity coefficients for orthostatic (CrvvOL) and antiorthostatic (CrvvAOL) loads in VV, orthostatic (CrbvOL) and antiorthostatic (CrbvAOL) loads in BV, orthostatic (CrsrOL) and antiorthostatic (CrsrAOL) loads in SR.

During the orthostatic test in VV in the group of patients with CCA and BLS, hyporeactivity was noted to CG (group 1 –  $1.53 \pm 0.06$ , CG –  $1.88 \pm 0.06$ ,  $p < 0.05$ ; group 2 –  $1.66 \pm 0.05$ , CG –  $1.88 \pm 0.06$ ,  $p < 0.05$ ). Hyporeactivity was more pronounced in patients with CCA (Table 2).

Table 2

#### Indicators of venous CVR in patients with cervicogenic headache

	<b>CrvvOL</b>	<b>CrbvOL</b>	<b>CrsrOL</b>	<b>CrvvAOL</b>	<b>CrbvAOL</b>	<b>CrsrAOL</b>
1 gr	$1.53 \pm 0.06^*$	$0.27 \pm 0.05$	$0.32 \pm 0.04$	$0.19 \pm 0.05$	$1.36 \pm 0.05$	$1.36 \pm 0.04$
2 gr	$1.66 \pm 0.05^*$	$0.29 \pm 0.04$	$0.27 \pm 0.06$	$0.20 \pm 0.04$	$1.34 \pm 0.06$	$1.38 \pm 0.07$
CG	$1.88 \pm 0.06$	$0.28 \pm 0.05$	$0.29 \pm 0.05$	$0.27 \pm 0.04$	$1.29 \pm 0.05$	$1.31 \pm 0.04$

\*  $p < 0.05$ .

Reactivity indicators during the orthostatic test in BV did not differ significantly from the data of CG (1st group –  $0.27 \pm 0.05$ , CG –  $0.28 \pm 0.05$ ; 2nd group –  $0.29 \pm 0.04$ , CG –  $0.28 \pm 0.05$ ). A similar picture was observed in the assessment of reactivity in the SR (1st group –  $0.32 \pm 0.04$ , CG –  $0.29 \pm 0.05$ ; 2nd group –  $0.27 \pm 0.06$ , CG –  $0.29 \pm 0.05$ ). By analogy with OL, conducting AOL also demonstrated hyporeactivity in VV (1st group –  $0.19 \pm 0.05$ , CG –  $0.27 \pm 0.04$ ; 2nd group –  $0.20 \pm 0.04$ , CG –  $0.27 \pm 0.04$ ). The response to AOL in BV slightly exceeded the parameters of CG and was similar in both groups (1st group –  $1.36 \pm 0.05$ , CG –  $0.29 \pm 0.05$ ; 2nd group –  $0.34 \pm 0.06$ , CG –  $0.29 \pm 0.05$ ). Mild hyperreactivity to AOL was also noted in SR (1st group –  $1.36 \pm 0.04$ , CG –  $1.31 \pm 0.04$ ; 2nd group –  $1.38 \pm 0.07$ , CG –  $1.31 \pm 0.04$ ).

The analysis of indicators of reactivity to static loads in CH demonstrated hyporeactivity to OL and AOL in VV as the leading autoregulatory pattern in both clinical groups, it is maximally expressed in patients with CCA. It was determined to be mild hyperreactivity to AOL by BV and SR in both groups. These indicators indicate a violation of the mechanisms of regulation of venous blood flow mainly according to the neurogenic circuit.

### 3. Conclusions

1. The presence of dopplerographic signs of cerebral venous dyscirculation was established with an emphasis on VV in most patients with CBG.

2. Cervicogenic headache is mainly associated with venous dyscirculation in the VV and SR in patients with CCA, as well as in the VV in patients with BLS.

3. Hyporeactivity to OL and AOL in VV was revealed, more pronounced in patients with CCA, as the leading syndrome of autoregulation with cervicogenic headache.

4. The patients of both groups have a lung installed hyperreactivity to AOL on BV and SR, which indicates a violation of the mechanisms of venous blood flow regulation, mainly according to the neurogenic circuit.

## References

1. Barmherzig R, Kingston W. (2019). *Occipital Neuralgia and Cervicogenic Headache: Diagnosis and Management*. *Curr Neurol Neurosci Rep*; 19(5):20. doi : 10.1007/s11910-019-0937-8.
2. Bogduk N. (2014). *The Neck and Headaches*. *Neurol Clin*; 32(2):471–87. DOI: <http://dx.doi.org/10.1016/j.ncl.2013.11.005>.
3. Bulut MD, Alpayci M, Senkoy E. et al. (2016). *Decreased Vertebral Artery Hemodynamics in Patients with Loss of Cervical Lordosis*. *Med Sci Monitor*; 22: 495–500.
4. Fredriksen TA, Antonaci F, Sjaastad O. (2015). *Cervicogenic headache: too important to be left undiagnosed*. *J Headache Pain*; 16:6. doi : 10.1186/1129-2377-16-6.
5. Kalashnikov VI. (2016). *Cerebral hemodynamics and cerebrovascular reactivity in patients with vertebrogenic cervicocranialgia*. *INTER COLLEGAS*;3 (4):185–189.
6. Kalashnikov VI, Stoyanov OM, Bakumenko IK, et al. (2021). *Reactivity of brain blood flow in patients with various types of headache*. *PhOL.Archives*;3:235-243. <http://pharmacologyonline.silae.it> ISSN: 1827–8620
7. Nosedá R, Melo-Carrillo A, Nir RR, et al. (2019). *Non-trigeminal nociceptive innervation of the posterior dura: implications to occipital headache*. *J Neurosci* ; 39:1867–80.
8. G, Cinnamond S, Hough D, Choy S, Whittingham W. (2017). *Doppler ultrasonography assessment of the vertebral artery in people with cervicogenic dizziness*. *J Spine* ; 6: 4.
9. Stoyanov AN Kalashnikov VI., Vastyanov RS., et al. (2022). *State of autonomic regulation and cerebrovascular reactivity in patients with headache with arterial hypertension*. *Wiad Lek*;75(9 , p2):2233–2237 DOI: 10.36740/WLek202209210
10. Todua FI, Gachechiladze DG, Beraia MV, Berulava DV. (2005). *Cerebral venous hemodynamics in chronic disorders of cerebral circulation*. *Angiol. Sosud. Khir*; 11(2): 39–43.
11. Verma S, Tripathi M, Chandra PS. (2021). *Cervicogenic Headache: Current Perspectives*. *Neurol India*; 69(Supplement): S 194–S198. doi : 10.4103/0028-3886.315992.

## VOCABULARY DEVELOPMENT IN THE PROCESS OF ONTOGENETIC DEVELOPMENT OF THE CHILD

**Daria Khrypun**

Ph.D., Assistant Professor, Pavlo Tychyna Uman State Pedagogical University, Ukraine  
e-mail: 8669838@ukr.net, orcid.org/0000-0001-8982-6308

### Summary

The article considers the periods of vocabulary development in preschool children. In particular, it is stated that the period of the fastest vocabulary enrichment is preschool age.

The article presents data from various researchers on the number of words used by children of different age categories.

Based on A. Bogush's research, it is stated that children begin to understand speech from three months of age, and examples of individual words uttered by a child up to the age of nine to ten months are given.

Hypersensitive phases are presented in the article, in particular, the first phase is characterized by the accumulation of the first words, the second by the improvement of phonetic speech, the assimilation of the grammatical structure of speech, the development of dialogic speech, and the third by the formation of contextual speech, that is, the independent creation of a text. By the age of six, a child must correctly pronounce all the sounds of his native language and have a sufficient active vocabulary as well as practically master the grammatical structure of the language.

It is noted that, despite the given statistical data, there are some discrepancies regarding the absolute composition of the vocabulary and its growth, which may be related to the physiological characteristics of the child or the environment that surrounds the child.

It is determined that in the general system of language work in preschool education, vocabulary enrichment, consolidation and activation occupy a leading place.

**Key words:** speech disorder, phonetics, grammatical structure of speech, development of dialogic speech, hypersensitive phase.

DOI <https://doi.org/10.23856/6427>

### 1. Introduction

A rich vocabulary is a sign of a high level of speech culture. And the speech culture of an individual largely depends on its orientation to the main features of flawless, exemplary speech. That is why vocabulary expansion is a necessary condition for the development of children's communication skills. Preschool age is the most favorable for the development of all aspects of speech.

Sometimes the difficulties that children experience when learning the program of a preschool education institution can be caused by an insufficient level of speech development, which is largely determined by the volume and quality of vocabulary. Vocabulary formation is important for the development of a child's cognitive activity, as a word and its meaning are a means not only of speech, but also of thinking. It is the accuracy of the understanding and use of words, the formation of the structure of the meaning of the word and the volume of the vocabulary that will play an important role in mastering the skills of reading, writing and counting.

## 2. Research methodology

The analysis of the literature on the subject of our research shows that the problem of vocabulary formation in preschool children, which has been of interest to many psychologists and teachers for a long time, is still relevant today. After all, knowledge of the regularities and features of the development of the vocabulary of preschool children allows you to avoid possible speech disorders in the future.

Features of vocabulary development of preschool children were studied by domestic and foreign scientists A. Bogush, L. Vygotskyi, N. Gavrish, K. Krutiy, A. Markova, V. Sukhomlynskyi, and others.

The integration of psycholinguistics and speech therapy became especially relevant, which was reflected in the works of G. Babina, B. Grinshpun, G. Gumennaya, V. Kovshikov, R. Lalaeva, E. Sobotovych, L. Khalilova, and others. The development of the psycholinguistic aspect of vocabulary formation, which allows analyzing the peculiarities of the structure and the nature of functional changes in the field of the semantic structure of the word, is due to the need to find ways to increase the effectiveness of the corrective influence in speech disorders.

## 3. The appearance of the first words in preschool children

The development of children's broadcasting has long attracted the attention of various specialists in Ukraine and abroad. Researchers consider the development of the dictionary as a long process of mastering the vocabulary accumulated by the people since ancient times.

Quantitative and qualitative aspects of this process are distinguished. As for the amount of vocabulary in children of different ages, there are still no substantiated data. The volume of a living individual dictionary is an object that is difficult to measure. Its boundaries are mobile, it is almost impossible to fix it due to the great uncertainty of the distance between what the child knows and understands and what and how he uses in various speech situations.

Quantitative growth is the first aspect of children's vocabulary development. Preschool age is a period of rapid vocabulary enrichment. Data on the number of words growing in the speech of preschoolers of the same age vary greatly because it depends on the conditions of life and upbringing. By the end of the first year of life, children have their first meaningful words. To a large extent, the development of language comprehension precedes an active dictionary. The enrichment of the active vocabulary occurs at a rapid pace after 1,5 years, and by the end of the second year of life it amounts to 300,400 words, and by the age of three it can reach 1,500 words (*Boretska, 2020: 114*).

Doctor of Pedagogical Sciences L. Ishchenko notes that a child's active vocabulary gradually increases: at the age of 3, it amounts to 1000 words; at the age of 4 – 1540; at the age of 5 – 2072 words; at 5.5 years old – 2289 words; at 6 years old – 2,589 words, at 7 years old – 3,500 4,000 words (*Education of mother tongue children of preschool age, 2013: 63*).

A huge leap in the development of the vocabulary occurs not only and not as a result of borrowing words from the speech of adults, but as a result of mastering the ways of creating words. As a result of the increase in the number of words denoting the objects of the immediate environment, actions with them, as well as their individual signs, the vocabulary is being developed. In the following years, the number of used words also increases rapidly, but the pace slows down somewhat. The period of the largest increase in active vocabulary is the third year of life. By 4 years, the number of words is 1,900, by 5 years – up to 2,000, 2,500, and by 6, 7 years, up to 3,500, 4,000 words (*Boretska, 2020: 114*).

#### 4. Stages of speech development in children according to M. Krasnogorskyi

In his research, M. Krasnogorskyi singles out separate stages of speech development in children.

The first pre-speech period (the first year of life): preparation of the respiratory system for the implementation of vocal reactions, the formation of undifferentiated vocal noises and sounds (from 3 to 6 months); cooing, the formation of vocal undifferentiated laryngeal, pharyngeal, oral, lip noises and certain uncertain speech sounds; babble, as a primary form of speech flow consisting of undifferentiated vocal sounds generated by imitation (*Bogush, Gavrish, 2007: 31*).

The second period is the formation of speech sounds and their differentiation: synthesis of syllables (6–12 months tsiv), mediation of external stimuli; synthesis of components of binomial strings (9–12 months) and their automation; formation of the first 5–10 words (8–12 months) (*Bogush, Gavrish, 2007: 31*).

The third period (third year of life): enrichment of the vocabulary to 500 or more words; formation and automation of speech chains from binomial to polynomial patterns; improving the pronunciation of individual words and speech patterns (*Bogush, Gavrish, 2007: 31*).

The fourth period (fourth year of life): vocabulary enrichment to 1000 or more words; lengthening and complication of speech chains, while the number of words in speech strings reaches 9–10; the accumulation and automation of speech strings and the formation of more complex speech streams of thought; increased loud pronunciation of speech strings, which helps to strengthen them; consolidation, strengthening of speech stereotypes and their automation; further improvement of phonemes and words of incorrect pronunciation in speech strings; the appearance of simple subordinate vocabulary strings or subordinate clauses (*Bogush, Gavrish, 2007: 31*).

The fifth period (fifth year of life): further enrichment of the vocabulary; production of adjusted pronunciation volume; 3) development of subordinate complex sentences (*Bogush, Gavrish, 2007: 31*).

#### 5. Dictionary of three-year-old children according to Y. Arkin

Researcher Y. Arkin, analyzing the vocabulary of three-year-old children, came to the following conclusions:

- 1) speech at this age is built from short phrases; phrases from a few syllable words, most often from one- and two-syllable words;
- 2) quite often there is a tendency to rhythm and rhyming;
- 3) the child's speech accompanies various forms of his muscle activity; it serves, as it were, as an accompaniment that stimulates her actions;
- 4) the same words and phrases are often repeated;
- 5) quite a large number of interrogative sentences (*Bogush, 2010: 80–81*).

In the literature, some disagreements are noted regarding the absolute composition of the vocabulary and its growth.

Speech development begins in a child from three months. This is the stage of active preparation of the speech apparatus for the pronunciation of sounds. The process of developing language understanding is also carried out, that is, impressive speech is formed. According to A. Bogush, first of all, the baby begins to distinguish intonation, then words denoting objects and actions. The child pronounces separate words consisting of the same paired syllables (ma-ma, pa-pa) up to nine to ten months. The vocabulary usually reaches 10–12 words by the year, and sometimes more, it depends on the individual development of the child (*Bogush, 2008: 404*).

Conventionally, in the period from 1 to 1.5 years, the first hypersensitive phase in the development of the child's speech lasts, which is characterized by the accumulation of the first words (*Logopedia, 2014: 41*). That is why after the child has spoken his first syllables (ma-ma-ma), an adult can reproduce what she said and ask her to repeat it. In the same way, the child will learn to repeat other syllables. When the child learns to repeat his own "babbling statements" after an adult, you can offer new paired syllables.

Already in the second year of a child's life, expressive speech is formed, words and sound combinations become a means of speech communication for him.

With normal speech development, a child by the beginning of the second year of life should be able to understand normal everyday speech quite well. She should show and give objects or toys to the interlocutor, perform simple actions (stand up, sit down, lie down, approach). The child must understand the most frequently repeated phrases (Go eat. Go for a walk. Come to me).

At least a few nouns should appear in the child's speech (mom, dad, grandfather, grandmother, names of favorite toys, etc.). She must answer questions: yes and no, say: give and take. You should pay attention to the fact that words may not be pronounced perfectly, hard sounds may be replaced by soft pairs (instead of dai – dyai, instead of na – nya, etc.).

By the age of two, the active vocabulary of children consists of 250–300 words, this has been established by scientists. The process of phrasal speech formation begins at the same time. At first, these are simple phrases of two or three words, but over time, up to three years, they become more complicated. Active vocabulary reaches 800-1000 words. Language becomes a full-fledged means of communication.

However, not all children reach the above-mentioned level of speech development in time. Often, a child's first words appear at the age of one and a half, or even at the age of two. The entire further course of speech development is also delayed. But by three, three and a half years, everything should return to normal.

In the third year of life, a second hypersensitive phase is observed in the development of speech (*Logopedia, 2014: 41*). This is the period when the child begins to understand the speech of adults more quickly, acquires a dictionary, improves sound pronunciation, learns the grammatical structure of speech, develops dialogic speech. Therefore, it is necessary to familiarize children with nouns by topic (toys, clothes, furniture, etc.). An adult can use any situation to familiarize a child with words. For example, during breakfast, you can put dishes on the table (two or three items – a plate, a spoon, a cup). At the same time, an adult should summarize these items in one word, saying: "This is a dish, from it you will eat." Similar actions can be carried out with clothes or other things that the child uses every day.

With normal development, three-year-old children fully understand the speech of unfamiliar people. Children speak clearly, in well-structured sentences, almost like adults. Their vocabulary includes different parts of speech and children can easily and freely talk about any everyday topic. At the end of the third year of life, children's vocabulary is: 1000–1100 words (*Boretska, 2020: 4*). According to scientists, almost all parts of speech are in the child's dictionary, the use of verbs and pronouns is becoming more active.

By the age of five, children's active vocabulary increases to 2500–3000 words. Pronunciation improves, the phrase is lengthened and complicated. Physiological disorders of sound and speech are spontaneously corrected in a child with normal speech development up to 4–5 years of age. The child correctly pronounces all the sounds of the native language, has a sufficient active vocabulary and practically masters the grammatical structure of the language by the age of six (*Bogush, 2008: 415*). The third hypersensitive phase begins (5–6 years old),

which is characterized by the formation of contextual speech, that is, the independent creation of a text (*Logopedia, 2014: 42*).

Analyzing quantitative data, we see the peculiarity of vocabulary formation in children with normal speech development. One of the features that interests us is the slow enrichment of the dictionary with adjectives.

Outstanding scientist F. Sokhin notes that in the general system of language work in a preschool education institution, vocabulary enrichment, consolidation and activation occupy a rather significant place. And this is natural. The word is the basic unit of language, and improving language communication is impossible without expanding the child's vocabulary. At the same time, cognitive development and the development of conceptual thinking are impossible without the assimilation of new words that mean the concepts that are learned by the child, their consolidation with new knowledge and ideas. Therefore, vocabulary work in preschool education is closely related to cognitive development (*Paguta, Ilyuk, 2020: 136*).

## 6. Conclusions

So, summarizing what has been said, we note that the periods of speech development of children from 1 to 6 years are considered sensitive, that is, especially sensitive to the influence of various factors of the internal and external environment. It is during this period that children can expand their vocabulary. However, it should be remembered that each child has its own pace of development and a slight discrepancy with the accepted age norms is not a sign of deviations in development.

## References

1. Bohush, A. (2008). *Metodyka navchannia ditei ukrainskoi movy v doshkilnykh navchalnykh zakladakh [Methods of teaching children the Ukrainian language in preschool educational institutions]*. Kyiv: Vydavnychi Dim «Slovo», 440 s [in Ukrainian].
2. Bohush, A., Havrysh, N. (2007). *Doshkilna linhvodydaktyka: Teoriia i metodyka navchannia ditei ridnoi movy [Preschool language didactics: Theory and methods of teaching children their native language]: Pidruchnyk / Zared. A. M. Bohush*. Kyiv: Vyshchashk., 542 s [in Ukrainian].
3. Bohush, A. (2010). *Movlennievyyi rozvytok ditei vid narodzhennia do 7 rokiv [Speech development of children from birth to 7 years]*. Monohrafiia. 2-e vydannia. Kyiv: Vydavnychi Dim «Slovo», 374 s [in Ukrainian].
4. Boretska, M. (2010). *Rozvytok slovnykovoho zapasu ditei doshkilnoho viku [Development of the vocabulary of preschool children]*. *Mahisterskyi visnyk*. 2020. №35. S. 113–115 [in Ukrainian].
5. Lohopediia (2014). *[Speech therapy]*. *Pidruchnyk / Zared. M. K. Sheremet* Kyiv: Vydavnychi Dim «Slovo», 672 s [in Ukrainian].
6. *Navchannia ditei doshkilnoho viku ridnoi movy [Teaching preschool children their native language]: navchalnyi posibnyk / uklad. L. V. Ishchenko*. Uman: PP «Zhovtyi», 2013. 138 s [in Ukrainian].
7. Pahuta, T., Iliuk, L. (2020). *Znachennia slovnyka doshkilnykiv na zaniattiakh z lohiko-matematychnoho rozvytku [The importance of the dictionary for preschoolers in classes on logical and mathematical development]*. *Psyholoho-pedahohichni osnovy humanizatsii navchalno-vykhovnoho protsesu v shkolita VNZ. Vyp. 1 (23)*. S. 134–145 [in Ukrainian].



## GESUNDER LEBENSSTIL UND SPORT GEGEN KREBS

Roman Orzhytskyi

Doktorand, Klassische Privatuniversität, Ukraine

e-mail: romanorzh@gmail.com, orcid.org/0009-0009-5813-7273

### Abstrakt

Die meisten von uns wissen, dass Krebs eine der häufigsten und gefährlichsten Krankheiten ist, die weltweit und in jedem Alter auftritt. Jedes Jahr wächst die Krankheitsstatistik rasant. Laut Statistik liegt die Krebssterblichkeit an zweiter Stelle nach Herz-Kreislauf-Erkrankungen, die wiederum eine der höchsten weltweit ist (*Wang, 2019*). Ein gesunder Lebensstil und regelmäßige Bewegung können dazu beitragen, das Fortschreiten der Krankheit zu verhindern. Besonderes Augenmerk sollte auf die Tatsache gelegt werden, dass Körperkultur und Sport nicht nur zu den besten Präventionsmaßnahmen gehören, sondern auch wesentlich zur Genesung des Körpers beitragen und den Krankheitsverlauf bei Auftreten schon abmildern (*Cenik, 2019*). Der Zweck dieser Forschung besteht darin, die Auswirkungen körperlicher Betätigung direkt während der Chemotherapie auf den menschlichen Körper sowie die Voraussetzungen für eine Rehabilitation nach der Behandlung zur Wiederaufnahme eines normalen Lebens zu untersuchen. Zu diesem Zweck wurde ein Trainingsprogramm zwischen den Chemotherapiezyklen entwickelt, das Alter, Gewicht, körperliche Fitness, Komplexität der Behandlung und Art der Krebserkrankung berücksichtigt. Die Wirksamkeit von körperlicher Bewegung und körperlicher Aktivität während der Behandlung wurde bei einem Patienten mit diagnostiziertem Lymphom untersucht Hodgkin und Non-Hodgkin Lymphom im Stadium 4. Wenn die Wirksamkeit des Bewegungsprogramms bei der Behandlung von Lymphomen bestätigt wird, kann dieses Programm weltweit zur Behandlung und Prävention von Krebs eingesetzt werden.

**Schlüsselwörter:** Lymphom Hodgkin, Non-Hodgkin Lymphom, gesunder Lebensstil, Bewegung, Behandlung und Rehabilitation der Onkologie.

DOI <https://doi.org/10.23856/6428>

### 1. Einführung

Die Gesundheit jedes Menschen liegt in seinen eigenen Händen. Je weniger er zu schlechten Gewohnheiten neigt und je gesünder er lebt, desto besser ist sein Körper auf den Kampf gegen verschiedene Krankheiten vorbereitet. Vorbeugung ist der wirksamste Weg, Krebs vorzubeugen, und eine der besten Präventionsmaßnahmen ist ein gesunder Lebensstil und regelmäßige körperliche Bewegung.

Wissenschaftler haben herausgefunden, dass das Krebsrisiko zu 30–35% mit der Ernährung zusammenhängt und dass Rauchen den gleichen Anteil erhöht. Verschiedene Infektionskrankheiten sind für etwa 17% der Tumoren verantwortlich, Alkohol – 4%, die übrigen Prozentsätze sind auf Ökologie und Vererbung zurückzuführen. Es lässt sich leicht berechnen, dass etwa drei von vier Tumoren mit dem Lebensstil und externen Faktoren zusammenhängen, die wir kontrollieren können (*Fedorenko, 2015*).

Durch einen gesunden Lebensstil kann ein Mensch sein Risiko, an Krebs zu erkranken, selbstständig um fast 70% senken. Wir sprechen über körperliche Aktivität, gute Ernährung und das Fehlen schlechter Gewohnheiten, die nicht nur den größten Beitrag zur Entstehung

von Krebs, sondern auch zu Herz-Kreislauf-Erkrankungen und Atemwegserkrankungen leisten (Frawley, 2020).

Basierend auf all dem oben Gesagten führten wir eine Studie über die Auswirkungen körperlicher Aktivität während und nach der Chemotherapie bei einem Patienten mit Lymphom im Stadium 4 durch.

*Studienobjekt:* Behandlung, Rehabilitation und Genesung nach einer Krebserkrankung.

*Gegenstand der Studie:* Behandlung und Rehabilitation mit Hilfe von Körperübungen bei Lymphomen Hodgkin und Non-Hodgkin Lymphome.

*Zweck der Studie:* wissenschaftliche Begründung der Wirksamkeit körperlicher Betätigung bei der Prävention, Behandlung und Rehabilitation von Lymphomen Hodgkin und Non-Hodgkin Lymphome.

Das erklärte Ziel umfasst die Umsetzung folgender *Aufgaben*:

– Analysieren Sie den aktuellen Stand des Einsatzes von körperlichen Übungen und körperlicher Aktivität bei Lymphomen Hodgkin und Non-Hodgkin Lymphome;

– ein Programm für den Einsatz von körperlichen Übungen und körperlicher Aktivität bei der Behandlung und Rehabilitation von Patienten mit Lymphomen entwickeln Hodgkin und Non-Hodgkin Lymphome;

– experimentell die Wirksamkeit des entwickelten körperlichen Trainingsprogramms bei der Behandlung von Lymphomen testen Hodgkin und Non-Hodgkin Lymphome.

*Forschungsmethoden:* Sammlung und Analyse von Literatur, medizinisches Experiment, Beobachtung, Methode der mathematischen Statistik.

## 2. Definition, Arten und Behandlung von Lymphomen

*Beim Lymphom* handelt es sich um eine bösartige Erkrankung des Lymphsystems. Das Lymphsystem besteht aus Lymphknoten, Milz, Thymusdrüse und Knochenmark. Lymphknoten und Knochenmark sind am Prozess der Hämatopoese beteiligt – sie produzieren weiße Blutkörperchen, sogenannte Lymphozyten, die eine wichtige Rolle bei der Bekämpfung von Infektionen im Körper spielen.

Ein Lymphom ist durch eine unkontrollierte Teilung der Lymphozyten sowie eine Vergrößerung der Lymphknoten und der Milz gekennzeichnet. Sowohl das Lymphsystem als auch andere Organe im gesamten Körper können betroffen sein.

Abhängig von ihren physiologischen Funktionen, morphologischen und chemischen Eigenschaften werden Lymphozyten im Körper in B- und T-Lymphozyten unterteilt. Beim Lymphom kann sich der bösartige Prozess sowohl aus B- als auch aus T-Lymphozyten entwickeln. Non-Hodgkin Lymphome werden in zwei Gruppen eingeteilt: B-Lymphozyten (machen etwa 85% der Non-Hodgkin-Lymphome aus) und T-Lymphozyten (machen weniger als 15% der Non-Hodgkin-Lymphome aus) (Wang, 2019). Die Ursachen von Lymphomen sind völlig unbekannt. Die Krankheit entwickelt sich jedoch, wenn eine genetische Mutation (auch erworbene) in Lymphozyten vorliegt. Die Mutation führt dazu, dass sich die Zelle schnell vermehrt, was zur Entstehung „kranker“ Lymphozyten führt, deren Zahl stetig zunimmt.

Die Mutation ermöglicht es den Zellen auch, unter Bedingungen weiterzuleben, die zum Absterben anderer normaler Zellen führen würden. Dies führt zu vielen „kranken“ und wirkungslosen Lymphozyten in den Lymphknoten, was zu einer Vergrößerung der Lymphknoten, Milz, Leber, Knochenmarksschäden und anschließender Störung ihrer normalen Funktion führt (Friedenreich, 2002).

Die Behandlung von Lymphomen umfasst meist eine Kombination aus Chemotherapie, zielgerichteten Medikamenten, Immuntherapeutika und Strahlentherapie. Manchmal ist zum Konsolidieren einer Remission eine autologe Knochenmarkstransplantation (unter Verwendung Ihrer eigenen Stammzellen) erforderlich. Das Ziel der Behandlung besteht darin, bösartige Zellen zu zerstören und eine Remission der Krankheit zu erreichen (*Hackett, 2019*).

Im Anfangsstadium ist der Tumor asymptomatisch und äußert sich in leichten, unspezifischen Symptomen. Wenn die Diagnose jedoch in diesem Stadium gestellt wird, ist die Behandlung am besten und die Überlebensrate der Patienten ist hoch. Wenn Sie sich unwohl fühlen oder neue Krankheitssymptome haben, auch wenn diese nicht ausgeprägt sind, sollten Sie sich daher nicht selbst behandeln oder damit rechnen, dass alles von selbst verschwindet – Sie müssen einen Arzt konsultieren, um die Diagnose zu klären.

Außerdem leiden Männer laut Statistik häufiger an Lymphomen als Frauen, die höchste Inzidenz tritt im Alter von 25–35 Jahren und über 50–60 Jahren auf (*Wang, 2019*).

Lymphome sind weit verbreitet – jedes Jahr werden weltweit mehr als 580.000 Menschen zum ersten Mal diagnostiziert. 9 von 10 Fällen dieser Pathologie werden durch Non-Hodgkin-Syndrom repräsentiert Lymphome, die ebenfalls 5% aller bösartigen Tumoren ausmachen und in Industrieländern als fünfthäufigste Krebsart gelten.

### 3. Körperübungen während der Behandlung

Moderater Sport hat mit seinem reichen Wertpotenzial einen großen Einfluss auf die Gesundheit des Menschen.

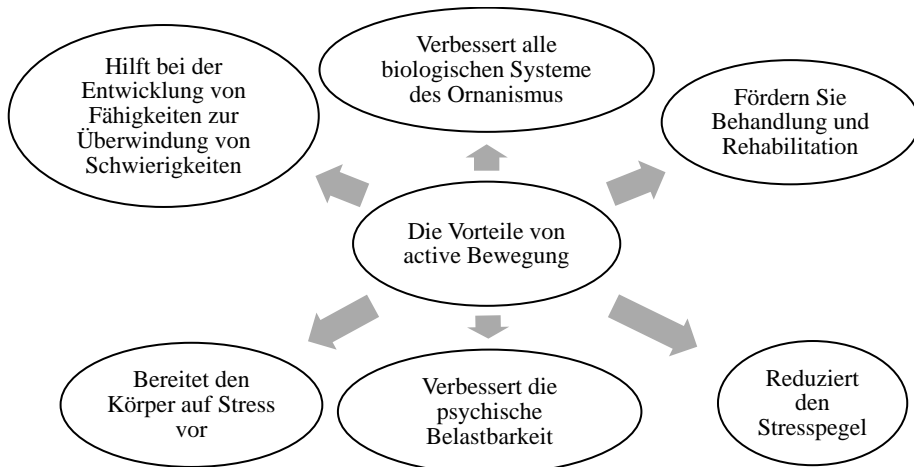
Systematische Bewegung trägt zur Verbesserung der Gesundheit bei, indem sie die Funktion des Herz-Kreislauf-Systems, der Atmungs- und Verdauungsorgane sowie des Stoffwechsels verbessert und die Widerstandskraft des Körpers gegen viele schädliche Faktoren erhöht. Die Einbeziehung von dosiertem Sportunterricht in einen Komplex therapeutischer Maßnahmen ist zur Heilung vieler Krankheiten unbedingt erforderlich.

Morgengymnastik eignet sich zur Aktivierung an einem Schul- oder Arbeitstag, da sie autonome Funktionen mobilisiert und die Aktivität des Zentralnervensystems in Gang setzt, was die Stimmung am Morgen verbessert. Der Gesundheitszustand gibt einem Menschen Wohlbefinden und die Möglichkeit, über viele Jahre hinweg aktiv zu arbeiten. Krankheiten unterbrechen den normalen Lebensablauf, aber mit Hilfe von körperlichen Übungen kann sich der Patient nicht nur schneller von Krankheiten, sondern auch schneller von deren Folgen erholen (*Sermer, 2019*).

In Abbildung Nr. 1 betrachten wir die wichtigsten positiven Aspekte regelmäßiger körperlicher Bewegung.

Aus der Analyse von Abbildung Nr. 1 können wir schließen, dass körperliche Bewegung große Vorteile für den menschlichen Körper hat und bei richtiger Anwendung praktisch keine negativen Aspekte hat. Daraus folgt, dass ein Mensch, der einen körperlich aktiven Lebensstil führt, seinen Körper deutlich mit Lebensenergie auflädt, was ihm sowohl bei der erfolgreichen Bewältigung alltäglicher Aufgaben als auch bei der Bewältigung verschiedener Krankheiten hilft. Dieser Trend muss denjenigen Menschen vermittelt werden, die von schlechten Gewohnheiten abhängig sind, insbesondere unter jungen Menschen.

Der Einsatz von Sportmitteln zu therapeutischen und prophylaktischen Zwecken wird bei der komplexen Behandlung vieler Krankheiten, einschließlich Krebs, eingesetzt. Der richtige Einsatz der therapeutischen Körperkultur fördert die Genesung, fördert die Wiederherstellung der beeinträchtigten Arbeitsfähigkeit und die Rückkehr zum normalen Leben.



**Abbildung Nr. 1. Die Vorteile körperlicher Betätigung**

Nach Ansicht vieler Forscher können Bewegung und moderater Sport die Wirksamkeit einer Chemotherapie erhöhen und den Rehabilitationsprozess nach der Behandlung von Lymphomen verbessern (Vyrva, 2014).

Besonderes Augenmerk sollte auch auf die therapeutische Körperkultur gelegt werden, bei der Körperkulturmittel zu therapeutischen und prophylaktischen Zwecken sowie zur möglichst schnellen Wiederherstellung des Wohlbefindens und der Arbeitsfähigkeit des Patienten eingesetzt werden, um den Folgen des pathologischen Prozesses vorzubeugen.

Die umfassende Entwicklung der körperlichen Fähigkeiten des Menschen durch organisierte körperliche Aktivität (körperliches Training) trägt dazu bei, alle inneren Ressourcen des Körpers auf das Erreichen des Ziels zu konzentrieren, steigert die Leistungsfähigkeit, verbessert die Gesundheit und ermöglicht es Ihnen, alle geplanten Aufgaben innerhalb eines kurzen Arbeitstages zu erledigen (Mukharovska, 2016).

Bei regelmäßiger körperlicher Aktivität erhöht sich die Zahl der roten Blutkörperchen von 5 Millionen pro Kubikmillimeter auf 6 Millionen. Auch der Spiegel der Lymphozyten, deren Aufgabe es ist, schädliche Faktoren, die in den Körper gelangen, zu neutralisieren, steigt. Dies ist ein direkter Beweis dafür, dass Sport die sogenannte Abwehrfähigkeit des Körpers stärkt, also die Fähigkeit, widrigen Umweltbedingungen standzuhalten. Körperlich aktive Menschen werden seltener krank, und wenn sie Bakterien und Viren ausgesetzt sind, kommen sie viel schneller damit zurecht als diejenigen, die einen inaktiven Lebensstil führen (Fedorenko, 2015).

Durch körperliche Betätigung verbessern sich der Stoffwechsel und die Stoffwechselfvorgänge im Körper. Körperlich aktive Menschen bewältigen Stresssituationen besser, sind fröhlicher und weniger anfällig für plötzliche Stimmungsschwankungen, Depressionen und Neurosen.

Wissenschaftler arbeiten ständig an der Entwicklung neuer Krebsmedikamente. Um dies zu erreichen, werden häufig sehr komplexe Technologien eingesetzt. Gleichzeitig werden wir ermutigt, einfache verfügbare Methoden wie die Physiotherapie nicht zu vergessen. Körperliche Aktivität wird einen bösartigen Tumor natürlich nicht beseitigen, aber sie wird dazu beitragen, einige Symptome zu lindern und sich besser zu fühlen. Sie sind sowohl für diejenigen nützlich, die sich noch in Behandlung befinden, als auch für Menschen, die diese bereits abgeschlossen haben.

Viele Studien zeigen, dass es umso besser ist, je früher der Patient mit dem Training beginnt. Sie sollten nicht bis zum Ende der Therapie warten: In der Regel wird körperliche Aktivität zu Beginn der Behandlung gefördert. Dies kann leichte Bewegung, Spaziergänge an der frischen Luft und sogar Hausarbeit sein. Während der Erholungsphase oder zwischen Chemotherapie- und Strahlentherapiesitzungen ist eine Kombination verschiedener Übungsarten zur umfassenden Unterstützung des Körpers ideal: Gehen, Atemübungen, Dehnübungen, Ausdauer usw. (*Hackett, 2019*).

In der Regel führt eine sitzende Lebensweise während der Behandlung, insbesondere das passive Liegen im Bett, zu immer weniger Kraft und einer Verstärkung düsterer Stimmungen. Körperliche Aktivität wiederum sättigt die Zellen mit Sauerstoff, verbessert den Stoffwechsel, gibt Kraft, steigert den Appetit und verbessert die Stimmung.

Die Hauptprinzipien der körperlichen Aktivität bei Krebs sind die Kontrolle durch einen Arzt und einen Bewegungstherapeuten, Regelmäßigkeit und Mäßigung.

Richtlinien zur Bewegungstherapie für Menschen mit Krebs und Krebsüberlebende wurden bereits von mehreren renommierten Organisationen herausgegeben, darunter der American Cancer Society, Australische Gesellschaft für Bewegung und Sport Wissenschaft Australien, ein Krebsdienst in Ontario (Cancer Pflege Ontario), Australische Gesellschaft für klinische Onkologie (Clinical Onkologie Gesellschaft von Australien).

Statistiken zeigen jedoch, dass nur 45% der Krebspatienten nach der Remission weiterhin regelmäßig Sport treiben. Professor Schmitz und Kollegen empfehlen täglich durchschnittlich 30 Minuten Aerobic-Training mittlerer Intensität und zusätzlich 20 bis 30 Minuten Widerstandstraining zweimal pro Woche. Selbstverständlich ist stets Rücksicht auf den allgemeinen Gesundheitszustand und die körperliche Leistungsfähigkeit des Einzelnen zu nehmen (*Schmitz, 2017*).

Es wurden zahlreiche Untersuchungen durchgeführt, die es ermöglichen, die Intensität, Häufigkeit und Dauer des Trainings für bestimmte Zwecke auszuwählen, beispielsweise wenn eine Person ihre Lebensqualität verbessern, mit Müdigkeit zurechtkommen, Schmerzen lindern muss usw.

Eine Krebsbehandlung kann bei Patienten zu Stress und psychischen Belastungen führen. Körperliche Aktivität ist ein wirksames Mittel, um Stress abzubauen und die Stimmung zu verbessern. Es fördert die Ausschüttung von Endorphinen – natürlichen „Glückshormonen“, die sich positiv auf das Wohlbefinden und den allgemeinen psychischen Zustand auswirken. Bewegung hält Sie während des Genesungsprozesses motiviert.

Viele Forscher kommen zu dem Schluss: „Es gibt überzeugende Beweise dafür, dass körperliche Aktivität bei der Prävention vieler Krebsarten eine Rolle spielt und die Lebenserwartung von Krebspatienten verbessert“ (*Friedenreich, 2002*).

#### 4. Experimenteller Teil

Um die Wirksamkeit unserer Überzeugungen zu testen, wurde ein medizinisches Experiment durchgeführt. Bei dem Patienten wurde mittels PET-CT und Biopsie Krebs im Stadium 4, Lymphom, diagnostiziert Hodgkin-Syndrom und aggressives Non-Hodgkin-Syndrom Lymphom. Der Tumor befand sich auf der rechten Tibia in einer Höhe von 2/3 der Oberfläche von 6\*8 cm. Der Tumor befiel das Knochenmark, die Knochen, die Muskeln und die umgebende Haut. Die Metastasierung hat sich auf die Kniekehlen- und Leistenlymphknoten des rechten Beins ausgebreitet. Der Allgemeinzustand des Körpers war zufriedenstellend, Blutuntersuchungen

ergaben keine nennenswerten Auffälligkeiten. Nach Rücksprache mit den Ärzten wurde dem Patienten empfohlen, sich 6 Zyklen einer R-COP Chemotherapie mit Pausen zwischen den Zyklen von 3 Wochen zu unterziehen, gefolgt von einer Bestrahlung des betroffenen Beinbereichs.

Vor Beginn der Chemotherapie übte die Testperson regelmäßig körperliche Aktivität und Sport aus, was dem Körper einen zusätzlichen Energieschub verlieh. Zwischen den Chemotherapiekursen wurde die Testperson gebeten, an einem speziell entwickelten körperlichen Trainingsprogramm teilzunehmen, um den Körper zu erhalten und die Vitalität besser wiederherzustellen.

Die Verteilung der Arbeitsbelastung pro Woche zwischen den Chemotherapiekursen ist in Tabelle Nr. 1 ersichtlich.

Tabelle Nr. 1

### Geplante Belastung während der Behandlung

Arten körperlicher Aktivität	1. Woche, Unterrichtszeit	Woche 2, Unterrichtszeit	Woche 3, Unterrichtszeit
Morgengymnastik	2–3 Minuten	8–10 Minuten	8–10 Minuten
Morgenspaziergang	20–30 Minuten	30–40 Minuten	25–30 Minuten
Abendspaziergang	20–30 Minuten	30–40 Minuten	25–30 Minuten
Physische Übungen	Keiner	3x pro Woche, 30–40 Minuten	3x pro Woche, 30–40 Minuten
Laufen in langsamem Tempo	Keiner	Keiner	3 mal pro Woche, 15–20 Minuten

Die körperlichen Übungen wurden nach dem folgenden Programm durchgeführt, das die folgenden Phasen umfasste: 1) In der ersten Woche nach der Chemotherapie umfasste das Programm leichte Morgenübungen von 2–3 Minuten Dauer und einen Spaziergang an der frischen Luft von 20–30 Minuten morgens und abends in langsamem Tempo; 2) In der zweiten Woche wurde das morgendliche Aufwärmen auf täglich 8–10 Minuten erhöht, morgens und abends ein 30–40-minütiger Spaziergang an der frischen Luft und am Montag, Mittwoch und Freitag spezielle Körperübungen von 30–40 Minuten. 40 Minuten wurden hinzugefügt, um den Muskeltonus aufrechtzuerhalten und die Durchblutung des Körpers zu verbessern; 3) In der dritten Woche dauerte das morgendliche Aufwärmen 8–10 Minuten, jeden Morgen und Abend am Montag, Mittwoch und Freitag gab es einen Spaziergang an der frischen Luft von 25–30 Minuten Dauer und am Dienstag, Donnerstag und Samstag a Es wurde ein Lauf in langsamem Tempo von 15–20 Minuten hinzugefügt. Außerdem fanden am Montag, Mittwoch und Freitag Kurse mit Körperübungen von 30–40 Minuten Dauer statt. All dies verbesserte den Allgemeinzustand des Körpers, erhöhte die Wirksamkeit der Chemotherapie und gab Kraft für die Bewältigung neuer Behandlungszyklen.

Während der gesamten Behandlung hatte der Patient stabile Blutwerte, Puls, Gewicht, Temperatur und Blutdruck.

Der Einsatz aktiver körperlicher Bewegung während der Krebsbehandlung hat positive Ergebnisse gezeigt. Dies belegen die Ergebnisse der PET-CT, die zu Beginn der Behandlung und am Ende nach Abschluss der Chemotherapiezyklen durchgeführt wurde. Bemerkenswert ist, dass die Ergebnisse der PET-CT nach der Behandlung positiv waren und dass die vor Beginn der Behandlung geplante Bestrahlung nach Chemotherapie von einem Ärzterrat wegen Mangel Sinn abgesagt wurde.

Es ist auch erwähnenswert, dass der Patient vor der Entdeckung dieser Pathologie einen körperlich aktiven Lebensstil führte, der seinem Körper ein zusätzliches Gleichgewicht an Lebensenergie verschaffte, was für die Behandlung sehr nützlich war. Nehmen wir an, er führte ein normales Leben, ohne regelmäßigen Sportunterricht und Sport. Dann wären alle lebenswichtigen Systeme des Körpers nicht ausreichend entwickelt. Dies würde wiederum die Wirksamkeit der Behandlung verringern, da viele Forscher argumentieren, dass eine der Voraussetzungen für eine wirksame Behandlung ein stabiler Blutfluss zum Tumor ist, der durch ein entwickeltes Herz-Kreislauf-System erreicht werden kann. Daraus können wir schließen, dass körperliche Aktivität die beste Methode zur Behandlung und Vorbeugung vieler Krankheiten ist.

All dies bestätigt die Wirksamkeit von körperlicher Bewegung und Sport im Kampf gegen Krebs.

## 5. Schlussfolgerungen

Bei der Analyse der Literatur zur Behandlung von Lymphomen können wir den Schluss ziehen, dass körperliche Bewegung und körperliche Aktivität die Behandlung und Rehabilitation bei Krebserkrankungen deutlich verbessern und zudem eine der besten Präventionsmaßnahmen darstellen.

Körperliche Aktivität trägt zum Erhalt der Muskulatur bei, während diejenigen, die körperliche Bewegung während der Behandlung vernachlässigen, häufig unter Atrophie leiden. Es wird darauf hingewiesen, dass leichte Sportarten dazu beitragen, die Nebenwirkungen einer Chemotherapie oder Strahlentherapie zu reduzieren oder vollständig zu beseitigen. Das Training sollte schrittweise erfolgen, insbesondere wenn zuvor noch keine körperliche Aktivität ausgeübt wurde. Es sind Rücksprachen mit Ihrem Arzt und eventuell einem Physiotherapeuten erforderlich, außerdem ist es wichtig, die Reaktion des Körpers sorgfältig zu überwachen. Treten negative Folgen ein, muss der Prozess angepasst werden.

Wissenschaftler haben herausgefunden, dass Bewegung dazu beiträgt, die Durchblutung bösartiger Tumore zu erhöhen. Dies erhöht die Empfindlichkeit des Tumors gegenüber einer Chemotherapie, was die Wirksamkeit der Behandlung erhöht (Frawley, 2020).

Einer der Resistenzmechanismen bösartiger Tumore gegenüber der Behandlung ist die Bildung eines Netzwerks von Blutgefäßen, das die Tumorzellen nicht ausreichend mit Sauerstoff versorgt. Dank des Sauerstoffmangels erhält das Neoplasma eine „Unsichtbarkeitskappe“: Es wird resistent gegen die Auswirkungen von Chemotherapie und Strahlentherapie, die auf gut mit Sauerstoff versorgtes Gewebe abzielen.

Bei der Behandlung von Krebs sollten Patienten Empfehlungen zur körperlichen Aktivität berücksichtigen. Am besten konsultieren Sie einen Spezialisten, beispielsweise einen Physiotherapeuten, der Erfahrung in der Arbeit mit Krebspatienten hat. Das Sportprogramm sollte individuell gestaltet werden und die körperliche Verfassung, die Art der Behandlung und die persönlichen Vorlieben des Patienten berücksichtigen.

Regelmäßige Bewegung kann die Nebenwirkungen von Strahlentherapie, Chemotherapie und anderen Krebsbehandlungen reduzieren. Sie tragen dazu bei, die körperliche Aktivität aufrechtzuerhalten, Müdigkeit zu reduzieren, Schlaf und Appetit zu verbessern und das Risiko einer Lymphostase und von Übergewicht zu verringern.

Während des Experiments wurde dem Patienten während der Behandlung regelmäßige Bewegung angeboten. Die Belastungen wurden unter Berücksichtigung der Reaktion des Körpers auf die Chemotherapie, des Alters und des Allgemeinzustands geplant. Basierend auf

den Ergebnissen der PET-CT vor und nach der Behandlung kann argumentiert werden, dass der Einsatz von körperlicher Bewegung zusammen mit einer medikamentösen Behandlung die Heilungschancen bei verschiedenen Arten von Lymphomen deutlich erhöht.

Unsere Studie bestätigte den positiven Effekt von körperlicher Bewegung auf die Wirksamkeit der Behandlung und Rehabilitation nach der Behandlung von Lymphomen. Dies kann anschließend allen Patienten, die an dieser Krankheit leiden, angeboten werden.

**Perspektiven für weitere Forschung.** Weitere Forschung könnte darauf abzielen, die Wirksamkeit von Bewegung und mäßiger körperlicher Aktivität bei der Behandlung anderer Krebsarten unter Berücksichtigung von Geschlecht, Alter, Stadium und körperlicher Verfassung zu untersuchen.

## Literatur

1. Cenik F, Mähr B, Palma S. (2019). Role of physical medicine for cancer rehabilitation and return to work under the premise of the "Wiedereingliederungsteilzeitgesetz". *Wien Klin Wochenschr.* 131 (19-20): 455–61. DOI: 10.1007/s00508-019-1504-7.
2. Chimenti RL, Frey-Law LA, Sluka KA. (2018). A mechanism-based approach to physical therapist management of pain. *Phys Ther.* 98 (5): 302-14. DOI: 10.1093/ptj/pzy030.
3. Fedorenko Z., Hulak L., Mykhailovych Y., ta in. (2015). Rak v Ukraini (Elektronnyi resurs). [Cancer in Ukraine (Electronic resource)]. red. O. O. Kolesnik. Kyiv: Natsionalnyi instytut raku. URL: [http://www.ncru.inf.ua/publications/BULL\\_16/index.htm](http://www.ncru.inf.ua/publications/BULL_16/index.htm). [in Ukrainian].
4. Frawley HC, Lin KY, Granger CL. (2020). An allied health rehabilitation program for patients following surgery for abdomino-pelvic cancer: a feasibility and pilot clinical study. *Support Care Cancer.* 28 (3): 1335–50. DOI: 10.1007/s00520-019-04931-w.
5. Friedenreich CM, Orenstein MR. (2002). Physical activity and cancer prevention. Etiologic evidence and biological mechanisms. *J Nutr.* 132.3456-64.
6. Hackett F, Dowling M. (2019). Lymphoma survivors' experiences at the end of treatment. *J Clin Nurs.* 28 (3-4): 400-9. DOI: 10.1111/jocn.14658.
7. Hathiramani S, Pettengell R, Moir H, Younis A. (2019). Relaxation and exercise in lymphoma survivors (REIL study). *BMC Sports Sci Med Rehabil.* DOI: 10.1186/s13102-019-0127-7.
8. Hegedus A, Trzaskoma L, Soldos P. (2020). Adaptation of fatigue affected changes in muscle EMG frequency characteristics for the determination of training load in physical therapy for cancer patients. *Pathol Oncol Res.* 26 (2): 1129–35. DOI: 10.1007/s12253-019-00668-3.
9. Markova M. V., Piontkovska O. V., Kuzhel I. R. (2012). Stan ta perspektyvy rozvytku suchasnoi psykhonkologhii. [State and prospects of the development of modern psycho-oncology]. *Ukrainskyi visnyk psykhonevrolohii.* [Ukrainian Herald of Psychoneurology]. T. 20, vyp. 4 (73). S. 86–91. [in Ukrainian].
10. Mukharovska I.R. (2016). Osoblyvosti psykhoemotsiinoho stanu onkologhichnykh khvorykh na etapi pervynnoho likuvannia. [Peculiarities of the psychoemotional state of oncological patients at the stage of primary treatment]. *Ukrainskyi visnyk psykhonevrolohii.* [Ukrainian Bulletin of Psychoneurology] [jirbis-nbuv.gov.ua](http://jirbis-nbuv.gov.ua). [in Ukrainian].
11. Sermer D, Pasqualucci L, Wendel H.G, Melnick A, Younes A. (2019). Emerging epigenetic-modulating therapies in lymphoma. *Nat Rev Clin Oncol.* Aug;16(8):494-507.doi: 10.1038/s41571-019-0190-8.
12. Stout N.L., Silver J.K, Alfano C.M. (2019). Long-term survivorship care after cancer treatment: a new emphasis on the role of rehabilitation services. *Phys Ther.* 99 (1): 10–13. DOI: 10.1093/ptj/pzy115.



13. Stubblefield MD, Kendig TD, Khanna A. (2019). *ReVitalizing cancer survivors – making cancer rehabilitation the standard of care. MD Advis. 12 (2): 30–33.*
14. Vyrva O. (2014). *Suchasnyi pidkhid do likuvannia zloiakisnykh kistkovykh pukhlyn (ohl-iad literatury). [Modern approach to the treatment of malignant bone tumors (literature review)]. Instytut patolohii khrebta ta suhlobiv im. prof. M. I. Sytenka NAMN, Ukraina, Kharkiv (Zakinchennia. Pochatok dyv. u № 4, 2013 r.) 2014 UDK 616-006.34.04:616-08](045). [in Ukrainian].*
15. Wang HW, Balakrishna JP, Pittaluga S, Jaffe E. (2019). *Diagnosis of Hodgkin lymphoma in the modern era. Br J Haematol. Jan;184(1):45–59. doi: 10.1111/bjh.15614. Epub 2018 Nov 8.*
16. Wendy Demark-Wahnefried, Kathryn H. Schmitz. *Weight management and physical activity throughout the cancer care continuum. 2017. CA: A Cancer Journal for Clinicians. <https://doi.org/10.3322/caac.21441>*

## TECHNOLOGY, CREATIVITY, IMPLEMENTATION

### USE OF PROTECTIVE STRUCTURES OF CIVIL PROTECTION IN URBAN DEVELOPMENT

**Eduard Shyshkin**

Ph.D., Associate Professor at the Department of Urban Construction,  
O. M. Beketov National University of Urban Economy in Kharkiv, Ukraine  
e-mail: ed4shishkin@ukr.net, orcid.org/0000-0002-0440-9255

**Anna Pankeieva**

Ph.D., Associate Professor at the Department of Urban Construction,  
O. M. Beketov National University of Urban Economy in Kharkiv, Ukraine  
e-mail: pankeevaanna@i.ua, orcid.org/0000-0002-7915-6651

#### Summary

The presence of protective structures in the immediate vicinity of residential buildings where people live provides an additional opportunity for the civilian population to hide during rocket attacks. In this regard, it is very important to design storage facilities in such a way that the evacuation time of the population does not exceed four minutes. The purpose of this article is the analysis of world examples of the construction of protective structures and the implementation of this experience in the construction of new residential buildings in Ukraine. The article provides a general description of protective structures according to Ukrainian regulatory documents. The main requirements for the location of protective structures in the urban development are presented. The advantages and disadvantages of the presence of protective structures in the countries of the world are determined. Recommendations are provided for the construction of houses with the location of protective rooms in residential buildings. The principle scheme of a high-rise building resistant to destruction and the creation of a protected space in it is proposed. A SWOT analysis of the location of protective premises in residential buildings is presented.

**Key words:** protective structures, protective rooms, protected space, shelter, civil protection.

DOI <https://doi.org/10.23856/6429>

#### 1. Introduction

On July 29, 2022, the Verkhovna Rada of Ukraine adopted draft law No. 7398 (*Zakon Ukrainy, Document 2486-IX, 2022*) amending the Civil Protection Code of Ukraine. According to this law, design and construction documentation must necessarily contain a section on engineering and technical measures of civil protection. This law may provide for the construction of protective structures of civil protection or dual-purpose structures, as well as project decisions regarding the consideration of fire and man-made safety requirements, for:

- construction objects, which according to the class of consequences (responsibility) belong to objects with medium (CC2) and significant (CC3) consequences, where more than 50 individuals will be permanently present or more than 100 individuals will periodically be present;
- other construction objects according to the list determined by the Cabinet of Ministers of Ukraine.

The draft law also emphasizes that project decisions of the civil protection engineering and technical measures section must ensure compliance with accessibility requirements for persons with limited physical capabilities.

The largest cities of Ukraine that are in close proximity (from 22 to 75 km) to the Russian Federation include: Kyiv, Chernihiv, Sumy, Kharkiv. According to the analytical portal “Word and Deed” ([www.slovoidilo.ua](http://www.slovoidilo.ua), 2022), as of the beginning of 2023, there are 514 shelters in Kyiv, including those that are not ready and partially ready for operation. There are also 4,400 dual purpose buildings in Kyiv. These are basements, underground car parks, underground passages, subway, etc. In the city of Chernihiv there are 61 bomb shelters and anti-radiation shelters, in Kharkiv – 300 units, of which 6 are anti-radiation and 4.6 thousand dual-purpose structures, in Sumy – 120 shelters, of which 19 are anti-radiation (see Fig. 1).

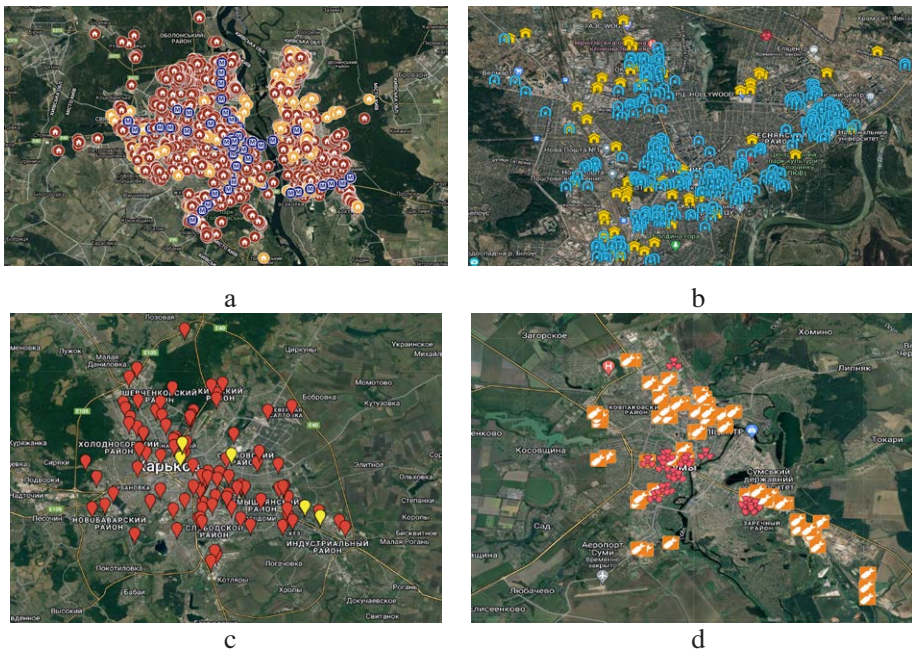


Fig. 1. Map of protective structures: a – Kyiv, b – Chernihiv, c – Kharkiv, d – Sumy

- Legend:
- Repositories
  - Dual purpose storage
  - Metro stations and anti-radiation refuge
  - Basement premises
  - Anti-radiation repositories

Considering the total number of residents, the population of Kyiv is 2.966 million people (as of December 1, 2019). One shelter accommodates 5,770 people. Chernihiv has a population of 282,700. (as of 01/01/2022) there are 4,634 people per shelter. Kharkiv has a population of 1.421 million people. (as of January 1, 2022) there are 4,736 people per shelter. Sumy has a population of 256,500 people. (as of January 1, 2022) there are 2,137 people per shelter. These data indicate that the total number of shelters is not able to provide all residents of the most vulnerable cities.

## 2. Theoretical background

Many scientists and specialists abroad and in Ukraine consider the problem of using protective structures of civil defense in urban development in their works. Different approaches to solving this problem, the expediency of using urban underground infrastructure, the underground construction of residential premises, the integration of above-ground and underground spaces were considered by Rudina Breçani, Loretta von der Tann, Lulzim B. (*Breçani R. et al., 2019; Tann L. et al., 2020; Beqiri L. et al., 2017*). But today, in Ukraine, which is in a state of war, and not on its sovereign territory, active hostilities continue, the result of which is the destruction of urban infrastructure and buildings, the most relevant are the research (*Besner J., 2017; Admiral H. et al., 2020; Admiral H. et al., 2016; Saqaff, A., et al., 2016*) related to the issue of the presence of protective spaces in the immediate vicinity of residential buildings where people live.

In his research (*www.trendhunter.com, 2013*), Tana Makmanee emphasizes the relevance and advantages of using underground territories, provides examples of objects of various purposes organized in underground spaces, from underground exhibition galleries, underground bunkers with tunnels to underground tropical gardens. In his work (*Yixuan W. et al., 2020*), Yixuan Wei analyzes the issue of designing shelter facilities when the country faces problems related to natural phenomena (earthquakes or floods). At the same time, instructions are provided for future construction based on the experience and knowledge of other countries.

## 3. Purpose of the research

Analysis of world examples of the construction of protective structures and implementation of this experience in the construction of new residential buildings in Ukraine.

## 4. Analysis and discussion

According to the Civil Protection Code of Ukraine (document 5403-VI, revision dated 10/29/2022) (*Kodeks tsyvilnoho zakhystu Ukrainy, Dokument 5403-VI, 2022*) there are several types of shelters. The main ones include: shelters, anti-radiation shelters, dual purpose structures and the simplest shelter. Let's define the main structural features of these structures and the conditions of their use.

A storage facility is a hermetic structure for the protection of people, in which conditions are created for a certain time, which exclude the influence of dangerous factors arising as a result of an emergency situation, military (combat) actions and terrorist acts.

Anti-radiation shelter – a non-hermetic structure for the protection of people, in which conditions are created that exclude the impact of ionizing radiation on them in the event of radioactive contamination of the area and the action of conventional means of destruction.

Dual purpose buildings – above ground or underground buildings/structures or their individual parts, which are designed or adapted to be used for the main functional purpose, including for the protection of the population, and in which conditions are created for the temporary stay of people.

The simplest shelter is a fortification structure, which reduces the combined damage to people from the dangerous consequences of emergency situations, as well as from the action of means of destruction in a special period.

On July 18, 2022, the restricted access culture was removed from DBN V.2.2-5-97 "Protective structures of civil protection" (DBN V.2.2-5-97, 1997). Now you can familiarize yourself with this document up to the last change No 4 in 2019 namely:

1. Protective structures of civil protection are intended for protection in peacetime of personnel who are hiding from the consequences of accidents, disasters and natural disasters. In wartime – from modern weapons of mass destruction. During peacetime, protective structures are used for economic purposes.

2. The storage should be placed in the places of the greatest concentration of personnel who are in the room and within reach and, if possible, should be placed: built-in – under low-rise buildings from those being built on this site; separately located – at a distance from buildings and structures equal to their height.

3. The level of the shelters floor should be no less than 1.5 m from the planning mark of the land. It is not allowed to lay the transit lines of utility networks through the shelters. Engineering networks that pass over shelters must be laid in special collectors (concrete or reinforced concrete channels).

4. Protective structures should be located close to the location of the majority of the population that needs to hide.

5. There should be no large tanks with highly poisonous substances near the protective structure.

6. It is forbidden to place shelters:

- under production and warehouse premises;
- in premises with engineering networks;
- on slopes subject to landslides or other geological processes;
- closer than 30 m from warehouses with combustible materials.

After the Second World War, every country in one way or another thought about how to organize the protection of the civilian population as a result of the start of a possible war in the future. Some countries after 1945 did not have hostilities on their territory and this allowed them to almost completely abandon protective structures. And some countries were in a very tense region and had a constant threat to the lives of the civilian population. These threats forced them to build an active network of defensive structures in many cities. Next, it is suggested to get acquainted with the most common options for the construction of protective systems in the world.

**Israeli experience.** After the first war in the Persian Gulf in the early 1990s, the government made the decision to build home bomb shelters mandatory for new construction of residential buildings. In that war, Israel was hit by long-range rockets fired from Iraq. Rockets mainly reached the center of the country. It became necessary to strengthen and improve the defense of the Israeli rear. A home bomb shelter in Israel is one of the premises of an apartment

with reinforced walls and additional impact-resistant windows and doors. They are designed to prevent the penetration of shock waves and debris, as well as to seal the room (*Shapiro M. et al., 2017; Shir-Vertesh et al., D. 2015; Armstrong M. 2018*).

There are several types of shelter in Israel: MAMAD (MMD) is a protected space in an apartment; MAMAK (MMK) is a protected room on the first floor; MAMAM (MMM) is a protective space in institutions and public buildings.

Basic requirements for the construction of protective structures:

- the MMD area should be more than 9 m<sup>2</sup> (the floor area without walls). The height of the ceiling should be 2.5–2.8 m, and the width of the room should be at least 1.6 m;
- the rate of stay of people in MMD premises – 1.25 m<sup>2</sup> per person. The minimum is 4 m<sup>2</sup> per person for a small room (up to 100 m<sup>2</sup>) or 5 m<sup>2</sup> per person for large rooms (over 100 m<sup>2</sup>);
- MMD must have two ventilation holes, one of which must be located in the outer wall at a height of 1.5 m from the floor;
- the building must be built as a whole, without columns and beams.

Concrete must be additionally reinforced. Walls shall be at least 250 mm thick on external walls and at least 200 mm thick on internal walls, excluding walls where a window is installed. The number of external walls should not exceed 2 units;

- MMD must have an armored hermetic door that can withstand the blast wave.

**Swiss experience.** Switzerland is a unique country because it has enough nuclear storage facilities for the entire population. Owners of multi-apartment buildings are obliged to build and equip protective rooms in all new dwellings in accordance with Articles 45 and 46 of the Swiss Federal Law on Civil Defense (*Silvia B. 2017; Silvia B. 2017*). Because of this, most buildings built after the 1960s have nuclear-proof rooms.

A protective structure in Switzerland is mandatory in every capital building in cities where more than 1,000 people live. Every 5 years, bomb shelters are checked for operational efficiency.

In 2006, there were 300,000 protective structures in Swiss homes, institutions and hospitals, which can provide protection for 8.6 million people, which is 114% of the country's total population.

**American experience.** The USA is the main country participating in the Cold War, which could face nuclear attacks first in the world. Since the end of the Second World War, the Americans have been engaged in the construction of protective structures and bomb shelters, which exclusively save from nuclear threats (*Bishop T. 2019; Dillon M. et al., 2022; Taylor A. 2021*). Exact data on quantity and quality are not available. There is no accurate data on the number and quality of protective structures.

The Pentagon quickly decided that conventional bomb shelters would not be enough to protect against a nuclear attack. In addition, shelters were needed for large masses of the population from million megacities. RAND research center analyst Herman Kahn, who worked for the government, proposed creating an independent network of hostels and communications under the 50 largest US cities, and each shelter would provide life for millions of people. This is how the system of protective structures appeared, which provides protection for millions of people.

**German experience.** During the Second World War, thousands of well-fortified bunkers were built on the territory of the Reich to protect the population. About 500 such structures have survived in West Germany. During the Cold War, they were strengthened and kept in working condition until the late 1980s. In 2007, the German authorities, believing that there were no more threats, decided not to keep the bomb shelters, to exclude them from the civil defense system and to allow any use of the buildings. Savings amounted to about 2 million euros per

year. Most often protective structures in Germany – these are well-fortified protective structures designed to protect the population, which are not hidden underground, but those that rise above it (Kristina H. et al., 2009).

Each of these options for building protective systems has its own disadvantages and advantages, which are shown in Table 1.

Table 1

**Advantages and disadvantages of the construction of protective structures  
in the countries of the world**

Israel	Switzerland	USA	Germany
Advantages			
A large number of protective structures in the country	A large number of protective structures in the country for various purposes	A large number of protective structures in the country for various purposes	Little use of funds for the maintenance of all protective structures
Different types of protective structures	Protective structures can accommodate 114% of the country's population	A large number of protective structures for the leadership of the country	Great benefit from the renovation of protective structures in peacetime
Informing the population about the location of protective structures	Most of the protective structures have the status of nuclear	Informing the population about the location of protective structures	
Availability of protective structures at public transport stops	Very strict control over the maintenance of protective structures in proper condition	Lack of information on the state and number of protective structures in the country	
Re-equipment of premises in houses for protective rooms		Well-equipped protective structures	
Disadvantages			
Large costs for the construction of protective structures	Large costs for the construction of protective structures	Large costs for the construction of protective structures	A small number of protective structures in the country
Sometimes not the presentation view of buildings with protective structures	High costs for the maintenance of protective structures	High costs for the maintenance of protective structures	The total number of protective structures is not calculated for the entire population
		Construction of individual protective structures on own plots of land	Openness regarding the condition and number of protective structures
			Obsolete equipment

After the war, about 2.34 million houses were destroyed in West Germany and West Berlin, which was about 22% of the housing stock in 1939. The need for the created housing space was estimated at approximately 5 million apartments, and since the beginning of the 1950s at 6.5 million apartments.

In 1947, the European reconstruction program was adopted, the so-called “Marshall Plan” (Tarnoff C. 2018). In 1949, the first unified and centralized program of housing construction in West Germany after the war was adopted. The main feature of this program was the construction of social housing in Germany. This is the construction of housing subsidized by the state, especially for social groups that cannot meet their housing needs in the housing market. In addition to personal requirements, tenants in Germany must provide proof of the right to housing. There is a maximum allowable rent that is regulated by the Compulsory Housing Act in Germany.

Almost the same situation as in Germany developed in Ukraine in the territories where military operations took place. On December 15, 2022, the analytical team of the Kyiv School of Economics (KSE) published an updated assessment of the documented damage to the housing infrastructure of Ukraine (<https://kse.ua>, 2022). The number of destroyed and damaged private and apartment buildings as of December 1, 2022 is 143,800. Of them, 126,700 are private (individual) houses, 16,800 are apartment buildings; almost 0,3 thousand – dormitories. Now all these houses need to be reconstructed, and the built-up area is subject to ecological rehabilitation and social revitalization (Hayko Y. 2021; Hayko Y. 2018).

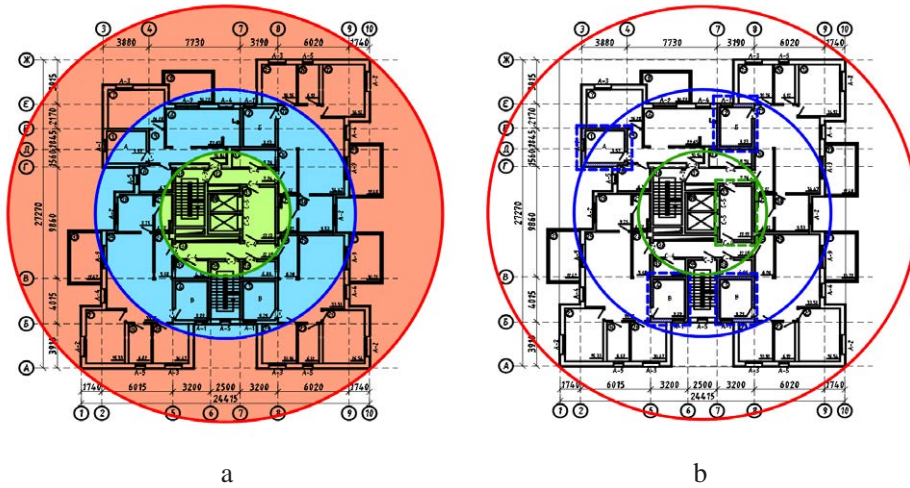
Analyzing the mass rocket attacks on the country's cities during the first year of the war, we can say with confidence that 2–4 minutes pass from the beginning of the notification of the population about the missile threat to the beginning of shelling of the city. This time is extremely insufficient to hide in a protective structure located even close to a residential building. Therefore, after analyzing the world experience in the construction of protective structures and implementing the resolution of the draft law on the availability of mandatory engineering and technical measures of civil protection during new construction, it is proposed to start the construction of buildings with built-in protective rooms. In addition, residential apartments in such buildings must have the status of social housing as is common in Germany. They should be received first of all by the residents of destroyed buildings as compensation or as rent among the less protected sections of the population.

It is proposed to introduce a schematic diagram of a high-rise building resistant to destruction and to create a protected space in it. The main structural axis of the building should be a strong monolithic trunk, where stairwells, elevator shafts, engineering communications and an elevator hall should be located. This part of the building will be located in the so-called first protective zone. It is also proposed to place armored rooms for common use in this zone. This part of the building should be protected as much as possible from destruction using monolithic reinforced concrete walls with reinforced reinforcement. The first protective zone must be designed for a missile strike. Maximum protection of evacuation routes will allow residents to leave the building without problems in the event of its destruction.

The second protective zone should include common corridors on the floor, bathrooms in the apartments and armored rooms in the apartments for safe stay during the shelling. This part of the building should also be protected by monolithic reinforced concrete walls. Armored rooms must be equipped with built-in security windows and armored doors. These rooms can be located both outside the apartment and as one of the living rooms of the apartment.

The largest area of apartments will be located in the unprotected outer circle – the third protective zone. The main premises of the apartment are located here: living room, nursery, office, dining room, bedroom, etc. Damage to this part of the house will not lead to its destruction. An example of the location of a protected space in a multi-storey residential building is shown in Figure 2.





**Fig. 2. An example of creating a protected space in a multi-storey building residential building: a – zones, b – location of armored rooms**

- Legend:
- The first protective zone
  - The second protective zone
  - The third protective zone
  - Booked rooms in the apartment
  - Booked rooms on the floor

It is this scheme of the location of protective zones in the building that will allow residents to hide in protective rooms in 2–4 minutes and wait out the rocket attack. And the mandatory construction of protective premises in new buildings will allow to avoid a large number of victims among the civilian population during rocket attacks in the future.

This variant of the location of protective premises in a residential building has its strengths and weaknesses, opportunities and threats. All these components are given in the SWOT analysis of the location of protective rooms in residential buildings (Table 2).

Table 2

**SWOT analysis is location of protective rooms in residential buildings**

Strengths	Weak sides
Adoption of a new law on the mandatory availability of engineering and technical measures of civil protection during new construction	The regulatory framework regarding the location of protective structures in urban buildings is outdated
Removing the vulture of limited access to DBN B.2.2-5-97 “Protective structures of civil protection”	Lack of a clear classification of protective structures in DBN B.2.2-5-97 “Protective structures of civil protection”

Table 1 (continuance)

A large number of protective structures in cities of various purposes	A large number of non-specific protective structures in cities
Protection of residents of homes from sudden threats	Small norm of the area of the premises per person of protective structures
	A large number of specially equipped premises that must be located in protective structures
	Additional cost for the construction of protective structures
Opportunities	Threats
Location of protective rooms inside residential buildings	It is not possible to quickly build protective structures due to the outdated regulatory framework
Evacuate the population to protective rooms in 2–4 minutes	Increase in the cost of construction of houses
Provide a protected space for a large number of people	

## 5. Conclusions

Air defense of Ukraine significantly reduced the number of dead and injured and somewhat reduced direct material damage, but this is not enough to completely eliminate human casualties among the civilian population. In addition, the cost of creating a closed airspace from enemy missiles, such as the Israeli "Iron Dome", requires significant financial investments, which a country in a state of war is not enough.

The article analyzes world examples of the construction of protective structures, but their effectiveness differs significantly depending on possible threats. The experience of countries that have been in the stage of military conflict for many years obliges them to build both bomb shelters and protected spaces in every residential building throughout the country. The creation of a protected space in residential buildings will allow the residents of these buildings to live in safety and to hide within 2–4 minutes in the event of shelling of the city.

Analyzing the experience of countries with rich experience in the construction of protective structures, a principle scheme of a multi-storey building resistant to destruction and the creation of a protected space in it is proposed. The building structures of such a building must be designed in such a way as to withstand the impact of missiles. Escape routes, stairs and elevator shafts must be reliably protected from damage and destruction. When developing the basic scheme of a high-rise building resistant to destruction, the arrangement of protective zones must be provided within the apartment or floor. All protective rooms should be equipped with armored windows and doors, and the walls should have a monolithic reinforced concrete structure with reinforced reinforcement.

It is recommended to start the construction of new buildings with sheltered premises at the expense of the state, with the subsequent renting of apartments among the less protected strata of the population or as compensation for the residents of destroyed buildings.

## References

1. Zakon Ukrainy «Pro vnesennia zmin do deiakykh zakonodavchykh aktiv Ukrainy shchodo zabezpechennia vymoh tsyvilnoho zakhystu pid chas planuvannia ta zabudovy terytorii, Dokument 2486-IX». [Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Ensuring Civil Protection Requirements During Planning and Development of Territories, Document 2486-IX]. (2022). Retrieved from: <https://zakon.rada.gov.ua/laws/show/2486-20#Text> [in Ukrainian].
2. Sait zhurnalu «Slovo ta dilo». Nadiini ukryttia u razi viiny: skilky bomboskhovyshch u velykykh mistakh. [The site of journal "Word and Deed". Reliable shelters in case of war: how many bomb shelters are there in big cities].(2022). [www.slovoidilo.ua](http://www.slovoidilo.ua). Retrieved from: <https://www.slovoidilo.ua/2022/02/03/infografika/bezpeka/nadijni-ukryttia-razi-viiny-skilky-bomboskhovyshch-velykyx-mistax> [in Ukrainian].
3. Breçani, R., & Dervishi, S. (2019). Thermal and energy performance evaluation of underground bunkers: An adaptive reuse approach. *Sustainable Cities and Society*, vol. 46. Retrieved from: <https://doi.org/10.1016/j.scs.2019.101444>.
4. Tann, L., Sterling, R., Zhou, Y., Metje, N. (2020). Systems approaches to urban underground space planning and management. *Underground Space*, vol. 5(2), pp. 144–166. Retrieved from: <https://doi.org/10.1016/j.undsp.2019.03.003>.
5. Beqiri, L., Rexhepi, Z., Sylejmani, M., Sinani, B., Ibrahim, H., et al. (2017). Underground houses – systematic approach toward underground construction of living space. *Ubt International Conference, Durres, Albania*, vol. 5, pp. 37–45., Retrieved from: <https://doi.org/10.33107/ubt-ic.2017.5>.
6. Besner, J. (2017). Cities Think Underground – Underground Space (also) for People. *Procedia Engineering*, vol. 209, pp. 49–55, Retrieved from: <http://doi.org/10.1016/j.proeng.2017.11.129>.
7. Admiral, H., & Cornaro, A. (2020). Future Cities. Resilient Cities – The Role of Underground Space in Achieving Urban Resilience. *Underground Space*, vol. 5(3), pp. 223–228. Retrieved from: <https://doi.org/10.1016/j.undsp.2019.02.001>.
8. Admiral, H., & Cornaro, A. (2016). Why underground space should be included in urban planning policy – And how this will enhance an urban underground future. *Tunneling and Underground Space Technology*, vol. 55, pp. 214–220. Retrieved from: <https://doi.org/10.1016/j.tust.2015.11.013>.
9. Saqaff, A., Alkaff, S.C., Sim, M.N., Ervina E. (2016). A review of underground building towards thermal energy efficiency and sustainable development. *Renewable and Sustainable Energy Reviews*, vol. 60, pp. 692–713. Retrieved from: <https://doi.org/10.1016/j.rser.2015.12.085>.
10. Magazine website «Trendhunter». From Tunnel-Connected Homes to Repurposed Bomb Shelters. (2013). [www.trendhunter.com](http://www.trendhunter.com). Retrieved from: <https://www.trendhunter.com/slide-show/underground-dwellings>
11. Yixuan, W., Longzhe, J., Mingwei, X., Song P., Yifei, X., Yihong Z. (2020). Instructions for planning emergency shelters and open spaces in China: Lessons from global experiences and expertise. *International Journal of Disaster Risk Reduction*, vol. 51. Retrieved from: <https://doi.org/10.1016/j.ijdr.2020.101813>
12. Kodeks tsyvilnoho zakhystu Ukrainy, Dokument 5403-VI. [Civil Protection Code of Ukraine. Document 5403-VI]. (2022). Retrieved from: <https://zakon.rada.gov.ua/laws/show/5403-17#Text> [in Ukrainian].
13. DBN V.2.2-5-97 «Zakhysni sporudy tsyvilnoho zakhystu», Zmina №4. Obmezhenia dostupu hryf (dlia sluzhbovoho korystuvannia) zniato 18.07.22. [DBN V.2.2-5-97 "Civilian protective

- structures protection”, Amendment No. 4. Restrictions on access to vultures (for official use) were removed on 22/07/18]. (1997) Retrieved from: [http://online.budstandart.com/ua/catalog/doc-page.html?id\\_doc=4653](http://online.budstandart.com/ua/catalog/doc-page.html?id_doc=4653) [in Ukrainian].
14. Shapiro, M., & Bird-David, N. (2017). Routine emergency: Domestic securitization in contemporary Israel. *Environment and Planning D: Society and Space*, vol. 35(4), pp. 637–655. Retrieved from: <https://doi.org/10.1177/0263775816677550>.
15. Shir-Vertesh, D., & Markowitz, F. (2015) *Between War and Peace: Israel Day by Day*. *French ethnology*, vol. 45(2), pp. 209–221. Retrieved from: <https://doi.org/10.3917/ethn.152.0209>.
16. Armstrong, M. (2018). The Effectiveness of Rocket Attacks and Defenses in Israel. *Journal of Global Security Studies*, vol. 3(2), pp. 113–132. Retrieved from: <https://doi.org/10.1093/jogss/ogx028>.
17. Silvia, B. (2017). (De) territorializing the home. The nuclear bomb shelter as a malleable site of passage. *Environment and Planning D: Society and Space*, vol. 35(4), pp. 674–69. Retrieved from: <https://doi.org/10.5167/uzh-135570>.
18. Silvia, B. (2017). Superpower Underground: Switzerland's Rise to Global Bunker Expertise in the Atomic Age. *Technology and Culture*, vol. 58(4). pp. 921–954. Retrieved from: <https://doi:10.1353/tech.2017.0109>.
19. Bishop, T. (2019). “The Struggle to Sell Survival”: Family Fallout Shelters and the Limits of Consumer Citizenship. *Modern American History*, vol. 2(2). pp. 117–138. Retrieved from: <https://doi:10.1017/mah.2019.8>
20. Dillon, M., Schwefler, C., Chinn, I. (2022). US Fallout Shelter. Lawrence Livermore National Lab, Livermore, United States. p. 1-105. Retrieved from: <https://doi.org/10.2172/1880931>.
21. Taylor, A. (2021). Future-proof: bunkered data centers and the selling of ultra-secure cloud storage. *Journal of the Royal Anthropological Institute*, vol. 27(S1), pp. 76–94. Retrieved from: <https://doi.org/10.1111/1467-9655.13481>.
22. Kristina, H., Kupferschmid, B. A. (2009). The preservation of Nazi-associated structures in Berlin: flak towers. Doctor's thesis for the Degree of Master of Science in Historic Preservation. The University of Texas at Austin. Retrieved from: <http://hdl.handle.net/2152/22531>.
23. Tarnoff, C. (2018). The Marshall plan: Design, accomplishments, and significance. Congressional Research Service, pp. 1–32. Retrieved from: <https://digital.library.unt.edu/ark:/67531/metadc1156806/>.
24. Sait zhurnal «Kyiv School of Economics». Na lystopad 2022 roku zahalna suma zbytkiv, zavdana infrastrukturi Ukrainy, skladaie maizhe \$136 mlrd. [For the fall of leaves in 2022, the total amount of surpluses, the infrastructure of Ukraine, totals approximately \$136 billion]. (2022). <https://kse.ua>. Retrieved from: <https://kse.ua/ua/about-the-school/news/na-listopad-2022-roku-zagalna-suma-zbitkiv-zavdana-infrastrukturi-ukrayini-skladaye-mayzhe-136-mlrd/> [in Ukrainian].
25. Hayko, Y., Hnatchenko, E., Zavalnyi, O., Shyshkin, E. (2021). Renovatsiia promyslovi zabudovy ta yii adaptatsiia do suchasnoho miskoho seredovyshcha [Renovation of industrial buildings and their adaptation to the modern urban environment]. Monohrafiia. Kharkiv. nats. un-t misk. hosp-va im. O. M. Beketova, Kharkiv, 2021. Retrieved from: <https://eprints.kname.edu.ua/57691/> [in Ukrainian].
26. Gaiko, Y., Shyshkin, E., Hnatchenko, E. (2018). Osoblyvosti upravlinnia kompleksnoi rekonstruktsiiei zhytlovoi zabudovy na suchasnomu etapi rozvytku mist [Peculiarities of management of complex reconstruction of residential buildings at the modern stage of urban development]. *Mistobuduvannia ta terytorialne planuvannia*, Kyiv, KNUBA, 66, 90–100. Retrieved from: [http://nbuv.gov.ua/UJRN/MTP\\_2018\\_66\\_11](http://nbuv.gov.ua/UJRN/MTP_2018_66_11) [in Ukrainian].