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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* 65 (4) (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.

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them: various theories about the origin of language, language means of expressing implicit evaluation in contemporary political discourse, genre invariants of modern advertisement, feasibility of implementing information and communication technologies in the process of foreign language teaching, mystical symbols in the culinary discourse of Joan Harris's novel "Chocolat", theoretical aspects of the literary text adaptation into film script, the origins of medical terminology.

The authors in the sphere of education elicit pedagogical aspects of forming a successful pupil's personality, principles of formation of listening skills of students in higher educational institutions, practical works in primary school physics course, quality management technology for the training of bachelors in physical education in the environment of the university (on the example of the prc), remote education using expedience, advantages, disadvantages, comparison to the non-remote learning in Ukrainian higher educational establishments under war conditions.

Academia Polonica also highlights the current problems of modern society, such as conceptualization of Ukraine's foreign policy choice as a marker of democratization, the role and place of public control in the legal mechanism for the prevention of penitentiary crime in Ukraine, the main subjects of the implementation of the youth policy of Ukraine and the regulatory and legal regulation of their interaction, representative democracy, the evolution of approaches to the judicial corps formation in the us (from the ideas of Albert M. Kales to the plan of Sandra D. O'connor), sociological perspectives of the study of the war factor in the dynamics of compliance with anti-pandemic measures (on the example of front-line Kharkov), netocracy as a form of information society management, mechanisms and principles of interaction between public administration entities in cross-border cooperation.

Authors in the sphere of health, environment, development elicit modern approach to condition of hard tissues of teeth in children with cerebral palsy, sources of traumatic experience and cross-contour mental health recovery technology, specific characteristics of mental status in patients with rheumatic arthritis depending on sex, the influence of melatonin on the activity of the main enzymes of antioxidant protection in the heart of rats with dexamethasone diabetes.

We thank our authors, who have already sent their scientific articles to *Academia Polonica*, and those, who are going to submit 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 to 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

TASKS OF INTERCULTURAL EDUCATION IN THE CONDITIONS
OF UKRAINIAN-TURKISH BILINGUALISM**Anzhela Demianiuk**

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Summary

The article examines the main tasks of intercultural education in the conditions of Ukrainian-Turkish bilingualism; insignificant acculturation of children in a foreign-speaking environment was noted, since the picture of the world of Ukrainian-speaking students studying in Turkey includes a small number of Turkish components; three main groups of nominations reflecting linguistic and cultural specificity are highlighted: cultural idioms, words with an idio-ethnic aura, idioms. It was emphasized that the task of expanding the Ukrainian picture of the world with a Turkish component should be systematically solved in schools where children from Ukrainian-speaking families study. The process of acculturation is based on the communicative process. The practical implementation of bicultural education can be achieved through the joint education of Ukrainian children and children from mixed Ukrainian-Turkish families; introduction of subjects related to the national culture of the host country into the curriculum; enrichment of basic educational disciplines with national Ukrainian and Turkish issues; mandatory inclusion of linguistic and cultural information in Ukrainian and Turkish language programs; creation of electives on Turkish topics taking into account the interests of children. The article proposed attempt is to present possible directions and methods of developing the concept of TURKEY in Ukrainian language classes.

Key words: Ukrainian-Turkish bilingualism, bilingualism, intercultural communication, the concept of Turkey, acculturation, linguistic picture of the world, linguiculturema.

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1. Introduction

In recent years, Turks have been increasingly interested in the Ukrainian language and Ukrainian culture as a result of the active growth of Ukrainian-Turkish relations. These relations

require the presence of people in Turkish society who speak Ukrainian. This need has led to the opening of language courses in Turkey, and subsequently to an increase in the number of Ukrainian language courses. Thus, in Ankara, the Union of Ukrainians opened Ukrainian language courses, organized the online platform "Learning Ukrainian" and published a textbook on learning Ukrainian for Turks, where all explanations are in Turkish. Yulia Biletska, head of the Union of Ukrainians in Ankara, PhD in Political Science, told Ukrinform in an interview: "The Ukrainian language is strengthening its position in the world, gaining prestige and becoming more popular in Turkey. The courses are offered at several levels and are mostly attended by Turks who plan to use it to do business in Ukraine. ... Thanks to the active development of bilateral relations between our countries, the need to learn Ukrainian among Turks is constantly growing." (*Vyvchennia ukrainskoi movy nabuvaie dedali bilshoi populiarnosti v Turechchyni*).

The website of the Embassy of Ukraine in the Republic of Turkey states that "as of 2024, there are 20 Ukrainian unions in the Republic of Turkey. ... The Taras Shevchenko International Lyceum operates under the Ukrainian Cultural Society in Istanbul. Shevchenko International Lyceum in Istanbul, where Ukrainians and representatives of other nationalities study. ... There are Ukrainian Saturday schools and Ukrainian classes in Istanbul, Ankara, Antalya, Alanya, Izmir, Bursa, Marmaris, Mersin, Adana, Konya and Kusadasi." (*Ukrainska hromada v Turechchyni*).

Turkey is tolerant of the national and cultural needs of Ukrainians. "In 2018, the first specialty in Turkey, Ukrainian Language and Literature, was opened at the Department of Slavic Languages at Istanbul University. This was announced by Ambassador of Ukraine to Turkey Andriy Sybiga." (*U Stambulskomu universyteti vyvchatymut ukrainsku movu*).

As we can see, the study of the Ukrainian language in Turkey is becoming increasingly popular, and there is a need for bilingual communication, and thus the formation and functioning of Ukrainian-Turkish bilingualism.

The issue of bilingualism has been studied by the following Ukrainian and foreign linguists: I.V. Borysiuk, V.M. Britsyn, O.R. Valigura, L.P. Didkivska, Y.O. Zhluktenko, H.P. Yizhakevych, O.R. Kis, V.I. Kononenko, O.D. Petrenko; D. Hymes, W.E. Lambert, S. Poplack, G. Sankoff, Ch.B. Paulston. They noted that bilingualism is complex and diverse, as the functioning of language is conditioned by manifestations of every plan. That is why bilingualism is studied not only by linguistics, but also by cultural history, psycholinguistics, sociolinguistics, ethnography, and ethnopsycholinguistics, which explore various aspects of bilingualism. According to A.I. Devitska, "bilingualism is studied in interaction with speech and speech behavior of different groups of people and is a complex scientific problem, which is studied in different aspects" (*Devitska, 2013: 26*).

Denysenko points out that "in the linguistic interpretation, bilingualism (from Latin *bi* – two, *lingua* – language) is defined as the practice of alternate use of two languages, or as the presence and functioning of two or more languages within one society" (*Denysenko, 2011: 9*).

Thus, the main feature of bilingualism is "the functioning of two languages, in the communication of the same speakers. This circumstance is of particular importance, since the interaction of language systems is realized only in their functioning" (*Demetska, 2006: 43*).

Based on the above, we should distinguish between a broad and a narrow understanding of bilingualism. As N. Shostak notes, "in the broad sense, bilingualism can be considered any practice of alternate use of two languages; this includes, in particular, all cases of subordinate bilingualism. In this case, every speaker who uses elements of two language systems, regardless of the level of linguistic competence in each of them, will be considered a bilingual. A narrow understanding of bilingualism would imply the ability to compare the signs of each

language directly with the signifier, rather than using another language system as an intermediary." (*Shostak, 2010: 177*).

In this article, we will try to outline the main tasks of intercultural education in the context of Ukrainian-Turkish bilingualism; note the insignificant acculturation of children in a foreign language environment, since the worldview of Ukrainian-speaking students studying in Turkey includes a small number of Turkish components; and suggest ways to overcome this situation.

2. Socio-cultural interaction between Ukrainians and Turks

The Ukrainian diaspora in Turkey is clearly aware of the need to master the socio-cultural space of the country of residence, as evidenced by numerous websites and forums on the Internet with titles such as: "These strange people are Turks: what Ukrainians do not know", "In Turkey, many things are done somehow not in the Ukrainian way", etc. Ukrainians point to many positive aspects of Turkey's image.

A survey was conducted in Turkey among Ukrainians who answered the following questions: "What can we learn from the Turks?". Ninety-seven percent of respondents chose the option "Honoring parents and respecting elders", sixty percent – "Attitude to family", forty-seven percent – "Love for children", forty-two percent – "Friendliness, politeness, smiling", thirty-four percent – "Patriotism, attitude to military service, attitude to national symbols", thirty-one percent – "Hospitality, service and respect for guests", twenty-one percent – "Attitude to religion", ten percent – "Culture of eating, variety of dishes", six percent – "Respect for representatives of other cultures" and only three percent – "Frugality".

Particularly noteworthy were respect for national symbols, respect for representatives of other cultures, and goodwill. It is worth noting that Ukrainian respondents emphasized primarily those features of the Turkey concept that Turks are particularly proud of. Ukrainians who have already settled down in Turkey are trying to present their concept of TURKEY, showing those parts of the worldview of Ukrainian migrants that need to be corrected. We believe that this task of expanding the Ukrainian picture of the world with a Turkish component should be systematically addressed in schools where children from Ukrainian-speaking families study.

A survey of Ukrainian schoolchildren in Antalya showed that children are not well acquainted with Turkish culture. The students showed familiarity with geography, names of football clubs and Turkish dishes, while difficulties were caused by historical linguistic cultures and precedent names: Tsargrad, Sultan Ahmet, little-known literature, completely unknown folklore, and folk games. On the proposed outline map of Turkey, most informants more or less accurately identified Istanbul, Ankara, Antalya, Bodrum, Cyprus, the Black Sea, and the Mediterranean. Unfortunately, there are no Synopus, Arzrum, Trapezund (Trabzon), known from history and Ukrainian literature, and no historical monuments or national parks are marked. As we can see, the worldview of Ukrainian schoolchildren has been slightly enriched by Turkish components, which certainly does not contribute to the acculturation of children in a new environment.

Of the several options for acculturation in an alien environment (assimilation – transition to a new culture, separation – preservation of one's culture, marginalization – forgetting one's own and rejecting the alien culture, integration – assimilation of the alien culture while preserving one's own), integration has certainly proven to be the most fruitful, but also the most difficult, and marginalization is the most unacceptable. If the worldview of Ukrainian school students is not purposefully enriched with a new cultural layer, their life chances in Turkey will worsen.

The most important factors for successful adaptation are early age, and for adults, education, openness, and interest in new things. At the same time, schoolchildren are already experiencing difficulties due to their age. External factors for the acculturation of Ukrainians in Turkey are favorable. Turks are tolerant of Ukrainians, the peoples are similar in their openness, the Islamic factor is not an obstacle for Ukrainians, as there is a significant number of Muslims in Ukraine, the culture is rich and interesting, and the Turkish media create a positive opinion of Ukrainians.

The acculturation process is based on a communication process. It is only by communicating with the carriers of a new culture that one can immerse oneself in its spirit. But, of course, learning the Turkish language is the most important condition for acculturation. In communicating with Turks, the cognitive function reveals the worldview of this people.

This worldview is fixed and realized in a kind of material form, the language. It is worth remembering that the linguistic worldview does not reflect the world but represents it. Therefore, mastering the language is not enough to master the Turkish conceptual worldview. This requires either long-term use or targeted educational work. Bilingual children have an excellent opportunity to deeply understand both the Turkish mentality and the specifics of the Ukrainian worldview, as the worldview is usually perceived against the background of another worldview in the process of intercultural communication.

Language is a mirror of culture, and it is not without reason that many cultural values are preserved in the language form (for this reason, China is not ready to abandon the hieroglyphic writing system). Language is a tool for creating culture and transmitting its values across time and space.

The integration of Ukrainians into Turkish society can only take place if both Ukrainians and Turks are ready to interact. In addition to ethnic tolerance, a positive ethnic identity is important, meaning that each nation must positively evaluate itself, which is a condition for a positive evaluation of others.

Difficulties in adapting to a different worldview are due to the fact that a person has a certain experience of survival in his or her ethnic community, which is historically developed and shaped by traditions. When a person enters a new socio-cultural and linguistic environment, he or she feels culturally disoriented, so in order to preserve the linguistic space, it is necessary to acquire bilingual education and upbringing skills in childhood.

At the present stage, a number of objective and subjective factors contribute to the problems of educating migrant children and children from mixed families: the confrontation of motives, needs, and interests of a person and an ethnic community, and the possible incompatibility of their goals and values. Intercultural education provides an opportunity to adapt to another culture without breaking with one's historical homeland and traditions. It should be based on the recognition of equal opportunities for all through cultural dialogue and conflict resolution. Its goal is to develop in children the ability to overcome an ethnocentric attitude to the world and perceive their own culture as "other," to develop a sense of tolerance and conscious responsible social behavior.

A Ukrainian child who lives under the influence of his or her own national culture of family or community, and who encounters the culture of the majority every day, is in a difficult crisis situation. On the one hand, the child is faced with the task of preserving his or her own identity, and on the other hand, he or she must integrate into a new, yet dominant culture. Otherwise, they face marginalization.

Due to the aforementioned problems, there is an urgent need for bilingual education, which is especially important for people who speak their native language in everyday life

but have to communicate in other areas in a language that is not their own. Regardless of whether a child attends a Ukrainian or Turkish school, he or she should learn both languages. Bilingualism plays a huge role in the formation of a foreign national image. According to V.A. Vasylenko, "building an environment favorable for the development of bilingualism is one of the forms of overcoming social problems. It is believed that such a social and linguistic environment is favorable, on the one hand, for the formation of tolerance and the construction of interethnic dialogue, and on the other hand, for the linguistic dynamics of those representatives for whom another language is a second, more significant language" (Vasylenko, 2018: 298).

Here, pedagogical support for the child can be realized primarily in the content of education in kindergarten and school. To solve the complex tasks facing the child, it is necessary to familiarize him or her with Ukrainian cultural archetypes (fairy tales, songs, games, legends), the achievements of literature and art, but no less important is the task of mastering the cultural dominants of the Turkish nation. The work on their assimilation should be systematic, and it requires special attention in Ukrainian schools, where there are no opportunities for its assimilation within other subjects.

The child is in a situation of cultural conflict. The concept of a conflict of cultures in intercultural education means a contradiction that a child has to resolve, taking into account the situation. The conflict of cultures approach is becoming popular in intercultural education today, where the main goal is to develop conflict competence. The analysis of intercultural conflicts requires an understanding of their causes, which leads to the elimination of cultural stereotypes. This should be done in addition to the culture-oriented approach, the dialogue of cultures, and the development of intercultural competence (information and language components). The conflict-oriented approach is of great importance for the development of ethnic tolerance in children.

The scientific literature emphasizes that the bulk of cultural ideas, stereotypes, and values do not lie on the surface, nor are they contained in dictionary meanings of words. This cultural layer is in the subconscious, but when cultures clash, it becomes aware, which determines attention to the other's and one's own culture.

The practical implementation of bicultural education can be achieved through the following steps:

- joint education of Ukrainian children and children from mixed Ukrainian-Turkish families, as well as Turkish children who wish to attend bilingual schools, as direct communication between children who are open to new things helps to achieve behavioral, affective and cognitive acculturation goals;

- introduction of subjects related to the national culture of the host country into the curriculum; these can be either special subjects (history and culture of Turkey, geography and economics) or an integral course of country studies; an elective based on Manfred Ferner's book "These Impressive Turks" may be useful;

- enriching basic educational disciplines taught in Ukrainian with national Ukrainian and Turkish issues;

- mandatory inclusion of linguistic and cultural information in Ukrainian and Turkish language programs;

- creation of electives on Turkish topics, taking into account the interests of children: history, geography, literature, architecture, national parks, tourist areas, etc.

Let's try to briefly present possible directions and methods of developing the concept of TURKEY in Ukrainian language lessons.

The concept of TURKEY is a socio-cultural cluster concept that concentrates knowledge and ideas about the country and its inhabitants.

Developing a concept in a school classroom involves understanding the concept with regard to its characteristics. The study of cultural concepts of a non-native language begins with the realization of the meaning of its verbalizers.

In ethnolinguistics, intercultural communication theory, linguocultural studies, and translation studies, there are three main groups of nominations that reflect linguistic and cultural specificity: *culturemas*, words with idioethnic connotations, and idioms.

3. Turkish *culturemas*

Turkish *culturemas*, i.e. words that name concepts, are absent in Ukrainian culture – there is a gap in the Ukrainian linguistic picture of the world in their place. Each such lexeme has an ethno-cultural aura behind it, and it is this aura that makes it difficult for a representative of Ukrainian culture. This cultural aura, which has been formed over a long history, is absorbed by children with their mother's milk. It is important for Turks, but it is difficult for a foreigner to penetrate. You have to get used to it. In the classroom, the methodology of learning native Ukrainian as a foreign language is used. The teacher defines the cultural vocabulary: names of famous personalities, cities, historical places and events, cultural monuments, iconic works of art, characters from folklore and fiction; key social and ethical concepts; names of professions, household items, dishes, etc.-and introduces them to the students' vocabulary.

We will try to show the necessary aspects of semantizing several subconcepts of the TURKEY concept, and the first of them is the subconcept of "Islam." Turks are more religious people than Ukrainians. Turks believe that they owe all their achievements to Islam and the strength of their faith. Despite the fact that Turkey is one of the few Muslim countries where religion is separated from the state, Islam remains an authoritative force, deeply rooted in the heart and mind of the Turkish people and determines many nuances of private and public life in the country. There is a mosque in almost every Turkish city, with more than seventy-two thousand across the country.

A Ukrainian child should know the key concepts related to the existence of religion in society. Of course, from everyday communication, they know the name of Allah and the Prophet Muhammad, the concepts of the Qur'an, mosque, minaret, imam, muezzin, prayer, azan, Ramadan, Eid al-Adha, Ramadan, and haram.

But students should understand the essence of the *Hajj* (which a Muslim must perform at least once in his or her life), have information about the *Kaaba* (revered in Islam as the house of God), take into account that the *Qur'an* for Muslims is not just a holy book, but the direct Word of God, know what a *mihrab* (a niche that points in the direction of Mecca) and a *minbar* (a pulpit located in large mosques next to the *mihrab*, from which the imam addresses the faithful with a Friday sermon) and that every Muslim will point out to you in his or her home the *qibla* – the direction to Mecca, which should be addressed during prayers, and to take into account that *jihad* originally meant selflessness for the glory of God, not war against infidels.

The concept of *shehadeth*, a daily confession of faith in God and his prophet Muhammad, is associated with the religiosity of Turks: "*There is no God but Allah, and Muhammad is his prophet.*" Children should also understand that when a Muslim mentions Allah, he or she will add the following words: "*Gracious, merciful, the Almighty, Praise be to Him,*" and "*Peace be upon Him*" when mentioning Muhammad.

The Kemalist revolution played a major role in the political system of modern Turkey. Of course, students know the personality of Atatürk, but the essence of the ideological platform needs to be revealed, showing that it reflects some of the ideas of the Young Turks. Children should know what the "six pillars" of Kemalism (Atatürkçülük) are: republicanism, nationalism-with the ideas of pan-Turkism, laicism, i.e. the separation of religion and state, populism-with its subsequent interpretation as the unity of the Turkish people, ethatism, i.e. strengthening the role of the state in the economy, and revolutionariness, i.e. loyalty to ideas. Of course, the ideas of pan-Turkism are related to the ideology of Turkanism, the political unity of the Turkic peoples, which is relevant today due to the economic and political attraction of Turkmenistan, Azerbaijan, Kazakhstan, Uzbekistan, and Kyrgyzstan to Turkey.

4. Analysis of the idioetic halo of equivalent words

This material offers the richest opportunities; in our opinion, it is the most important, but also the most difficult. The difficulty lies in the fact that these words do not cause the effect of otherness; they resemble an iceberg, with the national memory of its use, symbolic and stereotypical semantics preserved in the underwater part. Let us show this with examples.

The subconcept "Istanbul" is not the usual Turkey, but a European city. This fact is very important for Turks. The attitude of the residents towards their cities is interesting. Ankara is the capital of Turkey, and Istanbul is the capital of the world. In the administrative capital, people are more conservative, and there is a significant influence of political life on the city and its residents. But Istanbul is a tourist oasis.

The sub-concept of "Turk" characterizes a person who is in no hurry, always late. He is almost always smiling and ready to help. He drinks 10-15 cups of tea every day. He likes to talk about football and politics. Often rests in parks. On Sunday mornings, he always gathers for family breakfast.

The subconcept of "Turkish women" usually implies a woman wearing a headscarf. This is a stereotypical image. But the ideal of a "Turkish woman" is a beautiful woman with blue eyes and blond hair, a mother of beautiful children. This is almost a national dream, because blond hair and eyes in Turkey are evidence of aristocratic origin. This explains the almost painful interest of young Turks in Slavic blondes. This was probably fixed at the genetic level after the reign of Sultan Suleiman.

In the circle of lexemes surrounded by an idio-ethnic halo, the nominations of the sub-concept of honor and purity, as understood by Turks, are of particular importance.

The subconcept of Turkish "purity" reflects the religious outlook of Muslims; its peculiarity is that it combines three aspects: religious, moral, and hygienic. For example, *aptes* means ritual washing before prayer, which pursues religious, moral, and hygienic purity; *temiz* is both "clean, decent, and pure," while *pne* is "dirty, dishonorable, impure."

The Turkish understanding of honor and dignity is largely determined by the relationship between the sexes. Yes, the sub-concept of "namus" is honor, but it is a permanent value that must be protected. Namus is the protection of family space. Namus applies to both men and women, but it is important to keep in mind that men's "namus" is completely determined by women's "namus," while women's "namus" is entirely in the hands of women.

The concept of "attention, respect" (*saygı*) is the most important spiritual value of Turks, built on the traditions of the patriarchal family, determined by the opposition of age and gender. It is noteworthy that this is mirrored in the figurative polite use of kinship nominals as appeals. For example, addressing older men depends on the age of the addressee: older brother, younger

brother, father and uncle, grandfather – the same is true for women. However, the nominations aunt and uncle on the maternal side (teise, daii), older sister (abla), mother (anne), grandmother (anneanne) appeal rather to protection and help. The nominations *kardesh* "younger brother" and *kiz kardesh* "younger sister" indicate a higher status of the addressee.

The factor of subordination and respect is also reflected in such a borrowed Turkish concept as a patron (paternalistic approach). Turks sincerely believe that the patron is obliged to protect them, but he has the right to influence the actions of a subordinate, even in choosing a political party during elections.

It is worth paying attention to such an important subconcept of the spiritual life of Turks as "fate" (kismet). It has components of fatal inevitability, fate, and lot. With the help of this concept, Turks easily come to terms with failures and justify their mistakes.

The subconcept of "bazaar". Turkey is the largest market in the region. The colorful bazaars of Istanbul and other cities are a real Eldorado for shopping enthusiasts. The traditions of trade are rooted in the history of Turkey. The Turkish bazaar has its own specifics and culture of trade. It has a unique bargaining atmosphere that can be compared to a fine art. Usually, Ukrainians quickly comprehend the aura of the Turkish market through personal experience.

5. Turkish idioms

Learning basic Turkish idioms that capture the Turkish mentality, for example: *"Did your ships sink in the Black Sea?"*, *"Your smile brings sea to Ankara and snow to Izmir"*; *"Be like Istanbul"*; *"Say that you will love me until the Bosphorus dries up"*; *"Having saddled a horse, he passed the whole of Yuskudar."*

The introduction of verbalizers of culturally saturated frames of the concept of TURKEY is carried out using traditional methods when studying lexical and grammatical topics, in language and literature development lessons.

The methods of semanticization are traditional: pointing to an object or image, definition, synonymization, replacement with a hyponym or hyperonym, introduction into word combinations. For example, when studying the topic "The hyphen between the subject and the predicate", you can offer the task of filling in the place of the predicate or subject, definition in a subordinate clause: *O. Pamuk – ..., which....* At the same time, it is important to encourage students' desire to provide culturally charged illustrations.

The essential methodical expediency of developing the concept has creative works, for example, writing essays on topics that reveal the concept of TURKEY in the structure of various frames: considerations about the essence of Turkish customs, relations in the family and society, about the place of Turkey in the modern world, about the role of Islam in Turkey, about Turkish nature, about architectural monuments, creating advertising texts, etc. It is advisable to perform such a task after conducting an excursion, visiting a cultural event, studying an event in Turkish history, getting acquainted with a book, etc.

Work on mastering the concept of TURKEY in bilingual Ukrainian-Turkish schools in Turkey should be aimed at forming the image of Turkey as a modern country with a rich historical heritage of ancient civilizations, a tolerant country, but one that has its own ethnic face.

6. Conclusions

Peculiarities and regularities of the structure of the concept of TURKEY in the Ukrainian language consciousness of Ukrainian-speaking schoolchildren allow us to talk about the need to

create effective methods of meaningful "saturation" of the image of the country. This task can be carried out under the conditions of bilingual education.

The article formulates recommendations for bilingual Ukrainian-Turkish schools in Turkey, education in which should form the image of Turkey as a modern country with a rich historical heritage of ancient civilizations, a tolerant country, but one that has its own ethnic face.

Practical enrichment of the picture of the world of Ukrainian-speaking children with a Turkish component, overcoming the stereotypical perception of the constituents of the concept of TURKEY can be achieved during the joint education of Ukrainian children, children from mixed Russian-Turkish families and Turkish children in bilingual schools; by introducing subjects related to the culture of Turkey into the curriculum, as well as enriching the basic educational disciplines taught in the Ukrainian language, national Ukrainian and Turkish issues, mandatory inclusion of linguistic and cultural information in the programs of the Ukrainian and Turkish languages.

The work briefly presents possible directions and methods of developing the concept of TURKEY in Ukrainian language lessons using individual examples. It is shown that it is important to take into account all groups of types of nominations that reflect linguistic and cultural specificity: linguistic and cultural idioms, words with an idio-ethnic aura, idioms.

Effective education of Ukrainian bilingual children is possible under conditions of joint activity of authorities, schools, and parents. Only in this case can a positive result be achieved in the process of personality formation and adaptation of Ukrainian children and their families in the Turkish social environment.

The analysis of the material demonstrated the rootedness of the concept of TURKEY in the Ukrainian linguistic picture of the world. Its content is rich and versatile: history, culture, religion, economy, politics, tourism, geography, nature, people, demography, everyday life, family relationships.

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FORMATION OF FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCIES OF STUDENTS OF PROFESSIONAL PRE-HIGHER EDUCATION INSTITUTIONS

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Summary

In the article, the author analyzed the pedagogical conditions for the formation of foreign language communicative competences in institutions of professional pre-higher education in the process of teaching students of 121 program subject area – Software Engineering. During the study, a comprehensive approach was used, including a deep analysis of psychological and pedagogical literature: the study of scientific papers, articles and other sources of information on the topic under study. Analytical work with information sources: synthesis and systematization of acquired knowledge, clear formulation of key concepts and aspects of the topic.

It has been established that modern employers expect software engineering professionals to have not only deep technical knowledge but also a high level of English language proficiency. This includes the ability to work with English-language technical documentation, communicate effectively in international projects, and write professional documentation in English. This is especially true for professionals studying at institutions of professional pre-higher education. Foreign language training should be aimed at developing the communication competencies necessary to work effectively in an international environment.

The author identifies the main pedagogical conditions, in particular, the formation of motivation in future IT specialists to learn foreign languages; systematic use of digital interactive technologies as a means of forming foreign language communicative competences; creation of professionally oriented teaching and methodological support (in particular, workbooks in English for professional purposes for each semester); readiness of foreign language teachers to use professionally oriented teaching and methodological support.

Key words: pedagogical conditions, students, IT specialists, digitalisation, educational process, interactive technologies.

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1. Introduction

The war has made significant adjustments to Ukrainian education, posing a number of challenges to educators. In particular, there was a need to ensure the continuity of education for all students, regardless of where they were. In addition, it was important to create a safe educational environment, to distinguish pedagogical conditions and to maintain high quality education even with limited resources. In response to these challenges, Ukrainian educators have developed and are actively implementing new approaches to the organisation of the educational process. It is worth noting that today, foreign language skills have become an integral part of success in the modern world. It not only allows you to communicate effectively with people

from different countries, but also opens up access to global knowledge, promotes academic growth and personal development. It is especially important that future specialists studying at higher education institutions receive high-quality foreign language training aimed at their future professional activities. Graduates must demonstrate a high level of foreign language proficiency that will allow them to conduct effective business correspondence and communicate successfully with foreign partners. In addition, they must be able to understand specialised literature and scientific articles, as well as be fluent in the international information space in order to continuously improve their skills (*Oletsnyi, 2011*).

The problems of professional training of a modern specialist in higher and professional pre-higher education institutions attract the attention of a wide range of scientists. The main trends in the development of higher education and the personality of a future specialist are studied by O. Kovtun, O. Spirin, I. Smyrnova, A. Kononenko, V. Bykov, L. Sergeeva, T. Sorochan, L. Kartashova, K. Osadcha and others.

The issues of improving the professional foreign language education of students are the subject of research by such scientists as L. Bashmanivska, I. Stavyska, S. Haletskyi, R. Kravets, V. Imber, O. Stepanenko, S. Musychuk, O. Maksymenko, T. Dudley-Evans, J. Harmer, D. Nunan, R. Oxford, T. Hutchinson and many others.

At the same time, in the theory and practice of higher education, the problem of forming the readiness of future specialists in the 121 program subject area – Software Engineering to communicate in foreign languages has not yet been studied sufficiently, which confirms the relevance of this area of research.

It should be noted that professionally oriented teaching of a foreign language, in particular English, is not limited to learning professional vocabulary and reading literature in the speciality. Such learning is embedded in the educational process and has, among other things, a socio-cultural component that meets modern requirements for language education (*Tereminko, 2016*). Professionally oriented teaching is aimed at mastering not only linguistic but also communicative competence in the relevant professional field, which provides the future specialist with the ability to find professionally relevant information in foreign sources and a sufficient level of proficiency in the following types of speech activities.

2. Professional activity features of future specialists of 121 program subject area – Software Engineering

The analysis of the labour market needs for software engineering specialists revealed the need for high-level English language proficiency, including knowledge of specific terminology, the ability to read technical documentation and communicate effectively in the international environment. The professional activities of future specialists of 121 program subject area – Software Engineering cover a wide range of tasks and require thorough skills in computer science, algorithms and software system development. This speciality is aimed at training highly qualified software developers who are able to create, test, administer, maintain and improve software products for various fields. In Ukraine, IT specialists capable of developing and maintaining software are trained in both vocational pre-secondary education institutions (colleges and technical schools) and higher education institutions (universities, academies and institutes). This training takes place within the field of study 12 – Information Technology. In Ukraine, the prestige and profitability of a software development specialist's work is due to cooperation with foreign customers and colleagues, which requires knowledge of English (*Bakum, 2017*).

Having analysed a number of scientific studies, we note that the main features of the professional activity of IT specialists are:

1. Software development. Students learn programming languages, methods of designing software system architecture and algorithms, which allows them to create high-quality software products for both mobile and desktop platforms (*Tereminko, 2016*).

2. Systems analysis and design. Future IT professionals should have the skills to analyse system requirements, create technical documentation, design the architecture and structure of software systems.

3. Testing and administration. Specialists in this field must be able to test software products to ensure their reliability and security. This includes automated and manual testing, as well as code configuration, system and network administration.

4. Working with databases. Future specialists in this field work with various databases, which allows them to develop programmes with large amounts of information.

5. Project management. An important component is the ability to organise workflows, plan and monitor the implementation of software projects, which is essential for effective teamwork.

6. Software security. Specialists must know the basic principles of information security and have the skills to protect software from various threats.

7. Teamwork skills. The development of complex systems usually takes place in teams, so the ability to collaborate, communicate, and use modern tools for teamwork.

Conducting a comprehensive analysis of regulatory documents and scientific literature, researcher A. Kokarev (*Kokariev, 2016*) identified the key requirements for modern IT professionals. According to him, given the rapid development of the IT market, these specialists must demonstrate the ability to quickly master new technologies and implement them in their work. In addition, due to the interdisciplinary nature of modern IT projects, IT professionals are expected to understand related fields of knowledge. Another important competency is the ability to effectively collaborate with colleagues from other professions, as IT penetrates all areas of human activity.

According to the IEEE (Institute of Electrical and Electronics Engineers), an international standardisation organisation in the IT industry, software engineering (SE) is the application of a systematic, disciplinary, measurable approach to the development, use, maintenance and research of software (software), i.e. the application of SE principles.

3. Technologies for the implementation of pedagogical conditions for the formation of foreign language communicative competences

The digital transformation of society has led to dramatic changes in education. Innovative technologies are transforming traditional teaching methods, making them more interactive and accessible. Thanks to online platforms and various digital tools, learners can access knowledge anytime and anywhere. The COVID-19 pandemic and the war in Ukraine have become a catalyst for these changes, demonstrating that the proliferation of gadgets, the development of the Internet and the creation of specialised learning software have significantly expanded the opportunities for teachers and students to organise the educational process.

Foreign language communicative competence in the process of studying the discipline «Foreign Language» is not just an understanding of the language, but the ability to use it effectively in different situations. It involves the ability to express your thoughts clearly, engage in constructive dialogue, justify your point of view and adapt your speech to the interlocutor

and the context of communication. Mastery of communicative competence turns a student into an active participant in any communication. Today's world requires not only knowledge but also the ability to effectively apply it in practice, in particular in interaction with other people. Therefore, institutions of higher education are gradually shifting their focus from the simple transfer of information to the development of comprehensive competencies necessary for successful professional activity. The author gives his definition of the concept of foreign-language communicative competence (FCC) – as an integrative category that includes knowledge of grammatical structures, lexical stock and phonetic norms of a foreign language, the ability to use language in various social contexts, taking into account cultural characteristics and social norms, the ability to effectively organize one's speech to achieve communicative goals.

The purpose of modern foreign language teaching is to develop students' foreign language communicative competence, i.e. the ability to use the language in real life situations. The following methods and technologies are used to achieve this goal:

1. Communicative methods: aimed at developing speaking, listening, reading and writing skills in authentic situations.
2. Interactive technologies: make learning more interesting, personalised, adaptive and individualised by involving different channels of information perception.
3. Project-based learning: allows future IT professionals to apply their knowledge in practice and develop creativity.
4. Differentiated approach: taking into account the individual characteristics and needs of students, adapting materials and teaching methods to their level of knowledge and abilities (Bakum, 2017).
5. Use of feedback: regularly providing constructive feedback helps students to understand their strengths and weaknesses and identify areas for further development.

Modern information technologies provide unlimited opportunities for learning foreign languages, allowing to combine theory with practice, develop computer skills, stimulate independence and creativity of the students of professional pre-higher education institutions, as well as increase their motivation to learn through interactive forms of presentation (Fig. 1, Fig. 2).

The image shows a presentation slide with a green border and a white background. At the top left, the text '@kateryna_dereka' is visible. The title 'Second Conditional' is in a blue box with a white outline. To the right of the title are icons of a graduation cap and an open book. The slide is divided into three sections: 'Structure', 'Usage', and 'Examples', each with a yellow circular background. The 'Structure' section contains the text 'IF + Past Simple, Present Conditional' and '(To be: use WERE) (would/wouldn't + Verb (bare form))'. The 'Usage' section contains the text 'To talk about present or future situations we think are impossible or unlikely to happen'. The 'Examples' section contains three sentences: 'If I were you, I would quit programming.', 'If cybersecurity measures were not improved, data breaches could become more frequent and damaging.', and 'If I won a million dollars, I would buy a new car.'. On the right side of the slide, there is an illustration of a woman sitting at a desk with a computer monitor. At the bottom right, the text '@kateryna_dereka' is repeated.

Fig. 1. Examples of presentations using the <https://www.canva.com/> interactive platform

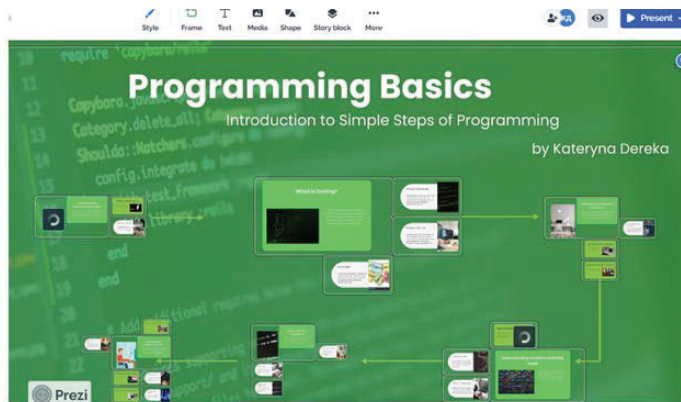


Fig. 2. An example of a presentation using the interactive platform Prezi.com, developed by K. Dereka

4. Pedagogical conditions of foreign language communicative competences

An in-depth analysis of scientific papers and practical experience confirms the relevance of the study of pedagogical conditions as a key factor that affects the effectiveness of the educational process and is an incentive for the personal growth of students. It is worth noting that interactive e-learning platforms, such as <https://quizlet.com/>, <https://prezi.com/>, <https://quizizz.com/>, offer unique opportunities for developing foreign language communicative competences skills. Thanks to them, students can not only listen to audio recordings on their own, work on vocabulary material, and actively interact by discussing the content with teachers and fellow students.

Summarising the above, it is worth noting that the creation of optimal pedagogical conditions is a key factor in the successful teaching of foreign languages in institutions of professional pre-higher education and the development of foreign language communicative competences in future specialists in 121 program subject area – Software Engineering (Kurbanova, 2024).

An analytical review and generalisation of the essential characteristics of the above definitions, the results of a survey of students, the specifics of teaching the discipline «Foreign Language» in a higher education institution and our own pedagogical experience allowed us to identify a list of necessary pedagogical conditions for the formation of foreign language communicative competence of students in 12 field of study – Information Technology in institutions of professional pre-higher education:

1. The first pedagogical condition for the development of students of institutions of professional pre-higher education in 121 program subject area is to motivate future IT professionals to learn foreign languages.
2. The second pedagogical condition is the systematic use of digital interactive technologies as a means of developing foreign language communicative competence;
3. The third pedagogical condition is the creation of professionally oriented teaching and learning materials (ESP workbooks for each semester) for the foreign language training of future IT specialists in institutions of professional pre-higher education;
4. The fourth pedagogical condition is the readiness of foreign language teachers to use professionally oriented teaching and learning materials.

5. Conclusions

The rapid development of digital technologies is leading to the emergence of new learning tools that significantly affect the effectiveness of the educational process. Innovative technologies in education provide new opportunities for learning, making it more interactive and effective. Thanks to the introduction of modern information technologies in the process of learning foreign languages, we get many new opportunities for effective learning. This allows us to combine theory with practice, develop computer skills, stimulate students' independence and creativity, and increase their motivation through interactive forms of learning. In the course of the study, the author has identified the main pedagogical conditions for the development of foreign language communicative competence of students of higher education institutions. Namely, the formation of foreign language communicative competences of students for 121 program subject area is the formation of motivation in future IT specialists to learn foreign languages; systematic use of digital interactive technologies as a means of forming foreign language communicative competences; creation of professionally oriented educational and methodological support (in particular, workbooks in English for professional purposes for each semester) for foreign language training of future IT specialists of institutions of professional pre-higher education; readiness of foreign language teachers to use professionally oriented teaching and learning materials.

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THE THEME OF OLD AGE IN THE STORIES BY VAGIF SULTANLI (CASE STUDY THE STORIES “KUFİ XETTİ”, “XİFFET” AND “SEHER DUMANI”)

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Summary

Old age is one of the most discussed topics in literature, like death, love and separation. In the literature of almost all peoples, to say old, orator means an experienced person. In fiction, respect for old people, white hair, and white beard is preached, trust in their experience, and criticism of disrespect for them is inculcated. The best example of this in Azerbaijani literature is the monument “Kitabi-Dede Gorgud”. In the literature of the peoples of the world, in the works of Ernest Hemingway, Victor Hugo, Leo Tolstoy, Necip Fazıl Kısakurek and others, we are faced with descriptions of the sometimes bitter and sometimes proud aspects of this topic. However, in the era of modernization, decelerating family ties, the spread of the desire for individualization among both young and old people weakened social policy, limited the possibilities of the weaker sections of the population. In the stories of Vagif Sultanlı, we will explore the theme of illness and loneliness, which tests not only themselves, but also their children, of this “powerless” class. The object of our research is the stories “Xiffet”, “Seher dumanı” and “Kufi Xetti” from Vagif Sultanli's collection “Ters akin”. The subject of the research is the theme of death, loneliness and old age in the writer's stories, and the presentation of these themes. The feelings and pains caused by the Covid 19 pandemic, which makes loneliness felt not only by the elderly, but by all people from children to adults, are presented in the writer's story “Kufi Xetti” through the experience of an elderly person. The story, which shows the resistance of a person who lived to the marrow of loneliness to nature, does not just describe an epidemic, which once again proves that development and science will not work if time comes. Here the struggle of an elderly and especially lonely person with life, with people, with a way of thinking is reflected. When describing elderly people, the writer who chooses an elderly orphan or a parent on a sick bed as an image has increased the emotional load, and has created key points by emphasizing tradition and mentalism in almost every episode.

Key words: Azerbaijan literature, Vagif Sultanli, the theme of the age, pandemic literature, artistic description.

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1. Introduction

Doctor of philological sciences, professor Vagif Verdiyev Sultan (Sultanli) was born in 1958 in Kurdamir region of Azerbaijan. The fiction works of the writer, whose first story was “Yovshan etri”, were published in the collections “Sonmush Ulduzlar” in 1988, “İnsan Denizi” in 1992, “Qul Bazari” in 1999, and “Olum Yuxusu” in 2002. The last collection of stories of the writer is “Ters Axin”, published in 2003 by the publishing house “Azerneshr”. The book collected 31 stories written by the writer from 1978 to 2023, placed in different chronological order. In the stories of Vagif Sultanli, the “elderly” sometimes become the main character of the

story directly, and sometimes indirectly. In these stories, old age is associated with illness, loneliness and death. This loneliness is not just a test of the elderly, but of their children, who are left alone with their departure from life. While working on the mentioned topics, the research will focus on the main stories “Xiffet”, “Seher Dumani” and “Kufi Xetti”.

“The transition to a new stage of life creates a bewilderment. Life invites a person to face himself so that he can pass through this door by filtering. It is a cruel sound to man as a summons. The listener drags his feet and moans constantly. There is a person who has a lullaby of mercy in him. Old age is a chance to be cleansed” (Yabar, 2022: 62). Old age is one of the most discussed topics in literature, like death, love and separation. In the literature of almost all peoples, to say old, orator means an experienced person. In fiction, respect for old people, white hair, and white beard is preached, trust in their experience, and criticism of disrespect for them is inculcated. The best example of this in Azerbaijani literature is the monument “Kitabi-Dede Gorgud”. In the literature of the peoples of the world, in the works of Ernest Hemingway, Victor Hugo, Leo Tolstoy, Necip Fazil Kısakurek and others, we are faced with descriptions of the sometimes bitter and sometimes proud aspects of this topic.

The description of old age has no age. N.F.Kısakurek was 26 years old when he wrote the lines *“Years have become tears and flowed, / On the cheeks of the bright old man. / He has spread his leaf hair on the ground, / Autumn is crying at his feet”* (Kısakurek, 2013: 61). Viktor Hugo was 60 years old when he penned the lines *“...all life events constantly run away from us. Darkness is replaced by light. After a bright flash-darkness; you look, you hurry, you stretch out your hands to catch the moment that passes in front of you; every event is a bend in the road; and suddenly old age comes”* (Hugo, 2005: 152). That is to say, experience is not important in the description of old age. It is enough to be a good observer to be able to see the way of life hidden behind the wrinkles on people's faces.

In fiction, old age goes hand in hand with loneliness rather than death. Death is secondary here. Because if there is death, the work ends. There is no age to die. It brings fear to whoever is unexpectedly haunted. This is natural. But loneliness is harder to take for granted. The concept of work, stolen time, and family that people give to each other prevents us from taking it for granted. Especially the elderly value it as “unnecessary”. This “uselessness” makes them unprotected, like the cold of an autumn morning that works for the marrow.

2. Explanation of the pandemic with the “Kufi Xetti”

In our opinion, V.Sultanli's story that best describes this loneliness is “Kufi Xetti”. Although the story is dedicated to the corona virus pandemic, which began in December 2019 in China and swept the whole world, in our opinion the combination “nursing home” that we encountered in the very first paragraph was a two-word summary of what went through the head of the protagonist of the work.

Any historical event, especially war and infectious diseases, has produced hundreds of works of art throughout history. “A Journal of the Plague Year” by Daniel Defoe, “I Promessi sposi” by Alessandro Manzoni, “La Peste” by Albert Camus, “Station Eleven” by Emily St. John Mandel, “Nights of the Plague” by Orhan Pamuk, and “Zoom. The Story Quarantine” by Elena Boroda are just a few of them. The story “Kufi Xetti” by Vagif Sultanli is one of the works from this series.

The work begins with a description of the symptoms of the disease: *“Recently, his mind and memory were completely corroded due to his illness-related fainting spells... His body, weakened by illness, was burning due to fever; his lips were chapped, his tongue was dry in his*

mouth, and turned into a dry meat" (Sultanli, 2023: 193). The work does not only describe the epidemic, which once again proves that if time comes, development and science will not work at all. It reflects the struggle of an old and especially lonely person with life, people, and way of thinking. The scene in which everyone dies around it, which he encounters while descending the steps of the nursing home enveloped by the stench, continues in the corridor of the hospital, full of "the living", where he is placed. The writer's likening of footsteps to "tiring refrain" and tireless moaning to "old voice" makes the reader shiver.

The old man thinks that the exclamation "you are no more important than anyone" heard here is not in practice, a choice is made between patients, and also disregards older people. On the one hand, we can conclude this with the fact that in the era of modernization, thoughts towards the elderly have changed. Yesterday's youth and today's old people, who once benefited from their labor, have already become useless after the exploitation of the current system, and society is viewed as a burden on them. Changes in families cause them serious problems. The inadequacy of social policy also leaves them alone with their own problems (Unal, 2019: 278). Because of our faith, we live knowing that life is trust and death is right. However, when death knocks on the door, not everyone has the strength to meet it in cold blood. The bed, on which we willingly lie down to rest every night, turns into a "deathbed". The only one that does not change is the voice. The voice of nature, people. There is life if there is sound. If I hear, then I'm alive thought.

As we read the story, what we experienced once again passes before our eyes: empty streets, worries about the future, the thought that time has stopped, the devaluation of life, unprepared catching deaths, family members lost in a row, forgotten religion, imagination, the flight of family members from each other, the alienation of the mother to the child, the alienation of the child to the family. The epidemic ignored the centuries-old traditions of people. Fear of participation in the funerals of loved ones, marriages without weddings. "...he would close his eyes to the world without even being allowed to say goodbye to his relatives with his last breath like everyone else, and then he would be buried in a mass grave and that would be the end of everything" (Sultanli, 2023: 198). So, "Since everything was dragged into this inevitable end, not only people, but all life die" (Sultanli, 2023: 197).

The old man is trying to "record" in his mind the course of a terrible disease that is not yet completely clear to people. "Every now and then, when his eyes were touched by the shadow of a person standing in front of the window and watching something, he felt an involuntary feeling of envy. It was as if there was a completely different world on the other side of the window, and as the days passed, the world he had created in his imagination was covered with a different veil" (Sultanli, 2023: 196).

The hero believes that at a time when in the world the sound of footsteps hits the ears like a hammer blow, people should not go on with their lives carefree, as if nothing had happened. Here we see very clearly the sharp intellectual position of the writer. He shows that the cause of this disease should not be sought in a living being other than the person himself. The writer emphasizes directly, without playing a pun, that the Earth is cramped for the human soul, that the purity of the universe is stained with the cruelty of injustice and tyranny, and that the thought of Satan invulnerable to us does not justify itself if we play "three monkeys: "Following the demands of deafness, blindness and dumbness in the world, with the insistence of the prohibition of understanding and understanding, everything changed its shape and order, and the concept of justice disappeared. People of different religions, who have been hostile to each other for centuries, prayed to God in the same place for the forgiveness of their sins, their voices rising to the sky, intermingling like a Kufic line" (Sultanli, 2023: 199).

After the writer describes all the pain, emotions, the interruption arises. At some point in the night, the old man feels suffocated as he wanders between wakefulness and sleep, trying to see the future through the fog. It was time to reach out to the lonely old man. It would not be his family members or relatives who stood at the door and begged the doctors to save him, nor would it be fair. He would be saved by the fate. *"...One of the angels erased the fate on his forehead with his feeble wings, and the other rewrote his destiny with a milky feather"* (Sultanli, 2023: 199).

With the help of "angels who flew from somewhere", the pain that whined inside was gone, and the soul was renewed. The fear of death bound him to life. Today was not that day. He understood the value of easy breathing and wanted to fly as far as he could to get away from his past.

3. Old age in the stories "Xiffet" and "Seher Dumani"

Among the most thought-provoking stories of V.Sultanli in terms of subject matter, we can mention "Xiffet" and "Seher Dumani". Examples of fiction are part of the national culture and provide important material for the study of national values. Of course, each work of fiction is the embodiment of the individual perception of the world by a particular writer. However, there are some works, the analysis of which helps us to get down to the issue of gender, which is common and a little fashionable in modern times. Moreover, when tradition is involved in this, it confronts us with reagents that we cannot see and express in words. When we read the writer's works "Xiffet" and "Seher Dumani", we see there are two stories with the same beginning and end. The protagonist of one is a woman, the other is a man. Both protagonists are on the verge of death. This facing has similar and different sides. In advance, both stories begin with a description of loneliness. In "Xiffet" the season is winter, in "Seher Dumani" it is autumn. The first story describes an old woman – mother, who was "abandoned" in a dark room. The name is not given. As you read the story, feel the emotions experienced, it becomes clearer why the person presented was not named. The sensitivity that comes from the duty given by God, the name "MOTHER" is enough for people who put dishes in front of them, after making sure that everyone in the house will eat as much as they want, people who fall asleep sometimes on the dry floor, sometimes in the corner of their child's bed, after seeing everyone sleeping in a comfortable and clean bed, people who "pulled their hand" over their children, whom they suffered for years so that there would be no gossip in their house. The hero of "Seher Dumani" has a name, but he also represents a "FATHER", a man who thinks that being a burden on his son's shoulders is worse than the worst disease.

Epicurus sees it as foolishness to worry about a painless death. Because *"Therefore death, the most frightening of evils, is nothing to us, for the excellent reason that while we live it is not here and when it is here we are not living"* (Epicurus, 1972: 82), – says. But the heroes here are both older. There is not a single death here, born of illness, of misfortune. There is even more true death.

Both protagonists, following Azerbaijani customs, live on par with their sons. The woman's room is in such a quiet corner of the house that it is also possible to hear the sound of flying flies. The floor of her room is earthen and has no windows. She has chosen to stay here herself: *"She wanted this place because the floor was dirt. Most of her life was spent in this house; now she didn't like her son's house with wooden floors"* (Sultanli, 2023: 43). A woman knows whether it is day or night from the "flood of light that attacks" through the opened door of her room. *"It seemed to him that the door had opened, someone entered the room, and even*

when the door was opened, he saw a flood of cold light attacking the darkness. On the earthen floor began to walk a wet broom. They swept the room and poured the garbage into the eyes of the steamer, and then the shadow disappeared as it came” (Sultanli, 2023: 42). In general, the individualization that has been noticed in recent decades is manifested not only in young people, but also in the elderly. The weakening of family relations, in our opinion, is relevant for both generations. Deteriorating modern relationships create serious gaps between the younger and older generations. It's not just that young people don't want old people; the elderly are increasingly thinking that they should live their own lives and stay away from young people. This process instills in everyone the idea that they should live under their own conditions as best they can (Aydin, 2015: 237).

The protagonist has a name in “Seher Dumani”: The old man Azim Azim has a window in his room, just like he has a name. The dim light of the morning falls on his face and does not let him sleep. And he wants to return his runaway dream, turning from side to side in his bed. The writer attributes this to the noise of the night. “Grandchildren do not sleep at night until morning, especially the youngest – there is no sleep in his eyes. Because of them, he cannot sleep or relax. But he is not bothered by it at all. On the contrary, this voice haunts him in his sleepless nights” (Sultanli, 2023: 79).

The woman, on the other hand, does not want to sleep during the day, because if she slept in bright air, she would not get sleep at night. “...spending the night without sleep was torment, torture, so she tried to keep his sleep and keep it for the night as best he could” (Sultanli, 2023: 44).

In both stories, the bed motif is the line that holds protagonists between life and death. It seems to the woman that she is at the end of the world, facing an unknown void, and if she turns over in bed, she will fall into the bottomless depth. The same thoughts are repeated for the old man Azim: “It seemed to him that he was not in his bed, where he lay down every day, but in a strange land, where the end of the world was unknown, where nothing other than clouds, sun and earth touched his eyes” (Sultanli, 2023: 78). The dream motif in “Xiffet” is not present in “Seher Dumani”. Here, the woman hears her dead husband calling her in her sleep while lying naked in the soft snow like cotton. He even holds her hand so tightly that her left arm is torn from her wrist and remains between her husband's fingers. “Suddenly, the snow that covered the world began to melt quietly, and this endless stream carried her husband away. A green world begins after the roaring snow flood. She rushes after a stream of snow, screaming and panicking. – Give me my hand, what can I do without a hand, she exclaims” (Sultanli, 2023: 43).

After waking up from a dream, she checks her hand under the influence of the nightmare she saw. “Paralysis”. Suddenly, darkness falls on his eyes. Every time she closes her eyes, she hears Azrael's breath. The protagonist of the story comes to terms with his old age, standing at the door of death. He ignores it, even if the inside is chased by the disease. He understands that at this age of life and age, pains come and pass lightly. What worries him the most is his loneliness. Her son comes to her room every day and sits next to her. But she wants to get up and go down to the foot of his garden, to the bank of the river that flows past her house. She can't stand it. Although the old man Azim is not completely exhausted like her, he also knows that he carries death inside him. But the difference is that old man Azim is afraid of death. The woman simply wishes her medication to be taken and her pain to be over. *No matter what the old man Azim did, he couldn't get away from the death that sank inside him, like pain, like fatigue, absorbed into his blood and existence, he felt fear of it. ... the old man Azim could not bear to carry the the death*” (Sultanli, 2023: 78). Here we see the non-physical strength, the will that nature has endowed a woman with. One of the different elements in the stories is the authority

in the house. The woman has accepted the fact that she no longer has a say in the house where she once had a mistress. *“Her son and her daughter-in-law argue from time to time, she could hear everything below. But doesn't say anything”* (Sultanli, 2023: 45). She does not worry about the house's cleanliness, whether dinner is ready or not.

The old man Azim does not interfere in his son's business. But he is disturbed by the garden, which is not watered early in the morning, animals that are not transferred to the pasture, chickens that are not released from the hive. *“It hurts the old man that while he was an elder, the worries of the house and family were resolved without him”* (Sultanli, 2023: 79).

In our opinion, The following lines from the old man Azim's mouth in “Seher Dumani” are expressions that best show the essence, meaning and purpose of both stories: *“...Even if he was sick, his pain was not treated as a pain. Even though he was burning with fever for days and his appetite was completely lost, the reason for this was sought in old age. And the biggest pain for the old man Azim was living as a guest in his own house”* (Sultanli, 2023: 79).

Both “Xiffet” and “Seher Dumani” end with the connection between nature and man. The mother leans on the trunk of the Elm tree, whose green leaves are torn off and fall on the ground, and the father passes away, blending into the morning mist.

The tree and the protagonist's death leaning on its trunk, described in “Xiffet”, also reminds of the poem “The Coming of Wisdom With Time” by William Butler Yeats.

*“Though leaves are many, the root is one;
Through all the lying days of my youth
I swayed my leaves and flowers in the sun;
Now I may wither into the truth”* (Yeats, 1983: 93).

Here the tree is a metaphor for life. The poet likened youth to leaves, and old age to roots. And the fallen leaves and flowers are the dreams of youth. Life comes from top to bottom. The flowers and leaves are mostly in the newly blossomed, delicate and beautiful part of the branches, gradually the branches thicken and the leaves disappear, the thickened branches unite at the stem and turn into a whole and mix with the soil together with the root. The soul of the protagonist of his story also turns into the trunk, mixing with the voice of his inner world.

4. Conclusion

The protagonists of all three stories we have examined, as Epicurus wrote, “are afraid of death not because it will torment when it comes, but because it will torment with its comes”. Old age does not come as suddenly as death. But the son of man is still perplexed, as if he was suddenly caught. He looks for traces of old age on his body. Gray hair, wrinkled hands, tired legs. However, the “elderly” of Vagif Sultanli does not mention these traces. They are more tormented by feelings of loneliness, inability to do their work, being pushed into the background. In the writer's stories, the tradition, mentholity seems to be hidden in the episodes, but in fact it shapes the course of all events. When we read the works, we see that there are several keys here. One of them is the season, the others are bed and sleep. In all three works, the inner world of people and natural phenomena are compared. The similarities between them are shown. They see their beds as graves. They are afraid that if they fall asleep, the blanket on them will return to the soil. The fear of going to sleep is followed by the joy of waking up to see the light of day again. Perhaps this fear is not from darkness, but from loneliness and silence. For if in the silence of the night the sound of water made them panic as it sounded in their ears like the roar of the sea, then by dawn it sounded like melancholy music in their ears, and as this sound spread to their souls, the fear of loneliness receded like a fog. However, it is interesting that the

darkness that separates none of the protagonists who are afraid of the night from life is not the night. The hero of “Xiffet” dies in the evening, while the cold dawn of the sun melting on the horizon dazzles his eyes, while the hero of “Seher Dumani” does not leave the world until the morning fog clears. In the stories of V.Sultanli, old age is not given as the opposite of youth. There are young characters in the stories, but they are not set against or compared to the elderly. The emotions of people who are angry because death comes suddenly and unprepared, which we witness in “Kufi Xetti”, and in “Xiffet” and “Seher Dumani” are the emotions of people who cannot get used to old age that comes step by step. It is as if old age is simply a role that is burdened on the shoulders of the heroes, a burden that has been involuntarily forced to lift. In general, fiction allows us to see how it affects the life of people, their family members, relatives, acquaintances, who are pained by death, moving away from the statistics of war, deaths and diseases, their way of life. From this point of view, the influence of fiction is more impressive than historical facts and statistics, and it has a greater impact on the way we look at those layers. In general, the stories of Vagif Sultanli can be regarded as the best examples of the reflection of the life of the elderly, which is the fruit of the joint “work” of the family of the modernization period and insufficient social policy.

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THE EVOLUTION OF MOZART'S VOCAL STYLE: AN ANALYSIS BASED ON CHURCH MUSIC

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Summary

This article examines the stylistic influences shaping Mozart's sacred music, offering an in-depth analysis of its evolution. It identifies two distinct styles: the Salzburgian and contemporary approaches. The Salzburgian style is defined by brevity, counterpoint, and tonal unity, adhering to traditional liturgical requirements. Meanwhile, the contemporary style reflects the influence of secular music, with larger structures, concertante melodies, and thematic contrasts drawn from symphonic and operatic works. A comparison between Mozart's two Lauretian litanies, *Litaniae Lauretanae* KV 109 and KV 195, illustrates his compositional development. The earlier litany demonstrates simplicity and compactness, while the later piece shows increased complexity, operatic influence, and a more intricate orchestral role. The analysis highlights how Mozart blended sacred music's formal rigor with expressive elements from operatic and instrumental traditions, creating a distinctive style that paved the way for future innovations in liturgical music. By drawing from contrapuntal traditions and integrating operatic expressiveness, Mozart's sacred works reflect his genius in synthesizing diverse influences into a cohesive and innovative musical language.

Key words: Mozart, sacred music, Salzburgian style, contemporary style, contrapuntal traditions, operatic influence, liturgical music.

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1. Introduction

When discussing Mozart's sacred music, the Requiem often comes to mind, standing as a pinnacle of his spiritual and musical artistry. However, less frequently examined are his masses, motets, and litanies, which constitute a significant portion of his sacred legacy. These compositions are particularly representative of Mozart's church style, showcasing his unique approach to vocal writing and harmonic language.

In exploring the evolution of Mozart's vocal style, it becomes essential to analyze works such as the «*Litaniae Lauretanae*» K. 125 and K. 243. These pieces not only reflect the musical conventions of their time but also highlight the innovative techniques that Mozart employed to enhance vocal expression and convey the spiritual essence of the texts. By focusing on these lesser-known works, we can gain a deeper understanding of how Mozart's sacred music evolved, revealing the intricate interplay between text, melody, and harmony that characterizes his vocal compositions.

Through this analysis, we aim to illuminate the richness of Mozart's sacred oeuvre and its significance within the broader context of his musical development, ultimately shedding light on the profound impact his vocal style has had on the tradition of sacred music.

Only in the last century did musicologists begin to focus on Mozart's church compositions. Significant works include G. Abert (1919–1921), A. Einstein (1947), K. G. Fellerer (1955), H. C. Robbins Landon (1970), and the published collection *Theology and Music: Three Lectures on Mozart* (2006). Additionally, materials on Mozart's sacred works are presented in articles by R. Angermüller.

However, no comprehensive study exists that thoroughly examines individual genres of Mozart's sacred music. Meanwhile, analyzing works from a single genre allows for a deeper understanding of the influences that shaped Mozart's church music style.

The objective of this study is to investigate the evolution of W.A. Mozart's vocal style through the analysis of his lesser-known works, particularly the "Litaniae Lauretanae" K. 125 and K. 243. This research aims to elucidate the distinctive features of his vocal technique and harmonic language, as well as their influence on the formation of the composer's sacred music. Additionally, it seeks to highlight the significance of these compositions within the broader context of Mozart's musical development, thereby contributing to a deeper understanding of the intricate relationship between text and music in his sacred oeuvre.

2. Main part

Analyzing works within a single genre allows us to identify the influences that shaped the composer's church music style, as well as trace the stylistic models and topoi typical of Mozart's Salzburg period. Furthermore, it is widely believed that Mozart's music gained expression and depth during his Vienna period, after he became familiar with the works of Bach and Handel. However, Mozart had mastered the idioms of Baroque music much earlier.

As a result, it can be observed that elements of the Baroque style, such as counterpoint, polyphony, and specific melodic structures, appear in Mozart's earlier sacred works. This suggests that his musical foundations and preferences were shaped by various styles well before his Vienna period.

Almost all of Mozart's church compositions – masses, vespers, offertories, motets, church sonatas, and litanies – were written in Salzburg. Only the Great Mass in C minor, K. 427, the motet «Ave, verum corpus», and the «Requiem belong to his Vienna period. This article presents an analysis of the litanies «Lauretanae» K. 109 in B-flat major and K. 195 in D major, composed during Mozart's Salzburg period. These works followed the typical models of their time, which had been developed by Mozart's predecessors in the Salzburg chapel, such as E. Eberlin, A. Adlgasser, M. Haydn, and Leopold Mozart. Drawing from these traditional models, W. A. Mozart created original compositions marked by his distinctive style. Through the example of the two «Litaniae Lauretanae» (K. 109 in B-flat major and K. 195 in D major) – two compositions in the same genre, written to the same text – it is possible to examine the sources and models underlying Mozart's church music style. Additionally, this analysis highlights the topoi and the expressive means associated with them, which the composer mastered in his sacred music.

Before analyzing Mozart's «Litaniae Lauretanae», it is important to consider the relationship between the sacred and the secular in 18th-century Austria.

Austria in the second half of the 18th century was governed by two centers of power: Vienna, the political and secular center, and Salzburg, the spiritual center. During the reign of Maria Theresa, Empress of the Holy Roman Empire (1740–1765), and later as co-regent with Joseph II (1765–1780), significant reforms began in both state structures and the military, as well as in education and the church's infrastructure. According to the decrees of Joseph II, the

number of church holidays was reduced, church decor was regulated (down to the number of altar candles), and this Habsburg policy aimed to reduce state spending on the church and simplify the ceremonial and ritual aspects of church services.

The idea of returning to the «original simplicity» of sacred music was supported by church hierarchy. In 1749, Pope Benedict XIV issued an encyclical calling for the elimination of «Baroque excesses» in the church, a return to unison liturgical singing, a reduction in the use of instrumental music, and a simplification of the language of church music. Archbishop Hieronymus Colloredo of Salzburg, on the occasion of the 1,200th anniversary of the establishment of the archbishopric, published a pastoral letter calling for the simplification of liturgical music.

As a result of these church music reforms, two opposing trends coexisted harmoniously within Austrian sacred music in the second half of the 18th century: on one hand, there was an awareness of the need to distinguish between secular and sacred styles; on the other hand, there was a simplification of church music, driven by both religious and political reforms. Joseph II's reforms and the reformist inclinations of the Salzburg archbishop contributed to the secularization of sacred art. For composers of this period, including Mozart, this meant that musical laws took precedence when composing church music, and there was the possibility of using sacred music elements in secular genres, and vice versa.

The secularization of church art was further facilitated by the musical atmosphere in Austria. Salzburg's musical life was shaped by two key factors: the city served as the residence of the archbishop, and it was home to the renowned Benedictine University. Thus, Salzburg's musical culture developed at the intersection of both sacred and secular traditions.

Many prominent composers served at the court of the Salzburg archbishop in the mid-to-late 18th century, including E. Eberlin, C. Adlgasser, M. Haydn, and Leopold Mozart. The church compositions of these predecessors could have served as models for W. A. Mozart as he mastered various sacred music genres. Mozart began receiving commissions to compose music for the Archbishop of Salzburg in 1766. One of his first commissions was to write the opening part of a collective festive oratorio. In early 1769, Archbishop Schrattenbach appointed Mozart to the position of court concertmaster. During this time, Mozart quickly composed a number of sacred works, including two masses, «Te Deum laudamus» (for choir and orchestra), and an offertory.

Mozart's first Mass in C major was the result of his study of works by Eberlin, Michael Haydn, and Adlgasser. The influence of these composers can be seen in the four-part vocal writing and the structure of the mass, which reflects the sacred music traditions of Salzburg.

With modest organ accompaniment, the development is concise and contrapuntal, transitioning to chordal presentation. Beginning with the tenure of Archbishop Hieronymus Colloredo (1772), the situation regarding commissions changed. Colloredo demanded simplified and compact music, resulting in many of Mozart's sacred compositions being relatively brief, such as the masses («Spatzenmesse» KV 220 or «Coronation Mass» KV 317). In a letter to Padre Martini (September 4, 1776), to which a manuscript of the offertory «Misericordias Domini» (K. 222) was attached, Mozart characterized the «Hieronymo-Salzburg» church style: «...our church music is very different from the Italian, especially because the mass, in its entirety – with Kyrie, Gloria, Credo, with epistle sonata, with offertory or motet, with Sanctus and Agnus Dei – even the most solemn, when served by the prince-archbishop, should last no longer than three-quarters of an hour. It is necessary to practice specifically to write in this manner. Moreover, this must be a mass with a full orchestra, with trumpets, timpani, etc.» (*Becker, 1991: 44-45*).

By 1774, as a result of mastering various styles of sacred music – on one hand, Salzburgian, and on the other, contemporary – Mozart developed his own style, synthesizing

elements of the galant and learned styles. In exploring the evolution of Mozart's sacred music, Einstein identifies the genetic sources of the compositions through which the composer mastered various models of sacred music. He distinguishes Salzburgian, French, Italian, as well as learned, galant, contrapuntal, and concert styles. Furthermore, the scholar points to the models of Mozart's sacred compositions, specifically the concrete works of his predecessors that served as examples for him. For instance, «Litaniae de venerabili altaris sacramento» KV 125 (1772) in B major was composed based on the model of L. Mozart; «Missa brevis» KV 115 in C major (1773) was modeled after Eberlin, M. Haydn, and Adlgasser.

In exploring Mozart's sacred music, it is crucial to recognize how various stylistic influences shape his unique church style. Abrecht's categorization of these influences into national and local styles – such as Salzburgian, Italian, Bolognese, and Neapolitan – alongside a contemporary style and an instrumental approach, provides a framework for understanding the evolution of Mozart's musical language (*Born, 2005: 54*).

The Salzburgian style, characterized by its learned and contrapuntal qualities, reveals several defining traits. First, the brevity of compositions adheres to Colloredo's preferences, resulting in concise structures (*Becker, 1991: 73*). Second, the liturgical text remains central, guiding the composition's thematic development. Third, typical melodic formulas of sacred music underpin the works, ensuring a sense of cohesion (*Born, 2005: 112*). Fourth, the tonal affinity of melodies contributes to thematic unity throughout the pieces. Fifth, an extensive use of counterpoint reflects the learned tradition within the Salzburgian style. Sixth, the orchestra's accompanying role serves to enhance the vocal lines rather than overshadow them (*Macintyre, 2007: 211*). Finally, the use of coloratura is present but restrained in vocal passages.

Contrasting this, the contemporary style of sacred music, influenced by composers like J. A. Hasse, integrates elements from secular music, embracing a concertante melodic approach and structural organization akin to symphonic cycles (*Heartz, 1992: 189*). Key features of this style include an increased composition scale, where larger works characterized the new style. The subordination of liturgical text to the composer's intent often leads to adaptations for two- or three-part arias, reflecting an operatic influence. Thematic contrast and a modulation plan are introduced in the construction of forms modeled on sonata-symphonic structures (*The Cambridge Mozart Encyclopedia, 2007: 133*), and melodic elements from contemporary operas enrich the sacred compositions. Moreover, operatic themes of sorrow and pathos became prevalent, and the orchestration became more complex, allowing instruments to play independently of vocal lines (*Becker, 1991: 85*).

A striking illustration of the evolution in Mozart's sacred style is found in his two Lauretian litanies: Litaniae Lauretanae KV 109 (1771) and KV 195 (1774). These works represent two distinct phases in his compositional journey. The first litany, KV 109, is characterized by compactness, featuring a clear structure, simple texture, and straightforward tonal development. The melodic lines exhibit a song-like quality, aligning with the classical style (*Macintyre, 2007: 245*). In contrast, the later litany, KV 195, reveals a more expansive scale and intricate compositional techniques, reflecting a maturation in Mozart's style. The vocal parts demonstrate significant operatic influence, with virtuosic cadences and embellishments. The orchestral role is amplified, indicating a shift toward a more complex musical dialogue (*Heartz, 1992: 207*).

Both litanies share a five-part structure that serves as a framework for their thematic exploration. The first part, Kyrie, serves as a dynamic introduction setting the tone for the cycle. The second part, Sancta Maria, acts as an invocation that centers on the Virgin Mary, characterized by lyrical expressiveness. The third part, Salus infirmorum, reflects human suffering,

employing stylistic elements of baroque music (Becker, 1991: 114). The fourth part, Regina Angelorum, provides a solemn conclusion to the main prayer, embodying an ode-like quality. Finally, the Agnus Dei, the fifth part, concludes the cycle with a lyrical finale that echoes operatic arias (Born, 1985: 145).

The internal cohesion of these sections is achieved through a combination of classical sonata form and traditional sacred music techniques. This blend highlights Mozart's ability to traverse stylistic boundaries, integrating contrapuntal and operatic elements seamlessly (Albrecht, 2005: 82).

In **conclusion**, the analysis of Mozart's sacred music indicates that he adeptly synthesized various stylistic influences into a cohesive and distinctive voice. His understanding of church music was informed by the contrapuntal traditions of his predecessors while also embracing the expressive possibilities offered by operatic and instrumental music. Through his innovative compositional techniques and thematic explorations, Mozart's sacred style emerges as a rich tapestry that honors tradition while paving the way for future developments in liturgical music. His ability to draw from established forms and transform them into a unique expression is a testament to his genius, showcasing the evolution of his artistic vision within the context of sacred music.

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WAYS OF IMPROVING FOREIGN LANGUAGE COMMUNICATION DURING STUDENTS' PROFESSIONAL TRAINING

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Summary

The article examines the issue of developing foreign language communicative competence of students as the primary goal of language learning in the context of professional training of future specialists. It is argued that the most relevant cognitive-linguistic, operational-linguistic and communicative competences for professionally oriented foreign language learning are the ones which enable the use of language as a means of obtaining professionally significant information through reading and participating in oral and written professional communication.

The views of domestic and foreign scholars regarding the definition of foreign language communicative competence and its component structure are analyzed. All components of foreign language communicative competence are interrelated and interdependent, forming a complex, holistic, systematic, and structured entity.

The process of foreign language learning should be aimed at the gradual cultivation of foreign language communicative competence components, using the most effective teaching forms, methods and tools. The forms, methods and tools for conducting productive classes are highlighted as those focused on activating cognitive activity, developing foreign language communicative competence, overcoming language, speech and socio-cultural communication difficulties.

Attention is drawn to the expediency of using innovative teaching methods such as role-playing games, discussions, project-based methods, quests, as they are person-centered and create conditions for the enhancement of students' creative thinking and provide a good opportunity to acquire and apply foreign language knowledge due to the emergence of internal motivation. The research results in the context of future specialists' motivation to master foreign language communication skills and abilities are presented.

Key words: communicative approach, knowledge, skills, abilities, foreign language communicative competence.

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1. Introduction

Foreign language training in higher education institutions should be aimed not only at mastering knowledge, skills and abilities, but, more importantly, at promoting the development of professional competence of future specialists. A crucial component of professional competence is foreign language communicative competence. Therefore, the formation of students' foreign language communicative competence so that they are capable of engaging in real foreign language communication at a level sufficient for professional activity should be considered as the main goal of foreign language learning.

Competence is defined as "good awareness of something; a scope of powers of any person" (*Yaremenko, Slipushko, 2006: 874*), while *competent* is explained as: "1) having

sufficient knowledge in a particular field; well-informed about something; clever; 2) having certain authority" (Yaremenko, Slipushko, 2006: 874). Taking into account the above interpretations, one can conclude that competence is a norm indicating the ability and willingness to use knowledge, skills, abilities and experience to solve practical and theoretical tasks, while competency, on the other hand, is an assessment of the degree of presence or absence of this norm, a qualitative characteristic of a person that allows them to make judgments and decisions during professional activity. Competency is the basis of activity. One can become competent by mastering certain competencies and implementing them in a specific activity. According to the Law of Ukraine "On Higher Education", competence is defined as a person's ability to successfully socialize, study, and conduct professional activities, which arises on the basis of a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, and other personal qualities. A competent person should not only understand the essence of the problem, but also be able to practically solve it. One of the results of the educational process is the acquisition of a number of competencies necessary for professional activity, social adaptation, and personal development.

For professionally oriented foreign language learning, the most relevant are cognitive-linguistic, operational-linguistic and communicative competences, which allow using the language as a means of obtaining professionally significant information while reading and participating in oral and written professional communication. The sociability of a specialist, their openness to communication and enrichment in the process of interpersonal interaction are indirect manifestations of competency. The formation of foreign language communicative competence requires an optimal combination of both the communicative approach and the competence-based approach. The communicative approach focuses on the communicative orientation of education, where language is used as a means of communication in real life situations. The competence-based approach is aimed at free communication in various forms and on different topics, the ability to use vocabulary and grammar as well as to build utterances in accordance with communicative tasks in typical and non-standard situations. Both approaches complement each other, contributing to the comprehensive enhancement of foreign language skills and abilities.

2. Review of Recent Research and Publications

Ukrainian and foreign scholars reveal the concept of foreign language communicative competence in different ways. Kohut I.V. believes that foreign language communicative competence is the ability and desire to engage in foreign language communication with a native speaker. Podoliak M.V. considers foreign language communicative competence as the ability and readiness of the subject of professional activity to communicate. Courtney B. Cazden expresses the opinion that communicative competence is a set of knowledge, abilities and skills necessary for understanding other people's programs of speech behavior and generating one's own that correspond to communication situations. It is formed during the interaction of a person with the social environment, in the process of obtaining socio-communicative experience.

It should be noted that among scholars there is a viewpoint regarding the need to distinguish between the concepts of foreign language communicative competence and foreign language communicative competency (Volkova, Pantelieieva, Matthew Kanwit, Megan Solon, Voronina, Malieieva). The researchers see the term *competence* as having a practical orientation, implying *knowing how* rather than *knowing what*, while competency is interpreted as a personal quality of an individual. It is claimed that competency is always a manifestation of

competence. Bokoch T. assumes that competency characterizes a person holistically, whereas competence reflects certain practical skills and abilities.

Significantly, researchers recognize diversity in the component structure of foreign language communicative competence. This is certainly related to the complexity and multifaceted nature of the communication process. However, the vast majority of proposed models include the following five components: linguistic, speech, sociocultural, discourse and strategic competences.

Linguistic competence covers knowledge of phonetics, vocabulary and professional terminology, spelling, grammar and the corresponding skills, which should be automatic, flexible, and stable. The linguistic component of foreign language communicative competence refers to the ability to understand and produce an endless number of linguistically meaningful expressions, using acquired linguistic signs and the rules of their combination (*Widdowson, 2003*).

Speech competence includes four types of speech activities: listening, speaking, reading and writing, which facilitate both productive and receptive use of a foreign language. Listening competence refers to the ability to understand and interpret a foreign language through listening information that is conveyed verbally through speech. Speaking competence encompasses both dialogue and monologue and features the ability to discern these types of speech with further reproduction and discussion of what have been heard. Reading competence is the ability to read and understand printed texts. Writing competence pertains to the ability to express oneself in writing within a defined topic (*Butenko, 2004*).

Speech competence is the ability to communicate appropriately and effectively in a foreign language in various life situations expressing one's thoughts, desires, intentions, requests and understanding the speech of other communication participants.

Thus, it can be confidently stated that equating linguistic competence with speech competence is not correct. Linguistic competence is related to the system of language signs, while speech competence is the way of using this system of signs. Linguistic competence is perceived as a prerequisite for the development of speech competence, which contains a combination of linguistic and speech knowledge.

Sociocultural competence is a set of knowledge about the cultural features of the country whose language is studied, including traditions, norms of behavior and etiquette, as well as the ability to appropriately apply such knowledge in the process of communication, while remaining a carrier of another culture. Sociocultural competence encompasses sociolinguistic competence, which is based on the knowledge and skills necessary for the effective use of language in a social context, taking into account the norms of politeness, linguistic markers of social relations and expressions of folk wisdom (*Batsevyeh, 2004*). The formation of sociocultural competence occurs in the context of culture dialogue and contributes to the achievement of intercultural understanding among people.

Discursive competence is related to the appropriate choice of linguistic means depending on the type of utterance, communication situation and communicative tasks to ensure that the speech is logical and information-rich. The discursive component of foreign language communicative competence is considered as the ability to generate discourse, in other words, to implement and interpret the forms and meanings of words for creating texts, mastering the skills of organizing linguistic material into a coherent text, as well as using lexical and stylistic means of cohesion. (*Drozdova, Rudnitska 2021:54*). Thus, a person with a high level of discursive competence knows well how to effectively use connections (pronouns, conjunctions, adverbs and other grammatical tools), correctly express thoughts in the text, and indicate the relationship between different ideas in communicative models.

Strategic competence involves the development of the ability to use verbal and non-verbal communication strategies to compensate for linguistic challenges or other difficulties in communication, for example, if it is necessary to strengthen the rhetorical effect of a speech message. The strategic component aims to relieve tension in case of insufficient foreign language means of obtaining and transmitting information, stimulate self-improvement through interaction, and promote accurate self-assessment. The strategic component is often termed as compensatory in academic publications.

The development of strategic competence involves acquiring the ability to use both verbal and non-verbal communication strategies to overcome linguistic challenges and effectively convey the intended message. These strategies can help compensate for a lack of language proficiency and enhance the persuasive impact of spoken communication. The strategic component aims to alleviate communication barriers, encourages self-improvement through interaction, and promotes accurate self-assessment. In academic literature, this strategic element is often termed as compensatory.

All the components of foreign language communicative competence are interrelated and interdependent, forming a complex, holistic, systematic and structured entity. Learning a foreign language should be directed towards gradually cultivating foreign language communicative competence components, using the most potent teaching forms, methods and tools.

3. Presenting the Main Material

Foreign language communicative competence is essential for students undergoing professional training. It encompasses linguistic knowledge, speech skills and abilities which are vital for successful communication in a professional setting, and also facilitate personal development and growth. The personal experience suggests that motivation plays a significant role in the development of foreign language communicative competence. Motivation stimulates interest in educational activities, and the activity is always tied to the motive that generates it. The motive explains the nature of particular speech acts, while the communicative intention indicates the communicative goal of the interlocutors. There are two types of motivation: external and internal. External motivation is influenced by society and a person's relationship to the world around them, while internal motivation is mainly driven by the educational activities themselves. When a person enjoys a foreign language and desires to communicate, it's an example of internal motivation. Extrinsic motivation focuses on achieving a specific learning outcome, while the learning process itself is important for intrinsic motivation. External motivation is characterized by the amount of work done, while internal motivation is characterized by quality. Experts in the area of communication define motivation as: 1) a set of processes that encourage activity (*Halytska, 2005:45*), 2) a psychological process that turns external influence into internal motivation (*Kohut, 2022:107*), 3) a set of motivations that cause activity (*Courtney B. Cazden, 2017:38*). Accordingly, motivation is the guiding force behind a person's behavior and determines their ability to fulfill specific needs.

A survey was conducted with 100 higher education students using questionnaires. The results showed that 49% of the respondents possess a strong motivation to learn a foreign language, recognizing its significance for professional development. Therefore, the development of foreign language communicative competence should be considered a top priority. In order to effectively develop foreign language communicative competence during language learning, the following factors should be taken into consideration:

- spheres of communicative activity as well as topics and situations of foreign language communication within the defined spheres;
- means of communication including commonly used vocabulary and professional terminology, grammatical forms and constructions, and language clichés;
- texts of diverse content, genre, and style, which contain information of a socio-cultural, linguistic, regional, and professional nature;
- skills of understanding and using language material in all types of speech activity;
- oral and written foreign language communication skills necessary for effective implementation of professional tasks.

The formation of foreign language communicative competence occurs in the process of using both traditional and modern teaching methods. Traditional teaching methods usually include the grammar-translation method, the direct/direct method and the audio-lingual/audio-visual method. However, researchers have observed a significant drawback of traditional teaching methods in their focus on reproductive thinking, which does not contribute to the development of professional skills and abilities. Therefore, it is recommended to apply innovative teaching methods, such as role-playing games, discussions, project-based method, quests, since they create opportunities for the improvement of creative thinking of future specialists and are aimed at cultivating a range of professional competencies, particularly foreign language communicative competence, to adequately use a foreign language in specific communication situations. Foreign language learning, which takes place in the classroom environment, is organized, directed and supervised by the teacher, who utilizes methods and forms of conducting classes that activate the cognitive activity of higher education students and encourage them to communicate.

When discussing innovative teaching methods, it's important to consider the use of social and everyday role-playing games for developing foreign language communication skills within social and everyday settings. In addition, professionally-oriented role-playing games are aimed at honing professional communication skills in a foreign language by simulating real-life situations. In these games, participants act as if they are engaged in authentic communication scenarios (Volkova, 2015). Preparation for role-playing games involves various exercises to overcome linguistic, speech, and socio-cultural communication challenges, and to encourage logical and meaningful statements. Working in pairs at this stage facilitates a gradual transition from controlled activity to role-playing.

Another commonly used method of learning a foreign language is through discussion, where participants talk about proposed problems or issues. During the discussion, students express their ideas, ask questions, agree or disagree with others, and develop a joint decision. This activity promotes reflective thinking and encourages communication participants to show initiative. To conduct a discussion effectively, careful preparation is required. The topic should encourage cognitive activity, generate a variety of points of view, and create an emotional atmosphere for fruitful communication. The use of discussion elements is suitable for every practical foreign language lesson. For instance, when reviewing homework or reinforcing the learned material, it's important to have a thorough discussion about the outcomes. This approach gradually leads to a desire to engage in communication with others or a perceived motive for communication (Mosii, 2015). This intention is then expressed in a linguistic form, using specific language means, which play a crucial role in embodying the intention. Modern didactics emphasizes the educational value of discussion, as it brings about a comprehensive understanding of the problem being discussed.

The foreign language teaching methodology pays great attention to the creative activity of higher education students. In this context, it is worth mentioning the project-based method,

which is personally-oriented and helps develop their creative abilities and research skills. It also provides a good opportunity to acquire and apply foreign language knowledge through the expression of internal motivation.

The project-based method relies on the idea that the core of a project is its practical focus on achieving a specific result by using theoretical knowledge to solve significant problems. This result can be observed, understood, and applied in real-life situations. The project method adapts the learning process to individual students, allowing them to plan, organize, and control their activities independently. Engaging in project work enhances skills such as analysis, synthesis, and decision-making in different scenarios, as well as the ability to search for and study information essential for task completion. It also improves students' proficiency in presenting and substantiating their viewpoints in front of an audience. Effective professional communication requires knowledge and the ability to use the vocabulary and grammar of a foreign language, which the project method helps develop. Additionally, it places significant emphasis on the textual material specific to the field of study, forming the basis for creating coherent written or spoken messages with overarching generalizations and conclusions.

In the modern information society, web quest technology is widely used to stimulate the educational and cognitive activities of higher education students. A web quest is a challenging task with game elements that requires the use of various information sources, including Internet resources, to thoroughly research a problem and form a conclusion using language tools. It's important to consider that the problem should not exceed the foreign language capabilities of the students. Web quests are highly effective for self-improvement and self-realization, as they promote personal responsibility and interpersonal relations, and allow for an individual approach that encourages self-expression (Rybak, Moroz, Kyrdan, 2020:117). At the same time, the teacher's role as a coordinator with a high level of subject-specific, methodical, informational and communication competences, is evolving. Quest technology creates the necessary language environment, encourages communication in a foreign language, develops all types of speech skills, and helps to foster professional communication abilities.

The methods for learning a foreign language mentioned above follow a communicative-oriented approach. This approach focuses on developing foreign language communicative competence and socio-cultural awareness through speech during the educational process. To effectively learn a foreign language and develop communicative competence, authentic sources are essential since authenticity ensures that the content and language tools used in the learning process naturally resemble those utilized by native speakers.

4. Conclusions

Therefore, speaking a foreign language is a significant element of professional competence. A student needs to achieve a high level of proficiency in a foreign language in order to use it successfully in their future professional activity, thereby overcoming communication barriers. This is the primary goal of learning a foreign language in a higher educational institution, covering the development and enhancement of foreign language communicative competence which is essential for shaping a secondary language personality.

With the acquired language and speech knowledge, abilities, and skills, a person will be able to navigate real-life situations successfully by choosing appropriate communicative behaviors, provided they possess the necessary level of foreign language communicative competence.

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QUANTITATIVE THEMATIC AND IDEOGRAPHIC MODELLING OF THE VALUE OF 'HEALTH' IN ENGLISH PHRASEOLOGY

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Summary

The article is an attempt to develop in-depth ideas about the value of 'health' in the phraseology of the English language. Health is positioned as an important fragment of the value picture of the English world, which is reflected in the corresponding phraseological units of English with health / illness semantics. The study is the first to carry out a thematic and ideographic modelling of the value of 'health' in English phraseology based on the International Classification of Functioning, Disability and Health. The scientific novelty of the study is due to the fact that for the first time the International Classification of Functioning, Disability and Health (hereinafter referred to as ICF) has been used for the linguistic study of the value of 'health' (based on the material of English phraseology). The ICF is a multi-purpose classification intended for interdisciplinary use and aims to: a) provide a scientific basis for understanding and studying health and health-related conditions, their consequences and determinants; b) introduce a common language for describing health and health-related conditions in order to improve mutual understanding between different users (e.g. health and social care workers, researchers, administrators and the public, etc.); c) ensuring the possibility of comparing information data from different countries, areas of health care, etc.); d) developing a systematic coding scheme for health information systems. It is important to note that the unit of classification is a category in health domains (e.g., vision, hearing, walking, learning and remembering, etc.) and health-related domains (e.g., transportation, education and social interaction, etc.). The ICF describes an individual's situation within a number of health and health-related domains, based on the context of environmental and personal factors.

Key words: thematic and ideographic modelling, phraseological field, phraseological group, phraseological subgroup, value picture of the world, value 'health'.

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1. Introduction

The problems of the physiological and psychological state (health or ill-health) of a modern person play a primary role in his or her life. In psycholinguistic, sociological, pedagogical, linguistic studies of recent years, the value aspect of health has become popular. We would also like to emphasise that an important role in modern phraseological research belongs to the phraseological and ideographic classification, which is used, for example, by (Baeva 2017; Fiedler 2007; Krasnobayeva-Chorna 2018; Krasnobayeva-Chorna 2016; Moon 1998; Vykhreshch, Rudenko 2020).

The description of the specificity of the value of 'health' was carried out by working out the thematic-ideographic classification of phraseological units, that is, through phraseological fields (PhF) and phraseological groups (PhG), where:

– PhF – a set of phraseological groups united by functional (sema ‘body functions’ (physiological functions of body systems (including psychological functions))) and structural (sema ‘body structures’ (anatomical parts of the body, organs, limbs and their components)) parameters human body;

– PhG – a set of phraseosemantic groups united by one archiseme, which is present in the phraseological meaning of all members of the group and reflects their common categorical properties and features (in our case, the seven ‘mental functions’, ‘sensory functions and pain’, ‘voice and speech functions’, ‘functions of the digestive system, metabolism and endocrine system’, ‘urogenital and reproductive functions’, ‘neuromuscular, bone and motor functions’, ‘functions of the skin and related structures’ (PhF “Body functions”) and ‘nervous system structures’, ‘eye, ear and related structures’, ‘cardiovascular structures’ vascular, immune and respiratory systems’, ‘structures related to the digestive system, metabolism and endocrine system’, ‘structures related to the urogenital and reproductive systems’, ‘skin and related structures’ (PhF “Body Structures”)).

An important role in understanding the latter is played by disorders – problems arising in the functions or structures of the body, for example, a significant deviation or loss. Constitutive signs of violations are:

1) structural disorders may include an anomaly, defect, loss or other significant deviation in body structures;

2) violations are deviations from certain generally accepted population standards of the biomedical state of the organism and its functions, and the determination of their components is carried out by specialists who evaluate physical and mental functioning in relation to the standards;

3) violations can be temporary or permanent; progressive, regressive or static; periodic or long-term. Deviation from the population norm can be insignificant or significant and can change over time;

4) violations do not depend on etiology or method of development; e.g., vision or limb loss can result from a genetic abnormality or trauma. In addition, in the presence of a violation, there is also a dysfunction of the body’s functions or structures, but this may be associated with various diseases, disorders or physiological conditions;

5) violations may be a part or manifestation of a health condition, but they will not necessarily indicate the presence of a disease or that a person should be considered sick;

6) disorders are broader and more complex than disorders or diseases; for example, the loss of a leg is a disorder of body structure, but not a disorder or disease;

7) violations may cause other violations; e.g., lack of muscle strength may impair motor function, cardiac function may be associated with impaired respiratory function, and impaired perception may be associated with thinking function;

8) violations are classified into categories using defined identification criteria (e.g., presence or absence relative to a threshold level). These criteria are the same for body functions and structures: a) loss or absence; b) reduction; c) addition or excess; d) deviation.

2. Quantitative thematic and ideographic modelling of the value of ‘health’ in English phraseology

2.1. PhF “Body Functions”

2.1.1. PhG “Mental Functions” (185 PhU): (*at full tilt* ‘with maximum energy or force; at top speed’; *a blot on the landscape* ‘something ugly that spoils the appearance of a

place'; *a broken reed* 'a weak or ineffectual person, especially one on whose support it is foolish to rely'; *a clean bill of health* 'a declaration or confirmation that someone is healthy or something is in good condition'; *a dose (or taste) of your own medicine* 'the same bad treatment that you have given to others'; *a gleam (or twinkle) in someone's eye* 'a child who has not yet been conceived'; *a home from home* 'a place where you are as happy, relaxed, or at ease as in your own home'; *a lost soul* 'a person who seems unable to cope with everyday life'; *a lump in the throat* 'a feeling of tightness or dryness in the throat caused by strong emotion, especially grief'; *a sandwich (or two sandwiches) short of a picnic* '(of a person) stupid or crazy'; *a tiger in your tank* 'energy, spirit, or animation'; *a war of nerves* 'a struggle in which opponents try to wear each other down by psychological means'; *a wet blanket* 'someone who has a depressing or discouraging effect on others'; *against the grain* 'contrary to the natural inclination or feeling of someone or something'; *all that glitters is not gold* 'the attractive external appearance of something is not a reliable indication of its true nature'; *an ugly duckling* 'a young person who turns out to be beautiful or talented against all expectations'; *asleep at the wheel* 'not attentive or alert; inactive'; *at full stretch* 'using the maximum amount of your resources or energy'; *be all that* 'be very attractive or good'; *be blown out of the water* '(of a person, idea, or project) be shown to lack credibility or viability'; *be frightened of your own shadow* 'be unreasonably timid or nervous'; *be frightened to death* 'be made very alarmed and fearful'; *be on the tip of your tongue* 'be almost but not quite able to bring a particular word or name to mind'; *be shitting bricks* 'be extremely nervous or frightened'; *be twice the man or woman that someone is* 'be much better or stronger than someone'; *be unable to hear yourself think* 'be unable to think clearly as a result of an excessive amount of noise'; *bedside manner* 'a doctor's approach or attitude to a patient'; *below (or under) par* 'worse than usual, often in relation to a person's health'; *beside yourself* 'overcome with worry, grief, or anger; distraught'; *blood and guts* 'violence and bloodshed, especially in fiction'; *bounce off the walls* 'be full of nervous excitement or agitation'; *call of nature* 'used euphemistically to refer to a need to urinate or defecate'; *clean as a whistle* 'extremely clean or clear'; *cold feet* 'loss of nerve or confidence'; *come (or fall) apart at the seams* 'have an emotional breakdown; collapse'; *count sheep* 'count imaginary sheep jumping over a fence one by one in an attempt to send yourself to sleep'; *do someone proud* 'act in a way that gives someone cause to feel pleased or satisfied'; *down in the dumps* '(of a person) depressed or unhappy'; *feel your oats* 'feel lively and buoyant'; *for all someone is worth* 'as energetically or enthusiastically as someone can'; *for the love of Mike* 'used to accompany an exasperated request or to express dismay'; *frighten the life out of* 'terrify'; *full of the joys of spring* 'lively and cheerful'; *future shock* 'a state of distress or disorientation due to rapid social or technological change'; *get a life* 'start living a fuller or more interesting existence'; *get something out of your system* 'get rid of a preoccupation or anxiety'; *get your head down* 'sleep'; *give and take* 'exchange of words and views'; *give it laldu* 'do something with vigour or enthusiasm'; *give someone up for lost* 'stop expecting that a missing person will be found alive'; *go (or drive someone) snaky* 'lose (or cause someone to lose) their self-control'; *go arse over tit* 'fall over in a sudden or dramatic way'; *go crackers* 'become insane; go mad'; *go off the rails* 'begin behaving in a strange, abnormal, or wildly uncontrolled way'; *go out like a light* 'fall asleep or lose consciousness suddenly'; *go overboard* 'be highly enthusiastic'; *go postal* 'go mad, especially from stress'; *go spare* 'become extremely angry or distraught'; *go to town* 'do something thoroughly or extravagantly, with a great deal of energy and enthusiasm'; *go with a swing* '(of a party or other event) be lively and enjoyable'; *going strong* 'continuing to be healthy, vigorous, or successful'; *hatches, matches, and despatches* 'the births, marriages, and deaths columns in a newspaper'; *have (or take) a pop at* 'physically attack'; *have a screw*

loose ‘be slightly eccentric or mentally disturbed’; *have kangaroos in the (or your) top paddock* ‘be mad or eccentric’; *have stars in your eyes* ‘be idealistically hopeful or enthusiastic, especially about a possible future in entertainment or sport’; *have your head screwed on (the right way)* ‘have common sense’; *head over heels* ‘upside down; turning over completely in a forward motion, as in a somersault’; *hit the hay* ‘go to bed’; *hit the sack* ‘go to bed’; *Indian summer* ‘a tranquil or productive period in someone’s later years’; *in dock* ‘(of a person) not fully fit and out of action’; *keep a straight face* ‘manage to not show any facial expression, even though you are amused’; *keep your shirt on* ‘don’t lose your temper; stay calm’; *King Charles’s head* ‘an obsession’; *knock someone sideways* ‘affect someone very severely; make someone severely depressed or unable to cope’; *land of Nod* ‘a state of sleep’; *lay a (or the) ghost* ‘get rid of a distressing, frightening, or worrying memory or thought’; *let (or blow) off steam* ‘get rid of pent-up energy or emotion’; *lick (or smack) your lips* ‘look forward to something with relish; show your satisfaction’; *life and limb* ‘life and all bodily faculties’; *like a moth to the flame* ‘irresistibly attracted to someone or something’; *live rough* ‘live and sleep outdoors as a consequence of having no proper home’; *look (or feel) (like) a million dollars* ‘(of a person) look (or feel) extremely good’; *look as if you have seen a ghost* ‘look very pale and shocked’; *lose the plot* ‘lose your ability to understand what is happening; lose touch with reality’; *mad as a (cut) snake* ‘crazy or eccentric’; *mad as a hatter (or a March hare)* ‘completely crazy’; *men in white coats* ‘psychiatrists or psychiatric workers (used to imply that someone is mad or mentally unbalanced)’; *no more than ninepence in the shilling* ‘of low intelligence’; *not all there* ‘not in full possession of your mental faculties’; *not playing with a full deck* ‘mentally deficient’; *not put it past someone* ‘believe someone to be psychologically capable of doing something, especially something you consider wrong or rash’; *not sleep (or get) a wink (or not get a wink of sleep)* ‘not sleep at all’; *nutty as a fruitcake* ‘completely crazy’; *off (or out of) your head* ‘mad or crazy; extremely drunk or severely under the influence of illegal drugs’; *off the wall* ‘(of a person) crazy or angry’; *off your chump* ‘crazy’; *off your nana* ‘mentally deranged’; *off your nut* ‘out of your mind; crazy’; *off your rocker* ‘crazy’; *off your trolley* ‘crazy’; *old trout* ‘an unattractive or bad-tempered old woman’; *on someone’s mind* ‘preoccupying someone, especially in a disquieting way’; *on song* ‘performing well; in good form’; *on the go* ‘very active or busy’; *on your plate* ‘occupying your time or energy’; *out and about* ‘(of a person, especially after an illness) engaging in normal activity’; *out of joint* ‘(of a specified joint) out of position, dislocated; in a state of disorder or disorientation’; *out of sight, out of mind* ‘you soon forget people or things that are no longer visible or present’; *out of your gourd* ‘out of your mind, crazy; under the influence of alcohol or drugs’; *out of your mind* ‘having lost control of your mental faculties, insane; suffering from the specified condition to a very high degree’; *out of your skull* ‘out of your mind, crazy’; *out of your tree* ‘completely stupid; mad’; *out to lunch* ‘crazy; insane’; *play possum* ‘pretend to be asleep or unconscious when threatened’; *pour it on* ‘progress or work quickly or with all your energy’; *presence of mind* ‘the ability to remain calm and take quick, sensible action when faced with difficulty or danger’; *press (or push or hit) the panic button* ‘respond to a situation by panicking or taking emergency measures’; *pretty as a picture* ‘very pretty’; *put someone (or go) through the hoops* ‘make someone undergo (or be made to undergo) a difficult and grueling test or series of tests’; *put someone through the wringer (or the mangle)* ‘subject someone to a very stressful experience, especially a severe interrogation’; *put the screws on* ‘exert strong psychological pressure on someone so as to intimidate them into doing something’; *rack your brains (or brain)* ‘make a great effort to think of or remember something’; *reinvent the wheel* ‘waste a great deal of time or effort in creating something that already exists or doing something that has already been done’; *relieve your feelings* ‘use strong

language or vigorous behaviour when annoyed'; *right as rain* '(of a person) perfectly fit and well, especially after a minor illness or accident'; *rise and shine* 'get out of bed smartly; wake up'; *rite of passage* 'a ceremony or event marking an important stage in someone's life, especially birth, initiation, marriage, and death'; *roll with the punches* '(of a boxer) move their body away from an opponent's blows so as to lessen the impact'; *run out of (or lose) steam* 'lose impetus or enthusiasm'; *set your heart (or hopes) on* 'have a strong desire for or to do'; *shake (or quake) in your shoes (or boots)* 'tremble with apprehension'; *show a leg* 'get out of bed; get up'; *sick to your stomach* 'feeling nauseous'; *sleep like a log (or top)* 'sleep very soundly'; *sleep rough* 'sleep in uncomfortable conditions, usually out of doors'; *slip of the pen (or the tongue)* 'a minor mistake in writing (or speech)'; *snug as a bug (in a rug)* 'extremely comfortable'; *sock it to someone* 'attack someone vigorously or make a forceful impression on them in some other way'; *someone couldn't – their way out of a paper bag* 'a person is completely unable to do something, either through ineptitude or weakness'; *sow your wild oats* 'go through a period of wild or promiscuous behaviour while young'; *step out of line* 'behave inappropriately or disobediently'; *straws in your hair* 'a state of insanity'; *strengthen someone's hand (or hands)* 'enable or encourage a person to act more vigorously or effectively'; *stricken in years* 'used euphemistically to describe someone old and feeble'; *suck someone dry* 'exhaust someone's physical, material, or emotional resources'; *sweat bullets* 'be extremely anxious or nervous'; *sweat it out* 'endure an unpleasant experience, typically one involving extreme physical exertion in great heat'; *sweat like a pig* 'sweat profusely'; *take it easy* 'relax'; *take leave of your senses* 'go mad'; *tear someone limb from limb* 'violently dismember someone'; *tear your hair out* 'act with or show extreme desperation'; *the body beautiful* 'an ideal of physical beauty'; *the ghost in the machine* 'the mind viewed as distinct from the body'; *the last of the Mohicans* 'the sole survivor(s) of a particular race or kind'; *the life and soul of the party* 'a person whose vivacity and sociability makes a party enjoyable'; *the patter of tiny feet* 'used to refer to the expectation of the birth of a baby'; *the sleep of the just* 'a deep, untroubled sleep'; *thrills and spills* 'the excitement of dangerous sports or entertainments, especially as experienced by spectators'; *tighten (or turn) the screw (or screws)* 'exert strong pressure on someone'; *to the skies* 'very highly; enthusiastically'; *true grit* 'strength of character; stamina'; *turn (or turn over) in their grave* 'used to express the opinion that something would have caused anger or distress in someone who is now dead'; *turn a trick* '(of a prostitute) have a session with a client'; *up with the lark* 'up very early in the morning'; *warm as toast* 'pleasantly warm'; *wear (or wear your years) well* 'remain young-looking'; *whip the cat* 'complain or moan'; *wild and woolly* 'uncouth in appearance or behaviour'; *with a will* 'energetically and resolutely'; *work the soul case out of* 'put someone under severe stress'; *your socks off* 'do something with great energy or enthusiasm'.

2.1.2. PhG “Sensory Functions and Pain” (170 PhUs): *a (final or last) turn of the screw* 'an additional amount of pressure or hardship applied to a situation that is already extremely difficult to bear'; *a bag of bones* 'an emaciated person or animal'; *a bed of roses* 'a situation or activity that is comfortable or easy'; *a dead cat bounce* 'a misleading sign of vitality in something that is really moribund'; *a gone coon* 'a person or thing in desperate straits or as good as dead'; *a halfway house* 'a place where ex-prisoners, mental patients, etc. can stay while they become reaccustomed to normal life'; *a pitched battle* 'a fierce fight'; *a strong stomach* 'an ability to see or do unpleasant things without feeling sick or squeamish'; *all out* 'using all your strength or resources'; *all-in* 'exhausted'; *an Achilles heel* 'a person's only vulnerable spot; a serious or fatal weakness'; *an army marches on its stomach* 'soldiers or workers can only fight or function effectively if they have been well fed'; *ancient (or old) as the hills* 'of

very long standing or very great age'; *as brown as a berry* '(of a person) very suntanned'; *as good as new* 'in a very good condition or state, especially close to the original state after damage, injury, or illness'; *at death's door* 'so ill that you may die'; *at the end of your tether* 'having no patience, resources, or energy left to cope with something'; *be history* 'used to indicate imminent departure, dismissal, or death'; *be running on empty* 'have exhausted all your resources or sustenance'; *be seeing things* 'be hallucinating'; *be staring something in the face* '(of a person) be on the verge of defeat, death, or ruin'; *be the death of* 'cause someone's death'; *be toast be* 'or be likely to become finished, defunct, or dead'; *beat (or smash) someone to a pulp* 'beat someone severely'; *beat someone black and blue* 'hit someone so severely that they are covered in bruises'; *beat the living daylights out of* 'give someone a very severe beating'; *bite the big one* 'die'; *bite the dust* 'be killed'; *bleed like a (stuck) pig* 'bleed copiously'; *blood and thunder* 'unrestrained and violent action or behaviour, especially in sport or fiction'; *blow someone away* 'kill, destroy, or defeat someone'; *breathe your last* 'die'; *bring someone or something to their knees* 'reduce someone or something to a state of weakness or submission'; *burnt to a cinder (or crisp)* 'completely burnt through, leaving only the charred remnant'; *buy the farm* 'die'; *cash in your chips* 'die'; *close to (or near) the bone* '(of a remark) penetrating and accurate to the point of causing hurt or discomfort'; *come to grief* 'have an accident; meet with disaster'; *dead as a doornail (or as mutton)* 'completely dead'; *dead as a (or the) dodo* 'no longer alive'; *dead on your feet* 'extremely tired'; *dead to the world* 'fast asleep; unconscious'; *deaf as an adder (or a post)* 'completely or extremely deaf'; *die (or drop) like flies* 'die or collapse in large numbers'; *die in harness* 'die before retirement'; *die in the last ditch* 'die desperately defending something; die fighting to the last extremity'; *die in your bed* 'suffer a peaceful death from natural causes'; *die on your feet* 'come to a sudden or premature end'; *die with your boots on* 'die while actively occupied'; *do your dash* 'exhaust your energies or chances'; *dog tired* 'extremely tired; utterly worn out'; *done in* 'extremely tired'; *drop dead* 'die suddenly and unexpectedly'; *end it all* 'commit suicide'; *fall prey to* 'be hunted and killed by'; *feel your age* 'become aware that you are growing older and less energetic'; *fight tooth and nail* 'fight very fiercely'; *fire and brimstone* 'the supposed torments of hell'; *fit as a fiddle* 'in very good health'; *fit as a flea* 'in very good health'; *fit to bust* 'with great energy'; *food for worms* 'a dead person'; *for dear (or your) life* 'as if or in order to escape death'; *forty winks* 'a short sleep or nap, especially during the day'; *foul your own nest* 'do something damaging or harmful to yourself or your own interests'; *from the dead* 'from a state of death'; *full of years* 'having lived to a considerable age'; *get (back) into the swing of things* 'get used to (or return to) being easy and relaxed about an activity or routine you are engaged in'; *get (or give someone) a fair shake* 'get (or give someone) just treatment or a fair chance'; *get into shape (or get someone into shape)* 'become (or make someone) physically fitter by exercise'; *give someone gyp* 'cause pain or severe discomfort to someone'; *give up the ghost* '(of a person) die'; *go (or be) under the knife* 'have surgery'; *go (to) it* 'act in a vigorous, energetic, or dissipated way'; *go bung* 'die'; *go crook* 'become ill'; *go for a Burton* 'meet with disaster; be ruined, destroyed, or killed'; *go non-linear* 'become very excited or angry, especially about a particular obsession'; *go the way of all flesh* 'die or come to an end'; *go to Davy Jones's locker* 'be drowned at sea'; *go to glory* 'die or be destroyed'; *go to your reward* 'die'; *go west* 'be killed or lost; meet with disaster'; *go with the flow* 'be relaxed; accept a situation'; *going on (or going on for)* 'approaching a specified time, age, or amount'; *green about (or around or at) the gills* 'looking or feeling ill or nauseous'; *grin and bear it* 'suffer pain or misfortune in a stoical manner'; *hand in your dinner pail* 'die'; *hang (or stay) loose* 'be relaxed; refrain from taking anything too seriously'; *have been in the wars* 'have been hurt or injured'; *have blood on your hands* 'be responsible for the

death of someone'; *have bought it* 'be killed'; *have butterflies in your stomach* 'have a queasy feeling because you are nervous'; *have had it* 'be extremely tired; have lost all chance of survival'; *have had your chips* 'be dead, dying, or out of contention'; *have one foot in the grave* 'be near death through old age or illness'; *heart and soul* 'great energy and enthusiasm'; *hop the twig (or stick)* 'die'; *hot and bothered* 'in a state of anxiety or physical discomfort, especially as a result of being pressured'; *huff and puff* 'breathe heavily with exhaustion'; *in the first flush* 'in a state of freshness and vigour'; *in the land of the living* 'alive or awake'; *in the pink* 'in extremely good health and spirits'; *join the great majority* 'die'; *keep body and soul together* 'manage to stay alive, especially in difficult circumstances'; *kick the bucket* 'die'; *king of terrors* 'death personified'; *like a bull in a china shop* 'behaving recklessly and clumsily in a place or situation where you are likely to cause damage or injury'; *like death warmed up* 'extremely tired or ill'; *like something the cat brought in* '(of a person) very dirty, bedraggled, or exhausted'; *living on borrowed time* 'continuing to survive against expectations (used with the implication that this will not be for much longer)'; *long in the tooth* 'rather old'; *lose your marbles* 'go insane; become irrational or senile'; *lose your mind (or your marbles)* 'become insane or irrational'; *malice aforethought* 'the intention to kill or harm which is held to distinguish unlawful killing from murder'; *man cannot live by bread alone* 'people have spiritual as well as physical needs'; *meet your maker* 'die'; *mess with someone's head* 'cause someone to feel frustrated, anxious, or upset'; *murder will out* 'murder cannot remain undetected'; *off the hooks* 'dead'; *on the rack* 'suffering intense distress or strain'; *on the rebound* 'while still affected by the emotional distress caused by the ending of a romantic or sexual relationship'; *on the skids* '(of a person or their career) in a bad state; failing'; *on the way out* 'dying'; *on your knees* 'in a kneeling position'; *on your last legs* 'near the end of life, usefulness, or strength'; *out for the count* 'unconscious or soundly asleep'; *out of sorts* 'slightly unwell'; *pass in your ally* 'die'; *past it* 'too old to be of any use or any good at anything'; *point the bone at* 'betray someone; cause someone's downfall'; *pop your clogs* 'die'; *pushing up the daisies* 'dead and buried'; *put someone to the sword* 'kill someone, especially in war'; *put something out of its misery* 'end the suffering of a creature in pain by killing it'; *put years on (or take years off) someone* 'make someone feel or look older (or younger)'; *recharge your batteries* 'regain your strength and energy by resting and relaxing for a time'; *right as a trivet* 'perfectly all right; in good health'; *run high* 'be strong or tumultuous'; *run someone ragged* 'exhaust someone by making them undertake a lot of physical activity'; *second childhood* 'a state of childishness that sometimes occurs in old age'; *see stars* 'see flashes of light, especially as a result of being hit on the head'; *seen (or known) better days* 'be in a worse state than in the past; have become old, worn-out, or shabby'; *send someone flying* 'cause someone to be violently flung to the ground'; *shuffle off this mortal coil* 'die'; *sick as a dog* 'extremely ill'; *six feet under* 'dead and buried'; *smoke like a chimney* 'smoke tobacco incessantly'; *someone's number is up* 'the time has come when someone is doomed to die or suffer some other disaster or setback'; *stick your neck out* 'risk incurring criticism, anger, or danger by acting or speaking boldly'; *stink (or smell) to high heaven* 'have a very strong and unpleasant odour'; *survival of the fittest* 'the continued existence of organisms which are best adapted to their environment, with the extinction of others, as a concept in the Darwinian theory of evolution'; *take the (or your etc.) secret to the grave* 'die without revealing a secret'; *take your life in your hands* 'risk being killed'; *tap a person's claret* 'make a person's nose bleed by a blow with the fist'; *thirty-something (or forty-something, etc.)* 'an unspecified age between thirty and forty (forty and fifty, etc.)'; *to the bone* '(of a wound) so deep as to expose the victim's bone'; *to your dying day* 'for the rest of your life'; *too – for comfort* 'causing physical or mental unease by an excess of the specified quality'; *turn*

up your toes ‘die’; *under fire* ‘being shot at’; *under the weather* ‘slightly unwell’; *up and about (or doing)* ‘having risen from bed; active’; *up to snuff* ‘in good health’; *walk someone off their feet (or legs)* ‘exhaust a person with walking’; *wear yourself to a shadow* ‘completely exhaust yourself through overwork’; *within an inch of your life* ‘almost to the point of death’; *work (or run) yourself into the ground* ‘exhaust yourself by working or running very hard’; *your (or the) last gasp* ‘the point of death, exhaustion, or completion’; *your gorge rises* ‘you are sickened or disgusted’; *cut someone off (or down) in their prime* ‘bring someone’s life or career to an abrupt end while they are at the peak of their abilities’; *with your eyes open* ‘in full awareness’; *(away) with the fairies* ‘giving the impression of being mad, distracted, or in a dreamworld’; *a fate worse than death* ‘a terrible experience, especially that of seduction or rape’; *fight or flight* ‘the instinctive physiological response to a threatening situation, which readies you either to resist violently or to run away’; *in fits* ‘in a state of hysterical amusement’; *flip your lid* ‘suddenly go mad or lose your self-control’; *in full flow* ‘performing vigorously and enthusiastically’; *on the fly* ‘while in motion’; *in a fog* ‘in a state of perplexity; unable to think clearly or understand something’; *follow your nose* ‘trust to your instincts; move along guided by your sense of smell’.

2.1.3. PhG “Voice and Speech Functions” (2 PhUs): *have a frog in your throat* lose ‘your voice or find it hard to speak because of hoarseness or an apparent impediment in your throat’; *set your teeth* ‘clench your teeth together’.

2.1.4. PhG “Functions of the Digestive System, Metabolism and Endocrine System” (58 PhUs): *be skin and bone* ‘be very thin’; *bend your elbow* ‘drink alcohol’; *chase the dragon* ‘take heroin (sometimes mixed with another smokable drug) by heating it in tinfoil and inhaling the fumes through a tube or roll of paper’; *chew the cud* ‘(of a ruminant animal) further chew partly digested food’; *couch potato* ‘someone who watches a lot of television, eats junk food, and takes little or no physical exercise’; *crack a bottle* ‘open a bottle, especially of wine, and drink it’; *drink like a fish* ‘drink excessive amounts of alcohol, especially habitually’; *drink someone under the table* ‘consume more alcohol than your drinking companion without becoming as drunk’; *drink with the flies* ‘drink alone’; *drown the shamrock* ‘drink, or go drinking on St. Patrick’s day’; *drown your sorrows* ‘forget your problems by getting drunk’; *drunk as a lord (or skunk)* ‘extremely drunk’; *Dutch courage* ‘bravery induced by drinking alcohol’; *fair dos* ‘used to request just treatment or to accept that it has been given’; *full as a goog* ‘very drunk’; *get (or have) a load on* ‘become drunk’; *give (or have) it large* ‘go out and enjoy yourself, typically with drink or drugs’; *go cold turkey* ‘suddenly and completely stop taking drugs’; *go down the wrong way* ‘(of food) enter the windpipe instead of the gullet’; *go to your head* ‘(of alcohol) make you dizzy or slightly drunk’; *hair of the dog* ‘a small quantity of alcohol taken as a remedy for a hangover’; *have a few* ‘drink enough alcohol to be slightly drunk’; *have a monkey on your back* ‘be dependent on drugs’; *have eyes bigger than your stomach* ‘have asked for or taken more food than you can actually eat’; *have one too many* ‘become slightly drunk’; *high as a kite* ‘intoxicated with drugs or alcohol’; *hit (or be on) the bottle* ‘start to drink alcohol heavily, especially in an attempt to escape from one’s problems’; *in your cups* ‘while drunk’; *keep the wolf from the door* ‘have enough money to avert hunger or starvation’; *kick the gong around* ‘smoke opium’; *lift your elbow* ‘consume alcohol to excess’; *make a Virginia fence* ‘walk crookedly because you are drunk’; *off your face* ‘very drunk or under the influence of illegal drugs’; *off your oats* ‘lacking an appetite’; *on a full (or an empty) stomach* ‘having (or without having) eaten beforehand’; *on it* ‘drinking heavily’; *out of it* ‘extremely drunk’; *out of your box* ‘intoxicated with alcohol or drugs’; *piping hot* ‘very hot’; *pissed as a newt (or fart)* ‘very drunk’; *rolling drunk* ‘so drunk as to be swaying or staggering’; *sign (or take) the pledge* ‘make a solemn undertaking to abstain from alcohol’; *sit (heavy) on the*

stomach ‘(of food) take a long time to be digested’; *slip someone a Mickey Finn* ‘give someone a drugged or otherwise adulterated drink’; *sober as a judge* ‘completely sober’; *the sun is over the yardarm* ‘it is the time of day when it is permissible to drink alcohol’; *the worse for wear* ‘(of a person) feeling rather unwell, especially as a result of drinking too much alcohol’; *thin as a rake* ‘(of a person or animal) very thin’; *tie one on* ‘get drunk’; *tight as a tick* ‘extremely drunk’; *tired and emotional* ‘drunk’; *to go* ‘(of food or drink from a restaurant or cafe) to be eaten or drunk off the premises’; *toss your cookies* ‘vomit’; *two (or three) sheets to (or in) the wind* ‘drunk’; *under the influence* ‘affected by alcoholic drink, especially beyond the legal limits for driving a vehicle; drunk’; *under the table* ‘drunk to the point of unconsciousness’; *under your belt Q* ‘(of food or drink) consumed’; *wet the baby’s head* ‘celebrate a baby’s birth with a drink, usually an alcoholic one’.

2.1.5. PhG “Urogenital and Reproductive Functions” (71 PhUs): *a roll in the hay (or the sack)* ‘an act of sexual intercourse’; *a slip of a* ‘a young, small, and slim person’; *at your mother’s (or father’s) knee* ‘at an early age’; *be an item* ‘(of a couple) be involved in an established romantic or sexual relationship’; *be anyone’s* ‘(of a person) be open to sexual advances from anyone’; *be built like a brick shithouse* ‘(of a person) have a very solid physique’; *be caught (or taken) short* ‘urgently need to urinate or defecate’; *bit of rough* ‘a (usually male) sexual partner whose toughness or lack of sophistication is a source of attraction’; *breed like rabbits* ‘reproduce prolifically’; *dip your wick* ‘(of a man) have sexual intercourse’; *do a line with someone* ‘have a regular romantic or sexual relationship with someone’; *float someone’s boat* ‘appeal to or excite someone, especially sexually’; *get (or give someone) ideas* ‘become (or make someone) ambitious, big-headed, or tempted to do something against someone else’s will, especially make a sexual advance’; *get (or have) your end away* ‘have sex’; *get physical* ‘become sexually intimate with someone’; *get your leg over* ‘(of a man) have sexual intercourse’; *get your oats* ‘have sexual intercourse’; *get your rocks off* ‘have an orgasm; obtain pleasure or satisfaction’; *give someone the (glad) eye* ‘look at someone in a way that clearly indicates your sexual interest in them’; *go steady* ‘have a regular romantic or sexual relationship with a particular person’; *have (or have grown) whiskers* ‘(especially of a story) be very old’; *have (or take) a leak* ‘urinate’; *have been around* ‘have a lot of varied experience of the world, especially a lot of sexual experience’; *have it away (or off) with* ‘have sexual intercourse with’; *have the hots for* ‘be sexually attracted to’; *how’s your father* ‘sexual intercourse’; *in bed with* ‘having sexual intercourse with’; *in the club (or the pudding club)* ‘pregnant’; *in the pudding club* ‘pregnant’; *in the raw* ‘(of a person) naked’; *in your pelt* ‘naked’; *jump someone’s bones* ‘have sex with someone’; *kiss of life* ‘mouth-to-mouth resuscitation’; *knee-high to a grasshopper* ‘very small or very young’; *know someone in the biblical sense* ‘have sex with someone’; *lead in your pencil* ‘vigour or energy, especially sexual energy in a man’; *love’s young dream* ‘a man regarded as a perfect lover’; *make a move on (or put the moves on)* ‘make a proposition to someone, especially of a sexual nature’; *make an honest woman of* ‘marry a woman, especially to avoid scandal if she is pregnant’; *make eyes at someone* ‘look at someone in a way that makes it clear you find them sexually attractive’; *make sheep’s eyes at someone* ‘look at someone in a foolishly amorous way’; *make whoopee* ‘make love’; *man and boy* ‘throughout life from youth’; *mutton dressed as lamb* ‘a middle-aged or old woman dressed in a style suitable for a much younger woman’; *nudge nudge (wink wink)* ‘used to draw attention to an innuendo, especially a sexual one, in the previous statement’; *of easy virtue* ‘(of a woman) promiscuous’; *old enough to be someone’s father (or mother)* ‘of a much greater age than someone’; *on a promise* ‘(of a person) confidently assured of something, especially of having sexual intercourse with someone’; *on the game* ‘involved in prostitution’; *on the make* ‘looking for a sexual partner’; *on*

the shelf ‘(of a woman) past an age when she might expect to have the opportunity to marry’; *on the side* ‘secretly, especially with regard to a sexual relationship in addition to your legal or regular partner’; *on the wagon* ‘teetotal’; *play the field* ‘indulge in a series of sexual relationships without committing yourself to anyone’; *pop someone’s cherry* ‘have sexual intercourse with a girl or woman who is a virgin’; *powder your nose* ‘(of a woman) go to the lavatory’; *put it (or yourself) about* ‘be sexually promiscuous’; *put the hard word on* ‘ask a favour of someone, especially a sexual or financial favour’; *put the make on* ‘make sexual advances to’; *put your shoulder to the wheel set* ‘to work vigorously’; *sleep with one eye open* ‘sleep very lightly so as to be aware of what is happening around you’; *spend a penny* ‘urinate’; *the earth moved (or did the earth move for you?)* ‘you had (or did you have?) an orgasm’; *the facts of life* ‘information about sexual functions and practices, especially as given to children or teenagers’; *the oldest profession* ‘the practice of working as a prostitute’; *the vale of years* ‘the declining years of a person’s life; old age’; *up the spout* ‘(of a woman) pregnant’; *wearing (or in) short pants* ‘very young’; *wham-bam-thank-you-ma’am* ‘used in reference to sexual activity conducted roughly and quickly, without tenderness’; *wine, women, and song* ‘the hedonistic life of drinking, sexual pleasure, and carefree entertainment proverbially required by men’; *your salad days* ‘the period when you are young and unexperienced’.

2.1.6. PhG “Neuromuscular, Bone and Motor Functions” (45 PhUs): *a ball of fire* ‘a person who is full of energy and enthusiasm’; *alive and kicking* ‘prevalent and very active’; *alive and well* ‘still existing or active (often used to deny rumours or beliefs that something has disappeared or declined)’; *blow (or clear) away the cobwebs* ‘banish a state of lethargy; enliven or refresh yourself’; *bob and weave* ‘make rapid bodily movements up and down and from side to side’; *come (or get) to grips with* ‘engage in physical combat with’; *come a cropper* ‘fall heavily’; *cut a (or the) rug dance* ‘typically in an energetic or accomplished way’; *dead in the water* ‘unable to function effectively’; *drag (or haul) ass* ‘hurry or move fast’; *feel (or find) your legs* ‘become able to stand or walk’; *find your feet* ‘stand up and become able to walk’; *flutter your eyelashes* ‘open and close your eyes rapidly in a coyly flirtatious manner’; *get cracking* ‘act quickly and energetically’; *give someone Bondi* ‘attack someone savagely’; *go for the burn* ‘push your body to the extremes when practising a form of physical exercise’; *go like a bomb* ‘move very fast’; *hook It* ‘run away’; *in (or into) the groove* ‘indulging in relaxed and spontaneous enjoyment, especially dancing’; *in trim* ‘slim and healthy’; *let rip* ‘do something or proceed vigorously or without restraint’; *like the devil (or a demon)* ‘with great speed or energy’; *make a bolt for* ‘try to escape by moving suddenly towards something’; *man of action* ‘a man whose life is characterized by physical activity or deeds rather than by words or intellectual matters’; *on Shanks’s pony* ‘using your own legs as a means of transport’; *on the couch* ‘undergoing psychoanalysis or psychiatric treatment’; *on your back* ‘in bed recovering from an injury or illness’; *play footsie with someone* ‘touch someone’s feet lightly with your own feet, usually under a table, as a playful expression of romantic interest’; *pull (or bring) a rabbit out of the (or a) hat* ‘used to describe an action that is fortuitous, and may involve sleight of hand or deception’; *put your back into* ‘approach a task with vigour’; *ride bodkin* ‘travel squeezed between two other people’; *run out of gas* ‘run out of energy; lose momentum’; *seven-league boots* ‘the ability to travel very fast on foot’; *shake your booty* ‘dance energetically’; *show someone a clean pair of heels* ‘retreat speedily; run away’; *snap (or click) your fingers* ‘make a sharp clicking sound by bending the last joint of the middle finger against the thumb and suddenly releasing it, typically in order to attract attention in a peremptory way or to accompany the beat of music’; *stay put* ‘(of a person or object) remain somewhere without moving or being moved’; *stretch your legs* ‘go for a short walk, typically after sitting in one place for some

time'; *strut your stuff* 'dance or behave in a lively, confident way'; *take a (or the) load off your feet* 'sit or lie down'; *take the count* '(of a boxer) be knocked out'; *take the floor* 'begin to dance on a dance floor'; *touch (or tug) your forelock* 'raise a hand to your forehead in deference when meeting a person of higher social rank'; *touch bottom* 'reach the bottom of water with your feet'; *tread water* 'maintain an upright position in the water by moving the feet with a walking movement and the hands with a downward circular motion'.

2.1.7. PhG "Functions of the Skin and Related Structures" (6 PhUs): *a change is as good as a rest* 'a change of work or occupation can be as restorative or refreshing as a period of relaxation'; *catch fire* 'begin to burn'; *catch the sun* 'become tanned or sunburnt'; *peaches and cream* '(of a girl's complexion) of a cream colour with downy pink cheeks'; *red as a beet-root* '(of a person) red-faced, typically through embarrassment'; *the cut of someone's jib* 'the appearance or look of a person'.

2.2. PhF "Body Structures"

2.2.1. PhG "Nervous System Structures" (2 PhUs): *lick (or knock or whip) someone or something into shape* 'act forcefully to bring someone or something into a fitter, more efficient, or better-organized state'; *out cold* 'completely unconscious'.

2.2.2. PhG "Eye, Ear and Related Structures" (5 PhUs): *as blind as a bat* 'having very bad eyesight'; *clap (or lay or set) eyes on* 'see'; *have eyes like saucers* 'have your eyes opened wide in amazement'; *on the nose* 'to a person's sense of smell'; *stop your ears* 'put your fingers in your ears to avoid hearing'.

2.2.3. PhG "Cardiovascular Structures' Vascular, Immune and Respiratory Systems" (3 PhUs): *catch your death (of cold)* 'catch a severe cold or chill'; *on the mend* 'improving in health or condition; recovering'; *put (or set) someone right* 'restore someone to health'.

2.2.4. PhG "Structures Related to the Digestive System, Metabolism and Endocrine System" (1 PhUs): *pearly whites* 'a person's teeth'.

2.2.5. PhG "Structures Related to the Urogenital and Reproductive Systems" (3 PhUs): *have a bun in the oven* 'be pregnant'; *the (or your) family jewels* 'a man's genitals'; *up the duff* 'pregnant'.

2.2.6. PhG "Skin and Related Structures" (6 PhUs): *a touch of the sun* 'a slight attack of sunstroke'; *crowning glory* 'a person's hair'; *broad in the beam* 'fat round the hips'; *have a tin ear* 'be tone-deaf'; *thin on top* 'balding'; *top and tail* 'wash the face and bottom of a baby or small child'.

3. Conclusions

ICF is a convenient tool for describing the value of 'health' in English phraseology. The following components of the elaborated thematic and ideographic classification are correlated with the ICF: PhF "Body Functions" (PhG "Mental Functions" (185 PhUs), PhG "Sensory Functions and Pain" (170 PhUs), PhG "Voice and Speech Functions" (2 PhUs), PhG "Functions of the Digestive System, Metabolism and Endocrine System" (58 PhUs), PhG "Urogenital and Reproductive Functions" (71 PhUs), PhG "Neuromuscular, Bone and Motor Functions" (45 PhUs), PhG "Functions of the Skin and Related Structures" (6 PhUs)) and PhF "Body Structures" (PhG "Nervous System Structures" (2 PhUs), PhG "Eye, Ear and Related Structures" (5 PhUs), PhG "Cardiovascular Structures' Vascular, Immune and Respiratory Systems" (3 PhUs), PhG "Structures Related to the Digestive System, Metabolism and Endocrine System" (1 PhUs), PhG "Structures Related to the Urogenital and Reproductive Systems" (3 PhUs), PhG "Skin and Related Structures" (6 PhUs)).

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TERMINOLOGIE DER INGENIEURPSYCHOLOGIE IM DEUTSCHEN: STRUKTURELLE UND SEMANTISCHE ASPEKTE

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Zusammenfassung

Der Artikel widmet sich der Beschreibung des Begriffssystems der deutschen Ingenieurpsychologie, d.h. einer wissenschaftlichen Disziplin, die die Prozesse der informationellen Interaktion zwischen Mensch und Technik analysiert. Die Entstehung dieser Disziplin ist auf den rasanten wissenschaftlich-technischen Fortschritt sowie auf die steigenden Anforderungen an die psychische und intellektuelle Sphäre des Menschen im Arbeitsprozess zurückzuführen. Bei dem analysierten Material handelt es sich um eine kontinuierliche Stichprobe von 4565 Begriffen und Begriffskombinationen aus der Ingenieurpsychologie in deutscher Sprache.

Die Analyse zeigt, dass zusammengesetzte und abgekürzte Begriffe überwiegen, gefolgt von Begriffskombinationen, abgeleiteten Wörtern und einfachen einwurzeligen Begriffen. Die Wortbildungsarten der abgeleiteten Derivate (Präfixierung, Suffixierung, Präfix-Suffix-Bildung) werden im Detail analysiert. Besonderes Augenmerk wird auf zusammengesetzte, meist zweikomponentige Begriffe gelegt.

Die Merkmale der Polysemie und Synonymie, die in der Terminologie der Ingenieurpsychologie weit verbreitet sind, werden analysiert. Die Gründe für das Auftreten zahlreicher synonyme Reihen, einschließlich des Einflusses der englischsprachigen Terminologie, werden erläutert. Metaphorische und eponyme Begriffe, die Schwierigkeiten bei der Entschlüsselung verursachen können, werden gesondert analysiert.

Das Vorhandensein einer vielfältigen und umfangreichen Terminologie deutet auf die allmähliche Herausbildung der Ingenieurpsychologie als wissenschaftlicher Disziplin hin. Eine umfassende Studie, die sich auf umfangreiches empirisches Material stützt, ermöglicht es, die Besonderheiten des terminologischen Apparats dieses Wissensgebiets und die allgemeinen Gesetzmäßigkeiten seiner Entwicklung aufzuzeigen.

Schlüsselworte: Ingenieurpsychologie, Semantik, Struktur, Polysemie, Synonymie, Eponymie, deutsche Sprache.

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1. Einführung

Die Ingenieurpsychologie ist eine wissenschaftliche Disziplin, die sich mit den Prozessen der Informationsinteraktion zwischen Mensch und Technik beschäftigt. Die Entstehung der

Ingenieurpsychologie ist mit dem rasanten wissenschaftlichen und technologischen Fortschritt verbunden, der die Struktur und die Besonderheiten der Arbeitstätigkeit erheblich verändert hat: Die Anforderungen an das intellektuelle Niveau des Menschen, an seine Kenntnisse und Fähigkeiten sind gestiegen. Dies wirft eine Vielzahl von theoretischen und angewandten Problemen auf, die im direkten Zusammenhang mit der Verbesserung der Interaktion zwischen Mensch und Technik stehen.

Unsere Studie ist dem Terminologiesystem der deutschen Ingenieurpsychologie gewidmet, insbesondere der semantischen und strukturellen Merkmale der Terminologie des untersuchten Fachgebiets. Das Material der Studie ist eine fortlaufende Stichprobe von ingenieurpsychologischen Begriffen aus dem „Deutsch-Ukrainischen Wörterbuch für Ingenieurwesen“ (Kiyko 2020), dem „Deutsch-Ukrainischen Wörterbuch der industriellen Automation“ (Kiyko, Shkolna, 2019) und dem „Deutsch-Ukrainischen Wörterbuch der psychologischen Begriffe“ (Kiyko, Maleika 2019), ergänzt und präzisiert durch Daten aus einer Reihe von Nachschlagewerken (*Mensch-Maschine-Interaktion 2019; Butz, Krüger, 2017*). Die Stichprobe umfasst 4565 Begriffe und Begriffskombinationen, von denen 2962 als Begriffe deutschen Ursprungs klassifiziert werden.

Um dieses Ziel zu erreichen, wurde eine Reihe allgemeiner wissenschaftlicher und linguistischer Methoden eingesetzt. Die Auswahl der ingenieurpsychologischen Begriffe erfolgte auf der Grundlage einer Analyse der Wörterbuchdefinitionen. Die Analyse der beteiligten Komponenten ermöglichte es, die semantische Struktur in minimale signifikante Einheiten zu zerlegen und die Begriffe in lexikalische und semantische Gruppen einzuteilen. Die Wortbildungsanalyse ermöglichte es uns, die Wortbildungsmethode eines bestimmten Begriffs zu bestimmen und die Terminologie der Ingenieurpsychologie in einfache, abgeleitete, komplexe und zusammengesetzte Begriffe sowie Begriffskombinationen zu klassifizieren. Die Verallgemeinerung und Interpretation der Beobachtungsergebnisse wird durch quantitative Berechnungen unterstützt.

2. Zur Entwicklungsgeschichte der ingenieurpsychologischen Terminologie

Die Voraussetzungen für die Entstehung und Entwicklung der Ingenieurpsychologie und dementsprechend auch ihrer Terminologie waren:

1) unzureichende Effizienz der Interaktion „Mensch – Maschine – Umwelt“, ihre hohe Unfallrate aufgrund unzureichender Berücksichtigung menschlicher Funktionalität und psychologischer Muster bei der Gestaltung dieser Systeme;

2) eine Zunahme von Verletzungen von Menschen im Umgang mit technischen Geräten und Mechanismen bei der Arbeit und im Alltag;

3) eine hohe Personalfluktuation aufgrund der Unzufriedenheit der Menschen mit monotoner, gefährlicher, schwieriger oder unzureichend entlohnender Arbeit;

4) eine Zunahme von Krankheiten im Zusammenhang mit funktionaler Überforderung von Körper und Psyche durch irrationale Arbeitsbedingungen und -organisation, hohe Arbeitsbelastungen usw. (Hacker Richter 1980; Charat 1994).

Die ersten Forscher, die die Notwendigkeit einer wissenschaftlichen Untersuchung des Arbeitsprozesses erkannten, waren Praktiker, die in ihrer beruflichen Tätigkeit häufig mit der Notwendigkeit konfrontiert waren, praktische Probleme zu lösen. In der Geschichte der Ingenieurpsychologie in Deutschland lassen sich drei Hauptphasen unterscheiden, die der chronologischen Reihenfolge der Entwicklung der untersuchten Terminologie entsprechen: 1) die Entstehungsphase von 1850 bis in die 1940er Jahre, die als korrigierend bezeichnet wird; 2) die

Phase der eigenständigen Entwicklung von den frühen 1940er Jahren bis 1991, die als projektiv gilt; 3) die moderne Phase (interaktiv) von 1991 bis heute, die als interaktiv charakterisiert wird.

In der Anfangsphase wurde die Ingenieurpsychologie von analytischen Studien beherrscht, die sich mit der Bewertung einzelner technischer Geräte und Elemente im Hinblick auf ihre Übereinstimmung mit bestimmten psychologischen Eigenschaften des Menschen befassten. Der Beginn der korrigierenden Phase der Entwicklung der Ingenieurpsychologie geht auf das Jahr 1850 zurück, als der deutsche Physiker, Philosoph und Psychologe G.T. Fechner die Grundlagen der Wissenschaft von den Gesetzen der Beziehung zwischen physischen und psychischen Phänomenen entwickelte und das Gesetz der Empfindungsmessung aufstellte. 1879 gründete der deutsche Psychologe, Physiologe und Philosoph W. Wundt in Leipzig das erste experimentalpsychologische Labor, das bereits die Nomenklatur der neuen Disziplin verwendete. 1895 stellte der deutsche Psychologe A. Jost bei der Untersuchung des Erlernens von verbalem Material ein empirisches Gesetz der Erfahrungsgesetzmäßigkeit auf, demzufolge ältere Informationen bei gleicher Wiederholungshäufigkeit langsamer vergessen werden und weniger Wiederholungen erfordern. Gegenwärtig wird der Effekt der Jostschen Regeln durch die Unterschiede zwischen Kurzzeitgedächtnis (KZG) und Langzeitgedächtnis (LZG) erklärt (Charwat 1994, S. 256). Die Abhängigkeit der Wahlreaktionszeit von der Anzahl der Alternativsignale wurde 1885 von dem deutschen Psychologen I. Merkel experimentell festgestellt und später, 1952, von dem englischen Psychologen W.E. Hick bestätigt, was sich im Begriff *das Hick'sche Gesetz* (oder *Hick-Hyman-Gesetz*) widerspiegelt (Charwat 1994: 214).

In den 20er und 30er Jahren des 20. Jahrhunderts untersuchten die deutschen Psychologen S. Hellerstein, F. Gilbreth, L. Gilbreth und I. Spielrein bestimmte Arten der menschlichen Arbeitstätigkeit. Zu dieser Zeit wurden die ersten Arbeitsnormen entwickelt, die die neu geschaffene Terminologie der Ingenieurpsychologie verwendeten. G. Harvath zählte 604 Begriffe des neu geschaffenen Fachgebiets in verschiedenen Gattungen von Texten, die vor den 1940er Jahren veröffentlicht wurden, wie z. B.: *Humanfaktoren / menschliche Einflussgrößen, Bloch'sches Gesetz, Berufsbewährung, Berufsverfehlung, Berufsversagen, Ergonomie, Psychometrie, Taylorismus / Taylor-System, Weber-Fechnersches Gesetz* (Charwat 1994: 91).

Im Zuge der Weiterentwicklung der Ingenieurpsychologie erwies sich als notwendig, sowohl die Tätigkeit des Menschen im Allgemeinen als auch das gesamte System der psychischen Funktionen, Prozesse und Zustände im Kontext dieser Tätigkeit psychologisch zu untersuchen. Gleichzeitig konzentrierten sich die Forscher auf die Gestaltung der Tätigkeiten des Bedieners. In den 1950er und 1960er Jahren konzentrierten sich die Ingenieurpsychologen auf die Informationsinteraktion zwischen Menschen und einfachen Computern, die auf Programmiersprachen auf niedriger Ebene basierten. Die 70er und 80er Jahre des 20. Jahrhunderts sind gekennzeichnet durch die Entwicklung von Betriebssystemen, die die gleichzeitige Bearbeitung mehrerer Aufgaben ermöglichen, durch die Aufteilung der Funktionen zwischen Mensch und Technik sowie durch die Problematik der natürlichen und formalen Sprachen. In der Projektionsperiode der Ingenieurpsychologie (1940–1991) wurden insgesamt 1147 Begriffe erfasst, z.B., *Backus-Naur-Notation, IST < Intelligenzstrukturtest, KI < künstliche Intelligenz, Mnemoschema, Mnemotechnik* (Streitz, 1985: 282-283). In dieser Zeit entstand eine große Anzahl von Eponymen in der untersuchten Terminologie, da die Wissenschaftler verschiedene Arten von Gesetzen entdeckten, Wirkungen beschrieben, Tests und Fragebögen erstellten usw.

Die moderne Periode (seit den 1990er Jahren) kann als eine neue qualitative Phase in der Softwareentwicklungstechnologie beschrieben werden. Der Schwerpunkt der technologischen Lösungen verlagert sich auf die Schaffung von Werkzeugen, die die Interaktion zwischen Benutzer und Computer ermöglichen. Die Darstellung und Verarbeitung von Wissen wurde zu

einem Schlüsselement der neuen Informationstechnologie. Es werden verschiedene Datenbanken und Expertensysteme geschaffen, interaktives Multi-User-Messaging wird praktiziert, und eine Reihe von Systemen der künstlichen Intelligenz wurden entwickelt (*ChatGPT, Claude* usw.). Es gibt jedoch noch immer keine Wörterbücher für die Terminologie der Ingenieurpsychologie, keine standardisierte Terminologie für Modellkonzepte, die bei der Untersuchung der Mensch-Computer-Interaktion verwendet werden, und keine umfassenden Studien über das Terminologiesystem dieses wichtigen Bereichs.

3. Strukturelle Merkmale der ingenieurpsychologischen Terminologie

Die strukturellen Merkmale eines jeden Terminologiesystems sind ein entscheidender Faktor für die Untersuchung, Systematisierung und Verwendung seiner terminologischen Einheiten. Die Struktur eines Begriffs hängt mit seiner Semantik zusammen, und die Semantik wird formal durch die Strukturmerkmale des Begriffs ausgedrückt. In der Terminologie der Ingenieurpsychologie unterscheiden wir zwischen einfachen, abgeleiteten, zusammengesetzten Termini, Komposita, Abkürzungen sowie Begriffskombinationen, die aus zwei oder mehr Komponenten bestehen.

Einfache Begriffe, die aus einem Wurzelement bestehen, sind mit 30 Lexemen vertreten (0,7 % der Gesamtstichprobe), etwa: *Angst* (ein Zustand der Antizipation von Gefahren und der Vorbereitung darauf), *Arbeit, Bild* (ein Produkt der unbewussten Phantasie, das indirekt mit der Wahrnehmung eines äußeren Objekts verbunden ist), *Faden* (eine Kette von aufeinanderfolgenden Aufgaben, die einen bestimmten Prozess erzeugt), *Feld, Macht, Netz, Schall, Sinn* usw. Diese Gruppe ist in der deutschen ingenieurpsychologischen Terminologie am wenigsten produktiv.

Die abgeleiteten Begriffe umfassen 832 terminologische Einheiten (18,2 % der Gesamtstichprobe). Abgeleitete Terminologie wird mit Hilfe von Affixen gebildet. Ein abgeleiteter Begriff besteht aus einem freien Bestandteil, der die Grundlage der Wortkonstruktion bildet, und einem gebundenen Bestandteil, der ein explizites Derivat ist, im Gegensatz zu einem impliziten Derivat, das ohne substantivisches Morphem oder mit einem Null-Morphem gebildet wird. In der deutschen Terminologie der Ingenieurpsychologie werden explizite Ableitungen durch Begriffe wie *Antrieb, Motivation, Aufregung, Generierung, Abbildung, Überbesetzung* usw. repräsentiert. Die obigen Beispiele zeigen, dass die deutsche Terminologie der Ingenieurpsychologie durch solche Methoden der morphologischen Begriffsbildung wie Präfixierung, Suffixierung und Präfix-Suffix-Bildung gekennzeichnet ist.

Die mit Hilfe von Präfixen und Semipräfixen gebildeten Derivate umfassen 204 Begriffe (4,5 % der Stichprobe). Wir haben 28 Präfixe und Semipräfixe identifiziert, die in der untersuchten Terminologie zur Bildung von Ableitungen verwendet werden, die in alphabetischer Reihenfolge aufgeführt sind: *ab-, an-, anti-, auf-, aus-, be-, durch-, ein-, emp-, ent-, fest-, ge-, halb-, haupt-, hin-, nach-, rück-, über-, um-, un-, unter-, ur-, ver-, vor-, weiter-, zu-*, zum Beispiel: *Abbild, Anlage, Antivirus, Aufnahme, Ausfall, Ausdruck, Befehl, Befund, Durchsatz, Eingabe, Empfang, Entschluss, Festplatte, Gebild, Halbstarre, Hauptmaschine, Hinweis, Hintergrund, Nacheffekt, Rückantwort, Überdruss, Umgang, Unfall, Unterart, Uraffekt, Verbot, Vorlage, Weitergabe, Zugang* usw.

Suffixgebildete Fachausdrücke sind im Korpus mit 148 Einheiten vertreten (3,2 % der Gesamtzahl). Diese Art der Begriffsbildung zeichnet sich durch eine Tendenz zur semantischen Spezialisierung aus, d.h. durch die Abbildung bestimmter Bedeutungskategorien mit Hilfe von Suffixen. Wir haben 14 Suffixe identifiziert, die im Folgenden in alphabetischer Reihenfolge

aufgeführt sind: *-e, -ent, -er, -heit, -ie, -ierung, -ik, -keit, -or, -schaft, -tät, -tion, -ung, -ur*, zum Beispiel: *Analyse, Experiment, Drucker, Starrheit, Diplopie, Optimierung, Grafik, Fähigkeit, Faktor, Labilität, Kumulation, Handlung, Prozedur* usw. Zu den abgeleiteten Begriffen gehören auch Entlehnungen aus dem Englischen, etwa *Usability* „Qualität der Benutzererfahrung in einer interaktiven Umgebung“.

In der untersuchten Terminologie sind die durch die gleichzeitige Präfigierung und Suffixierung gebildeten Ableitungen in der Anzahl von 478 terminologischen Einheiten vertreten (10,5 % des Gesamtvolumens), etwa *Abartigkeit, Bewusstheit, Ermüdbarkeit, Abgleiten, Durchdenken, Einstellung, Übersättigung, Umgebung, Verhalten, Verlagerung* usw.

Die Komposition gilt als besonders produktives Mittel der Wortbildung sowohl in der modernen deutschen Sprache als auch in der deutschen Terminologie der Ingenieurpsychologie. Unter Komposition oder Zusammensetzung versteht man eine Wortbildungsmethode, die in der morphologischen Kombination von zwei oder mehr Wurzeln (Basen) besteht, wodurch ein zusammengesetztes Wort entsteht. Es handelt sich um eine morphologische und syntaktische Methode der Wortbildung, da sie Merkmale beider Sprachebenen aufweist.

Das deutsche Terminologiesystem der Ingenieurpsychologie umfasst 1246 komplexe Begriffe (27,3 % der Gesamtstichprobe), z.B.: *Abfragetechnik, Anfangswert, Arbeitsablaufplan, Arbeitsvermögen, Bedienungshebel, Darstellungsweise, Datenleitungsendgerät, Funktionstaste, Intelligenzkoeffizient, Registrier-vorrichtung, Situationsdeutung, Tätigkeitsinhalt, Wahrnehmungsweise* usw.

Die häufigste Art der zusammengesetzten Begriffe sind zweiteilige Begriffe, die durch 1012 Einheiten repräsentiert werden, z.B.: *Adaptationsmechanismus, Anspruchsniveau, Leistungssteigerung, Reaktionsversuch, Sättigungsresistenz, Sehlinie, Tastvorstellung* u.a. Die dreiteiligen zusammengesetzten Begriffe umfassen 177 terminologische Einheiten, etwa *Anspruchsniveaubildung, Arbeits-kreislauf, Augenbewegungsempfindung, Berufsberatungsstelle, Echtzeitkommunikation, Flimmerverschmelzungsfrequenz* usw. Die Zahl der vierkomponentigen zusammengesetzten Begriffe ist mit nur 54 terminologischen Einheiten gering, wie z.B.: *Berufsinteressenfragebogen, Hochsicherheitsdatenübertragung, Mehrkanal-datenübertragung, Bildschirmarbeitsplatz, Datenfernverarbeitungseinrichtung* u.a. Wir fanden auch zwei zusammengesetzte Begriffe mit fünf Komponenten, nämlich, *Bildschirmarbeitsplatzleuchte* und *Hochleistungskommunikations-plattform*. Alle zusammengesetzten Begriffe, die in der deutschen Terminologie der Ingenieurpsychologie vorkommen, werden nach dem Determinator-Wortbildungsmodell gebildet. Ein zusammengesetzter Begriff stellt dabei eine Kombination aus zwei Komponenten, die zwar unterschiedliche Wortstrukturen haben können, aber die Aufteilung eines zusammengesetzten Wortes im Deutschen ist immer binär, wobei die erste Komponente die zweite definiert und die zweite ein allgemeines morphologisches und semantisch-kategoriales Merkmal des gesamten Kompositums angibt, etwa *Berühbildschirm, Berufseignungsdiagnostik, Datenbank-verwaltung, Fernmeldetechnikverwaltung*, usw.

Im Deutschen können zusammengesetzte Wörter verwendet werden, um freie syntaktische Beziehungen auszudrücken, so dass zusammengesetzte Begriffe semantisch identisch mit ihren entsprechenden Phrasen sein können, z.B.: *Arbeitssicherheit - Sicherheit der Arbeit, Organisationsinformation - Information der Organisation, Nachrichtenaustausch - Austausch von Nachrichten*. Der Unterschied zwischen einem zusammengesetzten Begriff und einer Begriffskombination besteht darin, dass ein zusammengesetzter Begriff durch strukturelle Integrität gekennzeichnet ist, wobei seine Bestandteile so eng miteinander verbunden sind, dass der Begriff als eigenständige Einheit wahrgenommen wird. Die Elemente einer Begriffskombination verlieren ihre lexikalische Unabhängigkeit, und der gesamte Komplex erhält eine

einzigste Bedeutung, wobei das erste Element eine dauerhafte Eigenschaft bezeichnet, die dem gesamten Begriff eine neue Bedeutung verleiht. Ein solcher Begriff ist im Kommunikationsprozess praktischer als seine entsprechende Begriffskombination.

Begriffskombinationen sind syntaktische Konstruktionen, die aus zwei oder mehr Wörtern bestehen, die durch eine untergeordnete grammatische Konjunktion verbunden sind, und sich von einem zusammengesetzten Begriff durch ihre Trennbarkeit unterscheiden. Sie sind das Ergebnis der Umwandlung gewöhnlicher freier Wortkombinationen in komplexe „Äquivalente“ von Wörtern und haben die Stabilität oder Integrität der Nominierung, die auf ihre Funktion der Benennung eines Konzepts zurückzuführen ist, sowie den Nominativcharakter und die attributive oder definierende Art der Beziehung ihrer Bestandteile. Zu dieser Gruppe gehören 742 Begriffskombinationen, z.B.: *analoge Sprachübertragung, absolute Wahrnehmungsschwelle, anfallende Daten, ausgewählte Information, grafische Darstellung, falsche Daten, mentales Benutzermodell, motorische Schutzreaktion, operatives Abbildsystem, optimale Blicklinie, psychische Beanspruchung, übertragende Information* usw. Bei den meisten Begriffskombinationen handelt es sich um zweiteilige attributive Phrasen, deren Kernelement durch ein Substantiv im Nominativ ausgedrückt wird und deren attributives Element ein Adjektiv oder Partizip ist, das als präpositionale Definition dient. In diesem Fall bestimmt das Kernelement der terminologischen Kombination das Gattungsmerkmal des Begriffs und das attributive Element bezieht sich auf das Artmerkmal des Begriffs.

Die zunehmende Komplexität und Länge von mehrkomponentigen Begriffskombinationen, einschließlich Eigennamen, führt zur Verbreitung eines solchen Bildungsmodells wie Abkürzung (118 Wörter, 2,9 %), z.B. *RVÜ < RealVideoÜbertragung, PCU < Pathologischer Computerkonsum, BBN < Backus-Naur-Notation, AS < Amthauer Strukturtest, MAUM-Technik < Multi-Attribute-utility-measurement-Technik* usw. Die Tendenz, lexikalische Elemente zu reduzieren, ist auf das Prinzip des geringsten Aufwands bzw. das Gesetz der sprachlichen Ökonomie zurückzuführen. Die wichtigsten Bedingungen, die die Bildung von Abkürzungen ermöglichen, sind die Materialität des sprachlichen Zeichens und die Linearität der Sprache, d.h. die sequentielle Anordnung der Elemente in der Sprache. Die Linearität der Sprache begrenzt den Sprachfluss aufgrund bestimmter physiologischer Grenzen der Fähigkeit einer Person zu sprechen, zu hören, zu schreiben, was die so genannte „Bandbreite“ bei der Aufnahme oder Übertragung von Informationen begrenzt. Um die Menge der semantischen Informationen im Kommunikationsprozess zu erhöhen, ist es notwendig, ihre physische Hülle zu reduzieren (*Kiyko 2012: 20-22*).

4. Semantische Merkmale der ingenieurpsychologischen Terminologie

Das Vorhandensein unterschiedlicher Terminologien und die Herausbildung dieser wissenschaftlichen Disziplin bestätigen die Tatsache, dass sie nicht spontan entstanden ist, sondern sich nach und nach herausgebildet hat. Dies lässt sich an der Entwicklung des Begriffs *Ingenieurpsychologie* ablesen. Eine der ursprünglichen Bezeichnungen für *Ingenieurpsychologie* war *Angewandte experimentelle Psychologie* (*Enzyklopädie der Psychologie, 1990: 580*). Dieser Begriff wird seit 1879 verwendet, als der deutsche Psychologe und Physiologe W. Wundt in Leipzig das erste experimentelle psychologische Labor gründete. Während des Zweiten Weltkriegs wurden auf Initiative amerikanischer und englischer Psychologen die Begriffe *Engineering Psychology* und ihre amerikanische Variante *Human Factor Engineering* eingeführt (*Enzyklopädie der Psychologie, 1990: 581*). In der deutschen Sprache spiegelte sich

dieses Phänomen in diesem Entwicklungsstadium in dem Begriff *Ingenieurpsychologie* wider (*Hacker, Richter, 1980: 14*), der eine Kopie der englischen Version ist.

Doch angesichts der Tatsache, dass es auf dem Gebiet des modernen Deutschlands zwei verschiedene Staaten gab – die DDR, die dem sozialistischen Lager angehörte, und die BRD, in der die kapitalistische Ideologie vorherrschte – hat sich der Begriff *Ingenieurpsychologie* zunächst in Westdeutschland „eingebürgert“, das die Entlehnungen duldete. In der DDR wurde der Begriff *technische Psychologie* verwendet (*Hacker, Richter, 1980: 14*), der eine Direktübersetzung der russischsprachigen Version war. Heute werden im Deutschen beide Varianten dieses Wissenschaftsgebiet verwendet, sowohl *Ingenieurpsychologie*, als auch *technische Psychologie*, wobei der Begriff *Ingenieurpsychologie* bevorzugt wird.

In der deutschen Terminologie der Ingenieurpsychologie sind 594 Begriffe polysemantisch, wobei Begriffe mit der Anzahl der Bedeutungen von eins bis fünf erfasst sind, etwa *Abbildungsfehler* „1) Umsetzungsfehler; Darstellungsfehler; 2) fehlerhafte Umsetzung; fehlerhafte Darstellung“, *Bedienerkopplung* „1) Schnittstelle zum Bediener; 2) Kommunikation (Interaktion) mit dem Bediener“, *Einstellung* „1) Haltung, Position, Einstellung; 2) Bereitschaft der Psyche, entsprechend zu agieren oder zu reagieren; 3) Einstellung, Anpassung, Regulierung; 4) Arbeitseinstellung, Arbeitsunterbrechung; 5) Betankungsdaten.

Die Verwendung von Synonymen in der deutschen Terminologie der Ingenieurpsychologie ist auf den Wunsch von Fachleuten zurückzuführen, bestimmte Nuancen von Begriffen im Fachgebiet zu erfassen, was tatsächlich zu einer Bereicherung der Terminologie führt. Mit Hilfe von Synonymen sind Wissenschaftler in der Lage, ein breites Spektrum von Bedeutungen mit verschiedenen Begriffen zu beschreiben und dabei deren Schattierungen zu berücksichtigen. In der Stichprobe der deutschen Ingenieurpsychologie mit insgesamt 4565 Begriffen und Begriffskombinationen haben 2490 Begriffe Synonyme (54,6 % der gesamten Stichprobe). Wir haben 1027 synonyme Reihen gefunden, wobei die Anzahl der Begriffe zwischen zwei und zehn liegt. Bei der Analyse der Stichprobe von Begriffen haben wir festgestellt, dass die Synonymie-Reihen sowohl absolute als auch partielle Synonyme enthalten. Das Vorhandensein einer beträchtlichen Anzahl von absoluten Synonymen wirkt sich offensichtlich auf die Effektivität der beruflichen Kommunikation aus, da es zu Missverständnissen führen kann, wie z. B. *Bedienmann – Anlagenfahrer – Operator – Leitstandsfahrer, Datenrate – Bitrate – Übertragungsgeschwindigkeit – Übertragungsrate, Controller – Leitwerk – Steuereinheit – Steuerwerk* usw. Partielle Synonyme, insbesondere partielle interdisziplinäre Synonyme, sind hingegen kein Hindernis für die Kommunikation zwischen Spezialisten.

Das Vorhandensein einer großen Zahl von Synonymen erklärt sich aus dem Einfluss der englischsprachigen Terminologie der Ingenieurpsychologie auf die entsprechende deutsche Terminologie: Ständig erscheinen neue Entwicklungen englischer und amerikanischer Ingenieurpsychologen, deren Bezeichnungen sich nur schwer sofort ins Deutsche übersetzen lassen. Findet man ein adäquates Äquivalent, so stellt sich heraus, dass der entlehnte Begriff in dieser Terminologie so fest verankert ist, dass beide Begriffe in der Aufnahmesprache weiterhin koexistieren. Dabei nimmt der auf deutschsprachigem Material gebildete Begriff nicht immer eine Spitzenposition ein. So gibt es im Deutschen eine ausreichende Anzahl von Synonymen für den Begriff *Computer*, die diesen manchmal ersetzen: *Rechner, Rechenmaschine, Datenverarbeitungsanlage, Rechenanlage, Elektrorechner, Elektrodatenverarbeitungssystem*, aber der anglo-amerikanische Begriff ist gerade wegen seiner semantischen Reichweite, die viel größer ist als die der ursprünglich deutschen Begriffe, der am weitesten verbreitete.

Eine Reihe von Begriffen wird metaphorisch gebildet. Sie helfen, ein neues Phänomen indirekt durch ein motivierendes semantisches Merkmal zu verstehen, wie

z.B. *Schildkrötengrafik* als eine Methode, die erstmals in der Programmiersprache LOGO verwendet wurde. Dieser Begriff ist interessant, weil er sich sowohl durch formale Ähnlichkeit als auch durch Ähnlichkeit in der Wirkung rechtfertigen lässt. Die Ähnlichkeit in der Form lässt sich darauf zurückführen, dass die LOGO-Sprache Befehle zur Punktbevewegung verwendet, um Bildschirmparameter anzugeben, die das Bild einer Schildkröte ergeben. Die Ähnlichkeit in der Wirkung ergibt sich aus der langsamen Veränderung der Graphikkurve, die mit der langsamen Bewegung der Schildkröte verbunden ist. In der von uns untersuchten Terminologie ist die Produktivität der Metapher als Mittel zur Begriffsbildung darauf zurückzuführen, dass sie ein bequemes und informatives Mittel zur Benennung komplexer wissenschaftlicher Objekte ist. Die Metapher trägt auch zu einer besseren und effektiveren Wahrnehmung der wissenschaftlichen Konzepte der Ingenieurpsychologie bei. Darüber hinaus haben einige metaphorische Begriffe (vor allem autorenspezifische Begriffe) eine ausgeprägte und emotionale Funktion, wie z.B. *Spaghettidiagramm*, das das Aussehen von Spaghetti hat, weil schlecht strukturierte Probleme meist diese äußere Form annehmen.

Unter den terminologischen Einheiten, die in der Ingenieurpsychologie verwendet werden, nehmen Eponyme einen besonderen Platz ein, da sie gewisse Schwierigkeiten bei der Entschlüsselung bereiten. Das Vorhandensein eines Eigennamens in der Zusammensetzung von Begriffskombinationen schmälert jedoch in keiner Weise deren Fähigkeit, wissenschaftliche und technische Informationen zu erfassen, zu speichern und zu übermitteln. Die Gruppe der eponymen Begriffe ist in der untersuchten Terminologie mit 178 Begriffskombinationen vertreten und macht 3,9 % der Gesamtstichprobe aus. Die Analyse der Stichprobe deutscher ingenieurpsychologischer Begriffe ermöglichte es uns, den Zeitpunkt und die Bedingungen der Entstehung einer Reihe von Begriffen zu ermitteln. So hat beispielsweise E. Krepelin 1898 nach einer Analyse der Phasen des Arbeitsprozesses die folgenden Hauptphasen der menschlichen Leistung identifiziert: Anpassung an die Arbeit, stabile Leistung, Unterkompensation und Ermüdung. Diese Tatsache bildete die Grundlage für den Begriff der *Krepelin-Kurve*.

Die Untersuchung der deutschen namensgebenden Begriffe der Ingenieurpsychologie unter dem Gesichtspunkt der kategorialen Beziehung ermöglichte es, die Hauptkategorien von Begriffen zu identifizieren, an deren Benennung sie beteiligt sind. Es handelt sich um Gesetze und Urteile, graphische Bilder und Methoden, Tests und Fragebögen, Geräte und Modelle.

Die Kategorie der Gesetze und Urteile wird durch die meisten eponymen Begriffe repräsentiert, nämlich 93 Einheiten, was 52 % der Gesamtzahl der eponymen Begriffe in der untersuchten Disziplin entspricht, z. B. *Müller-Schumanns Gesetz*, *Yerkess-Dodson Gesetz*, *Weber-Fechnersches Gesetz* usw. Die zweite Kategorie der graphischen Bilder und Methoden umfasst 44 Beispiele, d.h. 25% aller Eponyme der Ingenieurpsychologie, wie z.B.: *Lissajousfigur / Lissajousbahn*, *Nassi-Shneiderman Diagramm* usw. Die dritte Kategorie der Tests und Fragebögen umfasst 31 Begriffskombinationen, d. h. 17 % der Gesamtzahl der Eponyme, z. B. *Wechsler Intelligenztest*, *Gissen-Test*, *Giese-Test-System* usw. Die letzte Kategorie der Geräte und Modelle umfasst 10 Begriffe (7%), wie z.B.: *Dvorak-Tastatur*.

5. Schlussfolgerungen

Das deutsche Terminologiesystem der Ingenieurpsychologie ist umfangreich und vielfältig aufgebaut. Es enthält einfache, abgeleitete, komplexe und abgekürzte Begriffe sowie zahlreiche Begriffskombinationen.

Die produktivsten Bildungsmodelle sind die Komposition (27,3 % der Stichprobe) und die Affigierung (32,2 %). In der Terminologie gibt es eine beträchtliche Anzahl polysemantischer

Begriffe (594 Einheiten) und synonymen Reihen (1027), was auf den Wunsch von Spezialisten hinweist, den Begriffsapparat detailliert darzustellen. Die Bildung des Begriffssystems wurde durch englische Entlehnungen beeinflusst, die zur Entstehung von Dublettbegriffen führten.

Das Vorhandensein metaphorischer Begriffe (neu interpretierte Namen) und Eponyme (aus Eigennamen gebildete Begriffe) bereichert die Terminologie, macht sie ausdrucksvoller und anthropozentrischer. Die Vielschichtigkeit und Heterogenität des Begriffssystems weist auf die schrittweise Herausbildung der Ingenieurpsychologie als wissenschaftliche Disziplin hin. Somit bildet die Terminologie der deutschen Ingenieurpsychologie ein System, das sich aktiv weiterentwickelt.

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IDEOGRAPHIC MODELLING OF THE EMOTIONAL PICTURE OF THE WORLD IN ENGLISH PHRASEOLOGY

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Summary

Emotion is a mental reflection in the form of a direct biased experience of the content of life phenomena and situations, caused by the relation of their objective properties to the needs of the subject. Emotions are essential components of life activity, a powerful means of activating the sensory and perceptual activity of the individual. In the theory of activity, they are defined as a reflection of the relationship between the result of an activity and its motive. If the activity is successful in terms of the motive, positive emotions (interest, satisfaction) arise, and if it is unsuccessful, negative emotions arise. Emotions arise only in connection with events or results of actions that are related to motives. The highest product of the development of human emotions is strong feelings for objects that meet one's highest needs. A strong, absolutely dominant feeling is called passion. Events signalling possible changes in a person's life, along with specific emotions, can cause changes in the general emotional background – mood. The attitude to the reflected phenomena as the main property of emotions is presented: 1) in their qualitative characteristics, which include: a) sign – positive, negative; b) modality – anger, contempt, embarrassment, guilt, interest, sadness, surprise, disgust, pleasure, fear, shame; 2) in the dynamics of the course of emotions themselves – duration, intensity, etc.; 3) in the dynamics of external expression of emotions – emotional expression – in facial expressions, speech, pantomime.

Key words: emotional concept (EC), emotional picture of the world, English phraseology, phraseological unit (PhU).

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1. Introduction

The study of the emotive meanings of linguistic units is actualised in a number of domestic and foreign works on: cognitive linguistics (*Bessonova 2003; Maliarchuk 2014; Mykhalchuk, Onufrieva 2020; Shamaieva 2004*), applied linguistics (*Krasnobaieva-Chorna 2021; Shamaieva 2011*), contrastive linguistics (*Sarbash 2012*), discourse studies (*Nikolenko 2020; Olkhovykh-Novosadiuk 2017; Shamaieva 2020*), axiology (*Krasnobaieva-Chorna 2018*), etc.

Emotions are a subject of scientific interest for psychologists, linguists, conflictologists and other scholars. Therefore, let us focus on the definition of the concept of emotion in psycholinguistics: emotions are mental states of a person in which a person realises direct situational experience (pleasure, joy, fear) of the significance of phenomena and situations affecting him or her, satisfaction or dissatisfaction of his or her actual needs. Emotions manifest a person's positive or negative attitude to certain objects, areas of activity, to oneself, and to other people. The emotional life of a person is filled with diverse content and expresses evaluative attitudes towards: a) specific conditions that facilitate or hinder the performance of activities (e.g. fear,

anger, etc.); b) specific achievements in activities and behaviour (e.g. joy, regret, sadness, etc.); c) existing or possible situations. The nature and dynamics of emotions are determined by both objective events and the experiences from which they develop (e.g., love can lead to pride for a loved one, sadness over his / her failures, etc.) (Shahar 2007: 96). In this paper, emotion is understood as “a primary mental experience of a person based on perceptual representations, which is psychologically universal and the most relevant cultural phenomenon for a particular ethnic group” (as defined by Zhanna Krasnobaieva-Chorna (Krasnobaieva-Chorna 2018: 321-332).

2. The core of the emotional picture of the world in English phraseology

The core of the emotional picture of the world in English phraseology is formed by the EC ‘Anger’, represented by 184 PhUs (see Diagram 1).

The emotional concept ‘Anger’

The conceptual component of the EC ‘Anger’ is formed by the following definitions: 1) a strong feeling that makes you want to hurt someone or feel unpleasant because of something unfair or wrong that has happened (Cambridge Dictionary); 2) a strong emotion you feel when you think someone has behaved unfairly, cruelly or unacceptably (Collins English Dictionary); 3) a strong feeling of wanting to hurt or criticise someone because they have done something wrong to you or have been unkind to you (Longman Dictionary of Contemporary English). This EC includes 184 PhUs: (*like*) *a red rag to a bull* ‘an object, utterance, or act which is certain to provoke or anger someone’; *a bag (or bundle) of nerves* ‘a person who is extremely timid or tense’; *a burr under (or in) your saddle* ‘a persistent source of irritation’; *a fly in the ointment* ‘a minor irritation or other factor that spoils the success or enjoyment of something’; *a storm in a teacup* ‘great excitement or anger about a trivial matter’; *agree to differ* ‘cease to argue about something because neither party will compromise or be persuaded’; *angry young man* ‘a young man who feels and expresses anger at the conventional values of the society around him’; *be crook on* ‘be annoyed by’; *be jumping up and down* ‘be very angry, upset, or excited’; *be the limit* ‘be intolerably troublesome or irritating’; *beat someone to it* ‘succeed in doing something or getting somewhere before someone else, to their annoyance’; *bent out of shape* ‘angry or agitated’; *bite someone’s head off* ‘respond curtly or angrily’; *blow a fuse (or gasket)* ‘lose your temper’; *blow your cool* ‘lose your composure; become angry or agitated’; *blow your top* ‘lose your temper’; *breathe fire* ‘be fiercely angry’; *come off it!* ‘said when vigorously expressing disbelief’; *come on strong* ‘behave aggressively or assertively’; *count to ten* ‘count to ten under your breath in order to prevent yourself from reacting angrily to something’; *cross as two sticks* ‘very annoyed or grumpy’; *cross swords* ‘have an argument or dispute’; *cut up rough* ‘behave in an aggressive, quarrelsome, or awkward way’; *dip your pen in gall* ‘write unpleasantly or spitefully’; *do your head (or nut) in* ‘make you feel angry, worried, or agitated’; *do your nut* ‘be extremely angry or agitated’; *don’t get mad, get even* ‘used to advise in favour of revenge rather than fruitless rage’; *drive someone up the wall* ‘make someone very irritated or angry’; *eyeball to eyeball* ‘face to face with someone, especially in an aggressive way’; *fed up to the teeth (or back teeth)* ‘extremely annoyed’; *fight fire with fire* ‘use the weapons or tactics of your enemy or opponent, even if you find them distasteful’; *fight like cat and dog* ‘(of two people) be continually arguing with one another’; *fit to be tied* ‘very angry’; *fly off the handle* ‘lose your temper suddenly and unexpectedly’; *for crying out loud* ‘used to express your irritation or impatience’; *for two pins I’d, she’d, etc.* ‘used to indicate that you are very tempted to do something, especially out of annoyance’; *froth (or foam) at the mouth* ‘be very angry’; *get (or stick) the*

knife into (or in) someone ‘do something hostile or aggressive to someone’; *get (or take) a rise out of* ‘provoke an angry or irritated response from someone, especially by teasing them’; *get off your bike* ‘become annoyed’; *get on someone’s nerves* ‘irritate or annoy someone’; *get on someone’s quince* ‘irritate or exasperate someone’; *get out of someone’s face* ‘stop harassing or annoying someone’; *get physical* ‘become aggressive or violent’; *get someone’s back up* ‘make someone annoyed or angry’; *get someone’s goat* ‘irritate someone’; *get under someone’s skin* ‘annoy or irritate someone intensely’; *get up someone’s nose* ‘irritate or annoy someone’; *get your dander up* ‘lose your temper; become angry’; *give as good as you get* ‘respond with equal force or vehemence when attacked’; *give it a rest* ‘used to ask someone to stop doing or talking about something that the speaker finds irritating or tedious’; *give someone a fit* ‘greatly shock, frighten, or anger someone’; *give someone a mouthful* ‘talk to or shout at someone in an angry, abusive, or severely critical way; swear at someone’; *give someone a piece of your mind* ‘tell someone what you think, especially when you are angry about their behaviour’; *give someone Bondi* ‘attack someone savagely’; *give someone the hairy eyeball* ‘stare at someone in a disapproving or angry way, especially with your eyelids partially lowered’; *give someone the pip* ‘make someone irritated or depressed’; *give someone the screaming abdabs* ‘induce an attack of extreme anxiety or irritation in someone’; *gnash your teeth* ‘feel or express anger or fury’; *go ape* ‘go wild; become violently excited’; *go ballistic* ‘fly into a rage’; *go bananas* ‘become extremely angry or excited; go mad’; *go crackers* ‘become extremely annoyed or angry’; *go crook* ‘lose your temper; become angry’; *go non-linear* ‘become very excited or angry, especially about a particular obsession’; *go off (or go in off) the deep end* ‘give way immediately to anger or emotion’; *go postal* ‘go mad, especially from stress’; *go spare* ‘become extremely angry or distraught’; *go suck an egg* ‘go away (used as an expression of anger or scorn)’; *go through (or hit) the roof* ‘suddenly become very angry’; *hate someone’s guts* ‘feel a strong hatred for someone’; *have (or get) your monkey up* ‘be angry’; *have a cow* ‘become angry, excited, or agitated’; *have steam coming out of your ears* ‘be extremely angry or irritated’; *hell hath no fury like a woman scorned* ‘a woman who has been rejected by a man can be ferociously angry and vindictive’; *hot under the collar* ‘angry, resentful, or embarrassed’; *huff and puff* ‘express your annoyance in an obvious or threatening way’; *in (or out of) someone’s hair* ‘annoying (or ceasing to annoy) someone’; *in cold blood* ‘without feeling or mercy; ruthlessly’; *in high dudgeon* ‘in a state of deep resentment’; *in the doghouse (or dogbox)* ‘in disgrace or disfavour’; *in the heat of the moment* ‘while temporarily angry, excited, or engrossed, and without stopping for thought’; *in your face* ‘aggressively obvious; assertive’; *into orbit* ‘into a state of heightened activity, performance, anger, or excitement’; *jump down someone’s throat* ‘respond to what someone has said in a sudden and angrily critical way’; *keep (or lose) your head* ‘remain (or fail to remain) calm’; *kick (some) ass (or butt)* ‘act in a forceful or aggressive manner’; *knock it off* ‘used to tell someone to stop doing something that you find annoying or foolish’; *knock someone’s block off* ‘hit someone very hard in anger’; *let rip* ‘do something or proceed vigorously or without restraint; express yourself vehemently or angrily’; *like someone possessed* ‘very violently or wildly, as if under the control of an evil spirit’; *live on your nerves (or your nerve ends)* ‘be extremely anxious or tense’; *look daggers at* ‘glare angrily or venomously at’; *make a nuisance of yourself* ‘cause trouble and annoyance, usually deliberately or avoidably’; *make someone’s hackles rise* ‘make someone angry or indignant’; *make your blood boil* ‘infuriate you’; *off the wall* ‘(of a person) crazy or angry’; *peed off* ‘annoyed or irritated’; *pissed off* ‘annoyed; irritated’; *put a person’s monkey up* ‘make someone angry’; *put someone’s nose out of joint* ‘upset or annoy someone’; *raise hell* ‘complain vociferously’; *rattle someone’s cage* ‘make someone feel angry or annoyed, usually deliberately’; *relieve your feelings* ‘use

strong language or vigorous behaviour when annoyed'; *rub someone (up) the wrong way* 'irritate or repel someone'; *ruffle someone's feathers* 'cause someone to become annoyed or upset'; *run interference* 'intervene on someone's behalf, typically so as to protect them from distraction or annoyance'; *see red* 'become very angry suddenly'; *show your teeth* 'reveal your strength; be aggressive'; *sick to death* 'very annoyed by something and unwilling to put up with it any longer'; *slow burn* 'a state of slowly mounting anger or annoyance'; *smooth someone's ruffled feathers* 'make someone less angry or irritated by using soothing words'; *someone's blood is up* 'someone is in a fighting mood'; *something fierce* 'to a great and almost overwhelming extent; intensely or furiously'; *spit blood* 'be very angry'; *stick in your craw* 'make you angry or irritated'; *stick in your gizzard* 'be a source of great and continuing annoyance'; *stick your neck out* 'risk incurring criticism, anger, or danger by acting or speaking boldly oldly, informal'; *stroke someone (or someone's hair) the wrong way* 'irritate a person'; *take a hike* 'go away (used as an expression of irritation or annoyance)'; *take a load off someone's mind* 'bring someone relief from anxiety'; *take a running jump* 'used when angrily rejecting or disagreeing with someone'; *take no prisoners* 'be ruthlessly aggressive or uncompromising in the pursuit of your objectives'; *take something by storm* 'capture a place by a sudden and violent attack'; *the fat is in the fire* 'something has been said or done that is about to cause trouble or anger'; *the pit of your (or the) stomach* 'an ill defined region of the lower abdomen seen as the seat of strong feelings, especially anxiety'; *try conclusions with* 'engage in a trial of skill or argument with'; *turn (or turn over) in their grave* 'used to express the opinion that something would have caused anger or distress in someone who is now dead'; *up in arms about* 'protesting angrily about something'; *vent your spleen* 'give free expression to your anger or displeasure'; *whip (or bust) someone's ass* 'use physical force to beat someone in a fight'; *stick in your throat (or gullet)* 'be difficult or impossible to accept; be a source of continuing annoyance', etc.

It can be stated that the selected PhUs verbalise the emotion of anger as an individual or collective behaviour or action aimed at causing physical or mental harm or even the destruction of another person or group. Anger is a feeling of strong indignation; a state of nervous excitement, irritation. Its constitutive features are aggressiveness, tension, impulsiveness, energy, activity, strength, mostly clear focus on an unspecified subject (a certain object, a certain circumstance, a certain phenomenon, etc.), usually negative functionality in communication.

3. The semi-periphery of the emotional picture of the world in English phraseology

The semi-periphery of the emotional picture of the world in English phraseology is formed by EC 'Interest' (118 PhUs), 'Joy' (106 PhUs), 'Contempt' (71 PhUs), 'Sadness' (66 PhUs), 'Fear' (54 PhUs), 'Embarrassment' (50 PhUs) (see Diagram 1).

The emotional concept 'Interest'

The conceptual component of the EC 'Interest' is formed by the following definitions: 1) a feeling of wanting to draw your attention to something or a desire to be involved and learn more about something (Cambridge Dictionary); 2) if you are interested in something, you want to know or hear more about it (Collins English Dictionary); 3) if you are interested in something or someone, you want to know or learn more about them (Longman Dictionary of Contemporary English). This EC has 118 PhUs: *a ball of fire* 'a person who is full of energy and enthusiasm'; *a bit of crackling* 'an attractive woman regarded as a sexual object'; *a great one for* 'a habitual doer of; an enthusiast for'; *a nine days' wonder* 'something that attracts enthusiastic interest for a short while but is then ignored or forgotten'; *a piece (or slice) of the action* 'a share in the excitement of something'; *after your own heart* 'of the type that you

like or understand best; sharing your tastes'; *airs and graces* 'an affected manner of behaving, designed to attract or impress'; *all that glitters is not gold* 'the attractive external appearance of something is not a reliable indication of its true nature'; *be all eyes* 'be watching eagerly and attentively'; *be anyone's* '(of a person) be open to sexual advances from anyone'; *be art and part of* 'be an accessory or participant in; be deeply involved in'; *be blown away* 'be extremely impressed'; *be nuts about (or on)* 'be very enthusiastic about or fond of'; *beat a path to someone's door* '(of a large number of people) hasten to make contact with someone regarded as interesting or inspiring'; *bit of fluff (or skirt or stuff)* 'a woman regarded in sexual terms'; *blow hot and cold* 'alternate inconsistently between two moods, attitudes, or courses of action; be sometimes enthusiastic, sometimes unenthusiastic about something'; *catch fire* 'become interesting or exciting'; *culture vulture* 'a person who is very interested in the arts, especially to an obsessive degree'; *dressed to kill* 'wearing attractive and flamboyant clothes in order to make a striking impression'; *dull as dishwater (or ditchwater)* 'extremely dull'; *for all someone is worth* 'as energetically or enthusiastically as someone can'; *from the bottom of your heart (or from the heart)* 'with sincere feeling'; *get stuck in (or into)* 'start doing something enthusiastically or with determination'; *get-up-and-go* 'energy, enthusiasm, and initiative'; *give a good (or bad) account of yourself* 'make a favourable (or unfavourable) impression through your performance or actions'; *go a bundle on* 'be very keen on or fond of'; *go down a storm* 'be enthusiastically received by an audience'; *go off the boil* 'pass the stage at which interest, excitement, activity, etc. is at its greatest'; *go overboard* 'be highly enthusiastic'; *go through the motions* 'do something perfunctorily, without any enthusiasm or commitment'; *go to town* 'do something thoroughly or extravagantly, with a great deal of energy and enthusiasm'; *hard cheese* 'used to express sympathy over a petty matter'; *have (or be bitten by) the bug* 'develop a sudden strong enthusiasm for something'; *have eyes like saucers* 'have your eyes opened wide in amazement'; *have something on the brain* 'be obsessed with something'; *have stars in your eyes* 'be idealistically hopeful or enthusiastic, especially about a possible future in entertainment or sport'; *have your heart in the right place* 'be sincere or well intentioned'; *heart and soul* 'great energy and enthusiasm'; *hit it off with* 'feel a liking for; be friendly with'; *hit the ground running* 'start something and proceed at a fast pace with enthusiasm'; *hold your horses* 'wait a moment; restrain your enthusiasm'; *keen as mustard* 'extremely eager or enthusiastic'; *knock (or blow) someone's socks off* 'amaze or impress someone'; *know little (or nothing) and care less* 'be completely unconcerned about something; be studiously ignorant'; *leave someone cold* 'fail to interest someone'; *light the (or a) fuse (or touchpaper)* 'do something that creates a tense or exciting situation'; *live and breathe something* 'be extremely interested in or enthusiastic about a particular subject or activity; spend a great deal of your time pursuing a particular interest'; *love me, love my dog* 'if you love someone, you must accept everything about them, even their faults'; *make someone's mouth water* 'cause someone to feel an intense desire to possess something'; *make waves* 'create a significant impression'; *my heart bleeds for you* 'I sympathize very deeply with you'; *no oil painting* 'not very attractive'; *not give a rat's ass* 'not care at all about something'; *not your scene* 'not something you are interested in'; *now you're talking* 'an expression of enthusiastic agreement or approval'; *out for* 'having your interest or effort directed to; intent on'; *pass by on the other side* 'avoid having anything to do with something that should demand your attention or concern'; *pat someone on the back* 'express approval of or admiration for someone'; *plain Jane* 'an unattractive girl or woman'; *poke your nose into* 'take an intrusive interest in; pry into'; *rule(s), OK?* 'used to express your enthusiasm for a particular person or thing'; *run out of (or lose) steam* 'lose impetus or enthusiasm'; *smell the roses* 'enjoy or appreciate what is often ignored'; *the apple of your eye* 'a person or thing

of whom you are extremely fond and proud'; *thrills and spills* 'the excitement of dangerous sports or entertainments, especially as experienced by spectators'; *to the skies* 'very highly; enthusiastically'; *up a storm* 'perform a particular action with great enthusiasm and energy'; *up to your eyes in* 'very busy with or deeply involved in'; *whoop it up* 'create or show excitement or enthusiasm'; *with bells on* 'enthusiastically'; *with open arms* 'with great affection or enthusiasm'; *would give your right arm for* 'be willing to pay a high price for; greatly desire to have or do'; *wrap someone in cotton wool* 'be overprotective towards someone'; *your fingers itch* 'you are longing or impatient to do something'; *your socks off* 'do something with great energy or enthusiasm', etc.

It can be argued that the emotion of interest (represented by the above mentioned PhUs) is a form of manifestation of the cognitive need that ensures the individual's orientation towards the awareness of the goals of activity and thus contributes to orientation, acquaintance with new facts, and a better reflection of reality. Subjectively, it is manifested in the emotional tone that the process of cognition acquires, in attention to the object of interest. Satisfaction of interest does not lead to its extinction, but rather to new interests that correspond to a higher level of cognitive activity. Interest in the dynamics of development can turn into a propensity as a manifestation of the need to carry out activities that arouse interest / to master the object (subject) in which the linguistic personality is interested.

The emotional concept 'Joy'

The conceptual component of the EC 'Joy' is formed by the following definitions: 1) great happiness (Cambridge Dictionary); 2) the feeling of great happiness (Collins English Dictionary); 3) great happiness and pleasure (Longman Dictionary of Contemporary English). This EC includes 106 PhUs: *a bad quarter of an hour* 'a short but very unpleasant period of time; an unnerving experience'; *a barrel of laughs* 'a source of fun or amusement'; *a bundle of fun (or laughs)* 'something extremely amusing or pleasant'; *a golden age* 'a period in the past when things were at their best, happiest, or most successful'; *a laugh a minute* 'very funny'; *a red letter day* 'a pleasantly memorable, fortunate, or happy day'; *a sight for sore eyes* 'a person or thing that is very attractive or that you are extremely pleased or relieved to see'; *be a box of birds* 'be fine or happy'; *be meat and drink to* 'be a source of great pleasure or encouragement to'; *be tickled pink (or to death)* 'be extremely amused or pleased'; *beat a hasty retreat* 'withdraw, typically in order to avoid something unpleasant'; *beer and skittles* 'amusement'; *bread and circuses* 'material benefits and entertainment employed by rulers or political parties to keep the masses happy and docile'; *bring the house down* 'make an audience respond with great enthusiasm, especially as shown by their laughter or applause'; *cakes and ale* 'merrymaking'; *come back (down) to earth (or bring someone back (down) to earth)* 'return or make someone return suddenly to reality after a period of daydreaming or euphoria'; *devil-may-care* 'cheerfully or defiantly reckless'; *do someone proud* 'act in a way that gives someone cause to feel pleased or satisfied'; *easy on the eye (or ear)* 'pleasant to look at (or listen to)'; *feast your eyes on* 'gaze at with pleasure'; *for the hell of it* 'just for fun'; *fresh as a daisy* 'very bright and cheerful'; *full of beans* 'lively; in high spirits'; *full of the joys of spring* 'lively and cheerful'; *get a bang out of* 'derive excitement or pleasure from'; *get your rocks off* 'obtain pleasure or satisfaction'; *grin like a Cheshire cat* 'have a broad fixed smile on your face'; *hang up your fiddle when you come home* 'cease to be cheerful or entertaining when you are in the company of your family'; *happy as a sandboy* 'extremely happy; perfectly contented with your situation'; *happy hunting ground* 'a place where success or enjoyment is obtained'; *have a ball* 'enjoy yourself greatly; have fun'; *have jam on it* 'have some additional pleasure, ease, or advantage'; *have people rolling in the aisles* 'make an audience laugh uncontrollably; be very amusing'; *in fits* 'in a state

of hysterical amusement'; *in seventh heaven* 'in a state of ecstasy'; *in your glory* 'in a state of extreme joy or exaltation'; *keep your chin up* 'remain cheerful in difficult circumstances'; *laugh like a drain* 'laugh raucously; guffaw'; *laugh yourself silly (or sick)* 'laugh uncontrollably or for a long time'; *like a dog with two tails* 'showing great pleasure; delighted'; *like fury* 'with great energy or effort'; *live it up* 'spend your time in an extremely enjoyable or extravagant way'; *look on the bright side* 'be optimistic or cheerful in spite of difficulties'; *make a day (or night) of it* 'devote a whole day (or night) to an activity, typically an enjoyable one'; *make nice (or nice-nice)* 'be pleasant or polite to someone, typically in a hypocritical way'; *merry (or lively) as a grig* 'full of fun; extravagantly lively'; *music to your ears* 'something that is very pleasant or gratifying to hear or discover'; *of good cheer* 'cheerful or optimistic'; *on a high* 'in a state of euphoria'; *on cloud nine* 'extremely happy'; *out of this world* 'extremely enjoyable or impressive'; *over the moon* 'extremely happy; delighted'; *pleased (or proud) as Punch* 'feeling great delight or pride'; *poke borak at* 'make fun of someone'; *raise your hat to someone* 'admire or applaud someone'; *roses, roses, all the way* 'very successful or pleasant'; *short and sweet* 'brief and pleasant'; *take something in your stride* 'deal with something difficult or unpleasant in a calm and competent way'; *the gaiety of nations* 'general cheerfulness or amusement'; *the life and soul of the party* 'a person whose vivacity and sociability makes a party enjoyable'; *the party's over* 'a period of success, good fortune, or happiness has come to an end'; *the primrose path* 'the pursuit of pleasure, especially when it is seen to bring disastrous consequences'; *up to your armpits* 'deeply involved in a particular unpleasant situation or enterprise'; *walk on air* 'feel elated'; *way to go* 'used to express pleasure, approval, or excitement'; *wine, women, and song* 'the hedonistic life of drinking, sexual pleasure, and carefree entertainment proverbially required by men'; *with good (or bad) grace* 'in a willing and happy (or resentful and reluctant) manner'; *you can't have your cake and eat it* 'you can't enjoy both of two desirable but mutually exclusive alternatives'; *your pride and joy* 'someone or something of which you are very proud and which is a source of great pleasure', etc.

Thus, the emotion of pleasure conveyed by the above PhUs is an increased joyful, cheerful mood, a state of complacency and serenity, which usually corresponds to objective circumstances; it is accompanied by facial and general motor activity, psychomotor excitement, etc.

The emotional concept 'Contempt'

The conceptual component of the EC 'Contempt' is formed by the following definitions: 1) a strong feeling of dislike and disrespect for someone or something (Cambridge Dictionary); 2) if you despise someone or something, you do not respect them or think they are unimportant (Collins English Dictionary); 3) the feeling that someone or something is not important and does not deserve respect (Longman Dictionary of Contemporary English). This EC includes 71 PhUs: *come the acid* 'be unpleasant or offensive; speak in a caustic or sarcastic manner'; *keep someone or something at arm's length* 'avoid intimacy or close contact with someone or something'; *cast (or cut) someone* 'abandon or isolate someone'; *give yourself airs* 'act pretentiously or snobbishly'; *run amok* 'behave uncontrollably and disruptively'; *big deal* 'used as an ironic exclamation to indicate that you do not think something is as important or impressive as another person has suggested'; *give someone the big e* 'reject someone, typically in an insensitive or dismissive way'; *flip someone the bird* 'stick your middle finger up at someone as a sign of contempt or anger'; *as bold as brass* 'confident to the point of impudence'; *put the boot in* 'treat someone brutally, especially when they are vulnerable'; *the best (or greatest) thing since sliced bread* 'a notable new idea, person, or thing (used to express real or ironic appreciation)'; *give someone a break* 'stop putting pressure on someone about something'; *burst someone's bubble* 'shatter someone's illusions about something or destroy their sense of well-being'; *if*

the cap fits, wear it ‘used as a way of suggesting that someone should accept a generalized remark or criticism as applying to themselves’; *not care two straws* ‘care little or not at all’; *be on (or get off) someone’s case* ‘start (or stop) criticizing or hounding someone’; *cast something in someone’s teeth* ‘reject defiantly or refer reproachfully to a person’s previous action or statement’; *throw caution to the wind (or winds)* ‘act in a completely reckless manner’; *without ceremony* ‘without preamble or politeness’; *check someone or something skeef* ‘give someone or something a dirty look; look askance at someone or something’; *bust someone’s chops* ‘nag or criticize someone’; *chop logic* ‘argue in a tiresomely pedantic way; quibble’; *hold someone or something in contempt* ‘consider someone or something to be unworthy of respect or attention’; *crowd the mourners* ‘exert undue pressure on someone’; *treat someone like dirt* ‘treat someone contemptuously or unfairly’; *no fair* ‘unfair (often used in or as a petulant protestation)’; *give someone the finger* ‘make a gesture with the middle finger raised as an obscene sign of contempt’; *give someone the gears* ‘harass or pester someone’; *not give a damn (or hoot)* ‘not care at all’; *not care (or give) a hang* ‘not care at all’; *set (or rock) someone back on their heels* ‘astonish or discomfit someone’; *not care (or give) a hoot (or two hoots)* ‘not care at all’; *turn up your nose at* ‘show distaste or contempt for something’; *make sheep’s eyes at someone* ‘look at someone in a foolishly amorous way’; *set someone’s teeth on edge* ‘cause someone to feel intense discomfort or irritation’; *take the wind out of someone’s sails* ‘frustrate a person by unexpectedly anticipating an action or remark’, etc.

Thus, the emotion of contempt, represented by the PhUs of the mentioned EC, is an exclusively conscious, often clearly thought-out, planned, predictable negative attitude towards others (varying in its manifestation from indifference to cruelty – mental, physical).

The emotional concept ‘Sadness’

The conceptual component of the EC ‘Sadness’ is formed by the following definitions: 1) a feeling of unhappiness, especially because something bad has happened (Cambridge Dictionary); 2) a feeling of unhappiness, usually because something you do not like has happened (Collins English Dictionary); 3) a state of being sad (Longman Dictionary of Contemporary English). This EC includes 66 PhUs: *a face as long as a fiddle* ‘a dismal face’; *a forlorn hope* ‘a faint remaining hope or chance; a desperate attempt’; *a ghost (or spectre) at the feast* ‘someone or something that brings gloom or sadness to an otherwise pleasant or celebratory occasion’; *be lost (or at a loss) for words* ‘be so surprised, confused, or upset that you cannot think what to say’; *brunt bear the brunt of* ‘be the person to suffer the most (as the result of an attack, misfortune, etc.)’; *cry over spilt (or spilled) milk* ‘lament or make a fuss about a misfortune that has happened and that cannot be changed or reversed’; *doom and gloom* ‘a general feeling of pessimism or despondency’; *down in the dumps* ‘(of a person) depressed or unhappy’; *down in the mouth* ‘(of a person or their expression) unhappy or dejected’; *eat your heart out* ‘suffer from excessive longing, especially for someone or something unattainable; used to indicate that you think someone will feel great jealousy or regret about something’; *end in tears* ‘have an unhappy or unpleasant outcome (often used as a warning)’; *get (or have) the worst of it* ‘be in the least advantageous or successful position; suffer the most’; *get out of bed on the wrong side* ‘be bad-tempered all day long’; *get your knickers in a twist* ‘become upset or angry’; *give up the ghost* ‘stop making an effort; give up hope’; *go arse over tit* ‘fall over in a sudden or dramatic way’; *grin and bear it* ‘suffer pain or misfortune in a stoical manner’; *have (or get) a cob on* ‘be annoyed or in a bad mood’; *have kittens* ‘be extremely nervous or upset’; *have your cross to bear* ‘suffer the troubles that life brings’; *hold someone’s hand* ‘give a person comfort, guidance, or moral support in a sad or difficult situation’; *in sackcloth and ashes* ‘manifesting grief or repentance’; *like a dying duck in a thunderstorm* ‘having a dejected or hopeless expression’;

mess with someone's head 'cause someone to feel frustrated, anxious, or upset'; *not someone's day* 'used to convey that someone has suffered a day of successive misfortunes'; *on the rebound* 'while still affected by the emotional distress caused by the ending of a romantic or sexual relationship'; *on your beam ends* 'near the end of your resources; desperate'; *put a (or the) damper (or dampener) on* 'have a depressing, subduing, or inhibiting effect on someone or something'; *put something out of its misery* 'end the suffering of a creature in pain by killing it'; *reap the harvest (or fruits) of* 'suffer the results or consequences of'; *sacrifice someone or something on the altar of* 'make someone or something suffer in the interests of someone or something else'; *sick as a parrot* 'extremely disappointed'; *tear your hair out* 'act with or show extreme desperation'; *there wasn't a dry eye in the house* 'everyone in the audience of a film, play, speech, etc. was moved to tears'; *touch someone on the raw* 'upset someone by referring to a subject about which they are extremely sensitive'; *turn to ashes in your mouth* 'become bitterly disappointing or worthless'; *wear the green willow* 'grieve for the loss of a loved one; suffer unrequited love'; *with your back to (or up against) the wall* 'in a desperate situation'; *wring your hands* 'show great distress'; *your heart sinks into your boots* 'used to express a feeling of sudden sadness or dismay', etc.

The emotion of sadness described by the above mentioned PhUs represents a special mental state of depression that arises as a result of extremely strong or even destructive effects on the human body (its psyche) when its existence or integrity is threatened. From the point of view of emotional experience, sadness is unpleasant and burdensome, sometimes turning into suffering.

The emotional concept 'Fear'

The conceptual component of the EC 'Fear' is formed by the following definitions: 1) an unpleasant emotion or thought that you have when you are scared or worried about something dangerous, painful or bad that is happening or could happen (Cambridge Dictionary); 2) an unpleasant feeling that you have when you think you are in danger (Collins English Dictionary); 3) a feeling that you have when you are afraid or worried that something bad will happen (Longman Dictionary of Contemporary English). This EC includes 54 PhUs: *a warning shot across the bows* 'a statement or gesture intended to frighten someone into changing their course of action'; *be climbing the walls* 'feel frustrated, helpless, and trapped'; *be frightened (or scared) out of your wits* 'be extremely frightened'; *be frightened to death* 'be made very alarmed and fearful'; *be scared (or bored) shitless* 'be extremely frightened (or bored)'; *be shitting* 'bricks be extremely nervous or frightened'; *big girl's blouse* 'a weak, cowardly, or oversensitive man'; *bite the bullet* 'face up to doing something difficult or unpleasant; stoically avoid showing fear or distress'; *Frankenstein's monster* 'a thing that becomes terrifying or destructive to its maker'; *freeze your blood* 'fill you with feelings of fear or horror'; *frighten (or scare) the living daylights out of* 'give someone a very severe fright'; *frighten the life out of* 'terrify'; *give someone the creeps* 'induce a feeling of fear or revulsion in someone'; *go hot and cold* 'experience sudden feelings of fear, embarrassment, or shock'; *have nerves of steel* 'not be easily upset or frightened'; *have your heart in your mouth* 'be greatly alarmed or apprehensive'; *lay something to rest* 'soothe and dispel fear, anxiety, grief, and similar unpleasant emotions'; *look over your shoulder* 'be anxious or insecure about a possible danger'; *make someone's flesh creep (or crawl)* 'cause someone to feel fear, horror, or disgust'; *make someone's hair curl* 'shock or horrify someone'; *make someone's hair stand on end* 'alarm or horrify someone'; *make your blood curdle* 'fill you with horror'; *make your blood run* 'cold horrify you'; *meet trouble halfway* 'distress yourself unnecessarily about what may happen'; *nothing daunted* 'without having been made fearful or apprehensive'; *on thorns* 'continuously uneasy,

especially in fear of being detected'; *put (or have) the wind up* 'alarm or frighten (or be alarmed or frightened)'; *put the fear of God in (or into) someone* 'cause someone to be very frightened'; *run a mile* 'used to show that someone is frightened by or very unwilling to do something'; *scare (or bore etc.) the pants off someone* 'make someone extremely scared, bored, etc.'; *scare the bejesus out of someone* 'frighten someone very much'; *shake (or tremble) like a leaf* 'tremble greatly, especially from fear'; *take your courage in both hands* 'nerve yourself to do something that frightens you'; *whistle in the dark* 'pretend to be confident or unafraid', etc.

It can be stated that the emotion of fear represented by the presented PhUs arises in situations of threat to the biological or social existence of a linguistic personality and is directed at the source of real or imaginary danger. Unlike pain and other types of suffering caused by the actual impact of dangerous factors, it occurs in anticipation of them, in the process of waiting. Depending on the nature of the threat, the intensity and specificity of the experience of fear vary in a fairly wide range of shades: apprehension, fear, fright, horror. If the source of the danger is uncertain or unconscious, the resulting state is called anxiety.

The emotional concept 'Embarrassment'

The conceptual component of the EC 'Embarrassment' is formed by the following definitions: 1) a feeling of embarrassment or something that makes you feel embarrassed (Cambridge Dictionary); 2) a feeling that comes over you when you are ashamed (Collins English Dictionary); 3) a feeling that comes over you when you are ashamed (Longman Dictionary of Contemporary English). This EC has 50 PhUs: *(away) with the fairies* 'giving the impression of being mad, distracted, or in a dreamworld'; *a second thought* 'a moment's further consideration; any worry or concern'; *a skeleton in the cupboard* 'a discreditable or embarrassing fact that someone wishes to keep secret'; *alarms and excursions* 'confused activity and uproar'; *all over the place* 'in a state of confusion or disorganization'; *an atmosphere that you could cut with a knife* 'a general feeling of great tension or malevolence'; *come (or fall) apart at the seams* 'have an emotional breakdown; collapse'; *get something out of your system* 'get rid of a preoccupation or anxiety'; *have a cadenza* 'be extremely agitated'; *have ants in your pants* 'be fidgety or restless'; *have butterflies in your stomach* 'have a queasy feeling because you are nervous'; *keep your hair on!* 'used to urge someone not to panic or lose their temper'; *lay a (or the) ghost* 'get rid of a distressing, frightening, or worrying memory or thought'; *like a cat on a hot tin roof (or on hot bricks)* 'very agitated, restless, or anxious'; *look someone in the eye (or face)* 'look directly at someone without showing embarrassment, fear, or shame'; *not know where (or which way) to look* 'feel great embarrassment and not know how to react'; *not know where to put yourself* 'feel deeply embarrassed'; *on pins and needles* 'in an agitated state of suspense'; *rock the boat* 'say or do something to disturb an existing situation and upset other people'; *running (or rushing) about like a headless chicken* 'acting in a panic-stricken manner and not thinking clearly about what should be done'; *spare (or save) someone's blushes* 'refrain from causing someone embarrassment'; *with both barrels* 'with unrestrained force or emotion'; *work the soul case out of* 'put someone under severe stress', etc.

The emotion of embarrassment, represented by the above mentioned PhUs, is a feeling of embarrassment, anxiety, uncertainty about how to feel, how to act in a particular situation, how to react to the stimulus that caused it.

4. The periphery of the emotional picture of the world in English phraseology

The periphery of the emotional picture of the world in English phraseology is formed by the EC 'Surprise' (20 PhUs), 'Shame' (15 PhUs), 'Guilt' (15 PhUs), 'Disgust' (14 PhUs) (see Diagram 1).

The emotional concept ‘Surprise’

The conceptual component of the EC ‘Surprise’ is formed by the following definitions: 1) the feeling caused by something unexpected (Cambridge Dictionary); 2) the feeling you get when something unexpected happens (Collins English Dictionary); 3) the feeling you get when something unexpected or unusual happens (Longman Dictionary of Contemporary English). This EC has 20 PhUs: *bugger me* ‘used to express surprise or amazement’; *don’t ask me!* ‘used to indicate that you do not know the answer to a question and that you are surprised or irritated to be questioned’; *épater les bourgeois* ‘shock people who have attitudes or views regarded as conventional or complacent’; *eyes out on stalks* ‘full of eager curiosity or amazement’; *frighten the horses* ‘cause consternation or dismay; shock’; *great (or much) cry and little wool* ‘a lot of fuss with little effect; a lot of fuss about nothing’; *have a bird* ‘be very shocked or agitated’; *I ask you!* ‘an exclamation of shock or disapproval intended to elicit agreement from your listener’; *in a dwaal* ‘in a dreamy, dazed, or absentminded state’; *in broad daylight* ‘used generally to express surprise or outrage at someone’s daring to carry out a particular act, especially a crime, during the day, when anyone could see it’; *it’s beyond me* ‘it’s too astonishing, puzzling, etc. for me to understand or explain’; *knock someone dead* ‘greatly impress someone’; *like a hen with one chick (or chicken)* ‘absurdly fussy and overanxious’; *out of the blue* ‘without warning; very unexpectedly’; *raise your eyebrows (or an eyebrow) show* ‘surprise, disbelief, or mild disapproval’; *scratch your head* ‘feel or express bewilderment’; *take someone aback* ‘shock, surprise, or disconcert someone’; *take someone’s breath away* ‘inspire someone with awed respect or delight; astonish someone’; *that way madness lies* ‘it is ill-advised to pursue a particular course of action as it will cause distress or anxiety’; *you could have knocked me (or her, him, etc.) down with a feather* ‘I (or she, he, etc.) was greatly surprised’.

The emotion of surprise, represented by the above mentioned PhUs, is a kind of mental reaction to a strong external stimulus, which manifests itself in the temporary inability of a person to decide how to behave in the circumstances that caused surprise. In addition, surprise is an ambivalent emotion – it can be experienced by a linguistic personality negatively (transforming into a state of shock) or positively (for example, if something unexpected but pleasant has happened).

The emotional concept ‘Shame’

The conceptual component of the EC ‘Shame’ is formed by the following definitions: 1) an unpleasant feeling of guilt or shame because of one’s own or someone else’s bad behaviour (Cambridge Dictionary); 2) an uncomfortable feeling you experience when you have done something wrong or embarrassing, or when someone close to you has done it (Collins English Dictionary); 3) a feeling you have when you feel guilty and embarrassed because you or someone close to you has done something wrong (Longman Dictionary of Contemporary English). This EC includes 15 PhUs: *a bit rich* ‘used to refer to something that causes ironic amusement or indignation’; *drop a brick* ‘make an indiscreet or embarrassing remark’; *eat crow* ‘be humiliated by your defeats or mistakes’; *eat dirt* ‘suffer insults or humiliation’; *have it coming to you* ‘be due for retribution on account of something bad that you have done’; *it’s no skin off my nose* ‘it’s a matter of indifference to me; I am unaffected by something’; *kick yourself* ‘be annoyed with yourself for doing something foolish or missing an opportunity’; *never (or not) hear the end of something* ‘be continually reminded of an unpleasant topic or cause of annoyance’; *not all roses* ‘not entirely perfect or agreeable’; *open up a can of worms* ‘discover or bring to light a complicated matter likely to prove awkward or embarrassing’; *put your foot in it (or put your foot in your mouth)* ‘say or do something tactless or embarrassing; commit a blunder or indiscretion’; *red as a beetroot* ‘(of a person) red-faced, typically through embarrassment’;

something nasty in the woodshed ‘a shocking or distasteful thing kept secret’; *with your tail between your legs* ‘in a state of dejection or humiliation’; *wouldn't say boo to a goose* ‘(of a person) very shy or reticent’.

It can be stated that shame is an emotion that arises as a result of the real or imagined awareness of the inconsistency, real or imagined, of one's actions or some individual manifestations with the norms or requirements of morality that are accepted in a given society and shared by the person himself. Shame can be associated with the behaviour or manifestation of personal traits of other people, usually close to you (shame for another). Shame is experienced as dissatisfaction with oneself, self-condemnation or self-blame. The desire of a linguistic personality to avoid such experiences is a powerful motive for the so-called correct behaviour aimed at self-improvement, acquisition of knowledge and skills, development of abilities, etc.

The emotional concept ‘Guilt’

The following definitions form the conceptual component of the EC ‘Guilt’: 1) a feeling of anxiety or unhappiness because you have done something wrong, for example, harmed another person (Cambridge Dictionary); 2) an unpleasant feeling you have because you have done something wrong or think you have done something wrong (Collins English Dictionary); 3) a strong sense of shame and sadness because you know you have done something wrong (Longman Dictionary of Contemporary English). This EC includes 15 PhUs: *a (or that) sinking feeling* ‘an unpleasant feeling caused by the realization that something unpleasant or undesirable has happened or is about to happen’; *a strong stomach* ‘an ability to see or do unpleasant things without feeling sick or squeamish’; *aid and abet* ‘help and encourage someone to do something wrong, especially to commit a crime’; *an apology for* ‘a very poor example of’; *besetting sin* ‘a fault to which a person or institution is especially prone; a characteristic weakness’; *better safe than sorry* ‘it's wiser to be cautious and careful than to be hasty or rash and so do something that you may later regret’; *cold comfort* ‘poor or inadequate consolation’; *excuse (or pardon) my French* ‘used to apologize for swearing’; *fire and brimstone* ‘the supposed torments of hell’; *have something on your mind* ‘be troubled by the thought of something’; *heap coals of fire on someone's head* ‘go out of your way to cause someone to feel remorse’; *I could have bitten my tongue off* ‘used to convey that you profoundly and immediately regret having said something’; *more in sorrow than in anger* ‘with regret or sadness rather than with anger’; *rub salt into the (or someone's) wound* ‘make a painful experience even more painful for someone’; *the opium of the people (or masses)* ‘something regarded as inducing a false and unrealistic sense of contentment among people’.

The emotion of guilt represented by these PhUs is usually caused by some misdemeanours (possibly crimes) of the speaker and represents a sense of self-worth, self-blame, insecurity, desire to atone and level the consequences of the action that caused the guilt. It is related to the psychomoral category of conscience.

The emotional concept ‘Disgust’

The conceptual component of the EC ‘Disgust’ is formed by the following definitions: 1) a strong feeling of disapproval and dislike of a situation, human behaviour, etc. (Cambridge Dictionary); 2) a feeling of very strong dislike or disapproval (Collins English Dictionary); 3) a strong feeling of dislike, irritation or disapproval (Longman Dictionary of Contemporary English). This EC includes 14 PhUs: *a blot on the landscape* ‘something ugly that spoils the appearance of a place; an eyesore’; *as if!* ‘used to express the speaker's belief that something is very doubtful or unlikely’; *be at (or on) the receiving end* ‘be subjected to something unpleasant’; *cast the gorge at* ‘reject with loathing’; *down and dirty* ‘unprincipled; unpleasant, energetically earthy, direct, or sexually explicit’; *make (or pull) a face (or faces)* ‘produce an expression on

your face that shows dislike, disgust, or some other negative emotion, or that is intended to be amusing'; *old trout* 'an unattractive or bad-tempered old woman'; *put a brave (or bold or good) face on something* 'act as if something unpleasant or upsetting is not as bad as it really is'; *sick and tired* 'annoyed about or bored with something and unwilling to put up with it any longer'; *sick to your stomach* 'disgusted'; *up to your neck in* 'heavily involved in something onerous or unpleasant'; *wouldn't be seen (or caught) dead in (or with or at)* 'used to express strong dislike or disinclination for a particular thing or situation'; *you wouldn't read about it* 'used to express incredulity, disgust, or ruefulness'; *your gorge rises* 'you are sickened or disgusted'.

The emotion of disgust, described by the above PhUs, is a grossly, frankly and directly negative attitude towards someone or something that is the object of the speaker's attention.

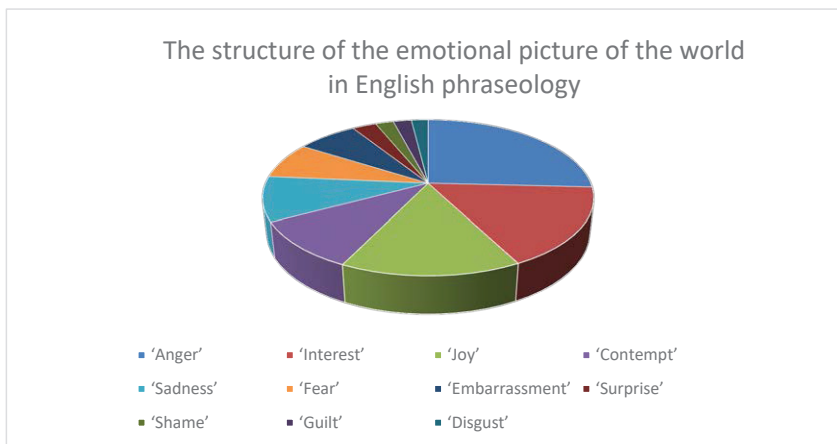


Diagram 1

5. Conclusions

The emotional life of a person is filled with various contents; emotions express an evaluative attitude: 1) to certain conditions that facilitate or impede the performance of activities, for example, fear, anger; 2) to specific achievements in it – joy, sadness; 3) to existing or possible situations – embarrassment, surprise.

Emotions act as regulators of communication, influencing the choice of communication partners and determining its methods and means. One of the means of communication is expressive movements, which are signalling and social. Another important means is verbalisation, in particular, how a linguistic personality expresses emotions with the help of PhUs.

The emotional picture of the world in the English phraseology is formed by 713 PhUs: core – the emotional concept 'Anger' (184 PhUs); semi-periphery – the emotional concept 'Interest' (118 PhUs), the emotional concept 'Joy' (106 PhUs), the emotional concept 'Contempt' (71 PhUs), the emotional concept 'Sadness' (66 PhUs), the emotional concept 'Fear' (54 PhUs), the emotional concept 'Embarrassment' (50 PhUs); periphery – the emotional concept 'Surprise' (20 PhUs), the emotional concept 'Shame' (15 PhUs), the emotional concept 'Guilt' (15 PhUs), the emotional concept 'Disgust' (14 PhUs).

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METHODOLOGICAL RECOMMENDATIONS FOR THE ORGANIZATION OF THE EDUCATIONAL PROCESS FOR PRIMARY SCHOOL TEACHERS' STRATEGIC COMPETENCE: INTERCULTURAL COMMUNICATION

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Summary

The article provides methodological recommendations for improving the educational process for the formation of strategic competence for future teachers in the aspect of intercultural communication. The purpose of the training, its content, the approaches on which the appropriate methodology should be based, its stages, the specified means of training and their sources of selection were described. The purpose of training is the formation of a secondary language personality; the content includes substantive and procedural aspects: areas, topics, subtopics, types and styles of communication, situations, problems, linguistic and sociocultural material, non-verbal means of communication, educational and communicative strategies, texts; among the approaches, we distinguish competence, reflexive, linguistic, sociocultural, cognitive, communicative-activity, level approaches; formation of basic intercultural professionally oriented foreign language communicative competence of future primary school teachers (normative foreign language course); formation of advanced intercultural professionally oriented foreign language communicative competence of future primary school teachers (variable foreign language courses); formation of highly specialized intercultural professionally oriented foreign language communicative competence of future primary school teachers (selective specialization courses taught in a foreign language); we recommend video phonograms, phonograms, and texts as teaching aids. We emphasize that it is advisable for future primary school teachers to teach pedagogical discourse, taking into account the personal, public, professional, and educational spheres of communication.

Key words: direct strategies, indirect strategies, foreign language, bachelor, multicultural communication.

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1. Introduction

The theoretical propositions and results of our previous studies (*Konotop, 2018; Konotop, 2020a; Konotop2020b*) allow us to formulate methodological recommendations for organizing the formation of future primary school teachers' strategic competence in the aspect of intercultural communication. The methodology developed in our study, proven experimentally and verified by the methods of mathematical statistics, makes it possible to describe methodical recommendations for its successful implementation.

The purpose of the article. The purpose of the article is to formulate methodological recommendations for organizing the formation of future primary school teachers' strategic competence in the aspect of intercultural communication.

Materials and research methods. The methodological basis of the article is psychological, pedagogical and methodical theories that reveal conceptual approaches to the researched issues.

2. The final result of the formation of strategic competence for future primary school teachers

The formation of strategic competence of future primary school teachers involves the achievement of an important strategic goal of education – the formation of professionally oriented English communicative competence for future specialists in the field of primary education, ensuring their level of mastery of a foreign language B2 and the ability to effectively carry out intercultural communication in English – the formation of a secondary language personality. In our opinion, the final result of the formation of strategic competence for future primary school teachers is a ready professionally oriented secondary language personality, who effectively carries out his professional communication in the English-speaking society and represents a set of individual personal qualities of the student, his needs, motives, thinking, memory, attention, abilities, abilities, cognitive/metalinguistic/linguistic awareness, values, emotions; demonstrates a language proficiency level corresponding to the program, in our case, it is level B1+ and knowledge of the norms, rules and traditions of his own language and the language he is learning, can compare and contrast them; uses linguistic and cultural knowledge and effective strategies/a set of strategies to solve tasks. This goal integrates and combines practical-professional, developmental, educational and educational goals. The first of the goals – practical and professional – should be dominant in the educational process of a foreign language at the university.

3. The content of strategic competence training for future primary school teachers

The content of strategic competence training for future primary school teachers, based on the principles of necessity, its sufficiency and strength, should include substantive and procedural aspects: areas, topics, subtopics, types and styles of communication, situations, problems, linguistic and sociocultural material, non-verbal means communication, educational and communicative strategies, texts that take into account the characteristics of the future professional activity of teachers and the relevant knowledge, skills and abilities. We emphasize that it is advisable for future primary school teachers to teach pedagogical discourse, taking into account the personal, public, professional, and educational spheres of communication. Modeling situations and formulating problems should take into account the professional and working contacts of the teacher; socio-professional communication of a foreign language teacher; set of typical communicative situations in which the teacher and typical situations of everyday communication (personal, social-domestic, social-cultural, etc.). Their typical examples are, for example, the following: conducting a lesson, conversations on professional topics with colleagues, speaking at a scientific conference, participating in a master class and webinar, seminar, exchange of experience or academic mobility, formal/informal communication at forums and conferences, etc. An important component of strategic competence is the knowledge, skills, skills and strategies that we identified in this study.

4. The method of forming strategic competence for future primary school teachers

The method of forming strategic competence for future primary school teachers in the aspect of intercultural communication should be based on the principles of competence,

reflexive, linguistic, sociocultural, cognitive, communicative-activity, level approaches. Effective implementation of the method of forming strategic competence for future primary school teachers in the aspect of intercultural communication is possible if it is implemented in three stages: formation of basic intercultural professionally oriented communicative competence of future primary school teachers (normative foreign language course); formation of advanced intercultural professionally oriented communicative competence of future primary school teachers (variable foreign language courses); formation of highly specialized intercultural professionally oriented communicative competence of future primary school teachers (selective specialization courses taught in a foreign language). We emphasize the importance of taking into account the provisions of the reflexive approach at all stages of education. We have singled out four groups of reflective skills: general, foreign language learning, pedagogical and cultural reflection skills and compiled a list of them for future primary school teachers in the aspect of intercultural communication: general reflective skills include: the ability to actively engage in cognitive activities; analyze one's self-concept, perceive oneself objectively; control the actions and deeds of one's/colleagues, mental state; the logic of constructing an opinion/judgment; determine the logical sequence, sequence of activity stages; analysis of personal needs, based on the analysis to determine the reasons, purpose, content and tasks of the activity; predict the final result; evaluate own / colleagues' activities at all stages of activity; determine the reasons for success / difficulties; carry out self-analysis and self-assessment; determining the appropriateness of the chosen strategies and their effectiveness; reflexive skills related to learning a foreign language include: the ability to establish and analyze the needs and goals of learning a foreign language; determine your foreign language learning style and strengths/weaknesses while learning a foreign language; analyze your own level of foreign language proficiency and educational achievements; identify and analyze difficulties in learning a foreign language, their causes; determine and analyze your effective strategies for learning a foreign language; the ability to correlate the achieved result with the planned goal; to the pedagogical block of reflection skills we include: the ability to highlight the main aspects of professional activity; analysis of problems that appear during the resolution of professional situations and their resolution in various ways and the selection of possible methods, means, and forms of their resolution; simulate the possible results of solving a professional problem and choosing the optimal way to solve them; analysis of one's/colleagues' actions; control and correction of one's actions and the actions of colleagues; post-activity analysis to highlight errors or failures and their causes; determining the appropriateness of the chosen strategies and their effectiveness when solving pedagogical situations; to the cultural block of reflection skills: the ability to analyze one's own role in intercultural interaction; to perceive oneself as an equal partner in intercultural communication in life and pedagogical situations; determination of intercultural communication strategies and their control and correction. An important part of our research is the task of cultural reflection. The method of forming strategic competence should be implemented on the basis of a system of principles that determine the activity of the teacher and the nature of the cognitive activity of students in the educational process: activity, visibility, strength, strength, consciousness, systematicity and consistency, reflexivity, cognitive, socio-cultural and professional-practical values, authenticity, communicativeness, phasing.

5. Means of forming future primary school teachers' strategic competence

It is extremely important for the implementation of the methodology to have correctly selected means of forming strategic competence in future primary school teachers: video

phonogram, phonogram, texts. A significant place among them is an authentic dynamic video phonogram, which reproduces a large number of characteristics of intercultural communication and is effective for studying the culture of the language studied by students, where authenticity should relate to the text of the script, the speech parameters of actors of non-verbal means of communication, the authenticity of the national mentality and world picture. A video recording for the formation of strategic competence should be selected according to the degree of moral and ethical influence on the student; by motivational significance; by aesthetic value; by socio-cultural potential; taking into account the vocabulary of the film and the students' lexicon; genre diversity; compliance with the topics proposed by the curriculum; authenticity; phonogram – relevance; motivational, aesthetic and linguistic sociocultural and country studies value; variety by genre; compliance with the topic of professional communication; availability and limitation of semantic information texts for reading – authenticity; topicality; motivational, aesthetic and linguistic sociocultural and country studies value; variety by genre; compliance with the topic of professional communication; intercultural orientation. The texts were selected with a focus on the future profession, communicative value, correspondence of the texts to the field of communication, subject matter and authenticity and were taken without changes; with reduction due to non-essential information; combine several texts into one. During the formation of strategic competence, we recommend using audio / video / printed / electronic texts from the field of business, scientific, conversational, journalistic, artistic styles and topics of the program.

The source of audio/video messages can be authentic audio/video of debates, official reports, lectures, news, interviews, conversations, discussions related to the future profession, telephone conversations, radio and television broadcasts, messages and instructions that are produced by persons of different ages, social status, gender and different registers.

6. Measuring future primary school teachers' strategic competence

It is advisable to organize the method of forming strategic competence for future primary school teachers in the following sequence: at the beginning, conduct testing to determine the initial level based on copies of the international PET test, which corresponds to level B1. At the end, you should use the FCE international test, which checks the B2 level. We also recommend conducting a questionnaire for students in order to determine their strengths and weaknesses, inclinations and individual characteristics of their personality in order to use their advantages as effectively as possible and achieve success in the educational process of a foreign language at the university using We also recommend conducting a questionnaire among students in order to determine their strengths and weaknesses, inclinations and individual characteristics of their personality in order to use their advantages as effectively as possible and achieve success in the educational process of a foreign language at the university using tests to determine the type of intelligence Multiple Intelligences D.J.Connell (2005), Learning Style Survey: Assessing Your Own Learning Styles by A.D.Cohen, R.L.Oxford, J.C.Chi (2001), to determine the level of awareness of foreign language learning strategies – test SILL R.Oxford version 7.0. After mathematical processing of their results and analysis, students should be familiarized with the results of the conducted questionnaires and provide recommendations for improving foreign language learning, taking into account the individual factors of each individual.

The second stage is the creation of an effective educational environment with special training using the methodology developed by us. The system of exercises for the formation of strategic competence in future primary school teachers includes four interconnected systems

of exercises for the formation of professionally oriented speech competences in listening, speaking, reading and writing, each of which contains exercises for the formation of relevant strategies.

The issue of assessing strategic competence requires special attention. We believe that the evaluation of the use of strategies is too subjective, it is often not possible for the teacher to evaluate the process of their use, because all operations related to the use of strategies take place mentally, therefore, in our opinion, it is necessary to mostly evaluate the achievement of communicative competence during learning a foreign language. The objects of control of strategic competence are its components: ability and readiness to master strategic competence, knowledge of strategies, their types, features of use, skills and ability to determine one's own individual psychological characteristics, to choose and use strategies in accordance with the proposed educational task and one's own educational trajectory and individual psychological features, communication situations. We suggest using the following criteria to assess strategic competence. For receptive skills (reading and listening), it is advisable to use the criteria of completeness and accuracy of understanding, understanding of ideas, details and determining the main idea. To evaluate productive skills (writing and speaking), one should rely on the following criteria: for writing – content (relevance to the topic), achievement of the communicative goal, organization (adherence to structure, division into parts, coherence, consideration of register and format), language (lexical and grammatical correctness); taking into account the type of discourse; the evaluation of the parameters of the PET and FCE tests is extremely important. It helps to establish the conformity of the educational results with the assigned tasks. Depending on the stage of work, it is advisable to use the following types of control: preliminary, intermediate, and final different forms, methods and methods of control, the final decision regarding the student's achievements must be made on the basis of all their types.

7. Conclusions

The methodical recommendations formulated by us and their observance in the educational process of a foreign language at the university will enable the effective implementation of the method of forming the strategic competence for future primary school teachers.

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ANTHROPOLOGY OF THE FUTURE: HOW TECHNOLOGY WILL CHANGE OUR UNDERSTANDING OF HUMANITY IN 2025

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Summary

As we venture into 2025, the intersection of anthropology and technology presents a fascinating frontier for understanding humanity. This article explores the transformative impact of emerging technologies on our perceptions and experiences of being human. Anthropology, traditionally focused on the study of human societies, cultures, and evolutionary development, is now increasingly intertwined with the rapid advancements in technology. (*Lytvynova, L. V. 2004*)

The article delves into the evolution of anthropological studies in the context of technological innovation. Historically, anthropology has provided insights into the cultural and social dynamics of human societies. However, the advent of digital technologies, artificial intelligence, and biotechnology is reshaping these dynamics, prompting anthropologists to reconsider their frameworks and methodologies. The integration of big data analytics, for instance, allows for a more nuanced understanding of human behavior on a global scale, uncovering patterns and trends that were previously elusive.

Next, the article examines how technologies such as virtual reality (VR) and augmented reality (AR) are revolutionizing anthropological research and education. These immersive technologies enable researchers to recreate and explore ancient civilizations, offering new perspectives on historical and cultural contexts. Moreover, VR and AR provide powerful tools for education, allowing students to engage with anthropological content in more interactive and impactful ways.

Key words: humanity, artificial intelligence, biotechnology, human evolution, ethical implications.

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1. Introduction

As we approach the year 2025, the synergy between anthropology and technology presents a compelling new frontier for understanding human nature and society. Anthropology, with its focus on human cultures, behaviors, and evolutionary development, is being transformed by rapid technological advancements. This intersection prompts a reexamination of traditional anthropological methods and theories.

Emerging technologies such as artificial intelligence, biotechnology, virtual reality, and big data analytics are not only altering how anthropologists conduct research but also influencing the subjects they study. These tools provide unprecedented opportunities to gather, analyze, and interpret data on human societies, offering deeper insights into cultural patterns and evolutionary processes.

This article explores the profound implications of integrating technology into anthropological research. It examines how these advancements are enhancing our ability to understand

human diversity, social dynamics, and the evolving nature of humanity. By embracing these technologies, anthropologists are better equipped to address contemporary challenges and anticipate future developments in human society. The anthropology of the future promises to be a dynamic and interdisciplinary field, continually evolving to incorporate new technological insights and deepen our understanding of humanity.

The aim of the article is to explore and analyze the potential impacts of emerging technologies on the concept of humanity by 2025, focusing on how advancements in fields such as artificial intelligence, biotechnology, and digital communication may reshape our understanding of human identity, culture, and social interactions.

2. Identification of previously unresolved parts of the general problem

The integration of advanced technologies into anthropology highlights several previously unresolved issues within the field. These challenges arise from the complexity of human societies and the rapid pace of technological development, necessitating a fresh perspective and innovative solutions. Here are some key unresolved parts of the general problem:

1. **Data Overload and Analysis.** With the advent of big data analytics, anthropologists now have access to vast amounts of data on human behavior and cultural patterns. However, the sheer volume of this data presents significant challenges in terms of analysis, interpretation, and meaningful application. Traditional anthropological methods may not be equipped to handle such large datasets, necessitating new analytical frameworks and tools.

2. **Ethical Considerations:** The use of technologies like artificial intelligence and biotechnology raises ethical questions about privacy, consent, and the potential for misuse. Anthropologists must navigate these ethical dilemmas while ensuring that their research respects the rights and dignity of individuals and communities. The implications of genetic engineering and personalized medicine, for instance, require careful consideration of their impact on concepts of identity and human diversity.

3. **Cultural Sensitivity.** As technology permeates different societies, there is a risk of cultural homogenization and the loss of unique cultural identities. Anthropologists must find ways to study and preserve cultural diversity in the face of global technological influences. This includes addressing how technology affects traditional practices, beliefs, and social structures.

4. **Interdisciplinary Collaboration.** Addressing the complexities of the intersection between anthropology and technology requires collaboration across multiple disciplines, including computer science, biology, ethics, and sociology. Establishing effective interdisciplinary communication and cooperation is crucial but often challenging due to differing methodologies, terminologies, and research goals.

5. **Impact on Human Evolution.** Biotechnology and genetic engineering are beginning to influence human evolution in unprecedented ways. Anthropologists need to study the long-term implications of these technologies on human genetic diversity and evolutionary processes. This includes understanding how such technologies might alter our understanding of natural selection and adaptation.

6. **Methodological Adaptation.** Traditional anthropological methods, such as participant observation and ethnography, may need to be adapted to incorporate new technological tools. Virtual reality, for instance, offers new ways to conduct immersive fieldwork, but also presents challenges in maintaining the authenticity and depth of cultural insights gained through more conventional methods. (*Ovsyannikova, V. V. 2014*)

7. Socioeconomic Inequalities. Technological advancements can exacerbate existing socioeconomic inequalities, with marginalized communities potentially having less access to new technologies and their benefits. Anthropologists must address how these disparities affect different groups and work towards more inclusive and equitable technological integration.

By identifying and addressing these unresolved issues, anthropologists can better understand and navigate the complex interplay between technology and humanity, ensuring that their research remains relevant and impactful in a rapidly changing world.

3. Revolution in Data Collection and Analysis

With the advent of big data, anthropologists have gained access to vast amounts of information on human behavior and cultural patterns. This new data set includes diverse sources such as social networks, mobile applications, online forums, and digital archives, significantly expanding research possibilities. However, this volume of data presents significant challenges in terms of analysis, interpretation, and practical application. Traditional anthropological methods, such as community participation, interviewing, and observation, may not be able to handle such large datasets, necessitating the development of new analytical frameworks and tools. (Miller, D., Horst, H. 2012)

Modern technologies such as machine learning, artificial intelligence, and big data analytics allow for deeper data analysis, revealing hidden patterns and trends that were previously inaccessible. For example, using machine learning algorithms helps researchers find correlations between different social phenomena and predict their development. These algorithms can analyze massive datasets in a short time, uncovering complex interrelationships and forecasting possible changes in behavior and cultural practices. (Senft, T. M., Baym, N. K. 2015)

Moreover, big data provides the opportunity for more precise and detailed mapping of cultural patterns on a global scale. This includes analyzing migration flows, changes in language dynamics, the evolution of social networks, and other aspects of human life. Using geospatial data allows researchers to explore how physical space and geography influence cultural and social processes. For instance, analyzing migration data can reveal new patterns of settlement and integration of various ethnic groups, as well as understand how these processes impact cultural diversity and social interactions.

Technologies also open up new opportunities for data visualization, making research results more accessible and understandable to a wide audience. Interactive maps, charts, and infographics help visualize complex data, facilitating better understanding and interpretation of the results. This is especially important for anthropologists who aim to convey their findings not only to the academic audience but also to the public, policymakers, and other stakeholders.

However, alongside new opportunities, the use of big data in anthropology raises several ethical questions. Anthropologists must be mindful of issues of privacy, confidentiality, and informed consent when collecting and analyzing data. This is particularly crucial in the context of using data from social networks and other online platforms, where personal information can be easily accessible and potentially vulnerable to misuse. (Kozhina, H. M. 2022)

In conclusion, big data and modern technologies offer immense opportunities for anthropological research, opening new horizons for understanding human behavior and cultural patterns. However, successful utilization of this data requires the development of new analytical methods, careful attention to ethical issues, and interdisciplinary collaboration. Only in this way can anthropologists fully leverage the potential of big data and make a significant contribution to our understanding of contemporary and future human society.

4. Ethical Issues and Cultural Sensitivity

The use of technologies such as artificial intelligence and biotechnology raises ethical questions for anthropologists regarding privacy, consent, and potential misuse. For instance, collecting and analyzing data with artificial intelligence can infringe on the privacy of research participants, especially if data is gathered without their explicit consent. This raises concerns about how to protect personal information and ensure that data is used only within the agreed-upon parameters. Anthropologists must address these ethical dilemmas by ensuring the protection of individual and community rights and dignity. This requires the development of clear protocols and standards that ensure transparency and accountability in the use of data and technologies. (*Manovich, L. 2013*)

For example, the consequences of genetic engineering and personalized medicine require careful analysis of their impact on identity and human diversity. Genetic engineering can alter hereditary traits, potentially leading to new forms of discrimination or social stigmatization. Personalized medicine, while promising more precise treatments, can also create new inequalities in access to medical services. Anthropologists must consider these aspects to avoid negative outcomes and promote the equitable distribution of technological benefits.

Cultural sensitivity is also a crucial aspect, as technologies penetrate different societies, there is a risk of cultural homogenization and the loss of unique cultural identities. The global spread of technologies can lead to unique cultural practices and traditions being overshadowed by more dominant cultural influences. Anthropologists must find ways to study and preserve cultural diversity in the face of global technological influence. This includes analyzing how technologies affect traditional practices, beliefs, and social structures.

To achieve this, anthropologists can use ethnographic research methods to understand how different communities interact with new technologies and adapt them to their cultural contexts. For example, studying the use of mobile technologies in remote regions can show how local residents integrate new communication tools into their traditional social structures and practices. (*Levitskaia A. 2024*)

Additionally, anthropologists can help preserve cultural heritage through digital technologies. Creating digital archives, virtual museums, and interactive educational platforms allows for the documentation and dissemination of knowledge about various cultures, preserving them for future generations. These initiatives help not only to preserve cultural diversity but also to raise awareness and respect for different cultural traditions among a broader audience. (*Clark, A., Chalmers, D. 2020*)

Ultimately, the role of anthropologists in the growing influence of technology is to promote the ethical and responsible use of technologies while ensuring the preservation and respect of cultural diversity. This requires ongoing monitoring and adaptation of research methods and approaches to remain relevant and effective in a rapidly changing technological landscape.

5. Interdisciplinary Collaboration and Methodological Adaptations

Addressing the complex issues at the intersection of anthropology and technology requires collaboration across various disciplines, including computer science, biology, ethics, and sociology. The interaction of experts from these diverse fields enables the creation of a comprehensive approach to the study and analysis of intricate social and cultural phenomena. Effective interdisciplinary collaboration often encounters challenges due to differences in methodologies, terminologies, and research objectives. For example, anthropologists may emphasize

qualitative data and a deep understanding of context, while computer scientists might focus on quantitative analysis and algorithmic solutions. However, such collaboration is essential for achieving a deeper understanding and resolving current issues. (*Yakubovska, I. O. et al. 2013*)

To overcome these difficulties, it is necessary to establish platforms and initiatives that foster interdisciplinary dialogue and knowledge exchange. Conferences, joint research projects, and working groups can serve as effective tools for integrating knowledge and methodologies from different disciplines. Additionally, developing common standards and protocols can help unify approaches and facilitate collaborative work.

Traditional anthropological methods, such as community participation and ethnography, may need to be adapted to incorporate new technological tools. For instance, virtual reality (VR) offers new opportunities for field research by allowing researchers to recreate and explore various cultural and historical contexts from a new perspective. However, when using VR, it is crucial to consider that virtual reconstructions may not fully convey the complexity and nuances of real cultural experiences. (*Haraway, D. 2016*)

Adapting traditional methods to new technological tools may also involve using digital platforms for data collection and interaction with studied communities. Online surveys, video conferences, and social networks can complement traditional field research methods, providing broader reach and access to data. However, it is essential to maintain a balance between using technology and preserving personal contact and interaction with research participants, which is a key aspect of anthropological work. (*Castells, M. 2010*)

Furthermore, anthropologists can leverage technologies for data analysis and interpretation. Software tools for text, video, and audio analysis enable the processing of large volumes of data and the identification of hidden patterns and trends. For example, text analysis programs can assist in studying large corpora of interviews and field notes, identifying common themes and patterns.

Ultimately, the successful integration of technologies into anthropological research requires not only the adaptation of traditional methods but also a willingness to engage in interdisciplinary collaboration and innovation. This approach will enable anthropologists to more effectively investigate contemporary social and cultural phenomena and propose solutions to current problems arising at the intersection of technology and human society.

6. The Influence on Evolution and Social Inequality

Biotechnologies and genetic engineering are beginning to influence human evolution in unprecedented ways. These technologies offer the potential for genome editing, treatment of genetic diseases, and enhancement of physical and cognitive abilities, potentially altering the trajectory of human evolution. Anthropologists must study the long-term consequences of these technologies on genetic diversity and evolutionary processes. This includes understanding how such technologies might change our perception of natural selection and adaptation.

Genetic engineering could lead to new forms of genetic modifications that may significantly affect the biological characteristics of future generations. For example, the capabilities of CRISPR-Cas9 and other genome editing technologies allow for DNA alterations at the germ cell level, leading to the inheritance of modified genes. Anthropologists need to consider how such changes might impact genetic diversity, causing both positive and negative consequences for the human population. This involves examining ethical questions related to the potential outcomes of deliberate human genome alterations and analyzing how these changes could affect concepts of identity and individuality.

Technological progress may also exacerbate existing socio-economic inequalities, as marginalized communities might have less access to new technologies and their benefits. For instance, expensive gene therapy procedures and personalized medicine may only be accessible to the wealthy, creating new barriers to equitable healthcare access. Anthropologists must investigate how these inequalities impact different groups and work towards making technology integration more inclusive and fair. (Boyd, d., Crawford, K. 2012)

Anthropologists can conduct research aimed at understanding the socio-economic factors that influence access to biotechnologies and develop strategies to overcome these barriers. This may involve collaborating with policymakers and community organizations to create programs that ensure a more equitable distribution of technological advancements across all societal layers. It is also important to consider the cultural and social aspects of biotechnologies' perception in different communities to ensure their acceptability and alignment with local traditions and norms.

Biotechnologies also raise questions about potential changes in social structure and interpersonal relationships. For example, access to enhanced physical or cognitive abilities could shift power dynamics and social hierarchies. Anthropologists must explore how such changes could affect social interactions and what new forms of social organization might emerge from the use of these technologies.

In conclusion, the role of anthropologists in studying the impact of biotechnologies and genetic engineering on human evolution and social structures is critically important. Their research will help identify potential risks and opportunities associated with these technologies and develop strategies to ensure their fair and ethical use. Anthropologists must continue to collaborate with other disciplines and community organizations to contribute to shaping an inclusive and just future where technologies serve the benefit of all humanity.

7. Conclusions

As we advance into the digital era, it is crucial to consider the complex interplay between anthropology and technology. Technological progress brings with it vast opportunities as well as significant challenges, necessitating an interdisciplinary approach to address them. Collaboration among anthropologists, technologists, ethicists, and policymakers will be key in navigating this new frontier, ensuring a comprehensive understanding and management of the impact of technologies on human societies.

The anthropology of the future promises to be a dynamic field that will continually evolve to integrate new technological advancements and offer deeper insights into the essence of humanity. Technologies such as artificial intelligence, big data, virtual reality, and biotechnology are transforming how anthropologists conduct research and interpret their data. These tools allow for more precise and detailed investigation of complex social and cultural phenomena, providing new methods and perspectives for analysis.

For instance, the use of big data and machine learning algorithms enables anthropologists to analyze vast amounts of information, uncover hidden patterns, and predict social trends. Virtual and augmented reality offer new opportunities for field research, allowing researchers to create interactive and immersive models of studied cultures and social processes. Biotechnology and genetic engineering open new horizons in studying human evolution and genetic diversity.

However, alongside new opportunities, new ethical and social questions arise that require attention. It is essential to ensure that the use of technologies in anthropological research does not violate the rights and dignity of people and considers cultural and social contexts. This

demands the development of ethical standards and protocols that will help manage the use of technologies and protect the interests of research participants.

Another critical task is addressing socio-economic inequalities related to access to new technologies. Anthropologists must actively participate in developing policies and programs aimed at ensuring the equitable distribution of technological advancements and preventing the exacerbation of inequalities. This may involve working with local communities to identify their needs and create inclusive strategies for technological development.

The future of anthropology will depend on the ability to integrate technological innovations into research practice and adapt to a rapidly changing world. Anthropologists must continue to collaborate with other disciplines, developing comprehensive approaches to studying the human experience and promoting the creation of a more just and sustainable society.

In conclusion, advancing into the digital era requires anthropologists to be flexible, innovative, and collaborative across disciplines. Only in this way can the potential of technologies be effectively harnessed to deepen our understanding of humanity and create positive changes in society. The anthropology of the future will become an essential tool for navigating the complex landscape of technological and social changes, helping us better understand and manage the interaction between people and technologies.

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THE IMPACT OF AI ON TEACHERS: SUPPORT OR REPLACEMENT?

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Summary

The article explores the growing role of AI in education, analyzing whether it serves as a supportive tool for teachers or poses a threat to their jobs. AI can automate routine tasks such as grading and administrative work, freeing up teachers' time for more meaningful activities like personalized student interaction and lesson planning. Additionally, AI-powered tools enhance data-driven teaching, providing teachers with valuable insights to improve student performance and offer individualized support.

While AI offers significant advantages, the article emphasizes that it cannot replace the human qualities essential to teaching, such as emotional intelligence, empathy, and creativity. These are areas where AI falls short, making it unlikely to fully replace teachers. Instead, AI allows teachers to evolve their roles from traditional instruction to mentorship and guidance, focusing on fostering critical thinking and creativity in students.

However, there are concerns that AI could reduce teaching jobs or fundamentally change the role of educators. Teachers may also resist AI due to fears of job displacement or lack of sufficient training to use these technologies effectively.

The article concludes that AI, when used responsibly, acts as a valuable partner rather than a replacement. By taking over repetitive tasks, AI enables teachers to concentrate on more impactful educational activities, ensuring that the human element remains at the heart of learning.

Key words: AI, AI-powered tools, personalized learning, intelligent tutoring systems, automated grading.

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1. Introduction

In our contemporary interconnected world, the necessity and importance of globalization in education cannot be overestimated. As borders blur and cultures converge, it is imperative that education evolves to prepare students for a globalized society. Embracing globalization in education is a necessity in today's world. It prepares students to thrive in an interconnected, rapidly changing global society.

Before we talk about the use of AI in education, let's define the technology in general terms. Artificial intelligence enables machines to perform tasks that traditionally required human cognition. AI-powered programs and devices can make decisions, solve problems, understand and imitate natural language, and learn from unstructured data.

The breakthrough of OpenAI ChatGPT, a natural language processing chatbot, first drew many people's attention to AI in the fall of 2022. However, we've been using AI tools for a long time now. If you've ever ordered goods online, typed with a voice assistant, navigated a car, or even scrolled through a social media feed, you've already interacted with artificial intelligence.

Neural networks have been showing rapid growth and incredibly active development in the last two years. They are being introduced into all spheres of human life everywhere, and education is no exception. AI technologies are becoming increasingly integrated into classrooms, from personalized learning platforms to automated grading systems. While the promise of AI is to enhance educational outcomes and support teachers in their daily tasks, it also raises a crucial question: Will AI serve as a tool to empower educators, or could it eventually replace them? This article delves into the evolving role of AI in education, examining its potential to both assist and disrupt traditional teaching roles. By exploring AI's capabilities and limitations, we aim to understand whether this technology complements teachers' efforts or poses a threat to their professional future.

Despite the technological revolution that has affected our work and everyday life in recent decades, the learning process has not changed radically even with new technologies. We have tablets, smartphones, laptops, and digital boards in schools. However, they do not change education significantly: we used to read from paper media, now they have been replaced by electronic ones. The emergence of specialized services for online education like Coursera and Udemy did not become a revolution either: access to education became widespread, but the key change was that we moved from a single electronic medium to many electronic media.

The pandemic could have become the next impetus for shifts. However, after the boom of lessons and classes on Zoom, educational institutions willingly returned to offline again. The education sector remains surprisingly constant. So will the spread of artificial intelligence change the way we learn?

2. AI as a Teaching Assistant

Artificial Intelligence (AI) is rapidly transforming various industries, and education is no exception. One of its most promising applications is as a teaching assistant, enhancing the learning experience for students and supporting teachers in their roles:

Personalized Learning: AI can analyze student data to identify individual learning styles, strengths, and weaknesses. With the help of AI, individual educational programs are already being created that best suit the interests, needs and knowledge base of a particular student. This allows for tailored instruction and resources, ensuring that each student receives the support they need. Education technology leaders such as Carnegie Learning (*Carnegie Learning, 2024*) and Knewton (*Knewton Alta, 2024*) offer adaptive platforms that customize learning activities and content in real time. Continuous assessment provides immediate feedback and helps the system adjust its approach. Adaptive learning methodologies range from simple rule-based systems to rich machine learning algorithms. In addition, AI can provide better access to learning for students with special needs. With intelligent learning systems, AI-based devices can identify areas where a learner needs extra support and provide individualized guidance accordingly. This helps students who may need extra time or help in certain subjects to keep up with their peers.

Intelligent Tutoring Systems: Intelligent Tutoring Systems (ITS) are computer programs designed to provide personalized instruction to learners. They use artificial intelligence (AI) and adaptive technologies to tailor the learning experience to the individual needs and abilities of

each student. AI-powered tutoring systems can provide students with personalized guidance and feedback on their work. They can adapt to the student's pace and offer additional explanations or practice problems as needed. The system can provide intelligent guidance and explanations, similar to a human tutor, helping students understand complex concepts. ITS can continuously assess the student's progress and adjust the learning materials accordingly, ensuring that the student is challenged but not overwhelmed. Many ITS incorporate natural language processing (NLP) to enable students to interact with the system in a more natural way, using spoken or written language. These systems can provide equal access to education for students with different learning styles or disabilities.

Automated Grading: AI can automate the grading of certain types of assignments, such as multiple-choice quizzes or objective assessments. This frees up teachers' time to provide more in-depth feedback and focus on higher-order thinking skills. Another benefit of AI in education is that it allows for real-time problem-solving assessment. Teachers can use this technology to monitor how well their students understand concepts, tracking individual progress throughout a lesson or course. By doing this, they learn about areas that require more attention and thus offer specific solutions (Zilberman, 2024).

Adaptive Assessments: Adaptive assessments are a form of testing that adjusts the difficulty of questions based on the test-taker's responses in real time. These assessments leverage algorithms and data analytics to tailor the examination experience to each individual, making the assessment process more efficient and accurate in measuring a student's knowledge, skills, and abilities. AI can create adaptive assessments that adjust in difficulty based on the student's performance. Questioning becomes dynamic. The difficulty level of questions changes depending on whether the student answers correctly or incorrectly. For example, if a student answers a question correctly, the next question becomes more challenging; if the response is incorrect, the next question may be easier. This ensures that students are challenged but not overwhelmed, leading to a more engaging and effective learning experience. Because the assessment adapts to the individual's ability, fewer questions are needed to accurately gauge the student's proficiency, reducing testing time without sacrificing accuracy (Zilberman, 2024).

Content Creation and Curation: Content creation and curation are two key practices used to deliver valuable, relevant, and engaging information to target audiences, especially in digital marketing, education, and media industries. Content creation refers to the process of producing original material, whether in written, visual, audio, or multimedia formats. This content can be used for blogs, social media, video platforms, websites, or educational resources. AI can be used to generate educational content, such as quizzes, worksheets, and lesson plans. It can also help teachers curate relevant resources from a variety of sources. Here are some popular platforms used in education for content creation and curation:

Google Classroom: A free platform integrated with Google Suite, offering tools for creating assignments, quizzes, and sharing resources (Google Classroom, 2024).

Moodle (Modular Object-Oriented Dynamic Learning Environment). A free popular open-source learning management system (LMS) used by many educational institutions. It provides powerful tools for creating and managing online courses, as well as for interaction between teachers and students (Moodle, 2024).

Edmodo is a popular learning platform created specifically for educational institutions. It combines elements of a social network and a learning management system (LMS), making it a convenient tool for interaction between teachers and students, as well as for organizing the learning process (Edmodo, 2024).

Kahoot! Kahoot! is a popular game-based learning platform that turns learning into a fun competition. It's perfect for quizzes, polls, and other interactive activities in the classroom, at home, or at work. An interactive quiz platform that can be used for game-based learning and assessment (Kahoot!, 2024)

AI as a teaching assistant in STEM (Science, Technology, Engineering, and Mathematics) is revolutionizing education by offering scalable, personalized support for both students and teachers (Nikitina, I., Ishchenko, T., 2023). AI-powered tools and systems are enhancing the learning experience, providing real-time feedback, automating administrative tasks, and enabling more effective student engagement, especially in technical and complex subject areas. One of AI's most immediate impacts is its ability to grade quizzes, assignments, and even complex problems like coding exercises or mathematical equations. AI provides instant feedback, allowing students to correct mistakes and learn more efficiently. This helps instructors focus on more complex educational tasks rather than routine grading. AI-powered teaching assistants can be available at any time, offering continuous support to students. Whether it's answering questions, solving problems, or guiding through difficult concepts, AI can ensure students receive help even outside of regular classroom hours. These systems track individual progress over time, allowing for tailored educational experiences.

AI has the potential to revolutionize the role of teaching assistants by providing personalized support, automating administrative tasks, and offering valuable insights into student learning. As AI technology continues to advance, we can expect to see even more innovative applications in the classroom.

However, it is important to note that AI is not a replacement for human teachers. Rather, it is a tool that can be used to enhance teaching and learning experiences. By working together, teachers and AI can create a more effective and engaging educational environment for all students.

3. AI's Potential to Replace Teachers

Despite all its advantages, however, AI will not be able to replace live communication with a teacher for a long time. With the spread of AI, the role of the teacher will change: understanding pedagogy will come to the fore. Teaching is not just about giving students an answer, but also about presenting it in a way that helps students learn. Therefore, teachers will need to focus on motivating students and imparting knowledge about how to best work with AI tools.

Although artificial intelligence can be an invaluable tool for learning, one of its greatest shortcomings is the amount of interaction with real people. Despite the fact that our world is becoming increasingly digital, the need to get along with other people is still important for normal functioning. Using artificial intelligence gives an answer to the question of how to do the job. However, to implement the plan, it is better to involve people.

While ITS can provide excellent support in academic areas, it lacks the emotional intelligence, empathy, and social interaction that human teachers offer (Promethean, 2024).

Human-to-human interaction. Traditionally, socialization is associated with the process of an individual learning social norms, values, and skills necessary for successful life in society. But can artificial intelligence, deprived of a biological body and consciousness, undergo this process? In today's society, where information is available to almost anyone, knowledge is no longer the only requirement for success. Soft skills that allow you to effectively use this knowledge, cooperate with others and adapt to new circumstances are becoming more important.

Interaction with the teacher helps children develop communication skills, the ability to work in a team and resolve conflicts.

Emotional intelligence and empathy. Empathy is the ability to understand and share the feelings of others. It is considered a uniquely human trait, linked to our complex emotional intelligence and social experience. Human interactions often rely on unspoken cues like tone and body language. Currently, artificial intelligence cannot read and perceive such nuance. Reading one's own emotional state is crucial to effectively communicating and learning. Therefore, AI is best used in conjunction with real human activity, rather than as a sole substitute for a teacher. Despite the limitations, research into empathy in AI continues. The goal is to create systems that can provide more effective support to people, for example in the areas of mental health or education. However, it is important to remember that AI will never completely replace human empathy, which is based on deep social and emotional experience.

Creativity and critical thinking. AI chatbots have a bad habit of talking nonsense, or hallucinating (Cambridge Dictionary's word of the year 2023), which is obviously not a useful quality in an educational context. The Cambridge Dictionary even named hallucination the word of the year 2023. It's logical for students to want verified information while learning, and AI sometimes fails to deliver. The ability to think critically helps pupils and students to distinguish reliable sources of information from questionable ones, and emotional intelligence allows them to better understand and manage their own emotions and the emotions of others. A simple way to combat non-thinking is to reintroduce collaboration into the classroom. For example, instead of asking students to write a paper for homework, you could assign an in-class presentation. Students can do research in or out of class, but they must rely on their own thinking skills, not artificial intelligence, to stand in front of the class and make a clear presentation.

Ethical considerations. The use of AI in education raises ethical questions about the potential for bias in algorithms and the impact on human interaction. AI algorithms are trained on data that may contain hidden biases. This can lead to discrimination based on race, gender, age, and other characteristics, for example: facial recognition systems may be less accurate for people with dark skin. AI requires huge amounts of data to train, which raises questions about the privacy of personal information. If an AI makes a decision that leads to negative consequences, who is responsible: the developer, the user, or the algorithm itself? Artificial intelligence is a powerful tool that can be both beneficial and harmful. To minimize risks and maximize benefits, serious consideration must be given to the ethical aspects of its development and use.

In fact, because of these shortcomings of AI, researchers do not see artificial intelligence replacing teaching in the future. We regularly see lists of professions of the future at the World Forum in Davos – some disappear, others appear, and the teaching profession remains. But these will be slightly different teachers, not those to whom we are all accustomed.

While AI-enabled technologies have the potential to radically change the educational landscape for the better, we cannot ignore the importance of teacher-student interactions in the classroom. Research shows that positive interactions between students and teachers impact student success (*Cheverdak, 2023*). Artificial intelligence can greatly improve the learning process, but it cannot completely replace a teacher. AI can automate routine tasks, provide personalized information, and create interactive learning materials. However, only a teacher can create an emotionally warm and supportive atmosphere in the classroom, inspire students to self-development, and help them become full-fledged individuals.

Thus, eliminating teachers from schools is not the optimal solution. A combination of traditional teaching methods and modern technologies, under the guidance of an experienced teacher, will create the most effective and comprehensive educational environment.

4. The Future of Teaching: A Hybrid Approach

As the landscape of education continues to evolve, the hybrid approach – a blend of traditional classroom instruction and online learning – has emerged as a promising model for the future of teaching. This approach combines the best of both worlds, offering flexibility, personalization, and access to digital tools while maintaining the benefits of in-person interaction and community building. It is seen as a way to better meet the diverse needs of students in an increasingly digital world.

Hybrid teaching involves integrating face-to-face classroom instruction with online components. Students engage in physical classrooms for hands-on activities, group work, and discussions, while using digital platforms for assignments, quizzes, and supplementary learning materials. They have both, synchronous learning (students participate in real-time classes, discussions, and activities, either in person or via video conferencing) and asynchronous learning (students access course materials, videos, and resources at their own pace, which offers flexibility in managing time and workload).

Digital tools, such as learning management systems (LMS), interactive platforms, and AI-powered tutoring systems, play a key role in hybrid teaching. They allow educators to create interactive, multimedia-rich lessons that can engage students in innovative ways. These tools also provide real-time feedback, tracking progress, and personalizing learning paths based on individual needs.

5. Conclusion

The use of AI in education is the creation of a personalized educational environment: one person perceives information better through text, another through pictures, and someone by ear. AI allows you to adapt information, create such individual spaces. It is also accessibility for people with special educational needs. But at the same time, it is wrong to say that AI can replace a teacher. We all went through the moment when Google came – and in education we retreated from "memorized" in favor of "meaningful". And a teacher is not just a carrier of information, this is a person who will teach, among other things, empathy, cultural norms, critical thinking. The advent of AI will encourage us to rethink the approach to education as much as possible, so as not to simply form a person in school according to a model, but to grow from him a personality who develops his strengths and skills.

While AI has the potential to greatly improve the educational process, it is important to consider its limitations. Technology should be used as a tool to improve the quality of education, not as a replacement for teachers or live teaching. Successful implementation of AI in the educational system requires a balance between the use of technology and preserving the human element in learning, as well as attention to issues of ethics, privacy, and equity of access.

The role of teachers will change too. Teachers will act as facilitators, guiding students through both in-person and online learning experiences. They will provide structure, support, and encouragement to ensure students are engaged and progressing.

By blending the strengths of both traditional and online learning, hybrid models provide an adaptive, student-centered framework that promotes engagement, accessibility, and lifelong learning. However, for the hybrid approach to fully realize its potential, it requires investments in technology infrastructure, teacher training, and equitable access to digital tools. The role of teachers in hybrid learning environments is multifaceted and demanding. By effectively fulfilling these roles, teachers can create engaging, supportive, and successful learning experiences for their students.

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BOXMODUL IM SPORTUNTERRICHT AN UKRAINISCHEN SCHULEN**Roman Orzhytskyi**

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Zusammenfassung

Das Hauptziel dieser Arbeit war für uns die Entwicklung des Moduls „Boxen“, das im variablen Teil im Prozess des Sportunterrichts in allgemeinen Bildungseinrichtungen der Ukraine eingesetzt werden kann. Unsere Motivation war die Tatsache, dass das Sportprogramm an ukrainischen Schulen heute veraltet und ineffizient ist und sich seit der Zeit der Sowjetunion kaum verändert hat (*Mazin, 2024*). Um die Motivation von Bildungssuchenden für systematischen Sportunterricht und Sport zu steigern und sie für einen gesunden Lebensstil zu interessieren, muss alles getan werden, um bei jungen Ukrainern ein reges Interesse am Sport zu wecken. Eine Möglichkeit, dieses Ziel zu erreichen, besteht darin, in das jährliche Sportprogramm neue Sportarten aufzunehmen, die sie während der Schulzeit und nach der Schule gerne ausüben möchten. Unter Berücksichtigung der europäischen Bildungserfahrung, wo Boxen in vielen Ländern seit vielen Jahren aktiv im Sportunterricht an vielen Schulen eingesetzt wird und dieser Sport nach Ansicht vieler Forscher positive Aspekte für die Bildung junger Menschen hat (*Kaser, 2003*). Basierend auf den modernen militärischen und politischen Bedingungen in der Ukraine ist eine Sportart wie Boxen für unsere Schüler am besten geeignet, um ihren mutigen Charakter zu stärken, ihre sozialen Interaktionsfähigkeiten zu verbessern und eine gute Gesundheit aufzubauen, die wiederum als stabile Grundlage für sie dient Stärkung der jungen Generation der Ukraine.

Schlüsselwörter: das Boxmodul, gesunder Lebensstil, soziale Interaktionsfähigkeiten, Schule, Bildungssuchende.

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1. Einführung

Boxen ist eine der Sportarten, in denen junge Sportler ihren Charakter stärken, Körperkraft erlangen und den Siegeswillen entwickeln können (*Butenko, 2007*). Allerdings wird Boxen derzeit nicht zu pädagogischen Zwecken im Sportunterricht in allgemeinbildenden Sekundarschulen der Ukraine eingesetzt. Trotz der dem Boxen zugrundeliegenden Wertorientierungen, die so wichtige Aspekte der Weltwahrnehmung wie Moral, Ästhetik, Wert, rechtliche Bewertung, Handlungsmotivation beeinflussen, wird dieser Sport in ukrainischen Schulen nicht vollständig in ausreichendem Maße umgesetzt (*Mazin, 2024*). Zu den Inhalten des Moduls gehört nicht nur die körperliche Entwicklung der Studierenden, sondern auch die Ausbildung persönlicher Qualitäten wie soziale Interaktionsfähigkeiten, Aktivität, Initiative, Reflexions- und Selbsteinschätzungsfähigkeit, Wettbewerbsfähigkeit, lebenslange Lernbereitschaft, Fähigkeit kreativ zu denken und ungewöhnliche

Lösungen zu finden, die Fähigkeit, Ziele zu setzen und zu erreichen, Lebensstrategien zu wählen, die Fähigkeit, Entscheidungen zu treffen und die Konsequenzen zu bestimmen, Ergebnisse der eigenen Aktivitäten, einen konstruktiven Dialog zu führen, im Team zu arbeiten.

Das Modul „BOXEN“ für allgemeinbildende Bildungseinrichtungen wird in den Lehrplan des Faches „Körperkultur“ aufgenommen, das einen Gesundheitsschwerpunkt, Elemente des allgemeinen Körpertrainings, Techniken und Taktiken sowie pädagogische Aspekte des Boxens umfasst. Die Hauptinhalte des Moduls entsprechen den Hauptaufgaben des Programms und wecken durch das Boxtraining bei Schülern ein nachhaltiges Interesse am Sportunterricht im Besonderen und an einem gesunden Lebensstil im Allgemeinen.

2. Das Boxmodul für den Präsenzunterricht

Das Modul „Boxen“ wird als variabler Modul im jährlichen Sportprogramm angeboten. Zu den Inhalten des Moduls gehören indikative Bildungsstandards sowie eine Liste der für das Studium des Moduls erforderlichen Ausrüstung und persönlichen Ausrüstung.

Auf der Grundlage dieses Programms werden Bildungsaktivitäten organisiert, die während des gesamten Moduls durchgeführt werden. Der Lehrplan ist auf 9 Wochen (1. Quartal) Unterricht direkt in der Schule ausgelegt.

Das unterbrechungsfreie Erlernen dieser Programme durch die Studierenden unter den Bedingungen des Fernunterrichts und des Militärstatus wird durch Unterricht in Körperkultur- und Sporteinrichtungen sowie durch selbstständiges Arbeiten zu Hause gewährleistet.

Das Alter der Studierenden, die an der Durchführung des Programms und der wissenschaftlichen Forschung teilnehmen, beträgt 14-15 Jahre.

Organisationsformen pädagogischer Aktivitäten: Einzel- und Gruppenarbeit unter den Bedingungen einer Trainingseinheit, Hausaufgaben zum theoretischen, körperlichen und technisch-taktischen Training.

Form der Zwischenbescheinigung – Vorlage von Kontrollstandards. Zur Feststellung des körperlichen Vorbereitungsniveaus der Prüfungsleistung im Modul führen die Studierenden die festgelegten Tests durch. Die Bescheinigung erfolgt zweimal pro Modul.

Der Unterricht wird wie folgt aufgebaut sein:

- Vorbereitungsteil (Aufwärmen);
- Hauptteil;
- Entspannungsteil.

Um Verletzungen vorzubeugen, ist es notwendig, die Unterrichtsorte in jeder Klasse zu überprüfen und die Sicherheitsanforderungen und Boxtrainingsmethoden einzuhalten.

Das Boxmodul für die Vollzeitausbildung können Sie in Tabelle №1 kennenlernen.

Mit Hilfe dieses Moduls lernen Schüler die Geschichte des Boxens, den Stand des modernen Boxens in der Ukraine und die wichtigsten pädagogischen und motivierenden Vorteile des Boxens gegenüber anderen Sportarten kennen. Sie werden in der Lage sein, grundlegende offensive und defensive Aktionen und Bewegungen des Boxens zu erlernen und ihre eigenen moralischen und Willenskraftqualitäten zu verbessern.

3. Das Boxmodul für Fernunterricht

Aufgrund der Tatsache, dass es derzeit an vielen Schulen der Ukraine nicht möglich ist, regulären Präsenzunterricht durchzuführen, wurde zusätzlich das Boxmodul für den Fernunterricht entwickelt, das in Tabelle №2 zu finden ist.

Tabelle №1

1. Schuljahr (Vollzeitstudium)

Erwartete Ergebnisse pädagogische und kognitive Aktivität der Schüler	Inhalt des Lehrmaterials
<p>Bestandteile des Wissens.</p> <p>Schüler:</p> <p>Kennt und kann Informationen über die olympische Bewegung in der Ukraine und die Erfolge herausragender einheimischer olympischer Athleten präsentieren.</p> <p>Kennt und versteht die Entstehungsgeschichte und moderne Entwicklung des Boxens in der Ukraine. Zu den höchsten Erfolgen der Boxer zählt der Erfolg der Ukraine auf der internationalen Bühne. Die Rolle und Bedeutung des Boxens für die Ausbildung von Soldaten der ukrainischen Armee. Die Bedeutung des Boxens als Element des sicheren Lebens eines Menschen.</p> <p>Verbesserung der sozialen Interaktionsfähigkeiten durch Boxen.</p> <p>Die Bedeutung des Boxens im System der Selbstverteidigung und im Kampf gegen Kriminalität.</p> <p>Eine wertvolle Komponente</p> <p>Geht bewusst mit der eigenen Gesundheit und der Gesundheit anderer um; Besitzt Kenntnisse der Ersten Hilfe bei Verletzungen und Erschütterungen.</p> <p>Er hat eine stabile und respektvolle Haltung gegenüber der Kultur seines Heimatlandes, eine emotional positive Grundlage für das historische Erbe und die Manifestation eines gesunden Lebensstils.</p> <p>Beachtet Hygienevorschriften, Sicherheitsregeln und Verletzungsprävention im Sport- und Boxunterricht.</p>	<p>Theoretische Informationen</p> <p>Olympische Bewegung in der Ukraine, herausragende Erfolge einheimischer Sportler. Allgemeine Vorstellungen zu Gesundheitssystemen und Sportunterricht. Die Geburt des Boxens in der Ukraine. Boxen im Zweiten Weltkrieg. Boxen und seine besten Vertreter. Entwicklung des Boxens in der Ukraine.</p> <p>Erfolge ukrainischer Boxer auf internationaler Ebene.</p> <p>Die Rolle und Bedeutung von Körperkultur und Kampfkunst für die Ausbildung von Soldaten der ukrainischen Armee.</p> <p>Körperkultur ist ein wichtiges Mittel zur körperlichen Entwicklung und Stärkung der menschlichen Gesundheit. Das Konzept von Sporterziehung und Sport. Sporterziehung-Formen dienen als Mittel zur Ausbildung von Fleiß, Organisation, Willen und lebenswichtigen Fähigkeiten und Fertigkeiten. Boxen als Element der nationalen Kultur und Gewährleistung des sicheren Lebens eines Menschen.</p> <p>Einhaltung der Sicherheitsanforderungen im Sportunterricht und im Sport. Sicherheitsregeln für Boxkurse.</p> <p>Hygieneregeln beim Boxunterricht.</p> <p>Erste Hilfe bei Verletzungen leisten.</p>

Allgemeines körperliches Training	
<p style="text-align: center;">Wert- und Aktivitätskomponente</p> <p>Student:</p> <p>Führt aus:</p> <ul style="list-style-type: none"> - Übungen für Muskeln und Gelenke des Rumpfes und des Nackens; Übungen für Muskeln und Gelenke von Händen und Füßen; Körpergewichtsübungen; - Übungen zum Training der körperlichen Qualitäten: Kraft, Flexibilität, Schnelligkeit, Geschicklichkeit, Ausdauer; - spannende Übungen für den Rücken; Übungen für Beine, Füße und Sprunggelenk; Übungen für Rücken, Schultern und Arme; Übungen für den unteren Rücken, das Becken, die Leistenregion und die Muskulatur der Oberschenkelrückseite; Übungen an der Querlatte; Übungen für den Oberkörper mit Gewichten; eine Reihe von Übungen für Hände, Handgelenke und Unterarme. - Übungen zur Kraftentwicklung: Heben, Kippen, Drehen, Hocken, Krabbeln, Gehen, Laufen, Beugen und Strecken der Arme im Liegen. - Übungen an der Gymnastikwand; Heben Sie die Beine an, um die Schiene über dem Kopf zu berühren. - Übungen mit einem „Medball“ -Ball unterschiedlichen Gewichts: von Hand zu Hand gehen; Möglichkeiten zum Werfen und Fangen des Balls; den Ball paarweise werfen und fangen; rechts in Rückenlage: Den Ball mit ausgestreckten Händen von einer Seite auf die andere übertragen; den Ball hochwerfen und mit den Händen fangen; beugen Sie sich mit dem Ball in den nach oben und zur Seite ausgestreckten Händen nach vorne; dreht sich mit dem Ball in den nach vorne gestreckten Händen nach rechts, nach links; kreisende Bewegungen des Körpers mit dem Ball in den nach vorne ausgestreckten Händen; 	<p style="text-align: center;">Allgemeine Entwicklungsübungen.</p> <p>Dehnen. Anatomische und physiologische Merkmale des Dehnens. Kennenlernen von Dehnzonen. Mit verschiedenen Dehnübungen die Beweglichkeit der Gelenke erhöhen und Verletzungen vorbeugen.</p> <p style="text-align: center;">Übungen zur Kraftentwicklung.</p> <p>Übungen an der Gymnastikwand.</p> <p>Übungen mit einem „Medball“ -Ball unterschiedlichen Gewichts. Sie werden während der Bewegung in der Halle oder vor Ort durchgeführt.</p>

<p>- Elemente der Akrobatik: Haltungen : Grundhaltung, Beine gespreizt, Ausfallschritt nach vorne, Ausfallschritt nach links (rechts), Ausfallschritt nach hinten, Kniebeuge, auf den Knien, auf dem Knie, auf den Händen, auf den Unterarmen; „sitzen“; Beine zusammen, Beine gespreizt, schräg, Beine angewinkelt, auf Fersen; bleibt stehen: sitzend; hinlegen auf angewinkelten Armen liegend; Rollen: vorwärts, rückwärts, links (rechts); Springen: Beine auseinander, beugen, Beine beugen; Flips: seitwärts nach links, rechts (Rad); langsam – vorwärts, rückwärts;</p> <p>- Klettern an einem Seil (mit Hilfe der Beine, ohne Hilfe der Beine).</p> <p>Eine wertvolle Komponente</p> <p>Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Akrobatik. Besonderheiten beim Erlernen und Verbessern von Elementen der Akrobatik und akrobatischen Sprünge in Innenräumen.</p>
<p>Seilklettern (mit Hilfe der Beine, ohne Hilfe der Beine).</p>	
<p>Spezielles körperliches Training</p>	
<p>Wert- und Aktivitätskomponente</p> <p>Student: Sprungseil;</p> <p>Sich um den Gegner herumzubewegen (linke und rechte Seite, zurück nach vorne, abwechselnder Schritt);</p> <p>Übungen zur Entwicklung von Ausdauer und Geschicklichkeit der unteren Gliedmaßen (Kniebeugen, Ausfallschritte, Rollen);</p> <p>Übungen zur Entwicklung der Bauchmuskulatur;</p> <p>Übungen zur Entwicklung der Schnelligkeit und Kraftfähigkeit der oberen Gliedmaßen;</p> <p>„Schattenkampf“ mit und ohne Belastung;</p> <p>Üben der technischen Fähigkeiten im Boxen mit Tennis- und Fußballen;</p> <p>„Kampf mit dem Schatten“ mit der Opposition des Gegners;</p> <p>Erarbeiten der Elemente des Boxens zu zweit;</p> <p>Kämpfen in einem Boxständer;</p> <p>Mit einer einzigen Berührung des Gegners in den Stand gehen;</p> <p>Entwicklung des menschlichen Vestibularapparates;</p>	<p>Sprungseil</p> <p>Nach links und rechts bewegen</p> <p>Kniebeugen, Ausfallschritte, Rollen</p> <p>Neigung des Körpers im Sitz Liegestütze, Klimmzüge</p> <p>Offensive und defensive Aktionen Sich gegenseitig Bälle zuwerfen</p> <p>Volltreffer Stöße und Schutz davor Übungen zur Entwicklung besonderer Ausdauer</p>

<p>Entwicklung des Lungensystems; Entwicklung akrobatischer Fähigkeiten; Widerstandsübungen; Übungen mit einem Gummiband.</p> <p>Eine wertvolle Komponente Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Rotation um sich selbst Atemhalten Gymnastikübungen</p>
<p>Technisches und taktisches Training</p> <p>Durchführung technischer Aktionen (Angriffs- und Verteidigungsaktionen).</p> <p>Das Gleichgewicht in verschiedenen Positionen halten. Sich durch die Halle bewegen. Volltreffer. Volltreffer. Seitentritte. Seitentritte. Schläge von unten. Schläge von unten. Lehnen Sie sich nach links und rechts. Lehnen Sie sich nach links und rechts. Nieren auf der linken und rechten Seite. Zurücktreten nach links und rechts. Gehörlosenschutz. Gehörlosenschutz. Sich vom Gegner in verschiedene Richtungen bewegen. Lückenabstand.</p>	
<p>Aktive Komponente Student: führt aus: Bewegung in der Zahnstange (Shuttle- Bewegung, Schaltschritt, zurück vorwärts); Nachahmung der Angriffs- und Verteidigungsaktionen eines Boxers; Mit beiden Händen einen direkten Schlag auf den Kopf ausführen; Mit beiden Händen einen direkten Schlag auf den Körper ausführen; Ausführung eines Seitenschlags auf den Kopf mit beiden Händen; Ausführung eines Seitenschlags auf den Oberkörper mit beiden Händen; Ausführung eines Schlags von unten auf den Kopf mit beiden Händen; Ausführung eines Schlags von unten auf den Körper mit beiden Händen; Abwehraktionen eines Boxers ausführen: Verbeugung vor einem direkten Schlag auf den Kopf mit beiden Händen; Eine Verbeugung durch einen direkten Schlag auf den Oberkörper mit beiden Händen ausführen; Ausführung einer Niere durch einen seitlichen Schlag auf den Kopf mit beiden Händen; Von einem Seitenschlag auf den Oberkörper mit beiden Händen einen Schritt zurücktreten; Mit beiden Händen eine blinde Abwehr gegen einen Schlag von unten auf den Kopf durchführen; Mit beiden Händen eine blinde Abwehr gegen einen Schlag von unten auf den Körper durchführen; Ausweichen vor verschiedenen Schlägen des Gegners;</p>	

<p>Einem Rückzug nach verschiedenen Schlägen des Gegners durchführen; Nachahmung von Schüssen aus unterschiedlichen Entfernungen (zu zweit mit einem Gegner und unabhängig üben).</p> <p>Eine wertvolle Komponente</p> <p>Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Angriffs- und Verteidigungsaktionen eines Boxers auf verschiedene Distanzen und Positionen.</p>
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Tabelle №2

1. Schuljahr (Fernstudium).

Erwartete Ergebnisse pädagogische und kognitive Aktivität der Schüler	Inhalt des Lehrmaterials
<p>Theoretische Informationen</p> <p>Wissenskomponente Schüler:</p> <p>Kennt und kann Informationen über die olympische Bewegung in der Ukraine und die Erfolge herausragender einheimischer olympischer Athleten präsentieren. Gesunder Lebensstil.</p> <p>Kennt und versteht die Entstehungsgeschichte und moderne Entwicklung des Boxens in der Ukraine. Zu den höchsten Erfolgen der Boxer zählt der Erfolg der Ukraine auf der internationalen Bühne. Die Rolle und Bedeutung des Boxens für die Ausbildung von Soldaten der ukrainischen Armee. Die Bedeutung des Boxens als Element des sicheren Lebens eines Menschen.</p> <p>Die Bedeutung des Boxens im System der Selbstverteidigung und im Kampf gegen Kriminalität.</p> <p>Technische und taktische Fähigkeiten eines Boxers.</p> <p>Eine wertvolle Komponente</p> <p>Geht bewusst mit der eigenen Gesundheit und der Gesundheit anderer um; Besitzt Kenntnisse der Ersten Hilfe bei Verletzungen und Erschütterungen. Er hat eine stabile und respektvolle Haltung gegenüber der Kultur seines Heimatlandes, eine emotional positive Grundlage für das historische Erbe und die Manifestation eines gesunden Lebensstils.</p> <p>Beachtet Hygienevorschriften, Sicherheitsregeln und Verletzungsprävention im Sport- und Boxunterricht.</p>	<p>Olympische Bewegung in der Ukraine, herausragende Erfolge einheimischer Sportler. Allgemeine Vorstellungen über Gesundheitssysteme des Sportunterrichts. Die Geburt des Boxens in der Ukraine. Boxen im Zweiten Weltkrieg. Boxen und seine besten Vertreter; Entwicklung des Boxens in der Ukraine. Erfolge ukrainischer Boxer auf internationaler Ebene.</p> <p>Die Rolle und Bedeutung von Körperkultur und Kampfkunst für die Ausbildung von Soldaten der ukrainischen Armee.</p> <p>Körperkultur ist ein wichtiges Mittel zur körperlichen Entwicklung und Stärkung der menschlichen Gesundheit. Das Konzept von FC und Sport. FC-Formen als Mittel zur Erziehung von Fleiß, Organisation, Willen und lebenswichtigen Fähigkeiten und Fertigkeiten.</p> <p>Boxen als Element der nationalen Kultur und Gewährleistung des sicheren Lebens eines Menschen.</p> <p>Einhaltung der Sicherheitsanforderungen im Sportunterricht und beim Sport.</p> <p>Sicherheitsregeln für Boxkurse. Hygieneregeln beim Boxunterricht. Erste Hilfe bei Verletzungen leisten.</p>

Allgemeines körperliches Training	
<p>Wert- und Aktivitätskomponente</p> <p>Student:</p> <p>Führt aus:</p> <ul style="list-style-type: none"> - Übungen für Muskeln und Gelenke des Rumpfes und des Nackens; Übungen für Muskeln und Gelenke von Händen und Füßen; Körpergewichtsübungen; - Übungen zum Training der körperlichen Qualitäten: Kraft, Flexibilität, Schnelligkeit, Geschicklichkeit, Ausdauer; - entspannende Übungen für den Rücken; Übungen für Beine, Füße und Sprunggelenk; Übungen für Rücken, Schultern und Arme; Übungen für den unteren Rücken, das Becken, die Leistenregion und die Muskulatur der Oberschenkelrückseite; Übungen an der Querlatte; Übungen für den Oberkörper mit Gewichten; eine Reihe von Übungen für Hände, Handgelenke und Unterarme. - Übungen zur Kraftentwicklung: Heben, Beugen, Drehen, Hocken, Krabbeln, Gehen auf der Stelle, Beugen und Strecken der Arme im Liegen, Hocken, Übungen zur Entwicklung der Bauchpresse. - Elemente der Akrobatik: Haltung: Grundhaltung, Beine gespreizt, Ausfallschritt nach vorne, Ausfallschritt nach links (rechts), Ausfallschritt nach hinten, Kniebeuge, auf den Knien, auf dem Knie, auf den Händen, auf den Unterarmen; „sitzen“; Beine zusammen, Beine gespreizt, schräg, Beine angewinkelt, auf Fersen; bleibt stehen: sitzend; hinlegen auf angewinkelten Armen liegend; Rollen: vorwärts, rückwärts, links (rechts); Springen: Beine auseinander, beugen, Beine beugen; - Übungen mit einem Tennisball: gegen die Wand werfen, gegen den Boden, am Kopf festgebunden. <p>Eine wertvolle Komponente</p> <p>Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Allgemeine Entwicklungsübungen.</p> <p>Dehnen. Anatomische und physiologische Merkmale des Dehnens. Kennenlernen von Dehnzonen. Mit verschiedenen Dehnübungen die Beweglichkeit der Gelenke erhöhen und Verletzungen vorbeugen.</p> <p>Übungen zur Kraftentwicklung.</p> <p>Akrobatik. Besonderheiten beim Erlernen und Verbessern von Elementen der Akrobatik und akrobatischen Sprünge.</p> <p>Übungen mit einem Tennisball .</p>

<p style="text-align: center;">Spezielles körperliches Training</p> <p>Wert- und Aktivitätskomponente Student: Führt aus: Sich um den Gegner herumzuziehen (linke und rechte Seite, zurück nach vorne, abwechselnder Schritt); Übungen zur Entwicklung von Ausdauer und Geschicklichkeit der unteren Gliedmaßen (Kniebeugen, Ausfallschritte, Rollen); Übungen zur Entwicklung der Bauchmuskulatur; Übungen zur Entwicklung der Schnelligkeit und Kraftfähigkeit der oberen Gliedmaßen; „Schattenkampf“ mit und ohne Belastung; Üben technischer Fähigkeiten im Boxen mit Tennisbällen; Entwicklung des menschlichen Vestibularapparates; Entwicklung des Lungensystems; Entwicklung akrobatischer Fähigkeiten; Widerstandsübungen: Übungen mit einem Gummiband . Eine wertvolle Komponente Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Bewegen Sie sich zu Hause auf der linken und rechten Seite.</p> <p>Kniebeugen, Ausfallschritte, Rollen</p> <p>Neigung des Körpers im Sitz</p> <p>Liegestütze in verschiedenen Positionen</p> <p>Offensive und defensive Aktionen</p> <p>Bälle gegen Boden und Wand werfen.</p> <p>Rotation um sich selbst</p> <p>Atemhalten</p> <p>Gymnastikübungen</p>
<p>Technisches und taktisches Training</p> <p>Durchführung technischer Aktionen (Offensiv- und Defensivaktionen).</p> <p>In verschiedenen Positionen das Gleichgewicht halten.</p> <p>Bewegung zu Hause.</p> <p>Volltreffer.</p> <p>Volltreffer.</p> <p>Seitentritte.</p> <p>Seitentritte.</p>	<p>Technisches und taktisches Training</p> <p>Aktive Komponente Student: führt aus: Bewegung in der Zahnstange (Shuttle- Bewegung, Schaltschritt, zurück vorwärts); Nachahmung der Angriffs- und Verteidigungsaktionen eines Boxers; Mit beiden Händen einen direkten Schlag auf den Kopf ausführen; Mit beiden Händen einen direkten Schlag auf den Oberkörper ausführen; Ausführung eines Seitenschlags auf den Kopf mit beiden Händen; Ausführung eines Seitenschlags auf den Oberkörper mit beiden Händen; Ausführung eines Schlags von unten auf den Kopf mit beiden Händen; Ausführung eines Schlags von unten auf den Körper mit beiden Händen;</p>

<p>Ausführung einer Niere durch einen seitlichen Schlag auf den Kopf mit beiden Händen;</p> <p>Von einem Seitenschlag auf den Oberkörper mit beiden Händen einen Schritt zurücktreten;</p> <p>Mit beiden Händen eine blinde Abwehr gegen einen Schlag von unten auf den Kopf durchführen;</p> <p>Mit beiden Händen eine blinde Abwehr gegen einen Schlag von unten auf den Oberkörper durchführen;</p> <p>Ausweichen vor verschiedenen Schlägen des Gegners;</p> <p>Einen Rückzug nach verschiedenen Schlägen des Gegners durchführen;</p> <p>Nachahmung von Schüssen aus unterschiedlichen Entfernungen (zu zweit mit einem Gegner und unabhängig üben).</p> <p>Kombination aus Angriffs- und Verteidigungsaktionen eines Boxers;</p> <p>Ausführung eines direkten Schlags mit der linken Hand auf den Kopf und einer Neigung nach links nach dem Schlag;</p> <p>Ausführung eines direkten Schlags mit der rechten Hand auf den Kopf und einer Neigung nach rechts nach dem Schlag;</p> <p>Ausführung eines Schlages von der Seite mit der linken Hand auf den Kopf und sich nach dem Schlag nach links ducken;</p> <p>Einen Schlag von der Seite mit der rechten Hand auf den Kopf ausführen und sich nach dem Schlag nach rechts ducken;</p> <p>Ausführung eines Schlages von unten mit der linken Hand auf den Kopf und Bewegung nach links nach dem Schlag;</p> <p>Mit der rechten Hand einen Schlag von unten auf den Kopf ausführen und nach dem Schlag nach rechts bewegen;</p> <p>Eine Verbeugung nach links ausführen und nach der Verbeugung mit der linken Hand auf den Kopf schlagen;</p> <p>Ausführung einer Verbeugung nach rechts und nach der Verbeugung ein Schlag auf den Kopf mit der rechten Hand;</p> <p>Eine wertvolle Komponente</p> <p>Beachtet die Sicherheitsregeln während des Trainings.</p>	<p>Schläge von unten.</p> <p>Schläge von unten.</p> <p>Lehnen Sie sich nach links und rechts.</p> <p>Lehnen Sie sich nach links und rechts.</p> <p>Nieren auf der linken und rechten Seite.</p> <p>Zurücktreten nach links und rechts. Gehörlosenschutz.</p> <p>Gehörlosenschutz.</p> <p>Sich vom Gegner in verschiedene Richtungen bewegen.</p> <p>Lückenabstand.</p> <p>Angriffs- und Verteidigungsaktionen eines Boxers auf verschiedene Distanzen und Positionen.</p> <p>Schlagen und neigen.</p> <p>Schlagen und neigen.</p> <p>Schlaganfall und Niere.</p> <p>Schlaganfall und Niere.</p> <p>Wirkung und Verschiebung.</p> <p>Wirkung und Verschiebung.</p> <p>Kippen und schlagen.</p> <p>Kippen und schlagen.</p>
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Wenn in diesem Fall ein Online-Training mit Hilfe eines Fernunterrichtsprogramms durchgeführt wird, ist es möglich, Boxunterricht zu Hause durchzuführen. Dieses Programm zeichnet sich dadurch aus, dass während des Unterrichts Übungen auf engstem Raum (z. B. einem Zimmer) durchgeführt werden müssen und diese Übungen nicht viel Platz benötigen.

4. Kontrollmethoden

Um die Entwicklung körperlicher Qualitäten zu steuern, wurden Sportstandards entwickelt und vorgeschlagen, mit deren Hilfe es möglich wird, die Wirksamkeit der Anwendung des Moduls „Boxen“ zu bestimmen. Sie können sich in Tabelle № 3 mit ihnen vertraut machen.

Tabelle №3

Ungefähre Bildungsstandards

Schuljahr	Bildungsstandards		Das Niveau der Bildungsleistungen der Schüler			
			Niedrig	unter ihr	ausreichend	Hoch
Offline - Lernmodus	Shuttle-Rennen 4 Mal 9 m, Sek. (3 Versuche).	Jung	10,6 oder mehr	10.4 -10.2	10.2 -10.1	10,0 und weniger
		Mädc	11,8 und mehr	11.6 -11.4	11.2 -11.1	11,0 und weniger
	Weitsprung aus dem Stand, cm (3 Versuche).	Jung	190 und Weniger	192 -200	205 -219	220 und mehr
		Mädc	165 und Weniger	167-170	172 -174	175 und mehr
	Klimmzüge von oben am Reck, mehrmals.	Jung	9 und Weniger	10-11	12-13	14 und älter
		Mädc	3 und Weniger	4-6	7-9	10 oder mehr
	Beugung und Streckung der Arme im Fokus, während man auf dem Boden liegt, mehrmals.	Jung	15 und Weniger	16-17	18-19	20 oder mehr
		Mädc	9 und Weniger	10-11	12-13	14 und älter
	Heben Sie den Rumpf in sitzender Position in 30 Sekunden an , so oft.	Jung	13 und Weniger	14-16	17-19	20 oder mehr
		Mädc	10 und Weniger	11-13	14-16	17 und älter
	Laufen von einem hohen Start bei 30 m, Sek.	Jung	5,0 oder mehr	4,7-4,9	4.4-4.6	4,3 und weniger
		Mädc	5,3 oder mehr	5,0-5,2	4,7-4,9	4,6 und weniger
	Die Anzahl der direkten Treffer in der Luft in 30 Sekunden .	Jung/ Mädc	30/20	50/40	70/60	90/80
	Einen medizinischen Ball in 20 Sekunden so oft gegen die Wand werfen (Ballgewicht für Jungen beträgt 3 kg, Mädchen – 1,5).	Jung/ Mädc	4/4	6/6	8/8	10/10
	Seilspringen in 1 Minute. (Anzahl).	Jung/ Mädc	60	80	100	120

Schuljahr	Bildungsstandards		Das Niveau der Bildungsleistungen der Schüler			
			Niedrig	unter ihr	ausreichend	Hoch
Fernstudium	Beugung und Streckung der Arme in Rückenlage (Anzahl).	Jung	25	20	27	35
		Mädc	5	8	12	15
	Hocken	Jung	20	30	40	50
		Mädc	12	20	30	40
	Übung „Plank“ mit dem eigenen Körper (Sek.)	Jung	30	50	70	90
		Mädc	25	40	55	75
	Halten der Position im Semi-Squat (Sek.)	Jung/ Mädc	30	50	70	90
	Die Anzahl der direkten Treffer in der Luft in 30 Sek.	Jung/ Mädc	30/20	50/40	70/60	90/80
Luftretention in der Lunge (Sek.).	Jung/ Mädc	30/25	40/30	50/40	60/50	

5. Ausrüstung

Für die erfolgreiche Implementierung des Moduls „Box“ ist die in Tabelle №4 angegebene Ausstattung erforderlich.

Tabelle №4

Ungefähre Ausstattungsliste für das Studium des Moduls „BOXEN“.

Nr. z/p	Der Name des Geräts	Nummer
1	Die Turn Wand	1 Satz
2	Gymnastikbank	6 Stk.
3	Turnmatten-Set (10 Stk.)	1 Satz
4	5m Kletterseil (mit Sicherung).	4 Stück.
5	Der Übergang ist gymnastisch	1 Stk.
6	Ein Gymnastikstock	20 Stk.
7	Gymnastikreifen	10 Stk.
8	Gymnastik-Springseil	20 Stk.
9	Der klappbare Spiegel ist universell	4 Stück.
10	Aufklappbare Stangen	4 Stück.
11	Projektil „Schrägbrett“	4 Stück.
12	Der Berg ist sportlich	1 Stk.
13	Der Expander ist universell	10 Stk.
14	Koordinationstreppe für den Stufentest	4 Stück.
15	Medball- Set (gefüllte Bälle – Gewicht 1 kg)	20 Stk.
16	Bälle für großes Tennis	20 Stk.
17	Großer Boxsack	4 Stück.

18	Boxsack	4 Stück.
19	Boxerpfoten	2 Paare
20	Hanteln 0,5 kg.	20 Stk.
22	Projektile-Boxhandschuhe	20 Stk.

Das von uns entwickelte Boxmodul zeichnet sich dadurch aus, dass es sowohl im Präsenz- als auch im Fernunterricht eingesetzt werden kann. Zudem ist dieses Modul auf ein Training ohne Körperkontakt und ohne gegenseitiges Anstoßen ausgelegt, was das Verletzungsrisiko während des Unterrichts deutlich reduziert. Für die Umsetzung dieses Moduls auf gesamtukrainischer Ebene gibt es jedoch gewisse Hindernisse. Einer davon ist der Mangel an angemessenem Wissen über den Boxunterricht bei Sportlehrern in allgemeinbildenden Einrichtungen. Um dieses Hindernis zu überwinden, ist es notwendig, zusätzliche Schulungen für diejenigen Lehrer zu entwickeln und durchzuführen, die das Modul „Boxen“ im Jahresprogramm des Sportunterrichts unterrichten möchten.

6. Schlussfolgerungen

Wir hoffen, dass das entwickelte Modul „Boxen“ das bestehende Sportprogramm in allgemeinbildenden Einrichtungen der Ukraine deutlich verbessern und das Interesse der Schüler an systematischen Sportarten wecken wird. Das Modul „Box“ wird möglicherweise in vielen Schulen angeboten, seine Nutzung erfordert ein Mindestmaß an Ausstattung. Zu den Besonderheiten dieses Moduls gehört, dass es sowohl im Präsenz- als auch im Fernunterricht eingesetzt werden kann und die Kontrolle über die Durchführung von Übungen und die Verabschiedung von Kontrollstandards komplett online erfolgen kann, was die Arbeit erheblich erleichtert der Lehrer, und hat Vorteile gegenüber anderen Sportarten, da es nahezu unmöglich ist, die Kontrollstandards für Sportarten wie Fußball, Volleyball, Basketball oder Leichtathletik aus der Ferne zu erfüllen. Einer der Nachteile dieses Moduls besteht darin, dass es bestimmte Kenntnisse erfordert, die nicht alle Sportlehrer besitzen. Um dieses Hindernis zu überwinden, ist es möglich, die Erfahrungen aus Deutschland zu nutzen, wo Boxtrainer eingeladen wurden, Boxkurse in Schulen zu leiten, oder Fortbildungskurse für diejenigen Lehrer abzuhalten, die den Wunsch zeigten, das Modul „Boxen“ im Jahr zu nutzen Sportunterrichtsprogramm. Wir hoffen, dass dieses Modul als solide Grundlage für die Bildung eines gesunden Lebensstils für Schüler von klein auf dient, zu einer Verbesserung der sozialen Interaktionsfähigkeiten beiträgt und sie zu einem gesunden Engagement für den Sport führt.

7. Perspektiven für weitere Forschung

Weitere Untersuchungen können darauf abzielen, den Einsatz des Moduls „Boxen“ in verschiedenen Altersgruppen von Studierenden zu untersuchen, die Wirksamkeit des Einsatzes dieses Moduls langfristig zu untersuchen und festzustellen, welche sozialen Interaktionsfähigkeiten mit seiner Hilfe entwickelt werden können von Boxwerkzeugen.

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KEY FEATURES OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF ENGINEERS

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Summary

The authors analyze the approaches towards interpreting the notions of “foreign language competence”, “foreign language communicative competence”, and “professional foreign language communication”. The professional foreign language competence of the specialist is regarded as a result of the integration of professional and foreign language communicative competence. The interrelation between the university graduate's general communicative competence and professional foreign language competence is scrutinized. The components of foreign language communicative competence of engineering students are analyzed. The structure of this competence is based on the analysis of requirements set for the graduates by the job market. Cognitive and operational-technological competences comprising the professional section of the specialized part of the social-professional foreign language competence of the trainee engineer are relevant to the special competences of the linguistic section staying in a dynamic interaction with them. The offered model was successfully tried out during the interconnected learning of engineering subjects and a foreign language at Zaporizhzhia Polytechnic National University.

Key words: competences, formation of competences, foreign language communicative competence, professional engineering education, bilingual learning.

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1. Introduction

The shift to a new paradigm in higher professional education and strengthening international contacts in the academic community and job markets have caused a sharp increase in the importance of foreign language training for high school students. The aspirations of Ukrainian universities to take recognizable positions in the world ratings lead to additional requirements for students' foreign language proficiency. The university students must have competences connected with performing professional- and academic-related tasks in a foreign language: giving reports at international conferences, participating in academic exchange and internships, and publishing scholarly papers in high-ranking foreign journals. Similar requirements are set for

specialists with higher education degrees in their professional activities. It is especially topical for technical institutions of higher education as technology is the sphere where international experience and international contacts come into play most actively. At the same time, the subject "Foreign language" is traditionally regarded as secondary, non-profile at such educational institutions. The importance of foreign language training is most often underestimated not only by students, but also by lecturers leading to discrepancies between the level of requirements to the results and the products of international professional and academic activities and the insufficient readiness for performing them. According to the authors, the effective method of solving this discrepancy is the integration of foreign language and professional training of intending engineers.

This paper aims to review different approaches towards interpreting the notion of foreign language communicative competence, its interrelation with professional competence, and based on the undertaken analysis to ascertain the structure of social-professional foreign language communicative competence of the intending engineer (based on experience of work at the Ukrainian technical university).

2. Concept of Foreign Language Communicative Competence

The idea of differentiating between grammar competence and language performance was offered by N. Chomsky back in 1965. Grammar competence is characterized by a set of linguistic knowledge allowing to generate an unlimited number of correct grammar constructions, while performance is a real usage of language in a specific situation (*Chomsky, 1965: 10*). In 1972, D. Hymes introduced the idea of communicative competence as a possibility to choose correct grammar means for different communicative situations, thus adding the sociolinguistic aspect to the specific linguistic one (*Hymes, 1972*).

Later on, the concept of communicative competence was analyzed by M. Canale and M. Swain in the context of learning foreign languages. Three components of foreign language communicative competence were offered: grammar, strategic, and sociolinguistic (*Canale, & Swain, 1980*). Soon, the pragmatic, or discourse component was singled out of the sociolinguistic one (*Canale, 1983*). This structure stood to the test of time and remained basic for educational usage.

Linguistic competence determines the ability to adequately use language means to generate utterances and texts in accordance with the language norms in oral and written speech. It consists of the following elements:

- lexical (knowledge of the lexis including phrasal units, and stable expressions);
- grammar (knowledge of grammar elements and ability to use them in the language; ability to understand and express certain meanings, to express them in phrases and sentences created according to the rules of the language);
- semantic (knowledge of possible ways of expressing a certain meaning and ability to use them);
- phonologic (ability to perceive and recreate sound units of the language adhering to the accuracy of stress, intonation, and rhythm);
- orthographic (knowledge of symbols used to create a written text and an ability to recognize them and recreate them in writing);
- orthoepic (knowledge of spelling rules, ability to use a dictionary, and to determine the word's meaning according to the context).

Sociocultural competence requires the presence of knowledge and skills needed for the effective use of language in the social context, specifically:

- linguistic markers of social relations (choice and usage of greeting formulas, forms of interaction, ability to perform a dialogue);
- principles of politeness (adequate usage of language etiquette formulas);
- communication registers (official, colloquial, intimate, solemn, neutral);
- cultural specificity of the individual/group taking part in the communication;

Pragmatic (discourse) competence calls for the ability to generate utterances as units of language and communication.

Most modern (as well as Ukrainian) researchers represent the foreign language communicative competence (without correlating it with professional activities) as the unity of linguistic, sociolinguistic, and pragmatic competences. The same structure is defined by the concept of the Common European Framework of Reference for Languages (*CEFR, 2001*) and was used in developing this framework.

This list of the above-mentioned components of the foreign language communicative competence is not exhaustive. Many researchers add a strategic competence which provides a person with skills and readiness to use different methods, tactics, and strategies of verbal and non-verbal communication to reach mutual understanding depending on a specific communicative situation and according to sociocultural norms of their usage (*van Ek, & Trim, 1992: 89; Ridel, & Kyrychenko, 2020; Snizhko, 2024*).

Professor M. Celce-Murcia mentions the following components of communication strategy:

- strategy of compensation for lack of language knowledge by switching the language code, involving means of the close lexical-grammatical field, using mimics and gestures;
- strategy of buying time using such phrases: *Where was I? Could you repeat that?*;
- strategy of self-control: phrases modifying or correcting what was said before: *I mean...*;

- strategy of interaction which provides an opportunity to ask for help and an explanation, making sure that the meaning is understood correctly;

- a social strategy aimed at finding any available possibilities for language practice, preferably with a native speaker involved (*Celce-Murcia, 2007*).

In the same work, M. Celce-Murcia introduces a formulaic competence as a stand-alone element of foreign language communicative competence determining the ability to use prefabricated chunks of language often found in communication. Such structures include:

- stable phrases such as, of course, all of a sudden, and communication cliches. *How do you do? I'm fine, thanks; how are you?*;

- collocations: verb-object *spend money, play the piano*, adverb-adjective *statistically significant, mutually orthogonal*, adjective-noun *tall building, legible handwriting*;

- idioms: *to kick the bucket = to die; get the ax = to be fired/terminated*;

- lexical frames: *I'm looking for _____. See you (later/tomorrow/next week, etc).*

Meanwhile, confident users of language are stated to use formulaic constructions in their speech no less often than their language knowledge.

We believe that practicing skills (as automatized components of conscious activities) of using such constructions is an important element of both specifically formulaic and strategic competence of the engineer. It can be explained in the following way. First of all, accurate usage of formulae and its positive perception by the interlocutor create a situation of success and confidence, which can lower the psychological barrier and positively influence the quality of communication. Secondly, time and brain resources are freed to organize the next utterance.

The competences reviewed above (linguistic, sociocultural, pragmatic, strategic) can be classified as general, while their connection with communicative competences relevant to engineering proper is not found. These relations are indispensable for creating a model suitable for effective usage in teaching a professional foreign language.

3. Professional foreign language communicative competence: the Ukrainian approach

We will interpret foreign language communicative competence (the actualization of the competence) as the readiness and ability of the person to understand and generate foreign language utterances and information according to a specific situation, a specific set aim, a communicative intention, and professional tasks.

While showing the pedagogical content of the concept of “foreign language communicative competence”, a productive decision seems to be to address the characteristics of the notion of “professional communicative competence” as we believe that foreign language competence is tightly connected with professional competence, and, what is more, is a component of its structure. Thus, professional competence includes not only the idea of qualification (professional skills as work experience, abilities, and knowledge) but also mastering social-communicative and individual abilities which ensure the autonomy of professional work (*Tkachenko, 2003*).

The Ukrainian sources present different approaches to defining the interrelation between the foreign language communicative approach and professional competence.

Some researchers regard the notion of foreign language communicative competence as an experience of using the language at the variable-adaptive level depending on a specific speech situation (*Tynkalyuk, 2008: 55*). They also stress the necessity for students to have compensatory abilities and some experience in solving typical communicative tasks (*Kulichenko, & Polyehayev, 2020; Viakhhk, 2013: 27*). So, this approach is rather general and lacks singling out the proper professional foreign language communicative competence.

Other researchers include professional aspects in the structure of intercultural foreign language competence (*Kozak, 2001: 12; Nikolaieva, 2013: 36*). The cognitive level of intercultural competence of students calls for mastering local lore, sociocultural, social interaction, and also professional knowledge. Professional foreign language communicative competence is “formed in the process of learning a foreign language. This ability allows one to freely and adequately (according to the social and role situations of professional activity) understand and produce relevant utterances in speech according to theoretical ideas and knowledge which play an informational and communicative function, and practical abilities and skills that ensure perceptive-communicative and interactive-communicative functions of communication by means of a foreign language” (*Kozak, 2001: 12*).

A reverse situation is possible when the professional competence of a future graduate of a technical university is regarded as a system-building notion. For instance, N. I. Kostenko states that the efficiency of a specialist's work largely depends on the level of integration of the language component in the general structure of their subject and technological training. According to the researcher, the formation of foreign language communicative competence requires “superimposing” foreign language skills on the subject content of the profession while performing professional tasks. Teaching the academic subject “Foreign Language” should be substantially directed at reaching the general goal of learning – formation of the graduate's professional competence (*Kostenko, 2012: 86*).

L. Onufrieva mentions the fact that students often show a low motivation towards learning a foreign language as they do not see a connection between a foreign language and their professional subjects. Still, with a certain way of managing the foreign language lessons (using authentic materials; staging group interactions – presenting projects, speeches, professional reports to a group, etc.), a higher level of foreign language proficiency can be reached (Onufrieva, I. & Onufrieva, L., 2011: 727).

Finally, there is a balanced approach. The need for professional interaction can be taken into account more deeply if a complex professional and foreign language competence is formed. The proponents of this approach regard complex professional and foreign language competence as an integrative quality of a future professional's personality with a complex structural organization. This competence includes three components: motivational-value (an interest in professional and foreign language training and understanding of its significance); cognitive-active (combining a foreign-language communicative competence in the sphere of professional work with general competences being professionally significant qualities and abilities); emotional-will (connected with an adequate self-assessment of abilities and developing a sense of responsibility). According to O. O. Pavlenko, “foreign language communicative competence is an integrated component of communicative management, communicative and professional competences requiring the proficiency in language and professionally-oriented speech at a variation-adaptive level, and also at the level of uninhibited business communication (for professionals with a high level of communicative-professional competence), solving tasks of forming a positive image of an organization or a person” (Pavlenko, 2005: 440).

M. M. Halitska believes that foreign language communicative competence is “an integrative professional characteristic of the personality determining the level of professionalism of the future specialist in their foreign language communicative competence and includes needs, motives, psychological qualities, subject and intellectual knowledge, abilities and skills which allow using a foreign language to complete job-related tasks” (Halitska, 2006: 184).

4. Social-professional foreign language competence of the intending engineer

It can be inferred that academics offer a range of aspects for foreign language professional communicative competence: linguistic, discourse, strategic, sociocultural, social, linguo-professional, social-informational, social-political, and individual. There is a notable fact that while the structure of professional competence is rather complex and detailed, its receiver, the intending professional, is not described, and the needs of their future profession are not outlined. For instance, the reference to "a future graduate of a technical university" in the conditions of the modern Ukrainian educational space is not informative as among the graduates of such universities we can meet, among engineering majors proper, economists, programmers, specialists in regional management, and many others whose fields of future activity coincide only partially.

We believe that during the development of the structure of foreign language professional competence of the future engineering specialist, they should take into consideration the requirements set by the job market and the possibilities of the educational process at the modern Ukrainian technical university. In other words, the components of this structure should be tailored to personal requirements and have a potential for practical implementation.

These conditions can be fulfilled by *the social-professional foreign language communicative competence of the intending engineer* (fig. 1), the formation of which takes place during the entire term of study at an institution of higher education.

The general part is represented by four traditional competences: linguistic, sociocultural, pragmatic, and strategic. The formation of these competences happens during the first year of study in the process of teaching the general course of a foreign language whose aim is to teach to use the language in situations of social interaction which can be interpreted quite broadly.

The special part is divided into two sections. The first (conventionally linguistic) is represented by special linguistic, sociocultural, pragmatic, and strategic competences aimed at the professional field. This section is in the dynamic interaction with the second (professional proper) section which components are cognitive and operational-cognitive competences. Both sections are connected with the motivational-value competence which both coordinates them and is influenced by them according to the feedback principle.

The linguistic section of the professional part can be partially formed in the process of teaching a professionally oriented (business) foreign language to students at relevant departments of universities within the humanities cycle. However, it can be substantially enriched by organizing interconnected teaching of special disciplines and a foreign language, specifically in bilingual learning. For this purpose, both basic fundamental courses (calculus, physics, theoretical mechanics, descriptive geometry, electric technology, strength of materials) and elective courses set by educational standards are used.

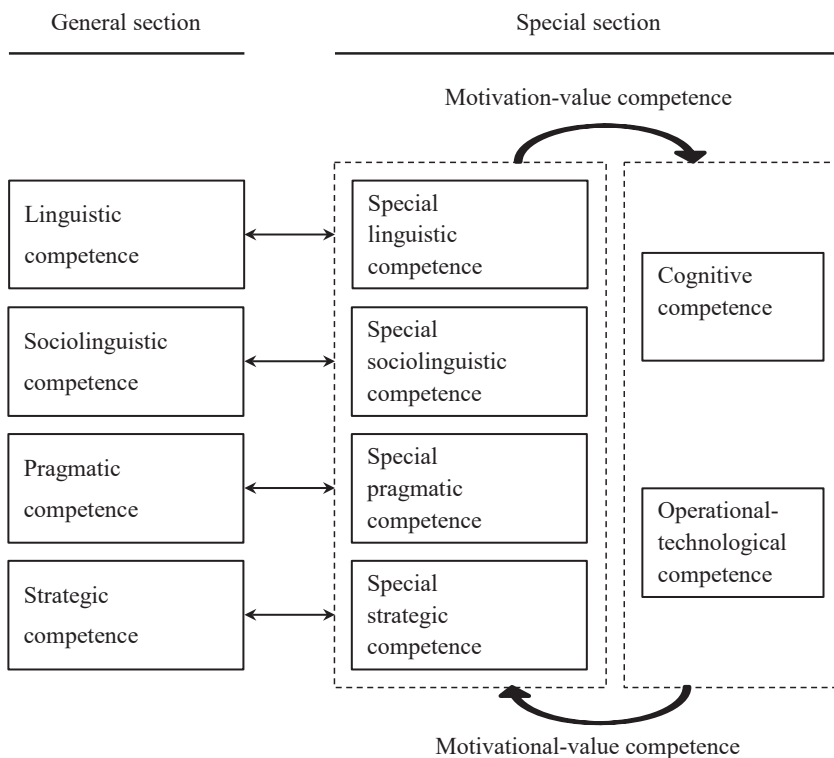


Fig. 1. Structure of social-professional foreign language communicative competence of the intending engineer

Both sections of the professional part develop in their mutual coordination, but the linguistic section in this structure has a higher variability. If the major changes while competences are implemented in practice, the linguistic section of the old major remains subsequently undergoing modifications and serving to form a new professional section.

The components of the foreign language professional section are:

1) cognitive competence:

- foreign language knowledge in the field of mathematics and general engineering subjects;
- foreign language knowledge of specialized subjects;
- knowledge of systems of measurement, variables, terms, standards, specifications, and codes of the countries in which languages are studied;
- foreign language knowledge in the field of organization and interpretation of graphical information;
- knowledge of the specificity of engineering management in countries in which languages are studied;

2) operational-technological competence:

- ability to communicate in writing and orally in a foreign language within the framework of professional standards;
- ability to cooperate in the field of preparation, interpretation, and presentation of information in a foreign language;
- skills of independent search for professionally significant information in a foreign language;
- ability to understand the received instructions and to develop accurate and clear instructions;
- situational choice of relevant ways of communication, including extra lingual means;
- ability to prepare the material for publishing in professional engineering (technical) journals;
- ways of effective delivery of engineering (technical) information to employees and other recipients;
- creating, understanding, and using engineering (technical) documentation;
- managing negotiations, exchange of ideas, and resolving conflicts.

Thus, cognitive competence is essentially a set of knowledge, while operational-technological competence provides ways of organizing this knowledge. Both competences act as certain "customers" of the first (linguistic) section.

The linguistic and professional section of the specialized part of social-professional competence is integrated by motivational-evaluative competence (interest in professional and foreign language training, understanding its significance, need for life-long professional self-education and self-development).

5. Conclusions

The analysis of different approaches (both Ukrainian and foreign) towards interpreting the notions of "foreign language competence", and "foreign language communicative competence" has shown the existing discrepancies in determining the type of connection between the general foreign language communicative competence and professional foreign language competence. One approach includes the professional aspects of the structure of intercultural foreign language competence; the other, conversely, regards the professional competence of the intending

university graduate as a system-creating notion, and within its framework, there resides the foreign language component. There exists an approach towards interpreting foreign language communicative competence as an experience of using the language at a variable-adaptive level depending on a specific speech situation. It means that it does not involve singling out a specific professional component. A balanced approach is deemed the most adequate and expedient regarding the complex professional and foreign language competence as an integrative personal quality of a future specialist with a complex structural organization.

While determining the structure of the foreign language professional communicative competence of the intending professional, it is necessary to start with analyzing the requirements set for their professional work. The available definitions and structural models of foreign language professional communicative competence do not include the specificity of engineering related to special features of engineering objects, the plurality of the ways of their description, the great significance of extralinguistic factors and phenomena in engineering communication, the availability of the information coding system (units of measurement, specifications, standards, etc.), the importance of instructive written and oral communication, the need for organizing cooperation within interdisciplinary work teams.

Based on this approach, the research offers the structure of the social-professional foreign language communicative competence of the intending engineer, which includes the linguistic and professional sections of competences. The links between the structural elements and their relations have been ascertained. The results of the study are being implemented in the academic process at Zaporizhzhia Polytechnic National University within the framework of integrated bilingual teaching of a foreign language and engineering subjects (both professional-oriented and fundamental).

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**PRECEDENT NAMES AS TRANSMITTERS OF HISTORICAL
AND COLLECTIVE MEMORY IN THE POEM “THE TIME IN BURSA”
BY A. H. TANPINAR**

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Summary

This article explores the use of precedent names as carriers of historical and collective memory in A. H. Tanpınar's poem “The Time in Bursa.” Precedent names, being culturally significant proper nouns, evoke historical, cultural, and social connotations that resonate deeply within a collective consciousness. The study analyzes how these names serve as linguistic bridges between past and present, shaping a shared understanding of national identity and heritage in Tanpınar's poetry.

The analysis focuses on the poem's ability to transmit cultural memory through names associated with key historical events, figures, and places, thus linking personal memory with collective historical narratives. By exploring the poetic function of these precedent names, the article highlights Tanpınar's contribution to preserving and enriching the cultural identity of Turkish society.

Employing methods such as textual, intertextual, and historical-linguistic analysis, the research uncovers how Tanpınar's use of precedent names fosters a dialogue between individual and national history, allowing readers to engage with the collective memory of their community. The study positions precedent names not merely as literary devices, but as pivotal elements in understanding the dynamics of memory and identity in Turkish poetry.

This research aims to broaden the understanding of how names rooted in cultural and historical significance can function as powerful transmitters of collective memory, contributing to the formation of a cohesive national identity in literary texts.

Key words: Precedent Names, Historical and Collective Memory, Turkish literature, A. H. Tanpınar, The Time in Bursa.

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1. Introduction

The identification and documentation of ethnocultural vocabulary, particularly non-equivalent terms, and the determination of their status and role in a literary text have gained relevance during the period of globalization and the expansion of national language instruction for foreign audiences.

Ethnocultural vocabulary transmits the national color and linguistic worldview of a particular nation, encapsulating and reflecting the unique features of the customs, folklore, literature, history, and culture of a specific ethnic group, as well as aspects of its geography, economy, social structure, science, art, and more. As the renowned Ukrainian linguist O. Potebnya aptly noted, language is “... not only the best, but also the most certain feature by which we

recognize a people, and at the same time, the only, irreplaceable, and undeniable condition of a people's existence is the unity of language" (*Potebnya, 1992*).

Mastery of cultural-linguistic competence identifies an individual as a representative and bearer of a particular language and culture, someone who is capable of distinguishing culturally significant features, cultural codes, and core value orientations in the linguistic units of members of that culture, interpreting them correctly, and redirecting them appropriately. In our view, special attention should be given to precedent phenomena, which occupy a unique place in the speech of Turkish language speakers and are of particular interest in studying the influence of history and culture on Turkish speech.

Precedent phenomena refer to verbalized forms of ethnoculturally specific phenomena that express the national distinctiveness of a language and highlight certain conditions of a people's existence, culture, language, and mentality. In a specific speech culture, these phenomena take on forms of usage characteristic of that culture. The study of precedent phenomena has been addressed by scholars such as D. B. Gudkov, I. V. Zakharenko, Yu. M. Karaulov, V. V. Krasnykh, O. A. Nakhimova, O. O. Selivanova, R. S. Chornovol-Tkachenko, and other prominent researchers. Among Ukrainian Turkologists who have explored the topic of precedent phenomena in their research, O. V. Borukh, E. Kh. Miniakhmetova, and I. L. Pokrovska deserve mention.

The objective of this study is to explore the role of precedent names in conveying historical and collective memory in the poem "The Time in Bursa" by A. H. Tanpınar. By examining how these names function as cultural and historical signifiers, the research aims to uncover their significance in shaping national identity and collective consciousness. **The object** of this study is the use of precedent names in A. H. Tanpınar's poem "The Time in Bursa" and their connection to historical and collective memory. **The subject** of this research is the linguistic and cultural analysis of precedent names as a means of transmitting historical and collective memory in Turkish poetry, with a focus on A. H. Tanpınar's works.

The study employs a range of **methods** including: textual analysis to examine the presence and function of precedent names in the poem; historical-linguistic analysis to trace the historical significance of these names within the Turkish cultural and political context; cognitive-poetic approach to explore how these names contribute to the construction of collective memory and national identity in the poetic framework; intertextual analysis to identify connections with other literary and historical texts, focusing on how the precedent names invoke shared historical knowledge among readers.

2. The Poem "The Time in Bursa" as a Valuable Source for the Analysis of Precedent Names

Z. Gökalp writes that "Nations shape languages into language. And those who love these nations' languages, who understand and master them divinely – these are the great poets" (*Gökalp, 1975*).

"Poetry occupies an important place in the culture of every nation. There is poetry that endows a group of people with national consciousness, guides them, and leads them toward a specific goal. When it is necessary to express sympathy and love in moments of joy or sorrow, near a child's cradle or on the brink of war, in memory of fallen comrades – in other words, in the various facets of every person's life, poetry holds a special place" (*Çakmakçı, 2013*).

It is also interesting to note that the sultans who ruled the Ottoman Empire, founded in 1299, surrounded themselves with poets and personally composed exquisite poetry in their

spare time from governing the empire. Specifically, the Turkish professor Coşkun Ak even dedicated a book to this, *Poet Sultans* (Turk. “Şair Padişahlar”), where he collected examples of refined poetry from many members of the imperial bloodline (*Pyshnokha*, 2020).

Ahmed Hamdi Tanpınar (1901-1962) was a Turkish writer, poet, literary historian, professor of Turkish literature at the Faculty of Humanities at Istanbul University, and a member of the Turkish parliament.

According to contemporary Turkish critics, A. H. Tanpınar is considered one of the leading Turkish writers and poets of the 20th century (*Kaplan*, 2007). Talat Said Halman, in his book *A Millennium of Turkish Literature*, notes: “An impressive and important contribution [to the development of Turkish literature] was made by the renowned Turkish literati, the eloquent representative of the generation of intellectuals, Ahmed Hamdi Tanpınar, who combined classical Turkish culture, French literature, and modern artistic perception. He was a first-class poet and prose writer, as well as an inspiring professor of literature” (*Halman T.S.*, 2011).

Among A. H. Tanpınar’s poems, the most famous is *The Time in Bursa* (*Bursa’da Zaman*), which simultaneously serves as valuable material for the analysis of precedent names.

In contemporary understanding, the city of Bursa symbolizes relationships without depth, infidelity, selfishness, hypocrisy – all those negative qualities from which humanity has sought to escape for centuries. However, from Tanpınar’s perspective, the city is perceived as a symbol of the history and culture of the Turkish people. The poet, establishing a spiritual dialogue with all the places he encounters in Bursa, transcends historical time. Thus, the poem *The Time in Bursa* becomes a valuable source that must be examined in the context of city-culture-civilization-humanity (*Çakmakçı*, 2013).

*Bursa’da bir eski cami avlusu,
Küçük şadırvanda şakırdıyan su;
Orhan zamanından kalma bir duvar...
Onunla bir yaşta ihtiyar çınar*

*The courtyard of the old mosque in Bursa,
Water boils in a small shadyrvan,
The wall that remains from the time of Orhan...
And an old chinara of her own age.*

Bursa – The First Capital of the Ottomans, a City Where Cultures Intertwined, Reflecting the Spirit of the Turks

Bursa, the first capital of the Ottomans, is a city where various cultures converged, best embodying the spirit of the Turks at the time of its founding and continuing to preserve the Ottoman mosaic of events and figures. From the perspective of historical developments, Bursa represents the beginning of the Ottoman Empire, the brightest period in Turkish history on the path to becoming a global power. It was in Bursa that the Ottomans rose to a qualitatively new material and spiritual level, evolving from a beylik to an empire.

For A. H. Tanpınar, the city is perceived as a symbol of the history and culture of the Turkish people. The poet, who establishes a spiritual dialogue with all the places he encounters in Bursa, transcends the boundaries of historical time. Therefore, the poem *The Time in Bursa* is valuable material that should be examined from the perspective of city-culture-civilization-human (*Çakmakçı*, 2013).

Such material cultural objects as the courtyard of the old mosque and the şadırvan (a small fountain in the mosque courtyard used for ablution before prayer) are used, in our opinion, as precedent phenomena, directing the recipient to the religious aspect of the city, to the spiritual world of individuals revealed through these symbols. Moreover, they guide the reader to the heroic past of the 600-year-old Ottoman Empire, transmitting historical memory to future generations of Turks.

In A. H. Tanpınar's poem *The Time in Bursa*, we encounter precedent names of Turkish rulers: **Orhan Gazi** (1288-1359) – a Turkish bey from the Ottoman dynasty, the second ruler of the Ottoman state, who reigned from 1326 to 1359. During Orhan's reign, many conditions were established for the transformation of the small Ottoman beylik into a powerful state. Ottoman power in Anatolia greatly increased, state organization became more structured, and the Ottoman army, previously consisting solely of regular cavalry, was reorganized and supplemented by an infantry corps of janissaries. Orhan also led the first Turkish conquests in Europe.

The times of Orhan represent heroic times in the history of the Turkish people. Thus, "the wall of Orhan's times" is not just a pile of stones but an invaluable history of the nation. The expression "*the wall from Orhan's times*" emphasizes that the state rose and became powerful, transforming into an empire under Orhan Gazi.

The phytonym *chinara* – "*plane tree*" (tr. *çınar*) also holds special significance – this tree was considered sacred by the Turks, a "great tree," around which various religious rites and sacrifices were performed. As a precedent phenomenon, the plane tree symbolizes time and, in this context, represents the Ottoman past. Just as the plane tree's strong roots penetrate deep into the ground, holding the tree firmly, so too is history not merely a segment of time but what holds a nation together (the old plane tree may also suggest that the heroic past is far behind and that the grandeur of the Ottomans is no longer present) (*Pyshnokha*, 2020).

*Ömrünün timsali beyaz Nilüfer,
Türebeler, camiler, eski bahçeler,
Şanlı hikâyesi binlerce erin
Sesi nabzım olmuş hengâmelerin
Nakleder yâdını gelen geçene.*

*The white Lily, the epitome of life,
Tombs, mosques, old gardens,
The glorious story of thousands of soldiers
The sound of turmoil has become my pulse
He conveys his memory to those who pass by.*

A. H. Tanpınar also highlights another symbol of Bursa – the *Nilüfer*, *the Lily*. By referring to it as white, he once again transports us to the time of Orhan and reminds readers of the ruler's wife, Nilüfer Hatun. Through this precedent phenomenon, the author not only places the reader in a specific historical period but also emphasizes significant cultural and historical details, particularly the role of women during the formative stage of the state.

*Muradiye sabrın acı meyvası,
Ömrünün timsali beyaz Nilüfer,
Türebeler, camiler, eski bahçeler,
Şanlı hikâyesi binlerce erin*

*Sesi nabzım olmuş hengâmelerin
Nakleder yâdını gelen geçene.*

Muradiye is *the bitter fruit of patience,*
The white Lily, the epitome of life,
Tombs, mosques, old gardens,
The glorious story of thousands of soldiers
The sound of turmoil has become my pulse
He conveys his memory to those who pass by.

Muradiye is a city and district in the Van Province (Turkey) that initially belonged to the Armenians, later passed to the Seljuk Turks, and eventually to the Ottoman Turks. According to legend, this city was renowned for its abundance of fruit trees and bountiful harvests. Locals would greet each other with the word “rejoice,” reminding one another of the plentiful fruit harvest. In the line “Muradiye, the bitter fruit of patience,” the poet describes the rise during the foundation of the Ottoman Empire, associated with the hardships overcome for future success. The author chooses to highlight the idea that alongside triumphs – the “sweet fruits” – one must also endure difficult periods, appropriately noting that “patience is a bitter fruit” (*Pyshnokha, 2020*).

Tombs and mosques are architectural features characteristic of the Turkish worldview, imbued with religious connotations.

Through the synthesis of historical figures and realities, the concepts of homeland, and architecture, the author directs the reader's imagination towards national history, instilling a sense of belonging, pride in great ancestors, and a feeling of national identity.

Yeşil türbesini *gezdik dün akşam,*
Duyduk bir musikî gibi zamandan
Çinilere sinmiş Kur'an sesini.
Fetih günlerinin *saf neşesini*
Aydınlanmış buldum tebessümünle.

We visited the Green Tomb last night,
We heard from time like a music
The sound of the Qur'an on the tiles.
The pure joy of the days of conquest
I found it enlightened by your smile.

Yeşil Türbesi – The Green Tomb, the mausoleum of the fifth Ottoman Sultan Mehmed I in Bursa, was built by Mehmed's son, Murad II, in 1421. The architect, Hacı İvaz Pasha, designed both the tomb and the Yeşil Mosque directly opposite it. The Green Mosque is the most elaborately decorated mosque in Bursa. The façade is made of white marble, and the prayer hall is lined with beautiful green tiles. The marble carvings that adorn the central portal and windows are considered masterpieces of Ottoman art. In the room preceding the main hall, which is crowned by two domes, there is a pool with a marble fountain. The walls of the mosque's interior are decorated with tiles in shades of blue, green, turquoise, and sky blue, interspersed with white letters in Arabic script.

Fetih – Sultan Mehmed II Fatih (the Conqueror) (1432–1481) was an Ottoman Sultan and the greatest military commander of his time, who conquered Constantinople, bringing

an end to the independent existence of the Byzantine Empire, the Crimean Khanate, Serbia, Morea, the Empire of Trebizond, Bosnia, and Albania. He is regarded as a national hero in Turkey. The days of Fatih (**Fetih günleri**) are remembered as days of great conquests and victories.

*Bir zafer müjdesi burda her isim:
Sanki tek bir anda gün, saat, mevsim
Yaşıyor sihrini geçmiş zamanın
Hâlâ bu taşlarda gülen rüyanın.*

*Every name here is a herald of victory:
As if in a single moment day, hour, season
Living the magic of time past
The dream that still laughs on these stones.*

3. Conclusions

In the poem “The Time in Bursa” A. H. Tanpınar by utilizing precedent names, appeals to the historical past of the Turkish people, awakening the memory and cultural-historical consciousness of the nation. He reminds readers of their great ancestors and the connection of modern Turks to them, as well as the continuation of their nation and culture.

A. H. Tanpınar employs precedent names such as *Yeşil Türbe (Green Tomb)*, *Muradiye*, *Nilüfer*, and *Gümüşlü* to evoke the legendary past of the Turkish people, their historical and cultural continuity, and to express his joy and pride in the achievements of his ancestors.

The poem, like the city of Bursa itself, continues to preserve the Ottoman mosaic of events and figures. From the perspective of historical developments, Bursa represents the beginning of the Ottoman Empire, the most vibrant period of Turkish history on the path to becoming a global power. It was in Bursa that the Ottomans rose to a qualitatively new material and spiritual level, evolving from a *beylik* to an empire. Precedent names in this poem direct the reader toward the heroic past of the Ottoman Empire.

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“SOUVENIR FROM LVIV” BY VIKTOR KAMINSKY AS AN EXAMPLE OF THE AUTHOR’S EMBODIMENT OF THE CONCERT GENRE

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Summary

This article highlights the distinctive features of Kaminsky's individual style and musical language as realized in his Concerto "Souvenir from Lviv" four piano duet and orchestra, and determines the main interpretive aspects of the piece.

"Souvenir from Lviv" exemplifies Kaminsky's ability to merge postmodern eclecticism with neo-romantic emotionality. Kaminsky integrates elements of neo-styles, including neo-romanticism and neo-baroque, which add special depth and complexity to his work. These stylistic elements allow the composer to create a rich sound landscape, where traditional forms mix with contemporary harmonies. This highlights the connection between the past and the present, which is typical for Lviv as a city with a rich history. Kaminsky mixes neo-romanticism and modern music to create a special feel of an old city. He stays open to new experiences and emotions, which helps him express the spirit of the time and place through his music. The piece is notable for its instrumentation, featuring two pianos, percussion, and a string orchestra.

The four-part structure of the concerto, with programmatic titles such as Aria and Choral, as well as the subtitle *à la Partita*, allude to the Baroque suite. However, the selected movement order (fast-slow-slow-fast) and the thematic arch between the first movement and the finale suggest the composer's rethinking of the genre, merging the cyclic suite form with the virtuosity of the concerto.

Based on the stylistic approach of Viktor Kaminsky's Concerto for Two Pianos and Orchestra, we can formulate the performance and interpretive challenges that arise for the solo pianists. The performance and interpretation of a work are influenced by its figurative content and should align with the author's intentions in order to fully reveal the intended meaning.

Key words: concerto, piano duo, ukrainian music, ukrainian composer, composer's creativity, musical style, postmodernism, interpretation.

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1. Introduction

Viktor Kaminsky (b. 1953) is a Ukrainian composer, educator, and prominent figure in the musical community. His name is well-known both in Ukraine and internationally. His creative achievements have been recognized with numerous prestigious state awards, including the title of Honored Artist of Ukraine (1995) and the Shevchenko National Prize (2005). Throughout his career, Kaminsky's compositions have earned several significant awards, such as the O. Havryliuk Award (1981), the M. Lysenko Award (2000), and the S. Liudkevych Award (2004).

After receiving a thorough musical education at the Lviv Conservatory (1972-1977, under the composition class of Volodymyr Flys) and completing postgraduate studies at the Moscow

Conservatory (finished in 1986, supervised by Tikhon Khrennikov), Kaminsky developed his own compositional principles, which he continues to successfully pass on to his students. Among his notable pupils are I. Bilozyr, B. Vynnytska, V. Manyk, O. Manulyak, V. Pavenskiy, K. Stetsenko, and others. His fascination with modern compositional techniques culminated in the creation of the first Ukrainian textbook on electronic and computer music (2001).

2. Kaminsky's Creative Work in Musicological Studies

The composer's works have been the subject of numerous musicological studies. Scholars such as Levko Zakopets, Yuriy Korchynsky, Khrystyna Fleichuk, Ostap Manulyak, Viktoriya Sydorenko, and others have written on Kaminsky's work. The most in-depth research has been conducted by Dr. L. Kiyanovska, whose works focus on the national and stylistic aspects of Kaminsky's compositions.

However, Kaminsky's Concerto for Piano Duo and Orchestra ("Souvenir from Lviv") has yet to attract much attention from researchers. The aim of this article is to highlight the distinctive features of the composer's individual style and musical language as realized in this piece, to determine the main interpretive aspects.

The study employs several methods: general scientific (analysis and synthesis, induction and deduction), theoretical research methods (from generalized to concrete), interviewing method.

3. The Concerto Genre in Kaminsky's Work

In the context of the Concerto "Souvenir from Lviv", it is important to note that Kaminsky has explored the concerto genre throughout his career. His body of work includes the Violin Concerto (1979), Concerto for Oboe and Chamber Orchestra (1980), Concerto "In Memory of Vasyl Barvinsky" for Piano and Chamber Orchestra (1995), Concerto for Four Soloists, String Orchestra, Harpsichord, and Organ (1996), Violin Concerto No. 2 "Christmas" (2001), Superharmony in the Rhythms of the "Ocean" for Violin and Chamber Orchestra (2007, inspired by the band "Okean Elzy"), Berliner Concerto Grosso for Saxophone, Accordion, and Chamber Orchestra (2013), Souvenir ze Lwowa for Two Pianos, Percussion, and String Orchestra (2018), and Leopold Concerto Grosso for Organ and String Orchestra (2020).

The Concerto for Two Pianos and Orchestra ("Souvenir from Lviv" or "Souvenir ze Lwowa a la Partita") was commissioned by the Polish piano duo Robert Gavronski and Jakub Brawata. The work premiered in December 2018, performed by musicians from the Jan Długosz University Institute of Music, the piano duo R. Gavronski and J. Brawata, and the Czestochowa Philharmonic Symphony Orchestra under the baton of Y. Svoboda.

The Ukrainian premiere took place on December 3, 2023, at the Myroslav Skoryk Lviv National Philharmonic, featuring the Lviv piano duo Oksana Rapita and Myroslav Dragan, accompanied by the Symphony Orchestra of the Vasyl Slipak Opera Studio of the Lviv National Music Academy under the direction of Yuriy Porokhovnyk.

4. Stylistic Features of Kaminsky's Compositional Handwriting

In pursuit of the article's goal, we attempt to identify the key traits of Kaminsky's compositional style as manifested in this concerto. Lyubov Kiyanovska asserts that Kaminsky's oeuvre aligns with certain postmodern aesthetics, including thematicism, dialogues with

various past epochs, and the fluidity of stylistic and genre transformations: from new folk music to neo-Baroque, and from canonical liturgical works to popular songs (*Kiyanovska, 2013: 104*). Kiyanovska also reveals the composer's personal worldview, emphasizing that the profound spiritual and semantic content of his works transcends postmodern stylistics and manifests in three core principles:

1) The search for a shared spiritual code between modern soundscapes and the cathartic insights of earlier great epochs, with Kaminsky's musical dialogues being intellectually profound and marked by creative independence;

2) A return to Ukrainian musical roots – both folk and professional – with the aim of uncovering an unbroken historical continuity;

3) The aspiration to harmoniously unite elite and popular art forms (*Kiyanovska, 2013: 105*).

Kaminsky's own artistic credo is expressed as follows: "The world is too diverse and changeable to limit oneself with rigid boundaries. True art is always open to new impressions and experiences. My ideal indeed exists: it is living nature. There is no absolute standard of beauty in it, but millions of manifestations of perfection, each enchanting in its own way... What's important is that every artistic work has its own internal logic, purpose, and is created with full spiritual and emotional conviction. And it's crucial that the artist feels the spirit of their time and environment" (*Myroslav Skoryk Lviv National Philharmonic, 2023*).

"Souvenir from Lviv" exemplifies Kaminsky's ability to merge postmodern eclecticism with neo-romantic emotionality. The piece is notable for its instrumentation, featuring two pianos, percussion, and a string orchestra. This combination allows Kaminsky to explore a wide range of timbres and textures, creating a rich and engaging soundscape. The use of two pianos introduces an element of dialogue and interplay, which is further enhanced by the rhythmic complexity provided by the percussion section. The postmodern aspect of "Souvenir from Lviv" is evident in its eclectic style. Kaminsky incorporates diverse musical influences, drawing from various traditions and genres. This approach challenges listeners to engage with the music on multiple levels, as unexpected juxtapositions and playful elements keep the audience intrigued. The piece's structure allows for a fluid exploration of different musical ideas, reflecting the postmodern tendency to blur boundaries between styles. At the same time, "Souvenir from Lviv" showcases neo-romantic qualities through its emotional depth and lyrical expressiveness. Kaminsky employs lush harmonies and sweeping melodies that evoke strong emotional responses. This emotionality is a defining feature of neo-romanticism, providing a counterbalance to the intellectual complexity of postmodern techniques. The piece invites listeners into an intimate and personal experience, where the music's emotive power resonates deeply. Cultural themes also play a significant role in "Souvenir ze Lwowa". The title references Lviv, a city with rich historical significance in Ukraine. This connection adds another layer of meaning to the work, inviting interpretations that consider both personal and collective memory by drawing on cultural and historical themes.

The four-part structure of the concerto, with programmatic titles such as Aria and Choral, as well as the subtitle *a la Partita*, allude to the Baroque suite. However, the selected movement order (fast-slow-slow-fast) and the thematic arch between the first movement and the finale suggest the composer's rethinking of the genre, merging the cyclic suite form with the virtuosity of the concerto. The solo instruments are not in competition but in constant dialogue, complementing each other. Ukrainian pianist Oksana Rapita notes the complementarity of the soloists and orchestra: "The solo instruments are organically intertwined, creating a shared texture that seems to flow from one instrument to the other, both horizontally and vertically."

Souvenir from Lviv is a true musical postcard, creatively capturing the rich soundscape of the historic city, with its church bells, bustling squares, grand polyphony of cathedrals, museums, and old and modern buildings, the rumble of trams, and street musicians singing bawdy songs. The sound imagery of Lviv is realized through a variety of percussion instruments, enriching the orchestral texture with additional colors.

5. Musical Expressiveness and the Main Interpretative Aspects in "Souvenir from Lviv"

Based on the stylistic approach of Viktor Kaminsky's Concerto for Two Pianos and Orchestra, we can formulate the performance and interpretive challenges that arise for the solo pianists. The interpretation of musical works is one of the most important problems of music performance. Since music requires the act of reproduction through the performer, a musical composition finds its real sound only in the process of performance. Artistic interpretation presupposes a deep penetration into the content of the musical work, an individual approach of the performer to it, and the presence of one's own creative concept. Music performance is considered within the context of objective and subjective factors related to the depth of revealing the composer's artistic intent and the degree of the performer's creative freedom. In particular, a significant part of the performers insists on complete adherence to the composer's intent. Others advocate for the interpreter's right to a creative approach, motivating their position by the nature of musical art and the specifics of music performance.

Therefore, based on the defined concepts, let us try to outline the main tasks that arise for the interpreters of Viktor Kaminsky's "Souvenir from Lviv." Having analyzed the score of the work, we come to the conclusion that the musical canvas is quite transparent, and the combination of the parts of the solo instruments with the orchestral voices appears graphically balanced and precise. This necessitates the selection of necessary performance techniques and means to preserve the author's intent. After all, as the name of the work implies, a souvenir is something small but pleasant, capable of evoking and sustaining pleasant emotions as a reminder of a place, event, or people we have met in our lives. The four movements of the cycle – I. Perpetuum mobile, II. Aria, III. Choral, IV. Finale – reproduces a full-blooded picture of the life of a multinational city with an ancient history.

Movement I, Perpetuum mobile, plays the role of a kind of introductory prelude, introducing the listener into the sound aura of an ancient city. Written in the form of a rondo with two contrasting episodes: Allegro moderato, Meno mosso, Allegro moderato, Più mosso, Allegro moderato. The refrains have a clearly defined tonality of C major, while the episodes lose their tonal support. The part has a through-composed structure with a culmination in the second episode, Più mosso. In the refrains, the composer uses the imitative type of development.

Perpetuum mobile is a transparent-sounding part, light and joyful, filled with shimmering ripples of scale-like and arpeggiated passages, posing the task of unwavering metrical-rhythmic stability for both the soloists and the orchestra. To preserve the lightness and airiness of the refrain, the use of pedaling is extremely refined: half and quarter pedals are used, alternating with episodes without pedaling. The contrasting virtuoso technical episodes require a well-organized pianistic apparatus. It is necessary to use the "toccata" technique of playing to reproduce the sharpness of the intonational turns. This part is characterized by a fairly balanced dynamic palette: within the range of *p* – *f*.

Movement II, *Aria*, is a lyrical oasis of the *Concerto*, has an internal division into seven sections that have received a through-composed development: *Andante sostenuto*, *Più mosso*, *Andante sostenuto*, *Maestoso*, *Meno mosso*, *Più mosso*, *Andante sostenuto*. This part as a whole is marked by strong dramatic tension, which is achieved by comparing contrasting themes, tonal and atonal episodes, dynamic drops, contrasting intimate lyrics and expressive dramatic outbursts.

It begins with evenly marching quarter chords in the piano part, which should be performed with a soft touch. The melodic line requires soft legato, singing sound production of long phrase lines, reproduction of a balanced and in-depth character of the main theme. Of exceptional importance is the performer's ability to reproduce the entire spectrum of psychological states – from self-absorbed meditateness to expressive expressiveness.

Part III, *Choral*, introduces the listener into the philosophical-meditative imaginative sphere, is a direct allusion to the spiritual hymns of the Eastern rite, which are manifested in the polyphonic chordal conduction of the melodic line. The part is the most integral in terms of thematicism. First of all, *Choral* sets the task of ensemble for the soloists – maintaining the vertical in chords, which is achieved through a soft touch. Important is the planning of culminating points and the determination of the dramatic climax.

In the *Finale*, the main theme is the famous Lviv hit song called "Tylko we Lwowie" ("Only in Lviv"). The song, which became a kind of symbol of the city of Lviv, "Only in Lemberg," was written in 1939 by the authors Emanuel Schlechter (poetic text) and Henryk Wars (music). Kaminsky introduces the first motive of the famous batyarsky song to emphasize the peculiarity and beauty of the sound palette of this Ukrainian city. Reminiscences in the *Finale* pass themes from parts I and II of the *concerto*, forming a kind of unifying thematic arc of the work.

In the *Finale*, it is important to prominently conduct the motive of the song "Only in Lviv," contrasting the bright and carefree theme of the first part of the *concerto* and the self-absorbed lyrical theme of the second part in precisely maintained metro-rhythm.

6. Conclusions

Through the example of the *Concerto "Souvenir from Lviv"*, we can observe the characteristics of Viktor Kaminsky's compositional style. He contrasts meditative introspection and intellectual spirituality with moments of explosive expressiveness and virtuosity. His lyrical style is delicate and intimate, while the use of polyphony underscores the intellectual nature of his writing. Kaminsky's musical language is built on contrasts between tonal and atonal elements and psychological states. He employs quotation, polyphonic techniques, and rich harmonies, enhancing the expressive potential of his compositions.

Kaminsky integrates elements of neo-styles, including neo-romanticism and neo-baroque, which add special depth and complexity to his work. These stylistic elements allow the composer to create a rich sound landscape, where traditional forms mix with contemporary harmonies. This highlights the connection between the past and the present, which is typical for Lviv as a city with a rich history. Kaminsky mixes neo-romanticism and modern music to create a special feel of an old city. He stays open to new experiences and emotions, which helps him express the spirit of the time and place through his music.

The performance and interpretation of a work are influenced by its figurative content and should align with the author's intentions in order to fully reveal the intended meaning.

The *Concerto for Two Pianos and Orchestra* stands out as a unique and innovative realization of the composer's ideas, likely to become a repertoire favorite for many piano duos.

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INNOVATION, WORK, SOCIETY**EDUCATION AS A MAJOR CAPITAL AND THE MAIN BASIS
FOR THE ECONOMIC POTENTIAL OF THE COUNTRY****Viktoriia Akmen**

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Summary

Based on the works of philosophers of the ancient world and scientists of our time, the article analyzes the need for the existence of two components of its development in any country, namely human capital and financial and political opportunities. Attention is paid to the fact that intellectual potential is a set of resources that include human intelligence and creative ability, with its characteristic educational and qualification indicators. It is proved that higher education graduates are the intellectual core that forms the market of qualified specialists capable of becoming the economic potential of the country. It is shown that the rational use of this potential, in combination with other scientific achievements of society, contributes to the achievement of a new quality of economic development, raising living standards and preserving the environment for future generations. That is, the level of awareness and education of each individual is the molecule that lays the foundation for consolidating the country's competitive influence in the international market. To implement the above, the need for more active use of public administration in the educational process at all levels is determined, the expediency of applying legislative regulation of the process of interaction between higher education institutions and business structures is investigated, both for the establishment of

joint projects and processes of commercialization and reform of education in different countries, including in modern Ukraine, and for achieving positive changes in strategic planning and economic development.

Key words: human capital, intellectual capital, “knowledge economy”, the country, economic development, business structures, legislative framework, higher education institutions, educational process, innovations.

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1. Introduction

Ideas and evidence on the interdependence of the development of the country's economy on the intellectual potential of the population have been put forward by scholars since Aristotle, Xenophon, Plato, Socrates and other philosophers of the ancient world. The first scientific ideas were formed under the influence of the Industrial Revolution and at the stage of development of the market economy. When studying the works of A. Smith, later N.G. Mankiw, R.J. Barro and others, modern scientists are inclined to conclude that the knowledge, skills and experience of people are the magical property of society, which, along with machines and technologies, contributes to the advancement and economic growth of countries (*Plaksiuk et al., 2023: 161*). Later, in the XVI–XVII centuries, the need to develop scientific knowledge as a pillar for the development of the state became one of the main ideas of the first scientific revolution. Among Ukrainian scientists and philosophers, M. I. Tugan-Baranovsky, V. I. Vernadsky and others noted the integral role of intellect in the development of the economic state of the state. From the economic point of view, intellectual capital can be assessed as an intellectual product that has a value. That is, since ancient times, there has been a gradual capitalization of human knowledge, and, accordingly, the commercialization of intellectual labor products, which in market conditions explains the concept of “intellectual capital”, which is synonymous with “intellectual potential” (*Semykina et al., 2011: 52*).

The basis for the development of various alternative concepts of intellectual human capital was I. Fisher's theory of capital. The authors who support his concepts consider human capital more broadly, saying that it is not only a set of knowledge, skills and ability to work, but also physical, psychological, ideological, social and cultural characteristics and abilities of people. However, everyone came to the conclusion that the economic potential of the state is determined by the level of intellectual awareness, and, accordingly, the level of innovative developments and implementation in production.

Accordingly, the development of the level of education, new inventions, and the accumulation of scientific potential led to the growth of intellectual capital as one of the components of the economy of states. This contributed to the consistent growth of the applied value of scientific activity and the spread of respect for the intellectual work of teachers, doctors and lawyers. Understanding this contributed to the growth of educational institutions, and the leadership of states wanted to increase the number of citizens who have the intellectual potential to seek new knowledge and discoveries. Starting in the twentieth century, new secondary and higher education institutions were opened, the number of scientists grew, and the number of new discoveries and innovative implementations increased accordingly. The concept of “academic capitalism” emerged, which was interpreted, for example, as an economic category that reflects

the processes of capitalizing scientific knowledge in order to turn it into a priority resource, the use of which provides competitive advantages. It also includes the process of transforming knowledge into an economic category of goods (*Kuznetsova, 2021: 7–8*). The era of intellectual assault has begun, characterized by an increase in the number of higher education institutions, an increase in the total intellectual resource of the countries and the entire planet and the active influence of such a resource on the development of both the economy of enterprises and the economy of entire countries.

However, today education in Ukraine requires a transformationally updated connection with the modern needs of entrepreneurs and manufacturers, as well as the requirements of the economy and global trends (*Kyzym et al., 2021: 15*). Therefore, it is necessary to carry out a systemic reorganization in the field of education, science and innovation to ensure the proper quality of education that meets the needs of business for quality developments in basic and applied sciences, as well as to integrate higher education and science into the development of the country's economy.

Since the beginning of the twenty-first century, the situation has changed, and higher education institutions have saturated the market and started to compete for further business. Today, quality education is recognized as one of the key indicators of a high standard of living, an important means of ensuring social and cultural harmony, and an engine of economic development. This is emphasized both at the international and national levels (*Timchenko, 2013: 296*).

The modern competitiveness of educational institutions is almost identical to the usual competition of enterprises in the market, where the advantage is achieved exclusively through constant and systematic innovations covering all aspects of scientific and methodological activities, including administrative and management personnel (*Akmen et al., 2022: 137*). The formation of competitive advantages of educational institutions as a sector of the economy is based on the efficient use of all available resources, both financial and material, and intellectual. Therefore, a harmonious combination of educational resources with business needs is particularly relevant, which contributes to the development and realization of intellectual potential. This potential, if properly motivated, becomes an inexhaustible source for sustainable economic development of the state.

2. Interconnection of economic and business development with educational institutions and the level of knowledge of the population

It should be noted that the role of education and innovation in creating a developed knowledge-based economy is central in the modern world, where information and technology are becoming the main drivers of progress and growth of the state's potential. In other words, there is a situation where the main factors of production and its productivity depend on the level of knowledge and skills, the amount of automation and the speed of obtaining the final product, i.e., are determined by the level of innovation. Accordingly, any entrepreneur understands the dependence of economic growth on the accumulated and utilized intellectual capital, namely the level of knowledge and intellectual capabilities of professional employees. It is the level of quality of specialists as the future intellectual capital in business that should be the basis for the work of higher education institutions and determine their competitive level in the market of educational services.

Accordingly, a relationship can be established between business structures and higher education institutions with a common goal of training a knowledgeable, intelligent, and

responsible decision-maker. The more applied knowledge a student receives during his or her studies, the greater his or her intellectual capital, the faster the transformation into material resources (tangible capital), which is the basis for future business profits and the formation of taxes to replenish the country's treasury.

This combination is a successful economic symbiosis and is known as the often-used term “knowledge economy.” According to UN experts, the knowledge economy is a system in which knowledge is created, disseminated and used to stimulate economic growth and increase the international competitiveness of a country. They emphasize the importance of the amount of knowledge as a key factor in development and its contribution to the information enrichment of all participants in economic processes (Novikova *et al.*, 2018: 509). In other words, the knowledge economy is based on the acquisition and further application of knowledge as the main source of advantages in competition and further development of education and educational institutions. If we analyze the components of such a symbiosis, we should highlight the following key positions, the role of which is decisive in the evolution of knowledge and progress towards economic development (Fig. 1). The knowledge management paradigm is constantly evolving and adapting to modern challenges, integrating the latest professional developments, promising criteria for the development of various specialties and new opportunities for solving complex problems.

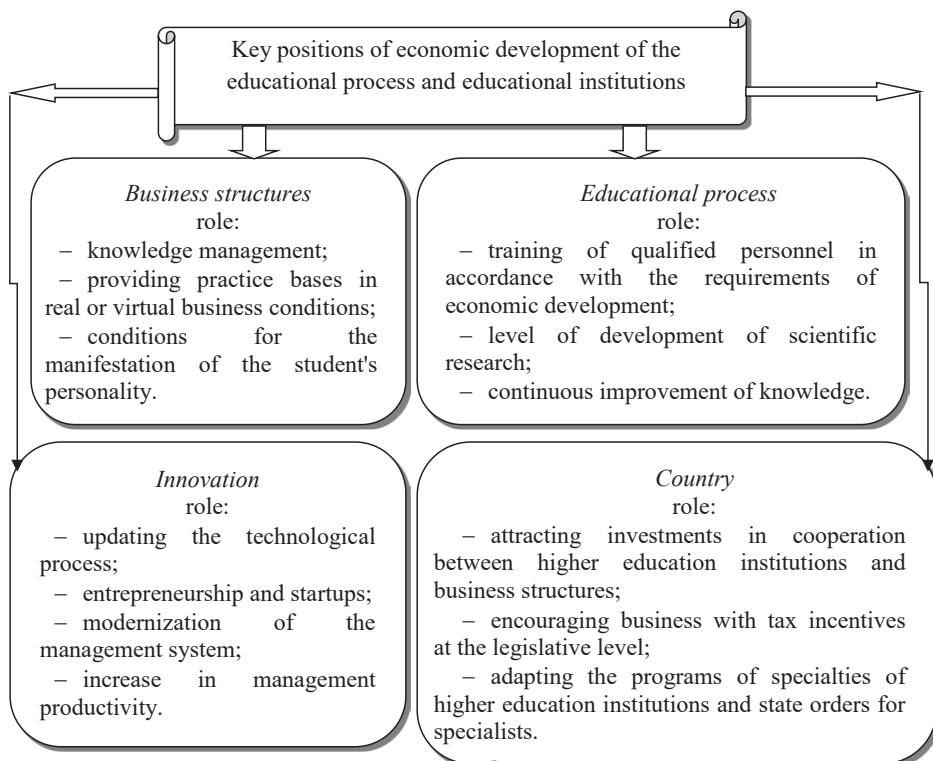


Fig. 1. Key positions for the economic development of the educational process and educational institutions

2.1. The educational process and its interaction with business and the economy

The educational process is a key element in the formation of the knowledge economy, as it contributes to the development of human capital, which is the main resource of the economy. High-quality education creates the conditions for the development of critical thinking, creativity, the ability to innovate and adapt to rapid changes that are essential for maintaining competitiveness in the business environment. Considering the position on the training of qualified personnel in “Entrepreneurship and Trade”, it should be noted that it is specialists with deep knowledge in their field who are able to generate new ideas, products and services, which increases competitiveness and promotes economic development.

In order to be competitive and economically developed, universities combine the functions of educational institutions and research institutes, become centers of innovation, creating not only a basis for acquiring new knowledge, but also for developing new technological solutions that, when applied in industry or economic activity, contribute to the development of the country (*Akmen et al., 2022: 31*).

Analyzing the needs of the economy and business in the training of graduates of our faculty, in particular specialists in business and trade, it should be noted that the rapid development of information technology, globalization of the labor market, growing competition and commercialization necessitate constant updating of knowledge, skills and abilities of specialists. Accordingly, higher education staff should reorient the teaching process so that graduates have real chances of employment at enterprises of various forms of ownership. This position is supported by experts from business structures and employment centers, as they are the ones who are most familiar with the realities of the labor market and know how often young people face difficulties in finding a suitable job after graduation. Employment centers should be a link between the labor market and higher education institutions, as they provide a demand for specialties, skills, and knowledge that are in demand in business and government agencies. Employment centers can direct already trained professionals to additional short-term courses to increase their educational and professional potential in line with the needs of the economy and business.

This creates a certain impetus for organizing the process of continuous learning and acquiring additional competencies, such as a foreign language, web technologies, knowledge of the industry's regulatory and scientific framework, modern professional developments and promising criteria for the development of the professional field.

2.2. Innovations in the educational process, their interaction with business and the economy

The innovations are another special element in the knowledge economy. They ensure the development of new processes, developments and the introduction of new products, services and business models that contribute to productivity and value creation. Innovations in the knowledge economy can be seen in the introduction of new information technologies, automation, and digital solutions that help to improve the efficiency of production and service delivery.

Also, in terms of the development of the economic side of the educational process, it should be noted that education supports the development of entrepreneurial skills and subsequently contributes to the emergence of new innovative companies and startups, which, thanks to the acquisition of professional skills (in the case of close cooperation between educational institutions and business structures), even in the absence of large investments, have great potential for development and growth. Such companies have great prospects for rapid adaptation to market changes and the creation of a product in demand in the market.

The increase in management productivity is driven by innovations in optimizing cooperation between company employees, restructuring the process of interaction and management decisions to reduce overall costs and increase resource savings. On the other hand, the increase in productivity is characterized by the optimization of technological processes in production, which aims to improve product quality.

The most productive and promising mechanism is the relationship between education and innovation, as education and educational institutions should be the basis for the emergence and development of innovations, providing training for proactive professionals capable of developing new ideas and technologies. In turn, innovations stimulate demand for new knowledge and skills, which requires further development of educational programs and systems. This cyclical process contributes to sustainable economic growth, as countries that invest in education and science tend to have higher rates of economic development.

2.3. The role of the state in the development of the “knowledge economy” and support of higher education institutions

A number of scholars believe that the innovative economy of a country can develop on the basis of the legislative framework of the state and through the efforts of human capital, which becomes an integral determinant of economic growth (*Kolomiets, 2018: 143*). After all, the costs of investing in the educational development of human capital are borne by both the holders of this capital and the entire society through the financing system introduced and organized by the state as a stakeholder in this process.

Analyzing the legislation of Ukraine, it should be noted that at the beginning of the development and formation of Ukraine as a country, the development of education was identified as a priority area that affects the development of the economy. Thus, according to the previous Law of Ukraine “On Education” (1991), Article 61, paragraph 2, stated that the budget allocations for education should be at least 10% of the national income (approximately 8% of GDP). However, for three decades, at the level of local budgets, this norm was fulfilled only by 3.2% to 5.5%, while in the state budget, the figures were even lower, with education spending not exceeding 2.7% (*Semenets-Orlova, 2018: 297*). Together with the lack of effective state support for education and legislative regulation of relations between business structures and higher education institutions, the situation has had a negative impact on the financing and development of science and the educational process.

The current legislative framework regulating the educational process contains norms that are closer to European standards, for example, it provides for the possibility of obtaining and awarding several additional professional qualifications, which are based on the introduction of elective educational components; the possibility of studying in interdisciplinary educational programs. Also, a higher education student who has completed certain educational programs may be awarded two professional qualifications (*Zakon Ukrainy № 3642-IX, Zakon Ukrainy № 2145-VII*). However, no legislative changes have been adopted to stimulate mutually beneficial cooperation between commercial entities and higher education institutions.

Successful examples where the country actively supports higher education institutions are South Korea and Finland. In these countries, higher education institutions successfully develop and benefit the economy of the country, as there is support and active investment in education and science at the legislative level. Educational systems aimed at developing innovative potential show high economic results and ensure competitiveness in the global market. Such countries actively support scientific research, develop high-tech sectors, and stimulate innovative entrepreneurship.

3. Analysis of economic benefits from investments in education and their impact on productivity and economic development

The active advancement of society, which occurred due to breakthroughs in scientific and technological developments, has brought about changes in the social status of society and economic development of states. Scientific and technological progress has also influenced the formation of human capital theory as an independent scientific concept. The second half of the twentieth century saw a demand from countries around the world for knowledgeable, highly skilled workers, which determined the immediate need to increase the importance and popularization of education among the population. A qualified person with a higher or secondary education has become in demand in the labor market, and investing in employee training has become economically profitable.

Today, the role of any European country, including Ukraine, in the formation and development of human capital is significant. Countries introduce incentive and compulsory measures for its growth. Compulsory measures include compulsory schooling and preventive medical procedures, such as vaccination. The main incentive measures are those that the state implements through the tax system and subsidies, as well as the regulation of prices for resources needed for investment in human capital. After all, it is the level of development and intelligence of human capital that can determine the level of development of a country.

An important task for stimulating investment in human capital is to determine the specific effects and levels of efficiency for the state, the enterprise, and employees. The economic effect for the enterprise is calculated as the difference between the additional income from investments and their costs for the reporting period. However, it is difficult to determine the exact impact of these investments on profits. Therefore, the purpose of assessing the efficiency of investments is not only to calculate the economic effect, but also to confirm the possibility of achieving it.

One way to demonstrate the economic benefits of business investment in education, training and skills development, as well as the impact of this investment on productivity and economic development, is to engage higher education institutions in cooperation under the concept of clustering. This concept focuses on close ties between companies that are united in a network structure for the productive production of any products and services with the active use of each other's innovative developments.

At the same time, the focus is on innovations in high-tech sectors, where the research sectors of higher education institutions are useful as partners in generating new ideas, implementing experimental developments, developing and improving technologies and products. That is, the scientific potential of educational specialists is becoming a necessary link in the development of a technologically competitive policy, where enterprises with different levels of investment and higher education institutions as centers of scientific knowledge actively cooperate.

Verkhovna Rada of Ukraine adopted the Law on Supporting Research in Higher Education Institutions (*Zakon Ukrainy № 9600*), which provides new incentives for teachers to actively conduct research, which should involve interested and knowledgeable students. After all, it is new developments that contribute to the development of innovative innovations in production and lead to the growth of the national scientific potential, which is the identifier that determines the level of development of the country.

4. Conclusions

Thus, it can be determined that at the present stage of society's development, the problems associated with the development of human intellectual capital have gone beyond

individual significance and are increasingly gaining importance and significance for all levels of commercial and governmental structures, and accordingly shape economic development at the state level.

The knowledge economy requires a close relationship between education and business structures. Education prepares people to actively participate in innovation processes, and innovation, in turn, increases the importance of education by stimulating demand for new knowledge and skills. Investments in education and innovation are becoming critically important for countries seeking to increase their economic potential and strengthen their position in the global economy.

It should be noted that our country has made significant progress towards reintegration into the European Education Area, but progress towards the realization of the concept of “knowledge economy” is insignificant. Education in our country is not considered as a capital and a basis for the growth of the economic potential of the state, so we should try to involve the state bodies regulating the activities of higher education institutions, in particular, in solving this problem: The Ministry of Finance of Ukraine, the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine, regional state administrations, the Ministry of Economy and Trade of Ukraine, and local governments.

The costs of educational investments should be borne by both the population of the country and society through the system of legislative support and state funding of education. The return on these investments will be manifested in increased future labor productivity, higher incomes, and, consequently, increased tax revenues, which ensures the economic effect of such investments. Thus, the efficiency of national economic development depends on the amount of investment in education.

This confirms that the quality of knowledge has a direct impact on economic growth, competitiveness, and the overall well-being of the country. Investing in education in any industry is strategically important for sustainable economic development.

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THE RELATIONSHIP OF STATE INVESTMENTS IN THE SECTOR OF CCI AND THE LEVEL OF COMPETITIVENESS OF THE ECONOMY

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Summary

The article examines the relationship between public investment in the creative and cultural industries (CCI) sector and the level of competitiveness of the national economy. This study examines the influence of state-sponsored initiatives, including innovative projects, cultural programmes and creative start-ups, on a country's global economic competitiveness. It is established that investments in the cultural and creative industries have a dual impact on the national economy. Firstly, they facilitate the development of the cultural and educational spheres. Secondly, they have a significant impact on GDP growth, job creation, increase in export potential and attraction of foreign investment.

Particular attention is paid to the mechanisms of interaction between the public and private sectors for the effective implementation of investment programmes in the field of CCI. The article examines the various financing models and institutional approaches that can ensure the sustainable development of creative industries.

A substantial portion of the study is dedicated to an examination of international experiences with regard to investment in cultural and creative industries. In particular, the European Union, the United Kingdom, the United States, and the countries known as the "Asian Tigers" are taken as case studies. Based on a comparative analysis of these cases, the most effective instruments for supporting investments in the CCI sector and their impact on the competitiveness of national economies are identified.

Key words: public administration, social innovations, economic competitiveness, investment strategy, economic development, cultural capital, cross-sectoral cooperation, creative industries.

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1. Introduction

Today, the conditions of globalization and constant changes in the economic situation present the country with the task of ensuring stable and competitive development. One of the key factors affecting the efficiency of the economy is state investment in the sector of culture and creative industries. These investments play an important role in the formation and support of the cultural and creative sphere, and also have a significant impact on the competitiveness of the country's economy. Setting the problem in the context of the study of the relationship between state investments in the sector of creative and cultural industries (CCI) and the level of competitiveness of the economy is an important aspect of modern economic realities. With the development of globalization and digital technologies, the importance of innovation and creative approaches to managing the economy is increasing, which requires new approaches to

investment by the state. However, traditional economic models do not always take into account the potential of creative and cultural sectors as a driving force of economic growth.

The problem is that many countries still underestimate the impact of investments in CPI on the overall development of the economy, in particular on its competitiveness. The CCI sector not only generates new products and services, but also stimulates the development of other sectors through innovation, increased productivity and the creation of additional jobs. At the same time, the lack of systematic and strategic investments in this sector can lead to a loss of economic opportunities, a decrease in competitiveness on the world market, and a slowdown in economic growth. Another important issue is that creative and cultural industries often remain underfunded due to the instability and unpredictability of income in these industries. Many enterprises in this sector have limited access to financial resources, which hinders their development and the ability to compete at the international level. Thus, there is a need to develop special state programs that would promote investment in this sector, providing stable financing and support for innovative projects. The issue of institutional support from the state is also relevant, since without an appropriate regulatory and legal framework, infrastructure and mechanisms of public-private partnership, the implementation of investments in CCI may be ineffective. Insufficient coordination between government bodies, business and educational institutions reduces opportunities for integration of creative industries in the general strategy of economic development.

Therefore, the task arises to investigate how investments in CCI can contribute to increasing the competitiveness of the national economy, which investment tools and mechanisms are the most effective in this context, and how state initiatives can strengthen the role of creative industries in the country's economic development.

2. The state and cultural industries: the European context

Public support for the cultural and creative sectors is important because of the direct and indirect benefits they bring to the economy and society (*European Commission, 2018*). CCI generates creative results, creates jobs and provides tax revenues. Art and culture are effective means of combating marginalization, promoting social cohesion and promoting inclusiveness in society. In addition, they contribute to the improvement of people's well-being and health. Given the many benefits that CCIs offer, public support becomes key to effectively leveraging these benefits to drive growth and development (*Throsby, D., 2010: 35*). Public support promotes equitable access to cultural resources. This includes access to cultural resources for all (equality between generations within society – intragenerational equality), as well as the protection of cultural resources for future generations (intergenerational equality). Public support can also reduce barriers to entry into the cultural market. It can also support forms of cultural activity that are more difficult to monetize (or are generally part of the national security system – such as cultural heritage).

To write this article, it was decided to consider the EU countries, Great Britain, the USA, the countries of the Asian Tigers and Ukraine. Regarding the selection of countries for research, each of the selected countries has its own unique characteristics and features that make them representative for research within the framework of this topic. As one of the leading regional associations, the EU has a complex mechanism for budgeting and investing in cultural development, which makes it an interesting object of analysis. The US has one of the largest economies in the world and a developed cultural sector, which makes it possible to compare its approaches to cultural funding with other countries. China, Japan, South Korea, Singapore and Taiwan are known for their rapid economic developments and have a significant influence on the world cultural scene.

The selected countries have different economic, political and cultural contexts, which makes them representative objects for analysis in the context of the relationship between investment in culture and economic competitiveness. The key mechanism for funding art and culture for many centuries was the system of patronage and charity, with the advent of the printing press and other means of mass reproduction, art was learned to be used as a commodity that could be produced and consumed on a large scale, which in turn opened up additional opportunities for earning. However, this shift to the "commodification" of art and culture was partly based on market forces for which some forms of cultural production were not ready. Artists received support from wealthy individuals to create their creations, which then became the property of collectors or became available to the general public.

Table 1

Benefits for society

Factors	Description of factors	Examples
Economic factors	The arts create jobs and generate tax revenue. A strong arts sector is an economic asset that stimulates business, attracts tourists and expands the workforce and tax base. The arts have been found to be a successful and sustainable strategy for revitalizing rural, urban and poverty-stricken communities.	In Great Britain, the creative sector grew by 7.4% in 2019, outpacing the overall economy [DCMS Report, UK Government].
Educational resources	The arts cultivate new ideas and promote academic success by increasing academic achievement in a variety of subject areas. It provides the critical thinking, communication and innovation skills needed for a productive 21st century workforce.	STEAM (science and art) programs in the US show a 17% increase in student achievement in math [STEAM Education].
Health and well-being	Art promotes physical, mental and emotional health, facilitates healing processes and promotes well-being. Art therapy is a medically and cost-effective treatment tool for the elderly, children, and people suffering from trauma, including military personnel and veterans.	Art therapy programs in the US for veterans showed a 35% reduction in stress levels [National Center for PTSD]
Public catalysts	Art creates a pleasant atmosphere and a desirable quality of life. It also supports a strong democracy by engaging citizens in civil dialogue, providing forums for important issues and facilitating collective problem solving.	In Barcelona, Spain, art festivals attract over 1 million people each year, boosting tourism and civic engagement [Barcelona Festivals].
Cultural heritage	Art preserves culture and heritage, passing on unique character and traditions to future generations of citizens.	In Italy, the restoration of cultural heritage, particularly the Colosseum, has led to a 30% increase in tourism [UNESCO Report on World Heritage].

Understanding the internal mechanics of cultural industries is critically important for the development of tourism clusters, increasing the attractiveness of the country and its competitiveness (Richards, G., 2018). This can significantly contribute to GDP growth through the creation of high-margin products and services with high added value, which are based

on intellectual and creative solutions. For the successful development of creative industries, national strategies must create a favorable ecosystem that simultaneously supports culture, tourism and creative services. However, these connections are not formed automatically. Even with noble intentions of strategic investments, their implementation can be ineffective without a clear understanding of the problems and challenges associated with this area.

For example, often small and medium-sized regions do not have enough financial and strategic resources to implement effective urban management, which is necessary for sustainable development in the field of cultural tourism (*OECD, 2009*). Many institutions, especially in developing countries, face a lack of experience and skills needed to administer development programs in this area. In addition, government control often limits the freedom to implement such programs. To overcome these obstacles, expert support from independent consultants with experience in the development of KPIs is needed. Integrated management of the cultural sphere should involve local authorities, the tourism sector and the public (*Evans, G., 2021*). Practical software solutions from experts with many years of experience will be an important step to success. Strategic consultations are also needed to support the business needs of participants who want to develop the museum sector, the event market, location management to create conditions for the film production sector, green tourism and other parts of the CCI.

Given the diversity of cultural and arts organizations and their unique needs, there is no one-size-fits-all funding model for this area (*BOP Consulting, 2017*). In Ukraine, there are sectors that are heavily subsidized, such as museums and theaters, as well as those that operate primarily on a market basis, such as architecture or advertising. The long-standing debate about bringing the theater and museum sectors from the plane of subsidies and guaranteed financial support to the plane of grant programs is facing great opposition from the industries. On the other hand, elements of the system that are socially important for the educational system and important for the national security system lose their relevance and competitiveness and turn into objects of cultural heritage or formally functioning concert venues.

Of course, each sector has its own typical business models, there are more or less standardized cost items and financing needs. For example, museums have large fixed costs caused by worn infrastructure, the need to maintain temperature conditions in the premises, and artisans can have large variable costs, which are dictated by the constant renewal of consumables and additional resources for production. Audiovisual productions require significant investment, but can generate significant returns over time. In sectors operating in a live format, such as theatre, costs are directly related to the volume of locations that theaters need to serve, on the other hand, the number of audience seats is directly related to box office receipts from touring activities. But at the same time, each individual subject of the CCI sectors is looking for its own unique business models that allow to compete in the general market for the viewer's attention and respond to the purchasing power of consumers. The more the CCI sectors depart from the typical definitions of culture for the Soviet or imperial legacies, where culture was perceived exclusively as a sphere of leisure for the working proletariat or a set of certain artifacts and monuments for the eye of party elites, the more creativity is found in the business models of the CCI units themselves. Of course, culture as a unique phenomenon in which the person himself appears and which contributes to the formation of the human in a person, which is nothing more than an interactive library of meanings that forms the human in a person, cannot be standardized and algorithmized either in strategies or in the production of a "typical cultural product". Therefore, there is no universal model of financial support in the field of culture and art (*Towse, R., 2019*).

Despite the significant creative and intellectual potential of the nation, the development of creative industries in Ukraine is not happening as fast as our economy needs and

as the representatives of the creative class would like today, which has a negative impact on socio-economic growth as a whole (Smith, 2016).

If you analyze the sector of creative industries (CIC) from the point of view of systemic thinking, you can see that some clusters have a powerful influence on various supersystems of the country's social life.

The audio-visual sector, media, and literary affairs are important components of the formation of information policy, especially at the local level. These clusters play an important role in countering propaganda and spreading reliable information, which is especially evident during the Russian-Ukrainian war. Films, information campaigns, publishing books, and organizing forums and festivals are becoming key elements in identity communication, countering Russian disinformation, and building a national agenda. In turn, such clusters as crafts, design and fashion, production of computer games and software become the basis for high-margin businesses. These areas produce products with a large added value, which makes them the core of the economic development of the creative industry. Performing arts, visual resources (including visual arts), and music are an important part of the educational space and contribute to the formation of cultural identity in society. They help children and youth learn key cultural values through creative process and educational programs. Sectors such as cultural heritage and architecture are important elements of national security. For example, the architectural ensembles of Lviv, Odesa and the sights of Sophia of Kyiv are part of the UNESCO world heritage and help put Ukraine on the map of world cultural heritage. The protection of these objects is an important mission of the state, since key communication narratives of Ukrainian statehood and identity are built on their basis. This plays a key role in hybrid warfare, which includes semantic and informational aspects of countering Russian aggression.

Table 2

Distribution of creative economy clusters by spheres of influence. Author's vision based on sectoral distribution based on Creative Europe materials

Creative Industries Directorate	Description	Category
Cultural Heritage	Material and intangible heritage, archaeology, museums, libraries	National Security
Architecture	Construction, landscape architecture	National Security
Performing Arts	Theater, dance, ballet, opera, and musical performances	Education
Visual Arts	Painting, sculpture, drawing, printing, photography	Education
Music	Live and recorded music	Education
IT Creativity	IT, educational programs	Education
Literature and Publishing	Books, journals, periodicals	Information Policy
Audiovisual Sector	Films, videos	Information Policy
Media	Television, radio, newspapers, journals	Information Policy
Crafts	Textiles, ceramics, wood, metal, glass, graphic arts	Economy
IT Creativity	Game development, virtual reality, Software	Economy
Design and Fashion	Clothing production, interior design, graphic design	Economy

3. The importance of cultural tourism for the CCI

When considering creative industries in the context of the manifestations of human creative activity in a wide spectrum of social life, it is immediately noticeable that each of the CCI clusters has its own unique influence on such supersystems as the economy and education, information policy. In addition, there are many studies on how creative industries affect national security. It can be seen that some clusters tend to be in several spheres of influence at the same time. This is a natural situation, if we take into account the very nature of clusters – they are formed around the very idea of human creativity and creative thinking – the end-to-end principle of human knowledge of the world. Cultural tourism will be the same multi-functional tool, if we look at it according to the same logic (*Middleton, V. T. C., Fyall, A., & Morgan, M., 2017*).

Cultural tourism is closely related to most clusters of creative and cultural industries (CCI). Many cultural events, such as festivals, combine different art forms, including music, cinema, crafts and literary activities, creating integrated events to attract visitors. For example, literary forums, in addition to book launches, often include gift shops, creative coffee stations, and other event marketing elements such as press briefings, official opening and closing ceremonies, presentations, and partner parties. This shows that each cluster of CCI can become a central element of a tourist attraction, and limitations can arise only in the context of the design of the business model of the event, festival or location, which serves to attract additional visitors and increase financial income to the community budget.

From the point of view of information policy and national security, the connection between culture and tourism as a mechanism for the spread of national traditions, culture and understanding of cultural heritage is obvious. Creative industries play the role of a cultural magnet that can attract the attention of tourists and ensure the inflow of finance through foreign and domestic flows. In addition to the direct economic benefits of attracting tourists, CCIs have the potential to create new jobs, promote infrastructure development and support innovative projects. For example, architectural monuments, such as in Lviv or in the central part of Odesa, not only fulfill the role of preserving the cultural code, but also become the center of tourist routes that provide stable economic income.

The Russian-Ukrainian war had a significant impact on the geography and composition of foreign tourist flows to Ukraine, but even under these conditions, cultural tourism continues to play an important role for representatives of diplomatic missions, international organizations, and military delegations. At the same time, domestic tourism is developing, which is gaining popularity due to travel restrictions for men, internal migration and other factors. Despite the military actions, these factors continue to stimulate the development of the tourism industry and cultural initiatives, even in the difficult conditions of war.

It is worth noting that cultural tourism is not the only source of economic growth. A comparison of tourism statistics during the war years and until 2021 shows a significant decrease in tourist flows, but at the same time reveals other important functions of cultural tourism. In addition to the economic component, cultural tourism is an important tool for the formation of national identity. Visitors to festivals, forums and other events, as well as representatives of international missions and diplomatic groups, get to know the cultural achievements of the country, its traditions and uniqueness. This contributes to the formation of a positive image of Ukraine in the international arena, which is especially important in the context of opposing Russian disinformation and propaganda aimed at discrediting Ukrainian culture.

Cultural tourism also plays an important role in internally strengthening national pride among Ukrainians, emphasizing the importance of cultural heritage and awareness of its role in

national identity. An important role in this process is played by individual subjects of the CPI, such as publishing houses, film productions and media, which produce products that actively contribute to the fight against disinformation campaigns and strengthen Ukraine's cultural position in the world.

The European Creative Industries Summit (2015) stated, "The creative economy is also associated with large cities and/or dominant regions in countries, or even concentrated in cities, where a thriving creative sector can be a small oasis surrounded by poverty and social The creative economy today tends to be concentrated in major global cities that are already centers of financial capital, investment and power, or have significant social and cultural legacies. Many forms of investment and the growth of the creative economy can widen existing gaps between rich and poor both within and outside countries.

The main reason governments invest in the cultural and tourism sectors is supposedly to increase employment and economic recovery to promote a highly productive and sustainable economy. In working towards this goal, governments aim to achieve a number of outcomes for the country and its people. They will change over time as the strategic context changes, but the overall goal is to improve the economic and social status of the country. Typical investment areas tend to focus on economic development, recreation infrastructure and tourism enhancement, heritage preservation, branding and identity. However, governments around the world have proven that even at best, funded projects can be hijacked by political agendas, and at worst lead to inefficient capital deployment without any investment.

Fruitful cooperation is complicated by the fact that it is often difficult for the cultural sector to identify the direct benefits of tourism development. In addition, there is a common misconception that investment in culture and heritage is a luxury that most emerging market countries cannot afford, and that instead their interests are better served by focusing on traditional areas of development: infrastructure, education and health care. This is supported by the general belief that private capital, which focuses on shareholder returns and profit maximization, is mostly not interested in investing in the cultural sphere.

There is an alternative approach that has been used aggressively so far, but is likely to gain much more traction in the coming years. A fundamental premise of this argument is that strategically invested private capital is much more likely to succeed in deploying funding to develop and promote a country's cultural assets as responsibly managed tourism destinations than the public sector. Furthermore, because private capital is focused on maximizing the return on investment for its stakeholders, it is much more likely to transform cultural sites into assets that are socially and culturally useful, while stimulating demand for jobs, training, skills and improved infrastructure.

Given the strategic importance of both the tourism and cultural sectors to countries around the world, cultural tourism strategies that effectively exploit the synergies between the two sectors are a powerful economic multiplier. For example, according to United Nations (UN) estimates, more than 50% of European tourism is due to cultural heritage. Similar surveys conducted in the United States show that more than 30% of tourists choose a destination based on the presence of some type of art, culture or heritage.

In many countries, the "creative industries" have been identified as having an important relationship with tourism. Some countries are beginning to clearly link creativity and tourism. For example, Singapore named itself a "Global City of the Arts," and Australia was the first to call itself a "Creative Nation." The creative arts are often symbiotic with the introduction of innovative applications of new technologies in emerging markets. This type of investment exposure can provide private equity investors with invaluable insight into local market players.

This is especially true for any investment in processing technology that may also be considered in the target country. Since the adoption of technology and the use of various software products are closely related to the cultural profile of a given country, this type of insight can be invaluable in assessing the likely market penetration of new products.

The table below summarizes the status of investments by EU national governments in the culture cluster, from religious and recreational projects to support for sports and leisure activities, and support for cultural services. Among the 30 European countries, the average percentage of funding for the culture and cultural industries is 5.83%. There are 12 countries above this median, namely: **Estonia** , which finances the cultural sector at the level of 9.53%, **Hungary** – 11.31%, **Iceland** – 13.12%, **Norway** – 7.10%, **Lithuania** – 7.38%, **Malta** – 7.04%, **Slovenia** – 6.61%, **Croatia** – 6.95%, **Latvia** – 6.54%, **Denmark** – 6.22%, **Czech Republic** – 6.20%, **Switzerland** – 5.84%.

In modern conditions, countries are forced to actively compete with each other to attract the attention of citizens, tourists and investors (*Dwyer, L., & Kim, C., 2003*). The question of whether this region is considered attractive for residence, investment and business development is becoming more and more relevant. In this context, investments in the development of infrastructure (such as bridges, tunnels, highways, airports, public transport and other facilities), which are key components of assets for the private sector, become particularly important. The difference between one place and another is determined not only by economic factors, such as the standard of living and accessibility, but also by more abstract aspects, for example, the "quality of life" in a given region. Therefore, investing in cultural development, with an understanding of its essence, can have a strategic impact on these aspects in the right direction. In addition, as cultural tourism increasingly depends on both natural factors such as beaches and climate, as well as built factors such as cultural attractions and events, there are opportunities to properly adapt the investment portfolio to achieve the desired results (*UNWTO, 2018*).

Ukraine ranks 73rd on the global competitiveness index and 86th on the human potential development index.

We can see that there are certain correlations between these tables, which provide an understanding of the amount of investment in culture in the European zone, the countries' positions in the Human Development Index and the global competitiveness rankings. Those countries that have a high level of investment in culture – crossing the eurozone median of 5.83 percent of the total budget – often find themselves in the top of the HDI rankings. Sweden, Switzerland, Norway, and Denmark all have a significant level of investment in culture and are ranked high in the HDI. This trend can also be seen in the competitiveness ranking, where Denmark, Switzerland, the Netherlands, and Sweden can be seen, and Finland, Norway, and Sweden are also present in both rankings. At the same time, there are several examples of countries that fall out of the general trend. For example, Hungary's investment in culture, which is more than twice the median, does not help it to take high places in the rankings, while Ireland and Luxembourg, with small investments in culture, occupy top positions in both rankings.

4. The development of the CCI in the countries of Asia

South Korea, Taiwan, Hong Kong and Singapore have one thing in common: rapid growth thanks to industrialization. This transformation began in the 1960s, when multinational companies (TNCs) sought new areas with lower labor costs. These four regions represent the first generation of newly industrialized countries. Japanese TNCs led the way in the search for

Table 3

Basic statistical data for 30 European countries (total country budgets)

Country	General budget	Recreation, culture, and religion	Recreational and sporting services	Cultural services	Broadcasting and publishing services	Religious and other community services	R&D Recreation, culture, and religion	Recreation, culture and religion n.e.c.	Total cultural and religious expenses	% of total budget on cultural and religious expenses
EU - 27	7895651,6	182438,7	60508,9	74975,4	31599,1	8983,2	2943,3	3526,6	366975,2	4,65%
Belgium	294588,2	8853,2	2168,9	2857,7	1044	455,2	62,5	264,9	15606,4	5,30%
Bulgaria	35482,8	527,7	100,6	314	81,9	31,2	0	0	1055,4	2,97%
Czechia	123187,5	3820,9	1324	1700,7	405,8	66,5	57,6	266,3	7641,8	6,20%
Denmark	171186	5327,2	1185,1	1972,8	738,1	1387	1,5	42,6	10654,3	6,22%
Germany	1918143	39956	9929	15133	11178	910	1917	889,9	78912,9	4,11%
Estonia	14323,9	677,8	188,9	321,6	60,7	14	31,6	69,9	1364,5	9,53%
Ireland	107576,1	2114,7	403,8	897,3	720,1	42,1	4,5	46,8	4229,3	3,93%
Greece	189252	2177	1078	327	257	243	0	272	4354	2,30%
Spain	637831	16599,9	5998	6304	2708	1098	145	346	36198,9	5,67%
France	1538919	37803	14662	18343	4178	547	0	73	75506	4,91%
Croatia	30535,2	1060,7	257,9	452,5	194,7	98,3	31,2	26,1	2121,4	6,95%
Italy	1091539	15567,7	5294,9	5723,9	3126,9	1247	75	190	31125,4	2,85%
Cyprus	10780,2	184,6	60,7	48,8	46,5	27,4	1,2	0	369,2	3,43%
Latvia	15713,4	514	104,3	348,5	47,9	1,6	0,3	11,5	1028,1	6,54%
Lithuania	24510,3	822,6	299,9	495,1	72,7	14,4	72,7	30,3	1807,7	7,38%
Luxembourg	34024,3	952,9	397	411,4	70,3	62,4	3	11,4	1908,4	5,61%
Hungary	82472,8	4643,6	1438,6	1840,6	537	710,9	1,4	115,1	9327,2	11,31%
Malta	6866,2	241,7	59,8	150,1	9,6	4	0,5	17,8	483,5	7,04%
Netherlands	416921	11837	4933	4649	1433	728	94	0	23204	5,57%
Austria	237757,2	5238,9	1366,1	2189	1268,1	285	119,6	17,2	10483,9	4,41%
Poland	287351,9	7389,2	2476,3	3695,9	947	180,3	116	63,6	14868,3	5,17%
Portugal	106873,6	2192,6	787,6	749,9	252,1	32,9	235,8	134,3	4385,2	4,10%
Romania	113671,4	2714,3	821,2	956,2	174,3	226,9	0	535,7	5428,6	4,78%
Slovenia	26898,8	866,1	224,4	390,5	148,5	49,4	49,4	48,4	1776,7	6,61%
Slovakia	46334,7	1170,6	295,8	540,7	207,9	97,4	27,8	48,7	2388,9	5,16%
Finland	143133	3739	1318	1352	639	413	8	35,9	7504,9	5,24%
Sweden	269868,3	7456	3513,1	2900,3	962,2	35,9	340,2	0	15207,7	5,64%
Iceland	12689,3	832,3	413	291,9	55,9	64,6	6,9	0	1664,6	13,12%
Norway	216572	7254,3	3515,3	2615,1	1122,2	343,5	519,6	0	15369,9	7,10%
Switzerland	256438,8	7487,2	2656,7	3030,6	1481,3	314,4	4,3	0	14974,5	5,84%

Source: (OECD, 2019), Eurostat COFOG data.

Table 4

World ranking of competitiveness

2023	Country	2022	Rating change	
01	Denmark	01	-	
02	Ireland	11	+9	↑
03	Switzerland	02	-1	↓
04	Singapore	03	-1	↓
05	Netherlands	06	+1	↑
06	Taiwan, China	07	+1	↑
07	SAR Hong Kong	05	-2	↓
08	Sweden	04	-4	↓

09	deer	10	+1	↑
10	UAE	12	+2	↑
11	Finland	08	-3	↓
12	Qatar	18	+6	↑
13	Belgium	21	+8	↑
14	Norway	09	-5	↓
15	Canada	14	-1	↓
16	Iceland	16	–	
17	Saudi Arabia	24	+7	↑
18	Czech Republic	26	+8	↑
19	Australia	19	–	
20	Luxembourg	13	-7	↓
21	China	17	-4	↓
22	Germany	15	-7	↓
23	Israel	25	+2	↑
24	Austria	20	-4	↓
25	Bahrain	30	+5	↑
26	Estonia	22	-4	↓
27	Malaysia	32	+5	↑
28	Republic of Korea	27	-1	↓
29	United Kingdom	23	-6	↓
30	Thailand	33	+3	↑
31	New Zealand	31	–	
32	Lithuania	29	-3	↓
33	France	28	-5	↓
34	Indonesia	44	+10	↑
35	Japan	34	-1	↓
36	Spain	36	–	
37	Kazakhstan	43	+6	↑
38	Kuwait		–	
39	Portugal	42	+3	↑
40	India	37	-3	↓
41	Italy	41	–	
42	Slovenia	38	-4	↓
43	Poland	50	+7	↑
44	Chile	45	+1	↑
45	Cyprus	40	-5	↓
46	Hungary	39	-7	↓
47	Turkey	52	+5	↑
48	Romania	51	+3	↑
49	Greece	47	-2	↓
50	Croatia	46	-4	↓
51	Latvia	35	-16	↓
52	Philippines	48	-4	↓

53	Slovak Republic	49	-4	↓
54	Jordan	56	+2	↑
55	Peru	54	-1	↓
56	Mexico	55	-1	↓
57	Bulgaria	53	-4	↓
58	Colombia	57	-1	↓
59	Botswana	58	-1	↓
60	Brazil	59	-1	↓
61	South Africa	60	-1	↓
62	Mongolia	61	-1	↓
63	Argentina	62	-1	↓
64	Venezuela	63	-1	↓

Source: (European Commission, 2023)

Table 5

Human Development Index (HDI)

HDI rank	Country	Value	HDI rank
2022	VERY HIGH HUMAN DEVELOPMENT		2021
1	Switzerland	0,967	1
2	Norway	0,966	2
3	Iceland	0,959	4
4	Hong Kong, China (SAR)	0,956	3
5	Denmark	0,952	8
5	Sweden	0,952	5
7	Germany	0,950	7
7	Ireland	0,950	9
9	Singapore	0,949	10
10	Australia	0,946	5
10	Netherlands	0,946	11
12	Belgium	0,942	13
12	Finland	0,942	11
12	Liechtenstein	0,942	14
15	United Kingdom	0,940	17
16	New Zealand	0,939	14
17	United Arab Emirates	0,937	17
18	Canada	0,935	16
19	Korea (Republic of)	0,929	20
20	Luxembourg	0,927	19
20	United States	0,927	21
22	Austria	0,926	22
22	Slovenia	0,926	24
24	Japan	0,920	22
25	Israel	0,915	26

25	Malta	0,915	25
27	Spain	0,911	28
28	France	0,910	27
29	Cyprus	0,907	29
30	Italy	0,906	30
31	Estonia	0,899	32
32	Czechia	0,895	31
33	Greece	0,893	33
34	Bahrain	0,888	34
35	Andorra	0,884	43
36	Poland	0,881	35
37	Latvia	0,879	39
37	Lithuania	0,879	36
39	Croatia	0,878	37
40	Qatar	0,875	41
40	Saudi Arabia	0,875	37
42	Portugal	0,874	39
43	San Marino	0,867	44
44	Chile	0,860	42
45	Slovakia	0,855	45
45	Türkiye	0,855	48
47	Hungary	0,851	46
48	Argentina	0,849	47
49	Kuwait	0,847	50
50	Montenegro	0,844	49

new areas of activity. It was only natural that they chose neighbors like South Korea and Taiwan as hosts for their manufacturing operations.

The economic advantages of the Asian Tiger regions include:

1. Well-developed infrastructure – roads, ports and railways.
2. Educated and qualified population.
3. Cultural traditions that valued education and achievement.
4. Advantageous geographical location.
5. Government support, for example, low interest rates on bank loans.
6. Less strict regulations on labor, taxation and pollution.

As the economies of the four Asian tigers grew, local industries emerged thanks to government aid and a favorable economic climate. One of the clear examples is the South Korean company Samsung, which is now one of the largest manufacturers of consumer electronics in the world.

The 1960s marked the beginning of a new stage of economic development for Hong Kong. A small but influential territory near the coast of China has been transformed into an incredibly successful territory. Hong Kong has quickly become one of the most attractive business centers in East Asia and the third largest source of foreign direct investment in the world (*Greg Richards, & Wil Munsters, 2010*).

The government channeled the revenues from the city to develop infrastructure and public services such as roads, hospitals and schools. Hong Kong's flexible wage system contributed to significant GDP growth between 1961 and 1997. A modern and skilled workforce, along with British business standards inherited from the colonial period, maximized opportunities for trade and investment. Today, Hong Kong has one of the largest commercial ports in the world. Hong Kong acts as an important international center where diverse cultures and ideas meet. It stimulates cultural exchange and promotes mutual understanding between different cultural communities. The government and private sectors invest huge sums in the development of arts and culture, the organization of events and festivals, as well as the creation of infrastructure for artistic projects are always supported by its government and residents.

Singapore, located between the Pacific and Indian oceans, had ideal conditions for the development of trade. The country's independence from Malaysia in 1965 was accompanied by high levels of poverty and unemployment. The government decided to turn to foreign direct investment by creating the Economic Development Council. Industry grew rapidly, and by 2001 foreign companies provided 75% of industrial production and 85% of exports. The strategic location of the deep-water harbor contributed to trade prospects. The government of Singapore invests in the development of art and culture by funding various art projects, exhibitions, festivals, actively cooperates with other countries in the field of culture and art. Government and private organizations in Singapore are implementing various educational programs and initiatives to support and develop the cultural industries. Today, Singapore is known for its developed economy and high human development index (*Greg Richards, & Wil Munsters, 2010*).

Despite limited natural resources, South Korea is an extremely developed country. The government realized that increased investment in agriculture would not lead to high levels of economic growth. Instead, an environment was created that attracted large multinational corporations, such as Sony from Japan, and supported foreign direct investment from the United States. At the same time, the old authorities pour a significant part of economic resources into the development of the CCI sector.

South Korean companies also enjoy protection measures, such as high import duties, which ensure a sufficient market for locally produced goods. The government has also implemented its own research and development program in the technology sector. This has resulted in South Korea producing advanced technology and products. Today, Samsung, Hyundai and Daewoo brands are known all over the world.

Taiwan has also become a tycoon for international corporations, in particular, the American company Mattel, which moved production to the island in the late 1960s. The move had a commercial impact, as at its peak Mattel's factory in Taiwan produced more than half of all Barbie dolls sold in the world. Today, Taiwan's economy is growing thanks to high-tech industries such as electronics and computers.

In this study (*Hall, CM, & Page, S., 2014*). it is stated that the Comparison of the business environment of countries is of great importance for assessing the quality of life and business conditions in a certain country. This study compares the performance of countries that joined the EU at the same time and were therefore on the same starting line in terms of sustainable economic growth. The best conditions for a favorable business environment were created by Estonia, which retained its first place in both periods. Rounding out the top three positions are Malta and Slovenia, who came second and third in both 2018 and 2020. These countries were followed by the Czech Republic, which retained fourth place. Latvia and Cyprus improved their positions by three places compared to 2018, with Latvia moving from eighth to fifth and Cyprus from ninth to sixth. In contrast, Lithuania, Slovakia and Poland each lost 3 places. Slovakia fell

from sixth to eighth place, Lithuania took seventh place and Poland ninth. The results are completed by Hungary, which remained in last (tenth) place. (in the future, these data are compared with tables 1, 2, 3)

According to the report of the European Business Association in Ukraine, about 5% of people work in creative industries, and their contribution to the country's GDP is about 9%. The leader in the field of creative economy before the full-scale invasion was the IT industry, which is mainly aimed at exports and works on the principle of outsourcing to fulfill orders of large foreign companies. As of the beginning of 2022, there are more than 200,000 IT specialists in Ukraine, and the volume of software exports was about 8.4 billion US dollars. The full-scale invasion of Russia made its adjustments. Creative industries showed a global decline by 2022 by 47.8%. If we take the amount of tax revenues, then the consolidated budget of Ukraine received an amount of approximately 14 billion hryvnias in the field of CPI. But the following year, 2023, after a stunning decline, and the first half of 2024 showed an upward trend – these official data were presented at a conference in March 2024 with the participation of the head of the Ministry of Culture and Information Policy, Rostislav Karandeev.

But at the same time, spending on the country's defense and the financing of the entire defense ecosystem, including new players, has grown tremendously. In connection with this response to existential threats, the market responded with a huge growth of scientific innovations, solutions in the field of software, innovative solutions in cross-sectoral areas. Adjacent creative industries that worked in the field of production of clothing and fabrics, accessories and fasteners, development of game modules and unmanned systems along with innovations in the clusters of sports and human capital, communications and film production began to actively join the military sphere and make their contribution to the search for resources, providing sustainability of organizations and the implementation of creative products in the field of armaments and national security of the country.

5. Conclusions

The sphere of culture generates new jobs, increases the international prestige of the country, attracts foreign investment and fulfills an important social role, which undoubtedly brings economic benefits. However, defining and measuring the economic value created by culture is in most cases a difficult task due to the complexity and cross-sectoral nature of culture itself.

In today's world, where economic competition between countries is becoming greater, investment in the cultural sector is a key factor in increasing the country's competitiveness. This decision not only contributes to the development of art and cultural heritage, but also has a significant impact on the economic development and socio-cultural identity of the country. In this work, various aspects of this connection were considered, in particular, economic development, tourism, socio-cultural stability, and others.

First, investment in the cultural sector contributes to the economic growth of the country through the creation of new jobs, support of small and medium-sized businesses, development of the creative industry and increase of the gross domestic product. For example, the establishment of cultural centers, art galleries and museums not only requires financial investment, but also creates new business opportunities such as galleries, restaurants, hotels and other related services that contribute to economic growth.

Secondly, the development of cultural tourism as a result of investments in the cultural sector contributes to an increase in the inflow of foreign tourists and, accordingly, to an increase in the volume of currency turnover. Cultural events, festivals, exhibitions and other

cultural events attracted the attention of foreigners before the full-scale invasion and would increase interest in the country as a tourist destination after the end of the war. This will create new opportunities for the development of the hotel and restaurant business, local transport and other related industries, contributing to an increase in state income. Thirdly, investments in the cultural sector will contribute to strengthening the socio-cultural stability and identity of the country. Cultural programs, artistic events and educational projects contribute to the preservation and maintenance of cultural heritage, as well as promote the relationship between different socio-cultural groups in society. This makes the country more attractive for foreigners, which contributes to international cooperation and the development of international relations.

And finally, we cannot leave out the fact that the forced pause for most businesses, which was connected with the war and the demographic situation in the country, had an extremely strong impact on the state of the CCI. In connection with this, perhaps the biggest challenge will be to keep the creative industries themselves in a viable state together with the key operators and their solutions. Even now, tens of thousands of CCI employees are forced to redefine themselves and look for new ways to earn money until active hostilities on the territory of the country and shelling from the aggressor country end.

Thus, as can be seen from the tables, the larger the budget invested in the sector of creative industries and culture, the more competitive the country is in the global context (UNESCO, 2013). Investments in the creative industries sector contribute not only to the development of arts and culture, but also create economic benefits. Increased funding in these areas promotes creativity, innovation and supports the development of new technologies. In addition, it helps to expand markets and increase international recognition of the country's cultural wealth. Therefore, having a significant budget for the creative industries and culture sector is an important factor for the country's continued success in today's world.

Therefore, it can be considered that investment in the cultural sector is a key factor for increasing the competitiveness of the country's economy. This not only contributes to economic growth through the creation of new jobs and the development of the creative industry, but also contributes to the development of cultural tourism and the strengthening of the socio-cultural identity of the country. Such investments have a long-term impact on the economic and socio-cultural development of the country, making it more attractive for residents and foreigners at the same time.

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THEORETICAL AND APPLIED FOUNDATIONS OF EMPLOYEE MATERIAL LIABILITY

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Summary

This article delves into the theoretical and practical aspects of employee material liability, focusing on the standards governing the material liability of employees in Ukraine and the European Union. The research aims to analyze the current Ukrainian legislation and international practices to improve approaches to regulating material liability within a market economy. General scientific methods of cognition, such as analysis, comparison, systematization, and generalization, were employed during the study. The findings reveal that Ukrainian legislation stipulates four main types of material liability: full, limited, enhanced, and collective. Full material liability, as regulated by Article 134 of the Labor Code of Ukraine (LCU), applies when there is a written agreement between the employee and the employer, particularly in cases where the employee is entrusted with material assets for use or safekeeping. Key documents for this include an authorization and an agreement. Additional full liability arises in cases of intentional damage or when the employee is under the influence of alcohol or drugs. Limited material liability is applied when the losses are less than the average earnings of the employee and does not cover amounts exceeding this threshold. The procedure for calculating average wages is regulated by the CMU Resolution No. 100 of February 8, 1995. Enhanced material liability pertains to employees involved in the handling of precious metals, stones, and currency valuables and can reach up to double or triple the value of the incurred damages. Collective liability applies to groups of employees jointly responsible for damage caused to the enterprise. The practical significance of the research lies in the potential for enhancing the legal framework governing employee material liability in Ukraine, taking into account European experience.

Key words: material liability, labor legislation, employees, damages, regulation.

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1. Introduction

Since gaining independence, Ukraine has been undertaking comprehensive reforms across various sectors to align more closely with the European Union. One of the most critical areas needing significant modernization is labor legislation. The legacy of the Soviet era continues to influence the regulation of labor relations, necessitating updates to meet modern European standards. This is crucial not only for protecting workers' rights but also for creating an attractive business environment and stimulating economic growth.

Reforming labor legislation is a priority in the context of Ukraine's EU integration processes. Adapting legal norms to EU standards will enhance the competitiveness of Ukrainian workers in the European labor market and create favorable conditions for attracting foreign investments. It is particularly important to ensure the transparency and effectiveness of the

legal mechanisms regulating employee material liability. This will reduce financial risks for businesses while providing adequate protection for employees' rights.

Labor law reforms aimed at EU standards will not only improve the level of legal protection for workers but also promote the harmonization of national legislation with European norms. This will facilitate better integration of Ukraine into the European economic space, create conditions for sustainable economic development, and improve the country's socio-economic conditions overall.

2. Purpose of the study

The purpose of the article is to elucidate the theoretical and practical regulation of employee material liability in Ukraine and to highlight key directions for the development of material liability regulation based on European experience.

3. Analysis of literary sources

The issue of employee material liability has been extensively studied in Ukrainian scientific literature. This section will explore the main approaches and conclusions presented by Ukrainian scholars.

N. M. Khutorian (2003) made a significant contribution to the theoretical understanding of material liability. In her dissertation, she analyzes the theoretical problems of material liability within labor relations. P. S. Lutsyuk (2017) in his doctoral dissertation discusses the conceptual foundations of legal liability in the context of modern labor law development. These works provide a robust theoretical framework for understanding employee material liability. Attention has also been given to the practical aspects of employee material liability. For instance, V. P. Myronenko (2012) in his research examines the concept of employee material liability within labor law. His work focuses on the practical application of material liability norms and includes an analysis of judicial practice in this area. Among contemporary studies, N. V. Kushnir (2017) is noteworthy for her examination of gender parity in liability and labor disputes, providing insights into how material liability impacts employees of different genders. Additionally, O. V. Kuznichenko (2014) explores the challenges and developments in the institution of material liability in modern conditions. Her work highlights the difficulties and obstacles faced by both employees and employers in the implementation of material liability norms. Expert literature, including publications in modern online media, has also been utilized for analysis. For example, Y. Antonchuk's study (2023) investigates cases where employers are liable to employees for damage caused. Similarly, the article from Bachynskyi & Partners (2018) discusses the financial responsibility of employees for damages caused to the company. These publications offer valuable insights into the current aspects and challenges related to material liability in labor relations. Despite the considerable amount of literature on this topic, there is a noticeable lack of comprehensive and systematic material covering all aspects of the study. Therefore, using various scientific methods of cognition, information on employee material liability has been analyzed, grouped, and systematized to achieve a deeper understanding of the topic.

4. Research findings

Ukraine inherited its labor legislation from the Soviet Union, resulting in a framework that, unlike those of most European countries, primarily focuses on protecting the interests

of employees. Despite this, with the push for EU integration and the influx of foreign capital, more organizations are encountering challenges in adhering to labor standards. Consequently, although employee material liability is extensively regulated by law, many companies in practice create conditions to minimize the financial and economic risks to business owners. This often leads to issues in the legal protection of employees facing difficulties with material compensation. The problem is exacerbated by the fact that many citizens lack sufficient legal education to effectively defend their rights (*Antonchuk, 2023*). This study examines what constitutes employee material liability, when it arises, and how it is implemented in practice.

4.1. Definition of material liability

Material liability is a type of legal responsibility where an employee is obliged to compensate for damages caused to the employer due to their fault as a result of not fulfilling their work duties. Material liability arises immediately after the damage occurs and is independent of any other forms of liability (disciplinary, administrative, criminal) or other financial penalties (such as loss of bonuses).

Employees in Ukrainian enterprises are liable for damages caused to the enterprise due to their failure to fulfill their work obligations as per the Labor Code, specifically outlined in Article 130. We will focus on these types of damages in more detail.

4.2. European Labor Legislation

European labor laws dictate that an employee must compensate for all damages (without any limitation on the amount) under the following circumstances:

1. Damages were caused intentionally.
2. Damages resulted from the employee's criminal actions.
3. The employee has a full material liability agreement with the employer.
4. Damages involved the loss of tools, clothing, protective equipment provided for work, or materials, semi-finished or finished products in the production process.
5. Damages were caused in any other way or to any property for which full liability is specified under special laws.
6. Damages were caused while the employee was under the influence of alcohol, drugs, or toxic substances.

In all other cases not mentioned above, the employee is liable for damages up to the amount of their three average monthly salaries (*Gudeliauskiene, 2009*).

4.3. Ukrainian Labor Legislation

In Ukraine, employees are liable for damages resulting from their failure to perform or improper performance of their official duties. Liability requires the presence of several conditions:

1. Violation of official duties.
2. Causing direct actual damage.
3. Guilty, unlawful actions or inaction (*Bachynskiy & Partners, 2018*).

The resolution of the Plenum of the Supreme Specialized Court of Ukraine No. 12 dated December 11, 2015, analyzes the practice of compensating for damages by employees. This document defines what constitutes direct actual damage. All cases can be categorized as follows:

1. Damage related to material assets: This includes the destruction, loss, spoilage, shortage, or damage to material assets.
2. Damage related to additional expenses: This encompasses illegal payments under civil contracts, payments to the state budget, unauthorized payments to employees, and payments to third parties related to damage compensation.

3. Damage related to the non-recovery of expenses or debts: This includes the inability to recover the value of material assets from a supplier (if they were delivered with defects) or to collect receivables due to the expiration of the statute of limitations, and the non-recovery of damages caused by debtors.

4. Selling below established prices: This involves selling goods or services at prices lower than those established by the enterprise or legal regulations (*Lutsyuk, 2017*).

This comprehensive examination highlights the complexity and challenges in applying material liability in Ukraine and underscores the necessity of reform to align with European standards and practices.

4.4. European practice of material liability

Based on the study of scientific and expert literature, in particular Gudeliauskiene (2009) and Contract Administration (2024), the standards governing employee liability can be defined as follows (Table 1).

Table 1

European standards regulating material liability

Scenario	Definition	Burden of Proof	Liability Limits	Is an Additional Agreement Required?
Intentional Fault	Employee breaches duties or intends to cause damage to the employer's property	Employer must prove the employee's fault	Full amount of the damages	Liability arises automatically if fault is proven
Unintentional Fault	Unintentional failure or improper performance of duties by the employee	Employer must prove the employee's fault for each incident	Up to the equivalent of less than 3 months' salary	Liability arises automatically if fault is proven
Property Liability	Responsibility for entrusted property arises when the employee is given material assets under their control	Presumption of the employee's fault; employer does not need to prove fault	Full value of the damages caused	Information is included in the employment contract

Note: compiled by the author

4.5. Ukrainian practice of material liability

Ukrainian labor legislation specifies four types of material liability for employees: full, limited, enhanced, and collective. Each type is detailed below.

Full Material Liability. Full material liability for employees in Ukraine is regulated by Article 134 of the Labor Code of Ukraine (LCU). Key conditions under which an employee may bear full material liability include its specification in a written agreement between the employee and the employer for assets and property entrusted for use or safekeeping. Additionally, the employee must receive a single-use authorization or other documents that establish ongoing responsibility for material assets. Therefore, the main documents defining full material

liability are the authorization and the contract between the employee and the employer. Additional full liability occurs when damage is caused intentionally or under the influence of alcohol. It is important to note that a written agreement on full material liability can only be made with employees holding specific positions and performing certain tasks as outlined in relevant lists and regulations.

Limited Material Liability. Limited material liability is not subdivided into partial or fractional liability. If an employee causes damage to the enterprise that is less than their average earnings, they must compensate the full amount of the damage, which is determined based on their average earnings, not the portion of the damage caused. Any amount exceeding the average earnings is not reimbursed by the employee. If the actual damage is less than the average monthly salary, the employee is required to compensate the full amount of the damage caused to the employer. The calculation of the average monthly salary is governed by the Procedure for Calculating Average Wages, approved by the Cabinet of Ministers of Ukraine Resolution No. 100 of February 8, 1995.

If the limits of material liability are specified in the employee's contract, the conditions of material liability are determined by the contract (*Myronenko, V. P., 2012*). For material liability within the limits of the average monthly earnings, its amount is determined according to the Procedure for Calculating Average Wages. This procedure is established by the CMU Resolution No. 100 dated 08.02.1995. The average earnings are calculated based on payments for the last two months of work preceding the court case. If the employee worked for less than two months, the amount is determined based on the actual time worked. In cases where the employee did not work in the last months before the case or the case is considered after their dismissal, the calculation is made based on payments for the previous two months of work at the same enterprise (institution or organization) (Paragraph 4 of Resolution No. 14).

Enhanced Material Liability. Enhanced material liability, as per the Law of Ukraine No. 217 dated June 6, 1995, applies to employees whose activities involve managing, transporting, or using precious metals and stones, jewelry, and currency valuables. This liability also extends to those involved in theft, destruction, or shortage of these valuables due to negligence or violation of special rules. The amount of material liability depends on the nature and value of the damage caused during the handling or use of precious materials, stones, or currency valuables and can reach double or triple the value of the damages, depending on the type of damaged property (*Khutorian, 2003*).

4.6. Ukrainian practice of concluding full material liability agreements

Currently, many companies practice signing full material liability agreements with most of their employees. This legal tool undoubtedly enables employers to recover full damages and enhances the level of employee responsibility for proper performance of their duties and the prevention of actual losses. However, it is important to note that a full material liability agreement is mandatory and legally effective only if the following conditions are met.

- scope of application: a full material liability agreement can be concluded with employees whose work directly involves the storage, receipt, issuance, sale, purchase, and transportation of material assets, as well as the use of personal protective equipment issued to the employee for work.
- specification of duties: the specific types of work and responsibilities must be outlined in the collective agreement or the company's work regulations (if no collective agreement is adopted).
- written form: the full material liability agreement must be in written form.

– responsibilities: the agreement must clearly specify which types of material assets the employee is fully responsible for and what obligations the employer is responsible for, including conditions that prevent liability.

Collective agreement requirement: the most critical and specific of these conditions is the legal requirement to have a collective agreement within the company. Without it, it can be very challenging to recover full damages caused by an employee, and the full material liability agreement may be deemed invalid.

4.7. Methods of damage compensation

There are two methods for employees to compensate for damages:

By employer's directive: if the offense directly affects the enterprise and the employee is liable within the limits of their average monthly salary, compensation is made by deducting the damage amount from the employee's wages (up to 20% of one salary).

Based on a court decision: In other cases, damages are compensated based on a court decision. If the damage is caused to third parties, a lawsuit is filed for compensation through recourse (*Bachynskiy & Partners, 2018*).

4.8. Judicial practice of property compensation

Case 1: Ensuring Property Preservation Conditions

Proof of the employee's fault is mandatory, and the employer must ensure conditions for property preservation. The Kaniv District Court of Cherkasy Region, in case No. 697/2755/17, dismissed the claim of a Private Joint-Stock Company against an employee who worked as a repair mechanic and received material assets under single-use authorizations. The employer argued that the employee should be liable for shortages found during the inventory due to the existence of a full material liability agreement. However, the employee's job responsibilities did not include the duty to safeguard the property. Some of the evidence provided by the employer was contradictory and deemed unreliable, while other evidence lacked sufficient specific information to support the plaintiff's claim. Moreover, it was established that the employer had not created adequate conditions for property preservation. As a result, the court concluded that if the employer failed to provide the necessary conditions and there was no employee fault, the employee could not be held liable.

Case 2: Recovery of Excess Payments to an Employee

There is also practice regarding the recovery of unjustifiably received bonuses and allowances. For example, the Dzerzhinsky District Court of Kharkiv, in case No. 638/12192/16-c, recovered from the defendant, a former director of a state enterprise, the previously paid allowances. The court found that the contract included a provision prohibiting the director from receiving a bonus in the event of wage arrears to employees. Given the wage arrears, the court recognized that the director had violated the contract's terms, making the allowances unlawful.

Case 3: Compensation Through Recourse

In this scenario, the employer first compensates third parties and then seeks recovery from the employee. In case No. 380/1285/18, the employer filed a lawsuit to recover damages from an employee through recourse. The employee, a tractor driver, accidentally drove into adjacent plots owned by another party while working, causing all sunflower crops to be destroyed. The employer received a claim and compensated for the damage caused by the employee, then sought to recover the compensation amount from the employee through the court. In another case (No. 468/1497/17-c), damages caused to a third party were similarly recovered through a court decision following an accident caused by a driver during the performance of their duties (*Bachynskiy & Partners, 2018*).

4.9. Problems of regulating employee material liability in Ukraine

After examining the scientific and regulatory framework governing employee material liability, it is evident that current Ukrainian labor legislation encounters numerous challenges in this area. The existing legal norms often do not align with modern economic realities and require enhancements for more effective regulation. The key issues in regulating employee material liability in Ukraine are as follows:

1. Inconsistency with the principle of social justice: the current approaches to employee material liability do not always embody the principle of social justice, resulting in inequality in the relationship between employees and employers.
2. Limitations on liability: existing norms prescribe limited material liability, which may be inappropriate in a market economy where significant damages caused by employees can occur.
3. Inadequate consideration of personal circumstances: the legislation does not consistently account for the employee's financial status, degree of fault, or other personal circumstances affecting their ability to compensate for damages.
4. Lack of integration with international law: the absence of alignment with international legal norms in the field of employee material liability leads to imbalances in the regulation of labor relations.
5. Gender equality issues: the failure to adequately address gender aspects in material liability and labor disputes can result in gender-based discrimination.

Different studies offer the following suggestions to address these issues:

1. Social justice in liability regulation: Myronenko (2012) recommends incorporating the principle of social justice into the regulation of material liability by considering the employee's financial condition and degree of fault. This would promote a more equitable distribution of responsibility.
2. Transition to full material liability: Khutorian (2003) suggests moving away from limited material liability towards full liability, which would better reflect market economy realities and ensure fair compensation for damages.
3. Increasing the limits of limited liability: Kuznichenko (2014) proposes raising the limit of limited material liability to several months' average wages, offering better protection for both employees and employers.
4. Integration with international standards: It is crucial to integrate international legal norms into the regulation of material liability to harmonize national legislation with global standards and improve the regulation of labor relations.
5. Considering personal circumstances: Mechanisms should be developed to take into account the employee's personal circumstances when determining the extent of material liability, as suggested by Myronenko (2012).
6. Special considerations for minor employees: Prylipko (2014) emphasizes the need to account for the unique circumstances of minor employees, who often have less qualification and experience.
7. Addressing gender equality: Kushnir (2017) highlights the importance of resolving gender inequality issues in the application of material liability and labor disputes, which will help reduce gender-based discrimination.

5. Conclusions

The regulation of employee material liability in Ukraine and European countries differs significantly, impacting the effectiveness of labor relations. In European practice, unintentional

breaches are generally limited to liability up to the equivalent of three months' salary. This approach provides an adequate level of social protection for employees, considering their personal circumstances and reducing financial risks.

In Ukraine, limited material liability is capped at the average monthly salary. This level is considerably lower compared to European standards, creating an imbalance. Given the lower wage levels in Ukraine, even the maximum amount of limited liability often fails to cover substantial damages. This leaves employers exposed to financial losses while not adequately encouraging employees to take responsibility for their duties.

To address these shortcomings, it is advisable for Ukrainian legislation to revise the limits of limited material liability. Raising this limit to the equivalent of three months' salary would better protect employers' interests while ensuring fair responsibility for employees. This adjustment would help balance the rights and duties of both parties, align the legislation with modern economic conditions, and enhance social justice in labor relations.

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THE GEOPOLITICAL AWAKENING OF THE EUROPEAN UNION AGAINST THE BACKDROP OF THE RUSSIAN-UKRAINIAN WAR

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Summary

The article analyses the impact of the Russian-Ukrainian war on the geopolitical transformation of the European Union (EU). It examines the key changes in the EU's security, energy and international relations strategy, as well as the development of its strategic autonomy and role in supporting Ukraine. The study is based on the analysis of scientific sources and political articles related to the EU's foreign policy and security mechanisms. A comparative analysis of the EU's decisions on sanctions, energy security and military assistance to Ukraine is used. Expert assessments of the geopolitical situation and economic consequences of the war are also taken into account. The article contributes to understanding the role of the Russian-Ukrainian war as a catalyst for the EU's political and strategic awakening. In particular, it highlights the development of the EU's strategic autonomy in response to its energy dependence on Russia and the growth of defence cooperation between member states. The author also explores how the war has contributed to the consolidation of European identity and the strengthening of the desire for global leadership in the face of current international challenges. The author notes that the Russian-Ukrainian war has accelerated changes in the EU's approach to foreign and security policy. The EU has strengthened its strategic autonomy, increased economic sanctions against Russia and mobilised resources to support Ukraine. At the same time, the war has shown the need to develop energy resources independent of external suppliers and to increase the EU's internal defence capabilities. Ukraine's integration into the European space has become an important strategic direction of the EU's policy. An important aspect has been the strengthening of European defence cooperation, which demonstrates the EU's desire for greater independence in security matters. Ukraine's integration into the European space is becoming one of the key directions of the EU's foreign policy, which may accelerate the process of Ukraine's accession to the Union in the future. The author also draws attention to the fact that the issue of strengthening the EU's defence capabilities affects the problem of the international security system, which today, as a result of the Russian-Ukrainian war, is undergoing the greatest transformations since the Second World War.

Key words: European Union, Russian-Ukrainian war, geopolitical awakening, EU strategy, international security.

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1. Introduction

The Russian-Ukrainian war has become a challenge for the European Union, prompting a review of domestic policy approaches and geopolitical orientations. The conflict has raised the question of the effectiveness of the EU's traditional security mechanisms, including its

ability to respond quickly to military threats and strategic challenges. The issue of the EU's political adaptation to new conditions, in particular in the energy and security sectors, and how this will affect its long-term development strategy and strengthening of its geopolitical position, has become urgent.

Analysis of recent studies and publications. Recent research in the field of European security and international relations confirms that the Russian-Ukrainian war has dramatically changed the security policy of the European Union. In particular, studies by think tanks such as VoxUkraine (*Rabinovych, 2023*) and the Robert Schuman Foundation (*Pintsch and Rabinovych, 2023*) emphasise the importance of the EU's sanctions policy as one of the main instruments of pressure on Russia. Challenges related to defence cooperation within the EU have been discussed earlier, but the problems of developing European strategic autonomy in the new geopolitical context caused by Russia's aggression remain insufficiently studied. Regarding military assistance to Ukraine, analysts (*Fiott, 2023*) point to the important role of the European Peace Fund, but there is no detailed research on the long-term consequences of military supplies and their impact on the EU's political and economic systems. Given this context, the article aims to fill this gap by analysing the impact of the Russian-Ukrainian war on the transformation of the EU's security policy and considering the development of strategic autonomy, especially in the energy and defence sectors.

The purpose of the article is to study and analyse the impact of the Russian-Ukrainian war on the strategic transformation of the European Union. Particular attention is paid to changes in security policy, energy autonomy, defence cooperation and Ukraine's integration into European structures.

2. Summary of the main research material

The Russian-Ukrainian war has become a turning point for the European Union, changing its internal political dynamics and geopolitical orientations. Since the occupation of Crimea in 2014, the EU has had to rethink its role in the international arena, but it was Russia's large-scale invasion of Ukraine in 2022 that became the catalyst for more decisive action. Instead of a traditional soft power policy, the EU has begun to demonstrate the ability to quickly mobilise diplomatic, economic and military resources, while trying to balance the national interests of its member states with its collective commitment to European security. The war not only raised the issue of European security and brought the problem to a new level, but also contributed to strengthening strategic autonomy and the ability to provide global leadership in the face of modern challenges.

Prior to the outbreak of full-scale war, the EU was criticised for favouring instruments over strategy, and for not using all of its tools for geopolitical influence. The war in Ukraine is now seen by many analysts as a "wake-up call" for Europe, when the history of the union as a peaceful project should not prevent it from acting. So the invasion triggered a political awakening, and within days Brussels showed results: The EU adopted five packages of enhanced sanctions within a week, the effects of which are being felt in member states and are having an impact on the crippling Russian economy. This trend is likely to intensify over the coming years as a number of European gas and oil companies cut off their investments in Russia, dealing a blow to the Kremlin's energy sector. The EU's willingness to use its full economic weight as a tool of coercion against Russia is demonstrated by the discussions between the United States and its European allies about a complete ban on oil and gas imports from Russia. Although a compromise has not yet been reached, the discussion itself is significant, as it indicates that the

EU is ready to "pay the price" in the form of higher energy prices for its geopolitical actions. On the domestic front, the EU has begun to mitigate the challenges facing European societies. Policymakers in Brussels gave a boost to the Temporary Protection Directive, developed in 2001, which granted protection to a large number of Ukrainian refugees, including residence rights, access to the labour market, healthcare and education. To support Ukrainians, the EU has also decided on a major humanitarian and financial aid package, while at the same time applying measures to suspend Russian propaganda outlets such as Russia Today and Sputnik, and the European Commission's East StratCom working group has stepped up its efforts to combat Russian disinformation. Preparing the EU for a long-term "geopolitical game" requires rethinking its geo-economic position. For example, Nord Stream 2. Germany argues that Nord Stream 2, a pipeline that transports Russian gas across the Baltic Sea to Germany, was a purely economic project with no political component. Due to the lack of European sources to meet their energy needs, member states agreed to depend on Russian gas, but the outbreak of a full-scale war in Ukraine put an end to European naivety and forced Europeans to diversify their energy sources. In the short term, politicians need to prepare their populations for higher energy prices and prepare for heated domestic debates as their voters feel the effects of sanctions. And since renewable energy sources are not yet able to produce enough energy to meet the demand of the population, some European countries may be forced to return to coal, which could undermine the EU's climate goals (*Hoop Scheffer and Weber, 2022*).

One of the key areas for Europe has been the development of strategic autonomy, which involves strengthening internal economic and security mechanisms to reduce dependence on external supplies. This means increasing investment in its own defence resources and technologies, developing renewable energy sources, and strengthening the common security policy. According to analysts, the growth of the EU's autonomy has several factors: 1) the aforementioned refusal from Russian energy resources; 2) in response to the war, European countries have come closer together in defence cooperation; while in the past the EU relied on NATO, Russian aggression has shown that this solution is ineffective, and it is necessary to develop its own defence capabilities in order not only to deter potential threats but also to respond to crises independently; investments in joint projects in the defence industry have become an important solution to strengthening European autonomy; 3) strengthening economic cooperation with Ukraine, i.e. opening markets, cancelling duties and introducing economic incentives that will help strengthen Ukraine's economic integration into the European economy. By doing so, the EU aims not only to help Ukraine overcome the economic challenges of the war, but also to integrate it into the European economic space, which may lead to the acceleration of Ukraine's EU membership in the future. The adaptation of Ukrainian legislation to EU legislation on market restrictive instruments (duties, quotas, regulatory measures) was a step towards both economic integration and foreign policy cooperation with the Union. According to economists, the integration of new internal market instruments will provide new opportunities for businesses, including technology start-ups. To develop a common digital infrastructure and support digital transformation, Ukrainian enterprises, researchers, and public institutions can already apply for funding, for example, under the Digital Europe programme (*Rabinovych, 2023*).

It is worth noting that in the wake of the 2004 transformations, the EU created the European Neighbourhood Policy (ENP), which aimed to stabilise the region through trade, economic integration and cooperation, in particular, it focused on strengthening cooperation between Ukraine, Moldova, Georgia and other countries. From the outset, this approach was characterised as "technocratic", as it was based on the knowledge and expertise of the European Commission, with the aim of achieving regulatory harmonisation between the EU and its

neighbours. For example, the ENP developed action plans for Ukraine, Moldova and Georgia, which included proposals for deeper political association and trade cooperation aimed at economic integration. The main instruments were financial and technical assistance, as well as strengthening reforms in the areas of anti-corruption and the rule of law. Although the ENP was not initially geopolitical in nature, it was aimed at reducing Russia's influence on post-Soviet countries by strengthening cooperation with the EU. This became the foundation for the conclusion of the Association Agreements, which were aimed at the gradual integration of these countries into the single European market, i.e. a significant incentive for reforms and strengthening of democracy in general. The EU's technocratic approach was seriously challenged by Russia's aggression in 2014. After these events, the EU was forced to take the first steps towards imposing sanctions against Russia and provide Ukraine with large-scale financial and technical assistance, but this was not enough. One of the main lessons, including for Western analysts, was the realisation that a pragmatic approach to Russia did not prevent its aggression, and that the EU's dependence on Russian energy resources significantly weakened its position. A technocratic solution such as the EU-Ukraine Association Agreement brought positive results, but was not enough to prevent the conflict. The Union should have defended its values more firmly and taken tougher measures to ensure stability in the region. After 2015, the EU changed its approach to focus on security and resilience in the Eastern Neighbourhood. This resulted in the revision of the European Neighbourhood Policy of 2015 and the adoption of the EU Global Strategy of 2016, which emphasised the need to strengthen the economic and energy independence of the countries in the region from Russia, as well as the importance of regulatory convergence and governance reforms (*Pintsch and Rabinovych, 2023*).

The evolution of the EU against the backdrop of the Russian-Ukrainian war can also be seen through the prism of gradual growth of competition with Russia. One of the important factors was the realisation that the EU's attempts to avoid direct confrontation with Russia were ineffective. Starting in 2004, the EU tried to introduce a new policy towards the Eastern Partnership countries, such as Ukraine, but this policy remained within the framework of strategic ambiguity. On the one hand, the EU was moving towards closer cooperation with Ukraine through the Association Agreement and the Free Trade Area, while on the other hand, it was careful not to provoke Russia, which saw these steps as a threat to its own interests. In response, Russia stepped up its efforts to restore its influence in the post-Soviet space. In 2013, this resulted in the application of economic and political pressure on Ukraine to disrupt the signing of the Association Agreement with the EU. This caused mass protests in Ukraine, known as Euromaidan, which led to a change of government in Kyiv and further aggressive actions by Russia, including the annexation of Crimea and support for separatist movements in Donbas (*Raik et al, 2023: 4-9*).

Since the outbreak of the full-scale war in Ukraine, the European Union has significantly revised its relations with post-Soviet countries that are not members of the EU. In addition, Ukraine, Georgia and Moldova have come to be seen as important strategic partners. The accelerated granting of EU candidate status to Ukraine became a precedent and a confirmation of the EU's readiness to support democratic transformation in these countries. Particular attention was paid to creating conditions for the political and economic integration of post-Soviet states that could help counter Russia's influence. For example, the macro-financial assistance programmes already being implemented in Ukraine remain a model for other countries in the region seeking closer cooperation with the EU (*Alcaro, 2022: 5-6*).

Until 2022, the European Union's strategy was largely based on avoiding confrontation, but Russia's full-scale invasion forced the EU to reconsider its role in international politics and

take a more active part in the geopolitical competition for the future order in Europe. It should be noted that the decision to grant Ukraine the status of an EU candidate was an important element in the formation of the EU's new borders. It is a clear demonstration that the EU is ready to defend its vision of an international order based on international law. Although the EU has mostly used civilian means to achieve its goals, important steps have been taken to strengthen its military capabilities. One of the first such decisions in the EU's history was the decision to use the European Peace Fund to compensate member states for the costs of military assistance to Ukraine. Unlike Russia, the European Union does not use force to impose its vision, but rather bases its actions on the voluntary accession of countries to the EU's "liberal empire". This model, despite its criticism, is more attractive to the EU's neighbouring countries, such as Ukraine (*Raik, 2024: 40-50*).

The geopolitical development of the European Union against the backdrop of the Russian-Ukrainian war should be viewed from another perspective, in the context of the transformation of the EU itself as a political actor. The war has prompted a review of the fundamental principles of integration and cooperation between member states, which has led to the emergence of new mechanisms for collective crisis management. This underscores the Union's aspiration to become a global actor capable of acting independently and independently of other factors.

It is worth paying attention to how the European Commission has begun to play a new role in implementing foreign policy and defending EU values. Previously, the Commission acted as an implementer of legislative initiatives, but now it is taking on a proactive role in shaping policies that go beyond the internal market. This is especially evident in the area of sanctions policy, where the Commission has taken a leadership role, coordinating between member states and ensuring rapid decision-making amid geopolitical tensions. The war also showed that the EU needs to strengthen its strategic autonomy on a global scale. This was the impetus for seeking new partnerships beyond transatlantic cooperation, such as relations with countries in Asia, Africa, and Latin America. The European Union is trying to move away from its traditional allies, creating a broader geopolitical context to ensure its independence in economic and security matters. Analysts also see important accents in the fact that the war is changing the perception of the Union's role on the global stage as a defender of democratic values. The war in Ukraine has had a significant impact on strengthening integration processes in the areas of human rights, rule of law, minority protection, etc., and this has become one of the central topics of discussion in the European Parliament and the Council of the EU. This new positioning allows the EU not only to respond to external threats, but also to shape the world order based on the values of democracy and the rule of law (*Hakansson, 2023*).

The development of the European Union since the outbreak of full-scale war in Ukraine, in our opinion, should be seen in the broader context of the fragmentation of the liberal international order. Before the war, the EU was developing as a powerful economic player with strong democratic and legal institutions, focusing on soft power and diplomacy. However, Russia's invasion of Ukraine in February 2022 significantly changed the international situation, forcing the EU to rethink its foreign and security policy strategies. The fragmentation of the liberal international order has become one of the main challenges for the EU in this context. The war in Ukraine has accelerated the disintegration of the former global order based on rules and shared values. Fragmentation has manifested itself in various forms, including the return of spheres of influence, violation of norms of territorial integrity, and a growing negative attitude towards interdependence, which was previously considered the basis for peace and stability.

As noted by European researchers themselves, one of the most obvious forms of this fragmentation was Europe's energy dependence on Russia, which it used as an instrument of

political pressure, prompting the European Union to act quickly to diversify energy supplies and develop internal energy markets. However, despite attempts to expand the EU's competence in the energy sector, this issue remains problematic due to uneven integration of energy policies among member states. The war in Ukraine has also changed the focus of European defence policy. While the EU used to focus more on crisis management and peacekeeping missions outside its borders, now the priority is to defend its. This became especially evident after the Strategic Compass, a document designed to guide European security policy, was revised in the first months of the war, as its provisions proved insufficient in the new reality. The EU has begun to invest more in the development of defence capabilities, but there are still deep divisions among member states over what European defence should look like and how to synchronise these efforts with NATO. We should also emphasise the impact of the war on the political cohesion of the European Union. Although the EU has demonstrated a high level of unity in sanctions against Russia and support for Ukraine, internal divisions among member states continue to influence decision-making. An example of this is Hungary, which has expressed scepticism about tough sanctions and has limited its support for EU policy towards Ukraine. This shows that despite external pressure, some internal conflicts in EU countries can reduce the effectiveness of its actions in the international arena. An additional challenge was the growing rivalry between regional blocs and the expansion of strategic autonomy. The war prompted Europe to reconsider its dependence on external actors such as the United States and China and to think about how to develop its own defence, industrial and political autonomy. However, this task proved to be more difficult than expected, as many member states continue to focus on partnership with the United States in defence, which is an obstacle to the creation of a full-fledged European strategic autonomy (Costa and Barbe, 2023: 432-436).

The war in Ukraine has stimulated the acceleration of arms supplies to Ukraine through the European Peace Facility, which has become an important tool for supporting the Ukrainian army. Under this fund, the EU has provided Ukraine with the bulk of its overall assistance, which shows the growing role of the EU as a military and political actor and its ability to adapt to new challenges posed by the war. Previously, this fund was focused on Africa, but the Russian-Ukrainian war has changed its priorities (Fiott, 2023: 5). One of the long-term responses to the war was the industrial recovery of Europe's defence industry. During the Versailles Summit in March 2022, EU leaders agreed to increase defence spending on joint purchases of arms and ammunition, which is evidence of growing defence cooperation among member states and the European Commission. A new legislative initiative has also been prepared to create a mechanism for joint procurement of defence products. This process is an illustrative example of how the EU is gradually strengthening its autonomy in the military sphere, aiming to reduce dependence on external suppliers (Fiott, 2023: 7).

In general, the Russian-Ukrainian war is a catalyst for strengthening the EU's defence integration. However, this process does not necessarily mean a transition to national integration, as many decisions are taken at the intergovernmental level, reflecting the specifics of the member states' approach to common security policy. At the same time, the European Commission plays the main role of initiator of new policies, such as joint military procurement, but these activities do not always lead to a significant redistribution of sovereignty.

The EU, faced with the challenge of Russian aggression, has made Ukraine the central focus of its foreign policy, stepping up political, economic and military support. This is seen as having several important dimensions of security policy. Some European leaders reacted quickly to the conflict, consolidating their stance against the aggressor and mobilising resources to help Ukraine. In the area of diplomacy, the Union has demonstrated strong support for Ukraine's

sovereignty and territorial integrity, while providing large-scale political assistance. Direct visits of European leaders to Kyiv, active participation in international negotiations, and meetings of the European Council on the Ukrainian issue were evidence of political solidarity and readiness for joint action. The EU has been active on all diplomatic platforms, including the UN, OSCE and other international organisations, to stop the aggression and restore a just peace. An important tool of diplomacy was the development and implementation of numerous sanctions against Russia. The EU's sanctions policy (freezing assets, restricting financial transactions, banning the export of high-tech equipment, reducing access to energy resources, etc.) aimed at weakening the Russian economy has become the most powerful response to the aggression on its part, with the aim of forcing Moscow to stop military actions. The EU played an important role in the international coordination of sanctions together with the UK, the US and other Western bloc partners. A notable step, a historic decision, was the granting of EU candidate status to Ukraine, which demonstrated not only support for Ukraine but also its prospects. This diplomatic gesture is of great symbolic and strategic importance, as it demonstrates the EU's real aspirations. The EU will also contribute to Ukraine's post-war recovery by developing plans for the country's long-term reconstruction and modernisation (Youngs, 2022).

3. Conclusions

The Russian-Ukrainian war has revealed new approaches and strategies that the European Union has been forced to apply to ensure its security and maintain its influence in the international arena. The war became a catalyst for revising the EU's established security mechanisms and influenced the development of the Union's strategic autonomy. One of the EU's key achievements was the imposition of strong sanctions against Russia, including energy restrictions and financial measures that had far-reaching consequences for the Russian economy. This demonstrates the EU's ability to use its economic weight as an instrument of political pressure, which is an important step towards shaping its new geopolitical role. In the energy sector, the war triggered a fundamental change in the Union's policy. The EU has realised its critical dependence on Russian energy resources, which has become the basis for revising its energy strategy and accelerating the transition to renewable energy sources. This decision reinforces the EU's desire to reduce its dependence on external energy suppliers and ensure long-term energy security. Prospects for further research in this area are related to the study of the impact of sanctions policy on the economies of the EU and Russia, the effectiveness of measures to ensure energy independence, and the analysis of the long-term consequences of strengthening European strategic autonomy. Further research could also focus on the processes of Ukraine's integration into the EU, including the adaptation of Ukrainian legislation to European standards and the development of joint initiatives in the economic and security sectors. In our opinion, studies of strengthening the EU's defence capabilities and the impact on cooperation with NATO and other international security structures and institutions are particularly relevant. This is because this issue affects the international security system, which today, as a result of the Russian-Ukrainian war, is undergoing the greatest transformations since the Second World War.

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THE USE OF METAPHORICAL ASSOCIATIVE CARDS FOR WORK WITH BUSINESS DURING TRANSFORMATION

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Summary

The article aims to analyze the possibilities of using metaphoric associative cards for working with businesses and organizations. Metaphoric associative cards could be used as an additional tool in counseling to provide the ability to work simultaneously within the emotional, mental, and physical dimensions of the client, creating a secure space for reflections during the team sessions and enhancing creativity during brainstorming.

Enterprise organizations and small and medium businesses overcoming market challenges, and financial changes should adapt to any scenarios and transform rapidly by representing innovative solutions (new products, services, processes, opening new markets, going through M&A, etc.). Such transformations bring anxiety for an organization and all employees as the level of uncertainty is high and bringing clear communications to the company culture, developing space for reflection is critical (*Giernalczyk, Lohmer, 2012*).

To discover potential scenarios of strategic development, working with a portrait of the customers for improvement for customer journeys, discovering blockers or potential root causes of new project initiations working with metaphors through the session with MAC could be helpful.

Practical techniques that could be used during the work on requests of organizations described.

Key words: metaphor, metaphoric associative cards, change management, organizational psychology, strategy, insight, associations.

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1. Introduction

To survive in the market organizations should quickly and constantly adapt to the changes of reality and this process impacts all sides of business architecture: development of new value streams, changes of existing products, adaptation of strategy, reinvention of project planning, interaction with customers, etc.

Changes are usually met with high resistance because of the high level of uncertainty which requires new approaches in business analysis and change management. A high level of uncertainty increases anxiety in the team and accelerates burnout for employers. To help with the development of potential scenarios of development and structure potential focus of development could be used psychological methods such as metaphoric associative cards (MAC). Working with metaphors can help with decreasing anxiety (*Ozdemir, 2020*). Combined with other methods used during strategic sessions, metaphoric associative cards (MAC) can help reduce anxiety levels and work on requests. Being neutral by default, metaphoric associative cards can support by giving a metaphor, or association on the picture that person sees there. There are different decks of cards present currently that could be used for different purposes

working on different requests. Defining a relevant set of cards for work during the session could realize true aspirations and vectors for further development and gain the inner integrity of the company. Metaphoric associative cards can help in viewing situations from another angle and finding the most favorable strategies.

MAC could be applied both for individual and group work, helping to build relationships between team members, for analysis of group needs, etc. (Shebanova, 2020).

2. Adaptation of business to changes

Adaptation of business to changes requires strategy review and reinvention and work with potential conscious and unconscious blockers of the owner of the business and management team. Strategy now shifted from analytical to creative exercise as the challenging market and hyper-competitive environment require non-standard solutions, new approaches to work with customers, and rapid reaction of customer behavior. To give a space for creativity, the level of uncertainty and anxiety could be reduced during the sessions where metaphorical associative cards are. Cards could be used during one-to-one sessions with managers or experts or the work with a team.

MAC allows us to discover projections, identification, metaphors, associations, and insights. During the consultative process with the help of the image represented on the card, the client can come to transferring metaphoric work results to life as the association from cards serves as a mechanism of identification. This method represents the method of free associations proposed by S. Freud and C. G. Jung's method of associative experiment (Popova, Miloradova, 2014).

3. Techniques for working with cards

The article provided several techniques for using Metaphorical Associative Cards (MAC) in specific business requests. Techniques represent possible scenarios of using instruments during the work with an individual or a group within the organization, but such practices could be used in other processes in the organization or during educational processes where work with a group is required, for example (Jinghan, 2022; Ozdemir, 2020).

The following technique helps in forming a business vision and strategy development. This technique aims to determine the direction of business development and shape a vision of the dream that the business aspires to achieve in the future. The main idea is to help identify the goal and value. The technique is also suitable for both individual and group work during team sessions or strategic sessions.

Materials required for work with an individual or the team:

1. A deck of metaphorical cards. It is recommended to use any universal decks.
2. Notebooks for taking notes for participants for working with metaphors.
3. In a group work format, it is recommended to have a flipchart for recording images and reflections after individual discussions for further group analysis.
4. Also, sessions could be held in an online format. In this case, could be used digital cards and boards for illustrating the metaphors and insights during the session in the corresponding digital workplace tool (Zoom, Google Meets, Teams, etc.).
5. A quiet meeting room where the session won't be interrupted is comfortable for both individual and group work.

Questions for work with cards:

1. Define the theme and intention of the session with a focus on shaping the ideal future of the business and forming a strategic direction.

2. Select one card from the deck blindly.
3. Analyze what emotions the chosen card evokes in you.
4. What elements of this card are associated with your goal?
5. If you could choose one word to symbolize this image, what would it be?
6. How does the image on this card relate to your business right now?
7. What is the strength of the image on this card? What resource can you draw from this image?
8. What sensations in your body does this card evoke? When have you felt a similar state before? How do you feel in this state? What would you like to change to improve your state?
9. How would you formulate a goal or vision for this image? What resonates with your business in this? What would you like to take for the development and resources of your business?
10. Looking at the image, describe what you can do right now to start moving toward your goal. What steps can you realistically take now?

In a group format, this practice can be used by taking turns with each participant, working with one card selected by the facilitator, or with each participant choosing their card. The results can be recorded on a flipchart or in any convenient digital format for online work.

Such an analysis will allow participants to understand how they perceive the company's or business's goal and gather a collective vision of the future. This will help set the development direction and increase team motivation.

The following technique could be used for working with the client image. The goal of this technique is to define the portrait of a potential client in the business. The technique can be used in both individual and group settings.

A group format can help identify both a shared vision and potential discrepancies in the group's understanding of the client, which may act as a blocker for product development and sales.

In an individual format, the technique assists in understanding whom the client (business, consultant, psychologist, entrepreneur, etc.) specifically wants to work with and how they can help or provide value within the scope of their services and products. It also helps identify potential limitations and fears.

This technique can be used as a tool for addressing business development, self-improvement, starting a practice, creating a business, and overcoming business growth barriers.

Possible issues it can address include a lack of clients, client attrition, misunderstanding client needs, etc.

Materials:

- A deck of metaphorical cards. It is recommended to use portrait decks, such as "Portrait of Men" or "Portrait of Women" cards. Multiple decks can also be used to understand the potential client group better and for further work with the selected cards.

Additional materials required:

- Notebooks for taking notes.
- In a group work format, it is recommended to have a flipchart to record images and reflections after individual discussions for subsequent group analysis.
- A quiet meeting room where the session won't be interrupted is comfortable for both individual and group work.

Define the theme and intention of the session: Discuss with the participant the business scenarios for working with the cards within the theme of working with clients/target audience. Potential business scenarios could include creating a new product and identifying a new client

group, starting a private practice or business, and identifying the key client group, or discovering possible reasons for the lack of clients, etc.

- Choose the appropriate deck: Choose the best deck to use with the client. If the client is focused on a female or male audience, use the corresponding decks. If there is no differentiation for the client's product or service, you can either work with both decks sequentially or allow the client to randomly choose cards from both. Select one card blindly.

- Emotional response: What emotions does the selected card evoke in you? How do you feel about this image?

- Comfort level: Do you feel comfortable with this image? How do you perceive yourself when interacting with this image?

- Client analysis: How do you envision your client based on this image?

- Client's need: What need do you sense from the image on the card? How can you assist him or her?

- Offering support: What could you offer the client image to fulfill their need? How can you support them?

- Resonance with your product/service: How does your product or service resonate with the client's needs? What can you offer to fulfill those needs?

- Client's transformation: How will your client's state change after using your product or service?

- Reaching the client: How can you connect with this client? Where can they hear from you or about you?

- Client's feelings post-service/product: What feelings does the client have after receiving your service or product?

- Your emotional state: Describe how you feel when the client is satisfied with your product or service. What emotions do you experience?

- Physical sensations: What sensations arise in your body? When else have you felt this way?

- Communication with the client: How would you communicate with the client from this state? How would you present your product or service?

In a group format, this practice can be conducted by taking turns with each participant and recording the results on a flipchart or in any convenient digital format for online sessions.

Such an analysis will allow the team to identify commonalities and differences in their understanding of the client's image. This can help uncover any contradictions within the team and serve as a starting point for addressing them.

Technique for using Metaphorical Associative Cards (MAC) to find resources for starting a new project.

The goal of this technique is to help find the resources needed to launch a new project or create a new direction. It can be particularly useful in situations where there is a clear idea and understanding of the direction, but certain limitations or obstacles prevent its implementation for various reasons. These reasons may be subconscious, and metaphorical associative cards (MAC) can help bring them to the surface for further analysis, as well as identify the necessary resources to move forward.

This technique is suitable for both individual and group work.

In a group setting, it is essential to identify key participants whose opinions may influence the realization of the idea. Their perspectives can either drive the project forward or hold it back, and this technique can help highlight those dynamics.

The technique can be applied not only to business-related issues but also to personal matters that are stuck and unable to move forward, such as changing jobs, relocating, or making a significant decision.

Materials:

1. A deck of metaphorical cards. It is recommended to use universal, resource-based decks, and combine them with decks for working on shadow sides or fears.
2. Notebooks for taking notes.
3. In a group setting, it is recommended to have a flipchart for recording images and reflections after individual discussions, followed by a collective group analysis.
4. A quiet, comfortable place, suitable for both individual and group work.

Steps:

1. Define the session's intention: Focus on finding the resources necessary for launching a project or new direction.
2. Choose a card from a shadow-side or fear-focused deck.
3. Analyze the emotions the chosen card evokes. What feelings arise when you look at this image?
4. Project association: How does this card relate to your project or intention?
5. Emotional state: What state does this card bring out in you?
6. Physical sensations: What sensations does this card create in your body? When have you felt this state before? How do you feel in this state? What would you like to change to improve your well-being?
7. Identify a resource: What resource can you draw from this card?
8. Choose a card from a universal or resource-focused deck.
9. Analyze the emotions evoked by this new card.
10. Project resonance: How does this card reflect your project or intention?
11. Find a resource: What resource can you take from this card, and how can it help you achieve your goal or move forward with your project?
12. Compare images: How do the images from both cards resonate with each other? Do you see any associations between them?
13. Identify combined resources: What resources can you take from both cards?
14. Utilize the images: How can these images help you move forward with your intention or project?
15. First step: Analyze what you can do as a first step to kickstart your project or realize your intention.

In a group setting, this practice can be conducted by working sequentially with each participant. The facilitator can draw a card, or each participant can select their own. Results can be recorded on a flipchart or in any convenient digital format for online sessions.

This analysis helps participants understand how they view the project and provides an opportunity for a collective evaluation. The group can analyze both the meaning and the potential risks of the project, as seen by all participants involved in the activity.

4. Conclusions

Cards provide powerful tools for enhancing organization counseling and supporting clients in the discovery and investigation of problematic areas, discovering new resources for strategy transformation, and overcoming uncertainty.

MAC could be used for both individual and group work in the organization during transformations. The psychological phenomena of MAC give an opportunity during the session to help the client reframe the problem, discover solutions and resources for achieving the goals, investigate the client's unconscious processes, etc.

Bringing MAC as a tool into work with business will more effectively discover problems for overcoming changes and building strings teams.

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ENSURING ACCESSIBILITY OF TERRITORIAL COMMUNITY INFRASTRUCTURE FOR LOW-MOBILITY POPULATION GROUPS

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Summary

The article provides examples of public projects to ensure the availability of infrastructure for low-mobility population groups, the territorial community of the city of Cherkasy. The creation of children's rooms, the proposed playground for children with disabilities, as well as the creation of barrier-free infrastructure for everyone without exception. Project solutions and proposals, for example from other cities of Ukraine, regarding improving the accessibility of the city's infrastructure for the less mobile population groups have been analyzed and presented. The theoretical provisions, improved approaches and obtained results developed in the project proposal can become a project basis during the formation of policies at various levels and the implementation of appropriate measures to ensure the accessibility of the infrastructure of the territorial community for the less mobile population groups, to activate the public at the level of territorial communities. We hope that the project proposals will be accepted and considered by territorial communities, namely the city of Cherkasy.

Key words: public administration, local self-government, project approach, accessibility, population groups with low mobility, infrastructure.

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1. Introduction

The policy of public authorities at the level of the territorial community should be aimed at meeting the needs of all residents and guests of the city without any oppression and humiliation through responsible treatment and maximum consideration of their interests. The accessibility of infrastructure and the creation of a barrier-free environment are important indicators of sustainable development, so this topic has become the subject of research by many scientists and practitioners around the world. The theoretical propositions, improved approaches and obtained results developed in the project proposal can become the basis for the formation of policies at various levels and the implementation of appropriate measures to ensure the accessibility of the infrastructure of the territorial community for people with reduced mobility, for the activation of the public at the level of territorial communities. Conclusions and recommendations will be of practical importance regarding the formation of mechanisms for providing barrier-free infrastructure of the territorial community.

In accordance with the provisions of Article 3 of the Constitution of Ukraine – Man, his life and health, inviolability and security are recognized as the highest social value in Ukraine. Human rights and freedoms and their guarantees determine the content and direction of state activity. The state is responsible to the people for its activities. Affirmation and provision of human rights and freedoms is the main duty of the state (*Konstytutsiia Ukrainy*). A benevolent attitude towards people, regardless of status, age, physical disability, etc., determines the level

of civility of society. That is why the issue of creating an accessible environment for low-mobility population groups is one of the main priorities of the state policy of most countries today.

2. The Revolution in the development of information technologies

There are many projects related to the creation of barrier-free infrastructure for people with reduced mobility.

On the initiative of First Lady Olena Zelenska, the project "Rehabilitation of war injuries in Ukraine" was created.

The full-scale Russian invasion made the question of rehabilitation even more relevant. It is important for military personnel and civilians who have been traumatized by war, or whose chronic illnesses have worsened, to be able to recover and become active members of society again.

This project makes recommendations regarding rehabilitation in Ukraine, namely:

- The rehabilitation process must be fully documented in the electronic health care system. This will make it possible to store all information about a person and certificates of rehabilitation in one system, monitor the progress and quality of rehabilitation assistance, automate data exchange between rehabilitation specialists;

- For patients, rehabilitation should be active, not passive. That is, an approach based on the active participation of a person in the process of his recovery and rehabilitation should be used. It is active rehabilitation that demonstrates the greatest effectiveness in restoring functionality;

- A multidisciplinary rehabilitation team should work with the patient, which may include a psychologist, prosthetist, physical therapist and other specialists;

- Rehabilitation assistance should be available in every community, so that patients can continue rehabilitation close to their homes;

- After receiving rehabilitation assistance, it is important for a person to be able to restore or compensate for lost functionality and become an active member of society again;

- Rehabilitation specialists should use only those methods, the effectiveness of which is scientifically proven.

This project is implemented by: the Ministry of Health of Ukraine, the National Health Service of Ukraine, the Ministry of Social Policy of Ukraine, the Office of the President of Ukraine (*Proiekt "Reabilitatsiia travm viiny"*).

The "Protez Hub" limb prosthesis project in Ukraine. The Protez Hub team is people who work on the development of the field of prosthetics and orthotics of Ukraine and the implementation of systemic changes in order to improve the quality of services in all areas.

This project deals with:

1. Educational opportunities for specialists in limb prosthetics or related rehabilitation online and live.

2. Providing consultations and cooperation with non-profit organizations and foundations (foreign and Ukrainian) that want to support limb prosthetics or related rehabilitation in Ukraine.

3. Organization of networking of Ukrainian specialists among themselves and with foreign colleagues online and live.

4. Cooperation with state institutions of various levels: consulting and support for the implementation of necessary changes (*Protez Hub*).

"Barrier-free railway" project. The main goal of the project, within the scope of which the reconstruction of the station is being carried out, is to get rid of barriers on the entire path of

guests of the station, and in the future, all stations and railways of the country. So that nothing prevents people from living and traveling freely. The station area of the Kyiv railway station has become accessible, barriers to employment are being removed, passengers representing groups with reduced mobility are accompanied, and a number of other transformations are being implemented.

The project "Rehabilitation of soldiers and people who have lost their sight" was created by the Ministry of Internal Affairs, the purpose of which is to help soldiers who have lost their sight to navigate in space.

Rehabilitation covers dozens of different directions, because every challenge that people face, every violation must have its own answer. From the outside, these classes may resemble a normal walk, but try to walk through the park with your eyes closed so as not to fall and hit a pole. A person with sight can at any moment develop his eyes and assess the whole situation, but when a person loses his sight, all he can do is learn to navigate with the help of other senses. After all, independent movement in the city space is not just a walk, it is an opportunity to work, communicate and simply live fully despite the injuries received.

The project of the educational course "In the beginning a person". 10 course modules have been developed that provide clear, consistent information on how to make a medical institution people-oriented and comfortable for everyone. And the main thing is how to do it today and now, in real life, where hospitals are often faced with a lack of time, clearly defined funding, and the impossibility of global restructuring of the department.

The name of this project is not accidental. "Man first" is generally about the whole philosophy of barrier-freeness, where spaces and services should be created so that people can use them, and not people grit their teeth and heroically overcome obstacles on the way to what they should receive by law (*EdEra*).

The project "Strengthening social protection in Ukraine" was created by the Office of the Council of Europe in Ukraine. The purpose of which is to help vulnerable social groups affected by the war enjoy a higher level of social rights and social protection (*Council of Europe*).

The project "Time to act, Unstoppable". It aims to promote the creation and arrangement of sports centers adapted for the residents of communities, in particular persons with disabilities, including persons with disabilities as a result of war, in which they can engage in physical culture, communicate with like-minded people and receive professional support from qualified trainers, stimulating them reintegration into the social life of the community.

Within this project, 15 communities were identified, which will create sports spaces for adaptive sports under the conditions of co-financing by the Ministry of Youth and Sports of Ukraine and other business partners and local councils.

And each such club is an invaluable opportunity to help defenders who have been injured to adapt to a peaceful life.

The project "Time to act, Unstoppable" is implemented by the Charity Fund "MHP – Communities" together with the state institution "All-Ukrainian Center for Physical Health of the Population "Sports for All" within the framework of the social project of the President of Ukraine "Active Parks" with the support of the Ministry of Youth and Sports of Ukraine. The project is implemented within the framework of the National Strategy for the Creation of a Barrier-Free Space in Ukraine, which is being implemented at the initiative of the First Lady of Ukraine, Olena Zelenska (*Departament finansiv*).

Social project for people with disabilities. The organization Available.UA is developing a new social project to support people affected by the war. The project aims to motivate people who have been disabled as a result of the war to return to active social life, provide them with

psychological support, as well as relevant and clear information that will help them cope with challenges: processing documents, rehabilitation, employment, etc (*Projekt*).

Project seminar "Implementation of barrier-free and accessibility in Kyiv: prospects and challenges for the second half of 2024". The goal is to create an environment in Kyiv where every resident will feel comfortable. Currently, Ukrainian society is moving away from the fact that barrier-freeness is only about the absence of physical obstacles in the form of ramps and elevators. It is a much broader concept that applies to everyone.

The seminar was attended by representatives of the Kyiv city state administration, district state administrations in the city of Kyiv, as well as expert and public circles. They discussed the areas of health care, social protection and veteran policy, transport and housing and communal infrastructure, development of green areas and digital accessibility.

The Kyiv City State Administration initiated the project seminar. The co-organizers of the event were the public union "League of the Strong" and the public organization "City Development Center".

Within the framework of the project seminar, the participants discussed the implementation of the Action Plan for 2023-2024 for the implementation of the National Strategy for the Creation of a Barrier-Free Space in Ukraine for the period until 2030 in the city of Kyiv.

In addition, the seminar program provides that the departments of the Kyiv city state administration will analyze cases and develop joint proposals for effective work to ensure barrier-free accessibility for the second half of 2024 (*Departamenty KMDA*).

The project "Improving the system of providing rehabilitation aids". Developed by the Ministry of Social Policy. The goal of the project is to improve the system and eliminate problems in order to provide the necessary means of rehabilitation in a timely manner.

This project solves such problems as the lack of highly qualified prosthetists/orthetists; lack of an algorithm for selecting rehabilitation aids (*Proekt Minsotspolityky*).

The project to integrate the topic of barrier-freeness into the curriculum of the Kharkiv School of Architecture has been launched. It is implemented for the comprehensive understanding of barrier-free, accessibility and universal design among male and female students.

The reconstruction project of the capital cinema "Zhovten" creates the conditions for it to become fully accessible to the audience.

With the participation of representatives of ministries, civil society, and the "Business Without Barriers" community, a dialogue was held within the framework of the project regarding the adaptation of workplaces for people with disabilities, retraining, support, and integration of combatants into peaceful life and the country's economy.

Together with Ukrzaliznytsia, a pilot project on workplace adaptation has been launched (*Ukrinform*).

3. Implemented projects for low-mobility population groups in Ukraine

Ensuring unimpeded access, the possibility of free movement within all objects of the physical environment is an essential factor in overcoming the hopelessness and isolation of less mobile population groups, the infrastructure of the city of Cherkasy, in particular the arrangement of play areas for children with disabilities, as well as the arrangement of public space with accessible objects for each population category.

Also in the territorial community of the city of Cherkasy, we created projects to improve the accessibility of the city's infrastructure.

In 2020, we developed the project "Creation of a playground for children with disabilities", which took part in the "Public Budget of the City of Cherkasy" target program, and became the winner in the "Small Public Projects" category. Its implementation was expected in 2021–2022, in accordance with the measures of the specified program, in connection with the full-scale invasion of Russia, the implementation was postponed (*Hromadskyi biudzhet*).

The goal of the project is that children with disabilities should be able to play, have fun and communicate with their friends. For him, such an opportunity is very important, because playing and communicating with friends is a necessary and inalienable right of every child. And healthy children get irreplaceable life and spiritual experience through such communication. People with physical limitations give way only when they are faced with an inaccessible environment.

Our task should in no way be to divide children into groups, but, on the contrary, to unite them and play together. Children with disabilities should feel equal to everyone and should not be discriminated against. Universal playgrounds should be installed in all parks and squares. We are obliged to create the proper infrastructure for games and recreation for everyone without exception. Without discrimination, society will be healthy. It is necessary to create the same conditions for all children (*Kovtunenکو, 2023:76-77*).

According to this project, a certificate of implementation was issued by the Executive Committee of the Cherkasy City Council on March 24, 2021. No. 2321-2.

In 2020, in the city of Kyiv, on the territory of the botanical garden named after O. Fomina hosted the First National Award for Landscape Architecture and Garden Design, where we created the project "Step by Step". This project was awarded the laureate of the 2nd degree.

The goal of the project is to create a barrier-free, accessible, safe environment. The value of a playground will be that all children can play together, without any obstacles.

The project envisages a modern playground with special play elements for children with disabilities. We provide a barrier-free, accessible and safe environment for children with disabilities. The construction of the playground is designed in such a way that children have free and unlimited access to all elements of the game. The playground has wide ramps and handrails that allow children in wheelchairs to enter and exit safely.

A dry pool with soft balls has been designed, which is an important part of a child's development. Games in specially equipped playpens have a beneficial effect on physical training, psycho-emotional state, and general development of children. Soft balls act as a massage element, stimulating blood circulation and metabolism, the development of fine motor skills of the fingers. Regular classes contribute to the improvement of the work of the nervous system and respiratory organs. In addition, the musculoskeletal system is strengthened and the work of the heart is stimulated. But the main value of playgrounds is that all children can play together, without any obstacles.

A new surface is also installed, which is primarily safe, therefore a rubber surface is offered, which helps to avoid injuries during active movements. To familiarize yourself with the plants, I offer a special design of raised mini flower beds. With the help of which children in wheelchairs will be able to take care of plants, this has a beneficial effect on the physical and psychological state of the child. Perennial plants are used in the project. Among perennial plants there are plants that stimulate consciousness and feelings, improve cerebral blood circulation, increase analytical abilities and insight, facilitate inner vision and meditation. These representatives include: basil, sage. There are also plants that have a calming effect on the mind and reduce pain. Such plants are also favorable for calming nervous excitement and anxiety. These representatives include: valerian (*Moshenska, 2020:27*).

We developed a project for the adjacent territory of Cherkasy Gymnasium No. 31 of the Cherkasy City Council of the Cherkasy Region, with the aim of ensuring the accessibility of the premises and other infrastructure of the general secondary education institution for groups of the population with reduced mobility.

According to this project, a certificate of implementation by the Cherkasy Gymnasium No. 31 of the Cherkasy City Council of the Cherkasy Region was issued on August 17, 2022. No. 01-06/227.

The usual life of Ukrainians changed dramatically on February 24, when Russia launched a large-scale invasion of Ukraine. The events that took place in the city of Mariupol on "Azovstal" prompted us to create a memorial complex "Free and unconquered" to the Azov soldiers who died for the independence and integrity of the Ukrainian state. Today, the people of Azov have become a symbol of the indomitability of Mariupol, which heroically held the defense on "Azovstal". This memorial complex consists of protective warriors, a warrior with wings holding a sniper rifle symbolizes a fallen warrior who still continues to protect our defenders. A warrior who is squatting and holding a sniper rifle symbolizes our defenders who keep the defense of our cities. The symbol of Azov should be depicted on the shield. The pedestal is designed with the "Azovstal" emblem.

In this project, a flower bed made of red poppies is proposed as a symbol of memory of the war victims. I also propose to equip the territory where the memorial complex will be installed with benches for groups of the population with reduced mobility. Special orthopedic structures differ from ordinary benches in that they are leaned against, and not sat down. It is difficult for the elderly, pregnant women, and people with musculoskeletal disorders to cover long distances without the opportunity to rest. The special shape of the bench makes it possible to take a break, relieve stress from muscles and joints. They differ in their height – it is higher than that of ordinary ones. Thus, the bench is adapted to the height of a person, so that it is more convenient to lean or lean against it (*Kovtunenکو, 2023:90-94*).

This project has been submitted to the office of the President, and copyright has also been obtained.

We submitted a project proposal for the rehabilitation garden "In harmony with nature", regarding the need to create these gardens. The World Program of Sustainable Development, in terms of measures for the organization of a "barrier-free environment" for people with disabilities, declares the need to create a real barrier-free space for people with disabilities and other groups with limited mobility and is one of the priority requirements in connection with Ukraine's ratification of the Convention UN on the rights of people with disabilities and the Association Agreement with the EU. For modern Ukraine, the issue of creating barrier-free spaces is one of the most urgent issues of the present and the future, due to the large number of injured people as a result of the military aggression of the terrorist country. The creation of rehabilitation gardens (at hospitals, hospitals, rehabilitation centers, veterans associations) is a scientifically proven and actually proven practice in the world. In Ukraine, there are also certain regulations, for example, the creation of parks (gardens) is a mandatory component of hospitals. According to the current norms of Ukraine, green spaces on the territory of hospitals should occupy at least 60% of the entire area and average 200 m² per patient. Rehabilitation measures in specialized institutions are supported by the therapeutic effects of the garden, such as: sounds, smells, touches, care and nurturing, development and growth, dynamics of changes. Gardens as such, including rehabilitative gardens, reduce the level of stress, anxiety and symptoms of post-traumatic stress disorder, promote relaxation, and are an element of physical activity (both in the case of involvement in garden care and when walking around the territory).

When creating a garden, the purpose of which is adaptation, pacification, return to peaceful life, acceptance of certain health defects acquired during military operations, we need to be clearly aware of some special requirements for rehabilitation gardens and their specific characteristics. Let's consider some of them. Combatants usually like a confined space. In the cafe, they choose a place with their back to the wall to see the exit, in the room – a chair that is located in the depth, also with a view of the entrance and exit from the room. These are the consequences of a subconscious search for security. In rehabilitation gardens, these points should be taken into account – to create green rooms that have "walls" around the perimeter, gazebos with solid walls, not transparent ones. In this way, certain comfort zones can be created. In the rehabilitation garden, it is appropriate to lay down spaces for communication (including group), meetings, walks (independently, with family or friends), places of rest and contemplation with the obligatory consideration of inclusiveness. We developed an open class project.

Modern, innovative space – new conditions, new opportunities for education. Creation on the territory of the Antipiv educational and educational complex "General education school of I-III degrees – Preschool educational institution" class under the open sky, a motivating space for learning, creative educational and social projects, conducting trainings, master classes, workshops, leisure time during the break and in the group of extended day. The opening of the site will facilitate the work of participants in the educational process in informal conditions, increase interest in learning, and develop the ability to properly organize one's free time.

The project involves the installation of a hinged structure like a metal frame gazebo with a polycarbonate roof and closed two side walls. Advantages of polycarbonate: strength, lightness, plasticity, transparency, resistance to low temperatures. It will provide a modern aesthetic look, will allow unhindered observation of objects in adverse weather conditions, and safe movement in the classroom.

Transformer benches of the Ukrainian manufacturer "LATEM" – a structure made of natural material can be used as a large bench or as a table with two smaller seats for creative work in groups.

The Buromax double-sided flip chart on wheels has two surfaces for writing with markers and chalk and attaching information with magnets. It can also be used as a screen for a multimedia projector.

The teacher's desk-standing lectern for the classroom, made of steel and wood, has a high-quality powder coating that ensures immediate readiness for use; increased fire safety; environmental friendliness; safety for humans with tactile contact; high degree of purity; high reference quality of the surface of the part; impact resistance of the coating with anti-corrosion and electrical insulating properties.

Also, this project is available for people with reduced mobility, namely ergonomic tables designed according to the State Building Regulations are offered. Their height allows a person to approach a wheelchair.

According to this project, a certificate was issued on the implementation of the Antipiv educational and educational complex "General education school of grades I-III – Preschool educational institution" by the Novodmytriv village council of Zolotoni district of Cherkasy region, October 12, 2023. No. 121.

4. Conclusions

It was established that the application of the program-target approach ensures the unity of actions aimed at coordinating the tasks of different levels of public administration and time

periods of different durations, the complexity and continuity of socio-economic processes when achieving the set goals of social development based on the use of available resources and taking into account the interests of all sub-objects (*Shatirishvili, 2018:115-116*).

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SUBJECTIVE AND OBJECTIVE DIMENSIONS OF COMMUNITY RESILIENCE AT WAR TIME (BASED ON THE RESULTS OF A QUALITATIVE RESEARCH ANALYSIS)

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Summary

The article is devoted to studying community resilience in the context of war in Ukraine. It analyzes both subjective and objective dimensions of resilience that affect the ability of local communities to adapt to crisis conditions. The empirical foundation of the research consists of interviews and focus groups with representatives of executive and local authorities, the public sector, business, volunteer organizations, and informal initiatives, conducted within the framework of the Polish-Ukrainian research grant «Multilevel governance of the humanitarian crisis caused by the Russian aggression on Ukraine, using examples from the Lublin Voivodeship (PL) and the Volyn Oblast (UA)» (funded by NAWA).

Subjective aspects of resilience encompass public perceptions, trust among community members, and emotional resilience, which is manifested in people's willingness to support one another. Objective dimensions include infrastructural, economic, and social resources that contribute to recovery after crises.

The results indicate that distinguishing between subjective and objective aspects of resilience is an effective tool for developing policies capable of supporting communities in wartime. This article aims to contribute to the understanding of the complexity of community resilience in times of crisis and social instability.

Key words: Community resilience, Social cohesion, Public participation, Public activity, War, Social ties.

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1. Introduction

In today's world, where conflicts and humanitarian crises have become an integral part of social life, the issue of community resilience during wartime is particularly relevant. This article is based on theoretical concepts of resilience that serve as a foundation for analyzing the characteristics of the humanitarian crisis caused by Russian aggression on the territory of Ukraine. The situation resulting from the full-scale invasion demands a deep understanding of community reactions and the responses of all management entities; particular attention should be paid to studying the factors that contribute to community resilience.

This research addresses the urgent need for effective responses to the humanitarian crisis caused by Russian aggression in Ukraine. The novelty of this study lies in its comprehensive analysis of community resilience as a multidimensional phenomenon that has not yet been extensively explored in the contemporary context of Ukraine. In particular, the identification of objective and subjective dimensions, which is the focus of this article, represents an original idea in the interpretation of resilience, including community resilience, and deserves further

scholarly interest from the academic community. This article draws on theoretical concepts of resilience, providing a robust foundation for examining the unique characteristics and factors that influence community resilience.

The aim of this article is to provide a detailed analysis of the factors that enhance community resilience during war compared to conditions of peaceful life. Community resilience is understood as its ability to adapt to changes, maintain social cohesion, and recover after crises. In this context, it is important to identify both objective and subjective indicators of community resilience. Objective indicators may include the availability of infrastructural and economic resources, while subjective aspects encompass trust, public perception, and emotional resilience.

Thus, this article aims to contribute to a comprehensive understanding of community resilience in wartime as a complex phenomenon, emphasizing the importance of multilevel governance and the integration of subjective and objective dimensions of resilience to develop effective policies capable of supporting communities in times of crisis.

The empirical basis of our study are interviews with representatives of executive and local self-government bodies, public sector, business, volunteer corps and representatives of informal initiatives received within the framework of Polish-Ukrainian research grant project «Multilevel governance of the humanitarian crisis caused by the Russian aggression on Ukraine on the examples of activities in the Lublin Voivodeship (PL) and the Volyn Oblast (UA)» (funded by NAWA).

2. Theoretical Aspects of Resilience Research: Literature Review

Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008) in their work «Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness» investigate the concept of community resilience, defining it as a metaphor, theory, and a set of capacities necessary for enhancing disaster readiness. The authors emphasize the importance of social support and collective efforts in achieving resilience. Masten, A. S. (2001) in her article «Ordinary Magic: Resilience Processes in Development» discusses how resilience can be viewed as «ordinary magic» in developmental processes. Masten highlights that resilience arises from everyday mechanisms that help individuals and communities adapt to stress and adversity. Aldrich, D. P., & Meyer, M. A. (2015) in their study «Social Capital and Community Resilience: The Role of Social Networks in Disaster Recovery» focus on the role of social capital in community resilience, particularly in the context of recovery after disasters. The authors analyze how social networks can facilitate faster and more effective recovery. Berkes, F. (2017) in the work «Evolution of Co-Management: Role of Social Capital in Building Resilience» examines the evolution of co-management and its impact on community resilience. Berkes emphasizes the importance of social capital for effective resource management and enhancing resilience. Magis, K. (2010) in the article «Community Resilience: An Indicator of Social Sustainability» explores the connection between community resilience and social sustainability, highlighting that resilience is an important indicator for assessing social development and community well-being.

Cutter, S. L., Brennan, R., & B. M. (2010) in their article titled «Disaster Resilience: A National Imperative» examine the concept of resilience as a necessary component of national security, emphasizing the importance of preparing communities for disasters through planning, training, and investing in infrastructure. Paton, D., & Johnston, D. (2001) in their work titled «Disaster Resilience: An Integrated Approach» propose an integrated approach to resilience that includes preparedness, response, and recovery, highlighting the importance of social

cohesion and local resources in the recovery process after disasters. Twigg, J. (2009) in the work titled «Disaster Risk Reduction: Mitigation and Preparedness in Development and Emergency Programming» discusses risk reduction strategies that can enhance community resilience, including the role of organizations in training and preparing populations for potential threats. Klein, R. J. T., & Nicholls, R. J. (2012) in their article «Ecosystem-Based Approaches to Climate Adaptation: A Review of the Evidence» explore how ecosystem-based approaches can enhance community resilience to climate change, providing examples of successful initiatives in various regions. Fritz, C. E. (1961) in his classic work titled «Disasters» discusses the long-term social and psychological impacts of disasters, as well as the resilience mechanisms that help communities recover. Berkes, F., & Ross, H. (2013) in their article titled «Community Resilience: Toward an Integrated Approach» propose an integrated approach to community resilience that includes social, economic, and environmental aspects, emphasizing the importance of local knowledge and resources. Putnam, R. D. (2000) in his book titled «Bowling Alone: The Collapse and Revival of American Community» examines the decline of social capital in the United States, arguing that the decrease in participation in community organizations and events negatively impacts social resilience and community cohesion. Granovetter, M. S. (1973) in his article titled «The Strength of Weak Ties» presents the theory of «weak ties», asserting that such connections can be crucial for providing information and resources within communities, thereby contributing to their resilience. Bourdieu, P. (1986) in his work «The Forms of Capital» introduces the concept of social capital, highlighting its role in creating social networks that are critically important for community resilience in the face of social and economic crises. Tilly, C. (2004) in his work «Social Movements, 1768–2004» analyzes how social movements and collective actions can promote social resilience, emphasizing the importance of organization and collective action in achieving change within communities.

Coleman, J. S. (1988) in his work «Social Capital in the Creation of Human Capital» discusses how social capital contributes to the development of human resources in communities, which in turn enhances their resilience and adaptability. Sztompka, P. (2000) in his work titled «Trust: A Sociological Theory» explores the role of trust in social relations and community resilience, emphasizing that trust is a critically important factor for social cohesion. Holling, C. S. (1973) in his work titled «Resilience and Stability of Ecological Systems» introduces the concept of resilience in ecological systems, which can be adapted to social systems. He emphasizes the importance of diversity and adaptability in maintaining resilience. Fukuyama, F. (1999) in his work «The Great Disruption: Human Nature and the Reconstitution of Social Order» analyzes how social changes and economic factors influence social ties and community resilience, arguing that the restoration of social norms is critically important for resilience. Putnam, R. D., & Goss, K. (2002) in their article «Introduction: The Role of Social Capital in Community Building» examine how social capital contributes to the development and strengthening of communities, highlighting its role in enhancing social cohesion and resilience. Wilkinson, R., & Pickett, K. (2009) in their book «The Spirit Level: Why Equality is Better for Everyone» explore the relationship between equality in society and social resilience, asserting that more equal societies have higher levels of social cohesion and fewer social problems. Meyer, M. A. (2013) in the article «Community Resilience: A Framework for Understanding and Supporting Local Resilience» discusses a framework for understanding community resilience, emphasizing the need to support local initiatives and resources to enhance resilience. Berkes, F., & Folke, C. (2002) in their work titled «Back to the Future: Ecosystem Dynamics and Local Knowledge» emphasize the importance of local knowledge and practices in supporting the resilience of ecosystems and communities, highlighting their role in adapting to changes.

3. Resilience as the Foundation for Community Development

Resilience is a key factor in community development and the foundation for forming a developed and capable territorial community. This concept encompasses all human processes – social, educational, cultural, economic, and others – that aim at equitable development and the well-being of people. In today's globalized world, it is important for communities not only to meet the basic needs of their residents but also to actively contribute to environmental preservation (Aldrich & Meyer, 2015).

Community resilience includes a system of values that supports the fair distribution of resources and opportunities among all members of the community. This means that the community must be able to adapt to changes, challenges, and threats that may arise in social, economic, or environmental contexts. Resilience entails not only the survival of the community in times of stress but also its ability to recover and develop.

The factors influencing community resilience are diverse. They may include social cohesion, access to education and healthcare, economic stability, and effective management of natural resources. Successful communities create conditions for the participation of all community members in decision-making processes that affect their lives, fostering trust and cooperation.

Thus, resilience is not only a technical or administrative aspect but also a moral obligation of the community towards its members, encompassing a commitment to justice, equality, and well-being. Understanding resilience as a complex concept helps communities navigate a complicated world and formulate strategic plans that ensure their sustainable future.

4. Subjective and Objective Community Resilience

Community resilience is an important characteristic that determines its ability to develop and adapt in the face of constant change. In assessing community resilience, it is advisable to use a variety of indicators, which can be divided into two main groups: objective and subjective.

Objective Community Resilience

The first group of indicators reflects the objective state of community development. These indicators can be characterized as «objective community resilience». They include the financial stability of the community, the level of development of industrial and social infrastructure, as well as cultural development.

Objective indicators allow us to identify the actual living conditions within the community, including aspects such as:

Financial Stability: This indicator encompasses the community's budget revenues and other financial aspects that affect the community's ability to invest in development.

Infrastructure Development: This indicator assesses the availability and quality of roads, lighting, medical facilities, educational institutions, and other infrastructure elements that contribute to improving the quality of life.

Cultural Development: This includes access to cultural events, opportunities for self-expression, the development of local traditions, and the preservation of cultural heritage.

Subjective Community Resilience

The second group of indicators pertains to the subjective assessment of community resilience conducted by its members. This concept can be characterized as «subjective community resilience». It is based on the principle of self-assessment by residents regarding the level of resilience or capacity of their communities.

Subjective indicators may include:

Life Satisfaction: This measures how satisfied residents are with their living conditions, the quality of services, and the opportunities offered by the community.

Sense of Security: An important component is the feeling of personal and social security, which impacts the overall resilience of the community.

Participation in Community Affairs: The activity of residents in decision-making, involvement in volunteer initiatives, and local organizations is also an indicator of subjective resilience.

Thus, the assessment of community resilience should consider both objective and subjective indicators. This allows for a more comprehensive picture that reflects the real state of the community and its capacity for development in changing conditions. Understanding these aspects is critically important for formulating effective development strategies that address the needs and aspirations of residents.

5. Community Resilience: The Importance of Subjective Indicators

Community resilience or capacity is not limited to just a set of objective indicators. While financial stability and infrastructure development are important aspects, there are numerous subjective indicators that also significantly impact the assessment of community resilience. These indicators include the level of community cohesion, residents' participation in community life, and other social factors that shape the overall picture.

1. Level of Community Cohesion

Community cohesion is an indicator that reflects how much residents feel a part of the community. A high level of cohesion fosters stronger social ties, enhances trust between residents and authorities, and creates conditions for collective action. Cohesion can be expressed through participation in cultural, social, or volunteer initiatives.

2. Residents' Participation in Community Life

The process of residents' participation in community life is an important indicator of their engagement. This includes not only the willingness to be active but also real involvement in decision-making, participation in elections, public hearings, and other forms of interaction with local government authorities. A high level of participation indicates an active population and a willingness to work for the benefit of the community.

3. Mobilization of Community Members' Efforts

The level and nature of the mobilization of community members' efforts for its development is another important indicator. This includes initiatives arising at the local level, as well as the willingness of residents to unite to achieve common goals. Mobilization can manifest in the form of volunteer projects, local campaigns, or joint events that contribute to community development.

4. Level of Public Activity

Residents' activity in the public life of the community, particularly their participation in demonstrations, petitions, and other forms of expressing their opinions, is an important aspect of community resilience. It indicates that residents not only keep track of events but are also ready to respond to the challenges facing their community.

5. Openness of Authorities and Status of Consultations

The level of openness of local government bodies is critically important for building trust between the authorities and the community. Regular consultations with residents, as well as their involvement in shaping local policies, contribute to creating open and transparent governance. Authorities that actively engage the community in discussions enhance trust levels and improve interaction.

Thus, the assessment of community resilience should consider not only objective indicators but also subjective aspects that significantly impact development. The level of cohesion, residents' participation, mobilization of efforts, public activity, and openness of authorities are important elements that shape community resilience. Taking these indicators into account allows for a more complete picture of the state of the community and its capacity for development in changing conditions.

6. Community Resilience: Research Findings

The analysis of the results of our research on the factors of community resilience allows us to highlight several key postulates that emphasize the interconnection between various aspects of community development. These postulates help to better understand how different factors influence resilience and progressive community development.

1. High Level of Participation as a Factor of Cohesion

The first postulate asserts that a high level of resident participation contributes to strengthening community cohesion and progressive development. When residents are actively involved in decision-making, organizing volunteer initiatives, or participating in cultural events, it not only increases trust levels but also fosters a shared vision for the community's future. Cohesion, in turn, is an important element of resilience, as it enables communities to effectively respond to challenges and adapt to new conditions.

2. Lack of Direct Connection Between Financial Well-Being and Activity

The second postulate indicates that communities with higher levels of financial well-being do not always demonstrate high levels of participation. This means that the availability of resources does not guarantee residents' activity in public life. Important factors may include cultural, social, and historical traditions that influence residents' willingness to engage in collective activities.

3. Highest Activity in Rural Communities

The third postulate indicates that the highest level of participation is observed in rural communities. This may be due to closer connections among residents, shared traditions, and the necessity of mutual assistance in conditions of limited resources. Rural communities often demonstrate active engagement in addressing local issues, which contributes to their development.

4. Cohesion as a Driving Force for Development

The last postulate emphasizes that community cohesion is a driving force for community development. It indicates that residents united by common goals contribute to the community's well-being. A shared goal, based on the needs and interests of the residents, can serve as a foundation for developing development strategies and implementing effective projects.

Thus, the results of our research allow us to formulate several important postulates that highlight the connection between resident participation, financial well-being, and community cohesion. These axioms can serve as a basis for further research and practical recommendations for enhancing community resilience under various conditions. Understanding these interconnections is key to formulating successful development strategies and ensuring the resilience of territorial communities.

7. Community Activity and Cohesion in Times of War

In times of war, there is an unprecedented increase in community activity, a high level of social cohesion, and the mobilization of efforts from all community members. These changes

indicate a transformation in societal orientations from individualism to collectivism, which is critically important for overcoming the challenges brought by war.

In wartime, population activity becomes not only an important indicator of community resilience but also a necessity for survival. People come together to support each other, organize aid for the military, medical institutions, and those affected by the conflict. This surge in activity is a powerful indicator of cohesion and unity.

The war has prompted society to reassess its values. Communities are beginning to collaborate actively, realizing that collective efforts are key to overcoming difficulties. A representative of informal volunteer initiatives emphasizes the importance of a collective approach: «This disaster, this war, has come to our land and forced us all to wake up. We must understand that we can no longer live by the principle of ‘my house is on the edge, I know nothing.’ The war has shown that ‘there is no such thing as someone else's grief, we are all united». This change indicates that communities are starting to recognize their shared responsibility for each other's well-being.

During the war, it is crucial for communities to remain cohesive and support one another, regardless of their geographic origins or which part of Ukraine they represent. It is this shared identity that becomes the foundation for further actions.

The war has effectively become a catalyst for transforming societal orientations, fostering increased community activity and social cohesion. This underscores the importance of collective efforts in overcoming difficulties and supporting one another in times of crisis. Unity and collectivism are not only strategies for survival but also the basis for the community's future development, which is critical for the restoration and strengthening of national identity.

8. Conclusions

As a result of the analysis conducted, several key conclusions can be drawn:

In times of war, there is a significant increase in community activity and social cohesion. This indicates that communities capable of mobilizing their resources and uniting efforts demonstrate a higher level of resilience.

War promotes a shift in societal orientations from individualism to collectivism. People are becoming aware of the importance of supporting one another, which leads to the formation of new social connections and strengthens the community.

However, alongside positive changes, there are also risk factors, such as issues related to the settlement of internally displaced persons, adaptation difficulties, and conflicts between migrants and the local population. These factors can threaten social stability and the resilience of the community.

The effective implementation of migration policies is crucial for supporting forced migrants and integrating them into local communities. It is important to develop strategies that take into account the needs of both migrants and the local population.

Community resilience in wartime is a multidimensional phenomenon that includes both subjective and objective aspects. The psycho-emotional state of residents, their readiness for active participation and joint efforts, as well as the material resources and infrastructure of the community – all these factors are interconnected and influence the overall level of resilience.

Studying community resilience in wartime is a relevant topic for further research, as war continues to alter social structures and relationships within society.

Overall, the Ukrainian experience demonstrates that community resilience during war is the result of collective efforts, active citizen participation, and adaptation to new conditions.

This underscores the necessity of supporting social cohesion and developing effective policies aimed at strengthening the resilience of territorial communities in crisis situations.

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THE CONCEPT OF SPLENDID ISOLATION: A CONTEMPORARY APPROACH**Inna Pidbereznykh**

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Summary

The article deals with the concept of «splendid isolation», traditionally associated with British foreign policy in the late 19th century, refers to the period when Britain distanced itself from European alliances. This article examines the rationale and consequences of this policy through a contemporary lens, drawing on contemporary scholarship to reassess the motivations and outcomes of Britain's diplomatic posture in that era. Analyzing the concept of «splendid isolation», the study focuses on the political, economic and military factors that determined British strategy.

The focus of the study is also the analysis of criticism of this strategy and its consequences for Great Britain in the context of changes in the international balance of power at the beginning of the 20th century. The question arises as to whether «splendid isolation» was really an effective strategy for protecting national interests and maintaining the status of a world power.

The traditional view of British foreign policy in the late Victorian era emphasizes independence and avoidance of binding alliances. The article examines the changes in the international environment, especially the growing competition from France, Russia, Germany and the United States, and how they influenced the decisions of British politicians. The article also examines the transition from isolationist policies to strategic alliances at the beginning of the 20th century.

Key words: Victorian Britain, democratic values, foreign policy, international relations, European alliances, conservative ideas.

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1. Introduction

The concept of «splendid isolation» has long been discussed among historians. Initially, it was seen as a deliberate policy of non-intervention; however, recent studies have questioned this interpretation, suggesting that British foreign policy was more nuanced and reactive to international events than previously thought.

The late Victorian period, known as the Pax Britannica, was characterized by the absence of major wars and relative stability, which the country maintained through its diplomacy and military power. However, there are ongoing debates in academic circles regarding the accuracy of the description of British foreign policy during that time. Traditionally, it was believed that

Britain avoided binding alliances and acted based on its own national interests, which seemed to ensure its independence on the international stage.

The novelty of the problem lies in determining whether British foreign policy in the late Victorian era truly adhered to the principles of «splendid isolation» or whether this was a simplified notion that overlooked the complexity of international relations and the changing geopolitical circumstances.

The aim of the research is to present a contemporary reevaluation of the concept of «splendid isolation» in British foreign policy during the late Victorian period and to understand the diplomatic strategies of the country under study and their impact on international relations.

The research methodology is based on an interdisciplinary approach, which includes the analysis of historical sources and contemporary scholarly literature. The main research methods include:

Historical-comparative method: to study the evolution of the concept of «splendid isolation» in various periods of the late Victorian era and the early 20th century;

Critical analysis of scholarly literature: focusing on the review of existing research that allows comparing traditional views with modern interpretations;

The method of historicism is an important tool in studying British foreign policy during this period. Using this method allows us to examine in detail the evolution of British foreign policy within the context of historical events, economic conditions, and political circumstances that influenced its formation.

This approach allows for a comprehensive assessment of the concept of «splendid isolation» taking into account both internal and external factors that influenced the formation of British foreign policy during the late Victorian period.

2. Analysis of Major Research on the Topic

Research on British foreign policy in the late Victorian period has significantly changed over the past decades. Modern historians question the traditional understanding of «splendid isolation» proposing a more complex interpretation. Kenneth Bourne provided a comprehensive overview of Victorian foreign policy, giving insights into the strategic decisions that shaped Britain's international relations and explained that «splendid isolation» was more a consequence of circumstances than a deliberate strategy (*Kenneth, 1970*).

Andreas Rose focused primarily on the period when Britain, balancing between imperial obligations and continental affairs, shaped its diplomatic strategy on the eve of World War I (*Rose, 2017*). Rather than passive isolation, Britain actively engaged in international diplomacy, maintaining a balance of power in Europe and protecting its global interests. British foreign policy was adaptive and pragmatic, responding to changing geopolitical conditions. Thus, according to A. Rose, the concept of «splendid isolation» did not reflect the complexity and dynamics of British foreign policy at that time.

Thomas Otte, in his scientific exploration, focused on the role of great power rivalry in shaping British foreign policy (*Otte, 2007*). Otte argued that Britain's so-called isolation was a strategic response to specific geopolitical challenges, particularly in Asia, and emphasized that Britain avoided formal alliances but actively participated in international diplomacy to protect its interests.

T.G. Otte expands our understanding of British diplomacy and analyzes the functioning of the British Foreign Office before World War I, highlighting the importance of the diplomatic apparatus and professional training of diplomats. He argued that British foreign policy in the

late Victorian period was complex and responsive to international challenges, rather than a result of passive isolation (*Otte, 2005: 31-52*).

One of the key themes in Paul Kennedy's research is the policy of «splendid isolation» in 19th-century Britain. The scholar provides a deep analysis of the rise and fall of great powers from the 16th century to the end of the 20th century and meticulously examines this period, emphasizing that Britain, seeking to maintain its imperial dominance, consciously avoided involvement in continental conflicts. Such a strategy allowed the country to focus on strengthening its naval forces and trade routes, ensuring its economic stability and military superiority. However, Paul Kennedy noted that by the end of the 19th century, this policy was becoming increasingly less effective as growing competition from other great powers demanded more active participation from Britain in international affairs. In the end, «splendid isolation» proved to be a temporary and limited approach to foreign policy that could not provide long-term stability and power in a changing global order.

Avan Fata critically reexamines the concept of «splendid isolation» arguing that it oversimplifies the complexity of British foreign policy (*Fata, 2022: 2-14*). He suggests that Britain actively participated in international diplomacy, although in a way that prioritized its global interests over European connections.

Modern research shows that «splendid isolation» was more of a rhetorical construct than an actual policy. Britain actively participated in international diplomacy, formed informal alliances, and responded to geopolitical changes in an effort to maintain its global position. Thus, contemporary historians offer a more nuanced understanding of British foreign policy in the late Victorian period, emphasizing its adaptability and strategic flexibility.

3. Changing Views on British «Isolation»

«Splendid isolation» is a term often associated with the foreign policy of the United Kingdom at the end of the 19th century, particularly under the leadership of Lord Salisbury from 1885 to 1902. This policy is characterized by Britain's deliberate avoidance of permanent alliances with other European powers, seeking to maintain autonomy in international affairs while protecting its vast global empire.

By the late 19th century, Europe was marked by a complex network of alliances. After the end of the Franco-Prussian War in 1871, British diplomats were forced to adapt to a different geopolitical environment. Although general narratives, tainted by the thematic focus on Anglo-German rivalry, emphasize the unification of Germany as a key event for British foreign policy, recent studies highlight that the fall of France meant much more for British diplomacy than Prussia's triumph.

In essence, France's quick defeat exacerbated three pre-existing trends in foreign affairs: Russia's incursion into Central Asia; the rise of the United States as a great power; and the consolidation of Prussia-Germany as a potential European hegemon.

Britain's historical reluctance to engage in continental conflicts dates back to earlier periods when the primary focus was on maintaining naval superiority and protecting its overseas colonies.

The geopolitical consequences of 1870–1871 may not have affected Britain on a practical level – in terms of territorial changes or military obligations but they clearly emphasized the limitations of the Foreign Office's scope of action; diplomatic initiatives in one region of the world inevitably had repercussions for Britain's position in another. In other words, the constraints and opportunities faced by late Victorian British diplomats were inextricably linked.

Central to British foreign policy was the maintenance of a powerful Royal Navy, which ensured control over sea lanes and the ability to protect global trade and imperial interests. Britain mainly focused on defending its empire, which required avoiding commitments that could potentially drag it into European conflicts and distract from its colonial priorities. Instead of forming formal alliances, the country sought to act as a balancer, using diplomatic influence to prevent any single power from becoming the dominant force in Europe.

Alan John Percival Taylor proposed the classic view of the period of «splendid isolation» as a deliberate and strategic policy reflecting Britain's confidence in its naval power and its desire to avoid entanglements that could jeopardize its global interests.

Today, most researchers dispute this view, suggesting that Britain was not as isolated as the term implies. They point to the numerous diplomatic efforts and informal agreements in which Britain engaged to protect its interests without entering into formal alliances. Economic motives played a significant role in shaping British foreign policy. The protection of trade routes and colonial possessions was the driving force behind the emphasis on naval supremacy and the avoidance of European conflicts that could disrupt these priorities. Thomas Otte argued that Britain's focus on non-European affairs contributed to the perception of isolation, but in reality, it was a strategic repositioning.

Avan Fata critically reevaluates «splendid isolation» arguing that it oversimplifies British foreign policy and considers «splendid isolation» to be a flexible and context-dependent strategy (Fata, 2022: 2-14). The researcher suggests that Britain maintained a network of informal alliances and participated in multilateral diplomacy to protect its interests.

If we describe Britain's position in the late Victorian decades as «isolation» it misleads us by several important aspects. As a European state with global reach that surpassed any other state of this period, British diplomacy inherently assumed imperial preeminence, which was inseparable from the geopolitical atmosphere on the continent. As the empire's holdings expanded and consequently required more attention, the Foreign Office recognized the need to closely monitor the situation closer to home. Ensuring access to the Turkish Straits and later to the Suez Canal was an integral part of efforts to ensure that Britain's global position was not threatened by any aggressive plans of other Great Powers. As T.G. Otte noted, «active involvement in European affairs not only helped maintain stability and peace in Europe but also protected vital British interests on the continent and its periphery» (Otte, 2015: 203-227). The degree of detachment from Europe, the complex web of overlapping and often competing interests that each of the great powers had in relation to Britain, did not allow isolation (in the full sense) to become a viable reality.

The above highlights several key elements of British foreign policy in the late Victorian period. First, the British more than any other great power had a global rather than a continental worldview. Although its global reach and economic advantages elevated Britain's status as a prominent great power, ensuring the security of imperial territories was to become a constant burden for both the diplomatic corps and military strategy. Unlike the rest of the states, Britain did not have a large standing army, and the strengthening of defense in one part of the empire occurred at the cost of its weakening in others. As Lord Rosebery, Foreign Secretary during Gladstone's time (1886–1886, 1892–1894), said: «Our trade is so universal and so penetrating that hardly any question can arise in any part of the world without involving British interests. This reasoning, instead of expanding, rather limits the field of our actions. Because if we did not strictly limit the principle of intervention, we would always participate in about forty wars at the same time» (Otte, 2005: 31-52).

4. Conclusions

An examination of the concept of «splendid isolation» in late Victorian British foreign policy shows that the term does not fully capture the complexity of British diplomacy at the time. An analysis of historical sources and modern scientific works indicates that Britain did not follow a rigid policy of non-intervention, but rather showed flexibility and responded to geopolitical challenges, particularly in Asia and other regions of the world. British foreign policy was much more nuanced than previously thought, and focused on preserving national interests and ensuring the security of a global empire.

The absence of formal alliances and emphasis on autonomy in international affairs did not mean isolation from world events. Great Britain continued to be actively involved in international diplomacy through informal arrangements and strategic manoeuvres, which allowed it to protect its interests without direct involvement in continental conflicts.

Maintaining a powerful Royal Navy and securing control of the sea lanes were key elements of Britain's strategy to protect global trade routes and imperial possessions. This emphasized the importance of economic motives in the formation of foreign policy and their influence on decision-making aimed at avoiding European conflicts that could jeopardize these priorities.

Contemporary studies by Kenneth Bourne, Martin Roberts, Thomas Otte, and Avan Fath offer a critical revision of the concept of «splendid isolation» and emphasize the need to view this period from a broader perspective. The scholarly intelligence presented shows that Britain not only maintained a network of informal alliances, but also actively participated in multilateral diplomacy to secure its interests.

Thus, a reassessment of the concept of «splendid isolation» allows us to understand that British foreign policy in the late Victorian period was more complex and dependent on global circumstances than previously thought.

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STRUCTURAL AND FUNCTIONAL ASPECTS OF POLITICAL COMMUNICATION IN THE CONTEXT OF MODERN SOCIAL DEVELOPMENT

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Summary

The article highlights the structural and functional features of political communication as a process of communicative interaction in the political sphere in the conditions of modern social development. It was determined that political communication is a communicative process of mutual exchange of political information and broadcasting of political discourse among political subjects, state administration bodies, civil society, aimed at achieving consensus in making political and managerial decisions, legitimizing power and maintaining the stability of the democratic political system through means mass communication, Internet social networks, informal contacts, etc. The leading functions of political communication in terms of its structural elements are distinguished: 1) subjects of political communication: citizens, state authorities and management, political parties, movements and associations, civil society institutions, associations and groups of users of social networks on the Internet etc; 2) feedback between the subjects of political communication, acting as a communicative interaction that takes on different forms of information exchange; 3) information message as a relevant political discourse; 4) channels and means of information transmission and two-way communication between subjects of political communication.

Key words: political communication, social changes, communicative interaction, subjects of political communication, political discourse, mass media communication, social media, Internet space, social networks.

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1. Introduction

Political communication as a communicative process of interaction and mutual exchange of political information between political subjects and civil society represents the basis of the functioning and stability of modern democratic societies. Therefore, the functioning and stability of the political system depends on the establishment of the system of political communications. K. Deutsch, defining the political system as a network system of information interactions and communications, pointed out that it is this system and the totality of information flows that influence the adoption of political and state-management decisions (*Akayomova A., 2011:88*). In this aspect, political institutions depend on the ability to create conditions for dialogic communication between political actors and civil society (and citizens in a broader sense) in order

to ensure their functioning through effective and transparent feedback between political communicators and addressees. The effectiveness of the democratic system of state and public administration depends on high-quality and transparent mechanisms for the implementation of political communications, and the development of an effective mechanism for the implementation of political communication requires its analysis in the structural and functional dimension.

2. Analysis of recent research and publications

Among the publications on the problems of political communication and its structural and functional features in modern society, we should note the works of such authors as: M. Azhazha, A. Akayomova, Yu. Bokoch, O. Budanova, A. Vayer, T. Voronova, O. Dorofeev, O. Vinnichuk, V. Dabizha, A. Danko-Sliptsova, O. Maiboroda, I. Pronoza, O. Rafalskyi, L. Tesfaye, O. Shimanova-Stefanyshyn, T. Shlemkevich, I. Tsikul, D. Yakovlev and many others.

3. Formulation of the goals of the article

The purpose of the research is to single out the structural and functional features of political communication as a process of communicative interaction in the political sphere in the conditions of modern social development.

4. Presentation of the main research material

In modern scientific discourse, there are many definitions of the concept of "political communication". Thus, the most famous and widespread definition of R.-Zh. Schwarzenberg, is "the process of transferring political information, by means of which information circulates between the elements of the political system, as well as between the political and social systems. The continuous process of information exchange is carried out both between individuals and between those who manage and those who are managed, with the aim of achieving agreement" (*Akayomova A., 2011:89*).

I. Pronoza, analysing the available definitions of the concept of "political communication", singled out the following characteristic features and groups of interpretations (*Pronoza I.I., 2021:76-77*): 1) political communication is a public discussion, first of all, regarding the distribution of the budget and power; 2) political communication acts as a purposeful action through the use of various forms of communication by political competitors; 3) political communication as a dynamic element of the political system, which completely forms socio-political attitudes in the mass consciousness; 4) political communication is considered as a communication process consisting of such elements as political subjects and institutions, mass communication media, audience, media messages, and thus the level of their interaction; 5) political communication as a plane of influence on the recipient of the message.

We define the concept of "political communication" as a communicative process of mutual exchange of political information and broadcasting of political discourse among political subjects, state administration bodies, civil society, aimed at achieving consensus in making political and managerial decisions, legitimizing power and maintaining the stability of the democratic political system through mass media, Internet social networks, informal contacts, etc.

In the scientific literature, there are many classifications of the functions of political communication, which in general are quite similar to each other, differing in the direction and

content of political communication, its political subjects and addressees. Thus, H. Lasswell, highlighting as subjects of political communication power and society (those who rule and those who are ruled) and its goal as propaganda and manipulation of public opinion and public consciousness, singled out such leading functions as: 1) achievement power and establishing control over the social and political environment; 2) coordination of all elements of the social system to support its stability and preservation; 3) transmission of established forms of social and political organization of society as a legacy for future generations (*Akayomova A., 2011:90*). The functions identified by the scientist corresponded to the views on political communication and the conditions of social development of the beginning and middle of the 20th century, therefore they reflect the main functional connections of state power and society.

With the development and increase of the role of civil society as a self-organizing force in state administration, political decision-making and adaptive response to social changes and the rapid development of the information society, the functions of political communication acquire a slightly different focus, where the processes of maintaining the stability of the socio-political system, strengthening direct political participation of citizens and communicative interaction and mutual influence of the state and society. Among such functions, scientists single out (*Vayyer A.M., 2019:136*), (*Shlemkevych T.V., 2020:68*):

1) the information function reflects the cognitive aspect of information transmission through the dissemination of knowledge and ideas about the elements of the political system, forms and means of functioning of political institutions;

2) the regulatory function is aimed at optimizing and increasing the efficiency of the mechanism of interaction both between the elements of the political system and between the political system and civil society;

3) the function of political socialization contributes to the formation, implementation and implementation of norms and rules of activity and functioning of political institutions and patterns of political behaviour;

4) the manipulative function is aimed at forming public opinion regarding existing political problems, adopted political and administrative decisions, social and political problems of an extraordinary nature (war, political crisis, etc.). This function can have both a positive orientation in order to avoid destabilization of society, and a negative one – as the formation of a radical ideology in society (for example, the formation of public opinion in Russia regarding the war in Ukraine);

5) integration/disintegration function, which under certain political circumstances unites/polarizes citizens or their views on acutely relevant issues;

6) the motivational function through informational influence stimulates political participation of citizens (for example, during an election campaign), political subjects to communicative interaction on the basis of reaching consensus.

So, in the modern political discourse, the functional significance of political communication in society as a whole reflects the essence of political communication as an interaction between political institutions and civil society, where the main goals are: first, providing information to citizens based on the principles of openness, transparency and accessibility; secondly, establishment of communicative interaction and dialogue between the government and society; thirdly, the formation of political culture and normalization of political behaviour – as a mechanism of political socialization; fourth, legitimization of state power; fifth, maintaining the stability and stability of the social and political system.

The development of an effective mechanism for the implementation of political communication requires the identification and analysis of its structural elements. The most successful

structural model of political communication, which does not lose its relevance and scientific significance, is the linear model of communication by H. Lasswell. First described in 1948, the model proposes a structure for the communicative act of conveying a political message through a formula containing five questions: Who exactly? (communicator), Says what? (message), Using which channel? (channel), Addressing whom? (recipient), With what effect? (effect) (*Dan'ko-Sliptsova A.A., 2021*).

It should be noted that H. Lasswell's model is based on the behaviourist paradigm "stimulus-reaction" and primarily involves the study of the communicative process as a linear, monologic one, which narrows the range of elements of political communication. Therefore, in the future, scientists improved the proposed model, adding other significant elements that expand the possibilities of analysis: the social environment in which communication is carried out, motivational incentives of political subjects that initiate the communicative process; value and political orientations of the audience; the influence of external factors (so-called "noise" in other concepts); communicative strategies of political messages and global social changes. But a significant factor in the improvement of the classical paradigm of political communication is the introduction into the communication process of such an element as feedback between the communicator and the addressee (to which S. Shram, S. Thompson, P. Lazarfeld first drew attention), which made it possible to understand political communication as two-way communicative process, as information exchange between political subjects. This contributed to the fact that the communicator and the addressee, changing roles in communication, act as active political subjects of communication, the effect of which consists in the results of mutual influence (for example, the participation of civil society institutions in the discussion of political and state projects affects the adoption of management decisions by powerful political institutions).

In the context of this study, the following can be identified as the main structural elements of political communication:

1) subjects of political communication: citizens, state authorities and management bodies, political parties, movements and associations, civil society institutions, associations and groups of users of social networks on the Internet, etc. Moreover, as we noted, in political communication subjects can act as communicators (initiators of communication) and addressees (receivers of information), changing roles depending on the socio-political situation, the emergence and exacerbation of socio-political problems, changes in political discourse in public space;

2) feedback between the subjects of political communication, acting as a communicative interaction, which acquires various forms of information exchange and provides a mechanism for the implementation of political communication at the cognitive, emotional-evaluative and activity-behavioural levels;

3) informational message as a relevant political discourse, dependent on the relevance of the social and political situation, and its communicative strategies reproduced in sign (textual), symbolic (visual) and speech forms;

4) channels and means of information transmission and two-way communication between subjects. Researching the process and mechanisms of political communication, R.-Zh. Schwarzenberg identified the following main channels of information transmission, which involve the use of various means: first, mass media – print media, radio and television, campaign materials in election campaigns, political advertising; secondly, political communication is carried out through political and public organizations; third, communication through

informal channels using personal connections (*Shlemkevych T.V., 2020*). It should be noted that the current stage of development of information and communication technologies allows us to talk about the significant role of new social media in the Internet – social networks, blogs, etc. In our opinion, it is modern Internet technologies that influence changes in the understanding of the process and mechanism of political communications in the conditions of modern social development.

Let us consider in more detail the main structural elements of political communication.

The basis of the functioning of the modern democratic system of political and social management is the effective and established communicative interaction of the state and society through the dialogue of state authorities, officials and institutions of civil society. As scientists note, institutions of civil society can also act as subjects of power relations, among which are distinguished: public organizations and associations, independent mass media and social media, political parties that are not represented in institutions of state power (*Dorofyeyev O.V., Dubynka O.M., 2022:100*).

According to researchers E. Arkhipova and N. Dmytren (*Arkhipova Ye.O., Dmytrenko N.O., 2016:94*), the effectiveness of the state administration system depends on optimizing the communicative interaction of state authorities, the public and self-governing structures (institutes of local self-government), which involves the formation of an effective communication policy of the state and a single communicative space based on partnership and dialogue in solving social problems and making political and managerial decisions.

One of the leading subjects of political communication are political parties and associations, which act as an element of the political space of any society. One of the leading characteristics of political parties is their political ideology, which is based on political orientations and attitudes in a certain society. But modern social changes have affected the understanding of political parties: in particular, the weakening of its ideological component, the reduction of the role of the organizational structure, the impact of modern information and communication technologies on the functioning of a political party, the creation of a party network structure. So, in modern conditions of social development, the understanding, functional load and organizational principles of political parties are changing, and it is political communication that is the basis of interaction between political parties and voters, which is most actualized during the electoral process at the election stage.

As T. Avksentieva notes, in the era of the information society, political communication between political parties and voters takes place mainly not in the plane of direct contacts (that is, in the primary political context), but through mass media, social media, the Internet and social networks, and acquires a virtual character, which allows those who possess such resources to impose one or another interpretation of socio-political events according to their reasoning and benefit (*Avksent'yeva T.H., 2013:52-53*). However, in our opinion, the modern democratic system and the development of information and communication technologies (Internet, social networks, blogs, etc.) form a new dimension of interaction between political parties and voters: on the one hand, it is the spread of a network form of political communication, in which the political participation of voters depends from the influence of reference "influencers" (experts, bloggers, opinion leaders, journalists) and the peculiarities of voters' cognitive perception of social and political information, their understanding, awareness and making certain decisions on this basis; on the other – from the availability of feedback, the possibility of information exchange, the establishment of dialogue and consensus forms of communication between political subjects.

The content of political communication is defined as an information message, which is a text-speech and sign-symbolic reflection of the political discourse in general, and the political discourse itself is a specific manifestation of political communication. N. Kondratenko notes that the political discourse actualizes the political text (message) in the communicative interaction of political subjects and objects (*Kondratenko N.V., 2007:12*). In turn, L. Nagorna defines political discourse as a type of linguistic communication and semantic space in the political sphere (*Nagorna L.B., 2005:34*). Therefore, informational messages in the political sphere are presented as a textual and symbolic reflection of political discourse, which actualizes certain interpretations of a political event, situation or problem, which are broadcast by subjects of political communication (authorities, political institutions, political parties, civil society, citizens) as in the vertical and horizontal plane.

Among the main forms of information messages in the process of political communication, the following should be highlighted: news, campaign leaflets, booklets, television commercials, political advertising, Internet mailings, interviews with political leaders, experts, public figures, experts, etc. That is why another element in the classical model of political communication is the channels of transmission and broadcasting of political information.

To the classical channels of political communication, researchers include mass media, holding business events (seminars, conferences, etc.), organization of events for the press (as a direction of activity of PR services in political institutes), support of social and cultural events, which primarily acts as a socially useful activity of sub objects of political communication, messages, blogs, communication in the Internet environment and social networks (*Tsikul I., 2021:216*).

Mass media (mass media communication) are traditionally the most influential means and channel of political communication. If we talk about the main purpose of MMC, it is primarily the dissemination of socially significant information among the audience, including information related to the political sphere of society – political events, processes, activities of political institutions and authorities. So, media or mass media in the classical version (press, radio, television) act as the main channel for transmitting political information. It was the analysis of the informational messages of the printed mass media that contributed to the emergence of classical models of political communication.

However, despite the significant role in political communication, classical mass media implement a mostly one-way, linear communication link between the communicator and the audience, acting only as an intermediary, a channel for the transmission of political information, although the presence of independent mass media in democratic political systems can ensure pluralism of opinions and views about political events and problems, as well as feedback through the involvement of civil society institutions in the public discussion of socio-political problems.

Social media are of particular importance at the current stage of social development, the emergence of which is due to the development of the latest information and communication technologies for the implementation of communication on the Internet. Information and communication technologies act as an actual form of political communication, which in turn leads to the emergence of new channels and methods of communication interaction between political subjects, among which civil society acquires a more significant role in political processes.

The Internet space is characterized by the interactivity of communication, which in the context of political communication is called "network activism" and "cyberactivism"

("network activism" and "cyberactivism"), which are understood as information activities and organizational actions for the political mobilization of citizens, the creation of political network communities, lobbying interests of political parties and associations through the use of information channels of social media (*Vayyer A.M., 2019:137-138*). The Internet space and the peculiarities of its media environment form a new procedural model of political communication, mediatization of politics, which manifests itself in such moments as the emergence of new socio-political and social movements through the unification of local communities with the help of computer networks and the expansion of opportunities for direct participation of citizens in political processes (*Shlemkeyych T.V., 2022:128*). L. Tesfaye singles out the following features of the Internet as a political communication space: audience structure, "horizontal" communication, content generation by users, the influence of user ratings on the perception of messages, high mobilization potential, unlimitedness, targeting, multimedia and responsiveness (*Tesfayye L.A., 2021*), which create a fundamentally new political and communicative space, in which the leading elements are "the current political situation, influencers of public opinion, processes of horizontal communication between citizens and online platforms, on which political communication processes take place" (*Tesfayye L.A., 2021:62*). Therefore, qualitatively new structural elements of political communication are being formed in the modern information space: first, the network community (as Internet users) acts as subjects; representatives of state authorities involved in e-governance; information services of political parties and blogs and websites of public organizations; secondly, new channels of political communication are emerging – social media (social networks, blogs, chats, forums, etc.).

A special role in the modern information society is played by social networks as a channel of political communication, which provides an opportunity to express one's views on social and political events in society, and taking into account the global nature of network communication and events in the international political space. As noted by O. Dorofeev and O. Dubynka, the social network can be considered in two aspects: first, as a channel of political communication, which is characterized by interactivity, information exchange and feedback between subjects of political communication (state authorities, officials individuals, political parties, political leaders, civil society institutions, citizens); secondly, the social network itself acts as a network community, which is characterized by certain values, political and civic orientations, models and norms of communication, etc. (*Dorofeyev O.V., Dubynka O.M., 2022:101*).

One of the significant aspects of social networks as channels of political communication in modern society is also their use in election and electoral processes through the use of public opinion formation tools with the introduction of digital marketing technology. On the other hand, "social networks primarily perform the function of positioning an individual or group in the online space with the help of specialized web resources" (*Voronova T., 2023:87*), which allows a politician or a political party to shape its profile and image, as well as speak "an instrument of interaction with society, with the help of which you can win elections, tell the electorate about new political actions, highlight how the current problems of the state are solved" (*Voronova T., 2023:87*). Moreover, social networks have become an important part of e-government, where public authorities and management carry out their professional activities as an additional communication channel and establishing a dialogue with civil society.

Table 1 systematizes the results of the structural and functional analysis of political communication as a process of communicative interaction in the political sphere.

Table 1

Structural and functional features of political communication

Structural elements of political communication	Functions of political communication in terms of its structural elements and communicative interaction (feedback)
<p>Subjects of political communication: citizens, state authorities and management bodies, political parties, movements and associations, civil society institutions, associations and groups of users of social networks on the Internet, etc.</p>	<p>Functions of political communication in the dimension of communicative interaction of the state and civil society: 1) information provision and support of political and state-management decisions of authorities; 2) legitimation of political institutions of power and political leaders; 3) involvement in the development and adoption by state authorities of political decisions regarding the solution of urgent social problems of public institutions and political networks of active citizens; 4) creation of conditions for partnership, dialogue and consensual interaction of state authorities, local self-government bodies and citizens; 5) provision of social and public control over state administration bodies, activities of political parties, civil servants and officials of the highest category A; 6) democratization of public administration through an established reverse communication link between political institutions of power and civil society</p> <p>Functions of political communication in the dimension of communicative interaction between political parties and voters: 1) obtaining support for a political party in order to achieve victory in the election process; 2) legitimization of the political party as a political force in the representative authorities; 3) formation of public opinion regarding current social and political events and problems and ways to solve them; 4) support for the stability of the political system and the formation of political culture in society; 5) establishment of dialogue and consensus communication with voters and other political parties, movements and associations</p>
<p>Informational messages as a topical political discourse</p>	<p>The functions of political communication in terms of informational messages as the content of political communication: 1) informational as the broadcast of messages regarding current social and political events and problems; 2) mobilization – motivating the addressee to certain behavioral reactions and political participation in the electoral (and protest) process; 3) the ideological-influential function involves the activation of the electoral resource from the standpoint of the similarity of the political-ideological orientations of political parties and society; 4) the manipulative and propagandistic function is aimed at forming public opinion regarding the current political discourse on the part of the authorities and influential interest groups; 5) the stabilization function provides for the legitimation and support of state authorities and their political and administrative decisions due to feedback between the addressee and the communicator</p>
<p>Channels and means of information transmission and two-way communication between subjects of political communication</p>	<p>Functions of classic mass media in the context of political communication: 1) collection, storage and transmission of informational messages of political content and discourse; 2) formation of public opinion regarding the activities of authorities and their legitimation in the minds of citizens; 3) information provision of the election process; 4) promotion of political ideologies, values, models of social development</p> <p>Functions of new social media on the Internet as channels of political communication: 1) formation of a new type of political communication, which is based on interactivity and the formation of network communities; 2) individualization of political communication through increased participation of an individual citizen, group or community in the discussion of socio-political problems and the adoption of state-management decisions; 3) promotion of political ideas, leaders and parties in electoral and electoral processes through digital marketing technologies; 4) establishment of effective dialogue communication between authorities, political institutions and civil society</p>

Source: author's development

5. Conclusions and prospects for further research

So, summarizing the research results, the following conclusions can be drawn:

- firstly, political communication in modern society is characterized by: multi-subjectivity of subjects of political communication, feedback as a communicative interaction between subjects of political communication, political discourse as a manifestation of political communication, classic and new (social Internet media) channels of transmission and mutual exchange of political information;
- secondly, the leading functions of political communication are: providing information to citizens based on the principles of openness, transparency and accessibility regarding political events, problems and political-management decisions; establishment of communicative interaction and dialogue between the authorities and civil society, political institutions and citizens; formation of political culture and normalization of political behaviour; legitimization of state power and democratic political institutions; maintaining the stability and stability of the social and political system;
- thirdly, the structural elements of political communication are: 1) subjects of political communication: citizens, bodies of state power and management, political parties, movements and associations, institutions of civil society, associations and groups of users of social networks on the Internet etc; 2) feedback between the subjects of political communication, acting as a communicative interaction that takes on different forms of information exchange; 3) information message as a relevant political discourse; 4) channels and means of information transmission and two-way communication between subjects of political communication.

A promising direction of further research is the development of a structural and functional model of political communication in the conditions of social changes and the development of information and communication technologies.

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THE EFFECT OF INFORMAL EDUCATION ON THE LABOR MARKET IN UKRAINE

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Summary

The work deals with a comprehensive analysis of theoretical and practical approaches to the impact of short-term courses on the labor market and the level of unemployment in Ukraine in the conditions of hostilities and martial law. Special attention is paid to the study of foreign experience in the field of professional development and retraining of workers in various sectors of the economy, as well as the introduction of short-term courses as one of the effective tools for adapting citizens to the new requirements of the labor market.

The paper analyzes in detail the problems faced by Ukraine after the invasion of the armed forces of the Russian Federation and their negative impact on the state's economy. In particular, the shortage of qualified personnel and the role of highly qualified workers in the process of defending territorial integrity within the armed forces of Ukraine were considered.

The study also proposed and analyzed the conditions for creating free space at workplaces and providing decent working and living conditions for low-mobility population groups. The importance of integrating these groups into the labor market through specialized programs and support from the state is highlighted.

In the conclusions of the work, attention is focused on In general, the introduction of short-term courses, the development of digital education, support for citizens with disabilities and the creation of a barrier-free environment, which are key directions for the economic recovery of Ukraine. This will help increase the competitiveness of the state and improve the quality of life of the population.

Key words: public administration, government policy, unemployment, barrier-free, disabilities, employment, barrier-free strategy, ensuring equal rights of citizens.

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1. Introduction

Today, the rapid development of technologies in the world and educational practices allows us to create conditions that satisfy the high level of professional qualifications of employees and managers of public and private enterprises and organizations, which requires constant professional development, the development of new approaches, methods of work, the involvement of new trends and technologies in the work process. It should be noted that this approach has already received positive feedback in the world, which allows us to implement basic methodological approaches to the creation and implementation of special short-term courses in Ukraine.

It should be noted that the need to implement such courses is determined by the conditions and needs of the labor market, the need to renew and modernize the production infrastructure

and the requirements of time, the need to restore infrastructure facilities that have suffered the devastating consequences of hostilities, the purpose of these measures is to strengthen and improve the economic efficiency of the state and ensure competitiveness on the world stage. All this indicates the relevance of the chosen research topic.

2. Foreign experience of educational activity

Conducting an analysis of foreign experience in reducing the level of unemployment, retraining and modernization of production; introduction and application of the methodology of short-term courses and modernization of labor requirements, provision of recommendations and their rapid implementation in the conditions of hostilities and martial law in the state.

It should be noted such problematic issues that have become relevant in the conditions of instability associated with the influence of the escalation of the military conflict on the territory of Ukraine

Among the problematic issues that Ukraine faced after the invasion on our territory was the forced migration of citizens from the zone of active hostilities and front-line territories, migration outside the state, which caused an extraordinary decrease in the number of employed and able-bodied citizens of Ukraine in the territory where hostilities were taking place (hostilities were taking place) and behind outside the borders of the state, it should also be noted the negative impact of mobilization processes from the point of view of the economy, because through the implementation of mobilization orders and the attraction and strengthening of mobilization, workers are released, which increases the level of unemployment and the loss of the state's production capacity in the relevant industries or causes a complete shutdown of the enterprise due to a shortage of workers. The positive influence of mobilization is an increase in the state's defense capacity in the fight against the enemy. The impact of hostilities caused negative phenomena regarding the abuse of official duties by officials in matters of crossing the state border and ensuring the procedure of postponement or reservation and provided an opportunity for the modernization of organizational and legal documents. We note that the shortage of workers exposed the problem of vital activities of all sectors, namely: Agriculture, Industry, Medicine, Education, Transport and food activities, as well as the insufficient level of informational support of the state regarding overcoming unemployment both at the level of the region and at the level of the state, regarding the possibilities of educational centers that provide continuous education and retraining of workers in relevant labor professions and provide an opportunity to gain practical experience in a new field for the worker (educational courses, programs, trainings, seminars, practical training, etc.).

Scientific works and theoretical and practical studies of the following scientists are devoted to the problem of research and implementation of reducing unemployment in Ukraine, the level of unemployment and its introduction into the work process with the application of the barrier-free approach and the development of new approaches to solving the urgent problems of ensuring barrier-free access in everyday life, namely: H. Voynamaki, L. Niskanen, K. Koskela, E. Shcherbyny, L. Martsenyuk, S. Faifer, G. Grebenyuk, L. Nalyvaiko, K. Stepanenko, Yu. Boychuka, N. Dobrenkoi, S. Kysil, N. Kryvoruchko, O. Kucheruk, I. Lopushinsky, L. Pyrig, S. Romanyuk, O. Usyk, M. Tchaikovsky, T. Mur., N. Kapur, D. Gunnell, S. Russo, and others. (*Council of the European Union, 2000; Martseniuk, 2023; Kabinet Ministriv Ukrainy, 2024; Ministry of Social Policy of Ukraine, 2021*).

In many countries, such as the USA, Canada and EU countries, short-term courses have allowed workers to adapt to modern challenges of the labor market. Which is an indicator of

high efficiency, in a tumultuous period of economic instability, technological change and globalization, will reduce the demand for acquiring new skills faster than the traditional education system can satisfy.

In the US, short-term courses are offered through technical and community colleges, as well as through private company certification programs. These courses can last from a few weeks to a few months and cover a wide range of specialties, from programming and digital marketing to engineering, auto mechanics and medical professions.

An example is the "TechHire" program launched in 2015 by the US government to rapidly train workers for the technology, healthcare and manufacturing industries. Participants go through intensive courses (bootcamps) that provide specific skills, and many of them find work within a few months of completing the course.

Another successful example is the program from "Google Career Certificates", which offers training in specialties such as data analysis, project management and IT support. These courses usually last about 6 months and allow you to quickly master a new profession without the need to obtain a full university education.

In Canada, a system of short-term courses is actively used to retrain workers and integrate them into new sectors of the economy. Such programs are developed in cooperation with the government, educational institutions and private companies.

A clear example is the "Skills Development Fund", which finances short-term training programs for various industries: construction, IT and health care. The program supports not only the unemployed, but also those seeking to change professions or improve their qualifications by providing access to training courses both online and offline.

In addition, so-called "coop" programs that combine training and paid practice are common in Canada. This approach provides students with the practical skills needed to enter the job market after graduation.

In Europe, short-term courses play an important role in upskilling workers and combating unemployment, especially among young people and the long-term unemployed. These programs are often supported by governments and funded by the European Union.

Germany has a strong dual education system, where short-term courses are combined with practical on-the-job training, which helps employees acquire up-to-date skills and quickly integrate into the work process.

In France, there is a "Pôle Emploi" program, which offers courses for the unemployed or people who want to change professions. It covers various fields such as engineering, cultural industries, etc. and allows you to acquire new skills in just a few months.

In the Netherlands, the "Leven Lang Leren" (Lifelong Learning) initiative is actively being implemented, which aims to continuously improve the skills of the workforce. The programs provide an opportunity for people of all ages to take short-term courses to improve their qualifications or acquire new skills. The state also supports such programs through subsidies, making them available to a wide range of citizens.

3. Ukrainian present and new directions of development

The effectiveness of such programs depends on partnerships between government agencies, business and educational institutions. Ukraine can develop short-term courses in high-demand industries such as IT, engineering, green economy, healthcare and construction. An important aspect is the implementation of certification systems, which will increase the recognition of these courses in the labor market.

It is also important to develop distance learning to make short-term courses available to the general public, particularly those who live in remote areas or have limited access to traditional educational institutions.

Ukraine is already taking the first steps in this direction, in particular through retraining programs for veterans, internally displaced persons and supporting digital skills among young people. But the development and distribution of these programs has significant potential for further growth.

The conducted analysis of world experience makes it possible to predict that the introduction and realization of short-term courses has a positive effect on the state of employment of the population. What enables the employee at the initial stages to understand the professional features of work by direction, responsibility, further ways to development and acquisition of informal education (self-education).

To date, there are a certain number of short-term courses in Ukraine, but their number and quality are significantly inferior to foreign counterparts, but the impact of negative factors on the state of education (epidemic, hostilities) made it possible to join international projects in a distance format, such as: Coursera, Udemy, EdX, Google Digital Workshop, LinkedIn Learning, and others that gave a significant impetus to the development of their own programs, for example: EdEra, Professional education online (profosvita.online). Today with the support of the Ministry of Education and Science of Ukraine and (EU4Skills). The Ministry of Education and Science of Ukraine has started the implementation of digital technologies in the vocational education system. The main areas where such courses can be most effective are construction, information technology, health care, engineering, service and business sectors.

In today's world, it is difficult to find a field that is not related to information technologies, technologies have deeply entered our lives, therefore, taking into account the difficult situation in Ukraine, the need for specialists in this field has increased significantly, as in many other countries, the needs of the labor market change depending on from economic conditions, technological progress and social changes.

Unfortunately, in the conditions of active hostilities and the strengthening of requirements for the security situation in Ukraine, all industries are especially in need of specialists in Information Technology, social and technical support, personnel support and universal specialists who can combine several areas of work in their work. Thus, in accordance with the Decree of the Cabinet of Ministers of Ukraine No. 167-r, the Concept of the Development of Digital Competencies until 2025 was approved, the goal of which is to create a Data Protection system and systems to counter cyber threats, system administrators of databases, system analysts, programmers and developers of applications and applications (*United Nations, 1994*).

Thus, together with the Ministry of Development of Communities, Territories and Infrastructure, together with the United Nations, a pilot project was introduced to train women drivers and attract more segments of the population to this area in order to transport passengers by bus and other public transport. The purpose of this pilot project is to provide training and/or retraining, retraining of female drivers and their involvement in the field of public transport, namely buses, trolleybuses, metro and other types of transport. This initiative of the Ministry is aimed both at overcoming the shortage of personnel and at overcoming stereotypes and prejudices about professions.

It should be noted that according to the latest analysis of the data of the Ministry of Social Policy and the State Labor Service, the shortage of workers, including bus drivers, in the regions is about 30%, which is about six thousand employees. Also, one of the relevant projects that began its implementation in the pre-war period is the presentation of the pilot

project "Work Freely" to help people with disabilities find employment (*Ministry of Social Policy of Ukraine, 2021*). This project is especially relevant today, because the hostilities on the territory of our country are still ongoing and, unfortunately, are causing more and more injuries among the citizens of Ukraine. This project "Work freely" is a joint initiative of the Ministry of Social Policy of Ukraine and the public organization "Social Unity Public Movement", which is implemented with the support of the Council of Europe project "Development of social human rights as a key factor of sustainable democracy in Ukraine" (*New Ukrainian school NUS web resource, 2020*). At the end of 2022, the Government of Ukraine made amendments to the normative legal documents and acts "On Amendments to Some Laws of Ukraine Regarding the Protection of Social, Labor and Other Rights of Individuals, Including During Martial Law, and Simplification of Accounting, Workplaces for Individuals with disabilities", "On the basics of social security of persons with disabilities in Ukraine" and "Procedure for employment of persons with disabilities", which obliged employers to allocate and create workplaces for the employment of persons with disabilities, in particular special workplaces, to create working conditions for such persons taking into account individual rehabilitation programs and providing other socio-economic guarantees provided for by legislation, providing the state employment service with information necessary for organizing employment of persons with disabilities, in accordance with the procedure established by the Cabinet of Ministers of Ukraine. At the same time, employers independently calculate the number of jobs for persons with disabilities.

The full-scale aggression against Ukraine caused and made a significant push to actualize the problem of ensuring the accessibility of citizens in the war and post-war period, and therefore, the need to justify it as a national ideology and philosophy of Ukrainian society, which, in turn, is designed to increase the level of its well-being and access to objects of the physical environment.

It should be noted that there is a popular opinion that a ramp and an elevator or a lift are all that is needed to make the built space barrier-free. But it should be noted that the concept of barrier-free in a general sense has philosophical roots as an environment in which everyone is comfortable, also the concept of barrier-free has many other aspects, starting from the width of the opening of the door or passage, from the height from the floor to door handles or railings and from signs and duplicating his auditory signal (*Kysil, 2019: 29-37*).

As the Minister of Social Policy of Ukraine Maryna Lazebna noted, "Full employment of people with disabilities in well-paid jobs is one of our main tasks. The Ministry of Social Policy started with itself and introduced a specialized internship program for professionals with disabilities, and our first person is already undergoing an internship in the legal department. I suggest that all ministries and state institutions join this initiative."

Several groups of people are distinguished by the type of disability. These are, first of all, people who:

- cannot see or have limited vision;
- cannot hear or have limited hearing;
- have physical disabilities, suffer from arthritis, use wheelchairs or walkers for movement;
- are sick for a long period of time and have complications in movement;
- have an "invisible" disability;
- have mental health defects, consequences of brain injuries, psychological or mental complications.

Each person has different degrees of disability:

- light or medium;

- invisible to outsiders;
- complicate a person's physical abilities and mobility. For example, a person can walk well, but it is difficult for him to take an object with his hands or do something with it.

It should be noted that the "Work Freely" project is implemented on the basis of the "Freely" portal of the same name, which will become a communication platform where people with disabilities can find a job of their choice, and employers can conduct interviews online, if necessary, with translation into Ukrainian sign language. and find qualified employees. During the development of the portal, three main areas were identified: 1) education, 2) employment, 3) an interactive map of the availability of facilities and institutions. Anton Gulidin, the secretary of the public organization "Public Movement "Social Unity", told about this. "Programs for adapting candidates' skills to the employer's requirements will also work within the project. After completing a short training course, a person receives the minimum amount of knowledge sufficient to start working in a new place."

According to the Ministry of Social Policy, about 3 million people with disabilities live in Ukraine today, but it should be noted that only about 600,000 people with disabilities of working age are employed. Note that the goal of this project is to attract as many people of working age as possible to work and to create comfortable working conditions for them, that is, according to experts, according to approximate calculations, when creating comfortable conditions, it is possible to employ more than 1.5 million people with disabilities. That is, for almost 60%, the guaranteed right to work remains unrealized for various reasons.

It should be noted that the policy of many states regarding people with disabilities for centuries was aimed at one goal – to make them "invisible" and hide them from a prejudiced society. "Ignorance, scorn, prejudice and fear are social factors that throughout history have hindered the development of the abilities of people with disabilities and led to their isolation."

As the Minister of Social Policy of Ukraine Maryna Lazebna points out, this problem must be solved comprehensively – at the legislative level, at the level of communications with employers, at the level of quality education that must meet the needs of the labor market, and the creation of accessible infrastructure. For people with disabilities and groups with reduced mobility population (*Ministry of Social Policy of Ukraine, 2021*).

It is worth paying attention to the fact that all measures to create a barrier-free environment for people with disabilities must comply with the principles of Universal Design (*United Nations, 1994*).

According to international recommendations, 7 principles of universal design are distinguished:

Principle 1: Equitable use. The principle of equality and accessibility of the environment for everyone is to provide the same means for all users in order to avoid the personification of certain groups of the population. The design should be useful and easy to understand and use for people with different levels of ability.

Principle 2: Flexibility in use. The design should ensure the availability of a wide range of individual settings and capabilities, taking into account the needs of users.

Principle 3: Simple and convenient use. The design should be simple and intuitive to use regardless of experience, education, language level and age of users.

Principle 4: Perception of information regardless of the sensory capabilities of users. The design contributes to the effective delivery of all necessary information to the user, regardless of external conditions or the user's perception capabilities.

Principle 5: Permissibility of errors. The design minimizes the possibility of risks and harmful consequences of accidental or unintentional user actions.

Principle 6: Low level of physical effort. The design promotes effective and convenient use with minimal fatigue. The design is designed for the insignificant physical resources of the effort that users have to exert.

Principle 7: The presence of the necessary size and space during approach, entrance and various manipulations regardless of anthropometric characteristics, condition and mobility of the user (*United Nations, 1994*).

4. The Ukrainian future, a look into the future in terms of barrier-freeness

Employment of persons with disabilities is one of the key priority tasks of the state, which is aimed at rebuilding economic sustainability and stability. Note that more than 1 billion people in different countries have some form of disability. Which corresponds to approximately fifteen percent of the earth's population. If you make an approximate age distribution of the population, from 110 million two and two tenths' percent to 190 million (three and eight tenths' percent) people aged 15 and older experience significant difficulties in existence and barrier-free movement. It should be noted that disability rates are increasing in connection with the aging of the population, which exacerbates chronic health disorders. In order to promote the development of the employment system and the developed and proposed project of the Council of Europe "Development of social human rights as a key factor of sustainable democracy in Ukraine", the White Book "Ensuring the right to work of people with disabilities" was founded. Which provides recommendations on ensuring free access to the labor market for people with disabilities.

We note that regardless of the place of residence of a person with a disability, in a city or a village, they face obstacles every day, which is an additional incentive for defending and realizing barrier-free access for all residents of our state and guests of Ukraine and for every citizen in the fight for their rights. it can be physical barriers, lack of information in accessible formats, lack of accessible transport services, etc.

It is generally known that existing specific barriers can significantly affect the implementation and provision of numerous human rights. Thus, the lack of accessible transport can prevent people with disabilities from moving freely to places of work or study, to use health care and rehabilitation facilities, culture, sports, etc. The lack of available information about political processes not only limits the opportunities to exercise rights and freedoms through participation in the political and social life of the state, but also makes it impossible to make a conscious choice regarding issues related to other human rights.

The following types of barriers are classified, which can be tentatively classified into the following groups:

Institutional: These include laws, programs that actively prohibit or are unable to facilitate the "access" of people with disabilities, and their implementation practices.

Mental: Perhaps the most common obstacle is the attitude of people towards people with disabilities of many people – "mental barrier". Sometimes existing myths and stereotypes about people with disabilities in society can unknowingly cause a lot of damage and create artificial barriers. In other cases, barriers exist only because a large part of society does not know and does not understand the essence of the problems of people with disabilities.

Physical: These are "physical barriers", especially those that exist in buildings and structures or in transport infrastructure. These are the "first" barriers that come to mind when considering the issue of "accessibility" for people with disabilities.

Informational:

1. Often, the form of information submission and its content are not accessible to people with disabilities. Yes, people with impaired vision do not have the opportunity to familiarize themselves with publications that are printed in small print.

2. Television programs that are shown without subtitles or without sign language translation are inaccessible to deaf people.

3. If information is not accompanied by Braille or other appropriate tactile forms, it is inaccessible to blind people. If the inscription in the store's price tag is not duplicated with the Braille alphabet, then blind buyers will not be able to get information about the price of the product without outside help.

The content of the information is crucial. Information that is not presented in an accessible form is unlikely to be accessible to many people with cognitive impairments.

Looking at the health care system, Ukraine has already faced a shortage of qualified health workers and equipment and materials in health care facilities. Unfortunately, every specialist now in the conditions of an armed conflict and in the post-war years, every specialist with a medical education is very important and already endures a heavy load, which we need to reduce by conducting career guidance events and conducting courses on the training of specialists in the medical field, the government of Ukraine has adopted attempts to reduce the large deficit of personnel, the government developed and approved the Strategy for the development of the health care system until 2030" (*Kabinet Ministriv Ukrainy, 2021*). Already now, in order to effectively provide medical services and improve their quality, there is a shortage of qualified workers in the medical field in Ukraine, namely: doctors and nurses, pharmacists, laboratory assistants and specialists in high-precision equipment, radiologists, diagnosticians, specialists in the maintenance of medical equipment and administrators, etc.

Specialists in the construction industry in accordance with the concept of restoration and modernization of Ukraine, compliance with new standards and modern requirements. It should be noted that the citizens serving the infrastructure who risk their lives every day and provide communal services in the conditions of war.

Thus, according to the list of specialties that our state needs today, the specialists that are in short supply are construction engineers, specialists in electrical systems, specialists in water supply systems, construction machinery operators, welders and installers, turners, millers, locksmiths, etc.

Note that already today some communities are already implementing barrier-free and accessibility policies in their activities, namely:

The Rivne City Territorial Community, together with experts, developed the Regulations on the Local Accessibility Council, which includes representatives of the municipality and the public, as well as accessibility experts. Barriers to movement through city streets are being actively removed. Rivne is involved in the flagship projects "Education without barriers" and "Digital Education Program". Rehabilitation services for adults, including veterans, and children are also being developed.

Slavutych city territorial community has been working on the implementation of barrier-free solutions since 2021. The program "Slavutych – a barrier-free city" and the corresponding plan of events have been in operation for several years. Barrier-free routes are laid through the city. City residents are involved in the implementation of barrier-free solutions through the "Participation Budget" program. The city community defines accessibility as one of the key priorities for development, therefore actively involves residents in discussions, evaluation of results and expansion of the map of accessibility projects. This is reflected in strategic

documents and budget planning, because accessibility directly affects the improvement of life in the city.

The Vinnitsa City Territorial Community created a Working Group on the Development of Barrier-Free Space in the City. The transport network and urban spaces are adapted according to the principles of inclusiveness. In the course of the year, it is planned to start the meetings of the local Barrier-free Council and approve the Program for the development of barrier-free development in the community. The Vinnitsa community implements the flagship projects "Education for all" and "Work without barriers". Also, as part of the "Ukraine without barriers" educational campaign, meetings and lectures are held with the participation of community residents.

The Oprichnina settlement territorial community is taking the first steps towards creating barrier-free spaces and services. Currently, the Action Plan for 2023–2024 has been developed for the implementation of the National Strategy for the creation of a barrier-free space (*Kabinet Ministriv Ukrainy, 2021*). Also, a system of registration of people with disabilities and low-mobility population groups was introduced, the accessibility of communally owned buildings is being monitored. The priority of the community until the end of the year:

ensuring barrier-free access to medical facilities, as well as to social and administrative services;

implementation of barrier-free practices to involve people with disabilities, youth, the elderly, and parents with young children in cultural life.

It is important for cities, villages and towns to be involved in the state barrier-free policy, understand its content and tasks, accept responsibility and participate in its implementation. To do this, priorities, tools, channels of communication interaction should be clear and understandable for everyone.

5. Conclusions

Therefore, one of the main tasks for Ukraine is the elimination of restrictions affecting its citizens. In the conditions of the rapid development of technologies, changes in educational practices and new challenges in the labor market, it is necessary to implement new approaches to improving the qualifications of employees and managers. This is especially relevant for the public and private sectors in Ukraine. Large-scale hostilities, which have led to the destruction of infrastructure and population migration, create a need for renewed approaches to vocational training for economic recovery.

International experience, in particular from the USA, Canada and Europe, shows the effectiveness of short-term courses in increasing employment and promoting retraining of the population. Such courses, especially in technological and engineering fields, have demonstrated their ability to quickly prepare specialists for the labor market. The introduction of new approaches to education is an important area of modernization of professional education in Ukraine.

Another important problem is ensuring the rights of persons with disabilities, which has become especially relevant due to the consequences of hostilities. Initiatives such as the "Work freely" project are trying to adapt workplaces for people with disabilities, but in Ukraine it is still not possible to fully create a barrier-free environment for all groups of the population with limited mobility. The principle of universal design, which is already implemented at the state level, aims to ensure equal and comfortable conditions for all citizens in the areas of work, education and infrastructure.

Ukraine actively cooperates with international organizations, such as EU4Skills, the UN and the Council of Europe (*Kabinet Ministriv Ukrainy, 2021*). This helps to implement

international standards in educational and social programs, contributing to the integration of Ukrainian society into the world community (*The Verkhovna Rada of Ukraine, 2023*). Together with partners, Ukraine is implementing pilot projects aimed at attracting women to the transport industry, which is an important step in overcoming gender stereotypes and solving the personnel shortage in certain sectors of the economy. This shows how government initiatives can have a positive impact on gender equality in the labor market.

The adoption of new laws and amendments to existing legal acts should be aimed at improving working conditions, protecting the rights of persons with disabilities, and creating conditions for their full social integration.

Therefore, the introduction of short-term courses, the development of digital education, support for people with disabilities and the creation of a barrier-free environment are key directions for the economic recovery of Ukraine in the conditions of the war and post-war period. This will help increase the competitiveness of the state and improve the quality of life of the population.

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MODERNIZATION OF STATE POLICY IN THE FIELD OF STATE CONTROL (SUPERVISION) OVER ECONOMIC ACTIVITY

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Summary

The article analyzes the essence of modernization of the State policy in the field of control (supervision) over economic activity with due regard for the changing political and economic situation in the country. The author examines the main conceptual approaches to the definition of basic terms, and also identifies the features and purpose of state control (supervision) in the economic sphere.

It is found that the state of the system of control (supervision) over economic activity does not always correspond to the realities of today. Hence, the author concludes that the control system is not always relevant and effective.

The author identifies the main problems on the way to modernization of legislation in the field of control (supervision) over economic activity.

The author proposes to use adequate means of regulating and controlling economic activity during a special period caused, for example, by a pandemic, military operations on the territory of Ukraine, etc. The author examines the key areas of state policy in the field of legal regulation of control (supervision) over economic activity. The author defines the system of regulatory and legal support of the state policy in the field of control over economic activity at different stages of economic development of the country. The author analyzes the legal acts adopted under the legal regime of martial law aimed at stabilizing the situation in the economic system of our country.

Key words: control, supervision, economic activity, state policy, balance of interests.

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1. Introduction

Economic activity has always (at all stages of its existence in one form or another) been subject to control by the authorities. The economic sphere belongs to the economic component of our country, which is characterized by state control as one of the mechanisms and factors of its state regulation. Control is one of the most important means of regulating the economic sphere.

The provisions of modern economic legislation demonstrate the legislator's attempts to optimally combine the principles of market self-regulation of economic relations and state regulation and control of economic relations.

The problem of determining the limits of state intervention in economic activity has always attracted the attention of scholars, legislators and business entities. The more adequate the approaches to defining the limits of state control and establishing a system of state guarantees to protect business entities from unlawful interference in their activities, the more attractive our country has become to foreign investors.

It would seem that the state has enough legislatively enshrined means of influencing business entities, and the main directions have already been determined. However, an analysis of the current situation with the relocation of Ukrainian enterprises to other regions or countries during the war proves otherwise.

The current state of legal regulation of control activities over economic activity by the authorities in Ukraine is extremely unsatisfactory in view of the constantly changing situation. At least because the legal regulation mechanism is imperfect and, accordingly, the goal of regulatory influence is not achieved. This necessitates an immediate revision of the approaches to legal regulation of control in the economic sphere.

Therefore, the **main purpose** of this research paper is to determine the main directions of modernization of the State policy in the area of control (supervision) over economic activity at the current stage of functioning of the Ukrainian State. The main tasks set by the author in disclosing this issue include the following: 1) to determine the main directions of the State policy on control (supervision) over economic activities in Ukraine; 2) to analyze the factors which affect the efficiency of the system of control over economic activities; 3) to analyze current and prospective legislation in the field of control (supervision) over economic activities in Ukraine; 4) to identify promising areas for reformatting the State policy in this area.

Materials and methods of research. The main focus of our study is on rethinking the approaches to the development of state policy in the field of control over economic activity. This was made possible by applying the method of retrospective analysis of the main stages of legal regulation of the system of control over economic activity in Ukraine. In some cases, we used the method of comparative legal analysis to define the terminology in this area both among scholars and to consolidate the relevant terms at the level of regulatory legal acts. The main emphasis was placed on the works of Ukrainian scholars and Ukrainian legislation due to the specifics of the development of legislation in the field of control, in particular, due to Ukraine's long history as a part of the USSR and the peculiarities of the development of national legislation. We mainly used the modeling method to characterize the main directions of modernization of the state policy in the field of control (supervision) over economic activity, considering the current situation, as well as other special conditions, such as a pandemic, war, etc. However, a number of issues in this study were considered using the method of analysis. In general, where appropriate, some generalizations have been made about the approaches to the issues under study.

A number of scholars have devoted a number of works to the issues of state policy in the field of control over economic activity. Thus, in the field of commercial law, the works of O. M. Vynnyk, O. P. Vikhrov, V. V. Dobrovolska, H. L. Znamenskyi, I. M. Kravets, V. K. Mamutov, O. P. Podtserkovnyi, V. P. Popeliuk, V. S. Shcherbyna, and others are devoted to the study of certain issues of control in the field of economic activity. In his PhD thesis, I. Zyskind identified the economic and legal features of control and supervisory relations in the insurance sector.

The issues of legal regulation of control and supervision are discussed in detail in the works of representatives of administrative and legal science, such as: V.B. Averyanov, O. F. Andriyko, L. R. Bila, D. M. Bakhrakh, E. V. Dodin, S. V. Kivalov, O. M. Muzychuk, I. S. Orekhova, V. M. Tsenda, etc. The doctoral dissertation of O. Muzychuk covers the issues of control over the activities of law enforcement agencies in the administrative and legal aspect.

These works are of undoubted value for the development of legal science. However, it should be emphasized that these works do not contain provisions on the current state of legal regulation of the system of control (supervision) over economic activity in special conditions. Therefore, we believe that it is necessary to propose new approaches to the regulation of the

system of control over economic activity, considering the challenges of today and with a view to improving the effectiveness of control measures in special conditions.

The study allowed us to identify those internal and external factors that negatively affect the effectiveness of the system of state control (supervision) over economic activity. A thorough analysis of the current situation in the Ukrainian State has made it possible to identify the main directions of modernization of the State policy in this area, considering the interests of all parties to these legal relations. In the following, we will consistently present the results of the author's research of these aspects.

2. Control over economic activity: conceptual approaches to the definition of the concept

The main issue is the definition of the concept of "control" and the actual definition of the features and main forms of control over economic activity.

In general, state control is used to verify whether the activities of participants to social relations comply with the established regulations, within the framework and limits within which they should act. It seems that the purpose of state control (supervision) is to establish the results of the activities of certain entities, deviations from the accepted requirements, principles of organization, identify the causes of these deviations, and identify ways to overcome obstacles to the effective functioning of the entire system. With the help of control, which in the science of public administration is called "feedback," the management entity receives information about the results of its activities, as well as about those mistakes and changes in the situation that may lead to failure to fulfill the tasks or to obtain completely different results. Having this kind of information (and in a timely manner), it is possible to intervene promptly and bring the management process in line with the conditions of proper business operations in order to prevent negative consequences.

After the declaration of Ukraine's independence, the architecture of economic relations and control over them changed dramatically: most of the sectoral governing bodies were liquidated, business entities were given the right to plan their economic activities independently, at their own discretion and risk, government orders were fulfilled on a contractual rather than a planned basis, etc.

In philosophical science, control is understood as a set of processes in a social system (society, social group, organization, etc.) that ensure compliance with certain "patterns" and restrictions on behavior, the violation of which negatively affects the functioning of the system. At the same time, patterns and restrictions are understood as systems of values, legal and moral norms, administrative regulations, decisions, customs, habits, etc. (*Tsependa V. M., 2020*). Specialists in the field of social management assume that control is a system of monitoring and verification of compliance of the object's functioning with the adopted management decisions – laws, plans, norms, standards, rules, orders, etc. (*Tsependa V. M., 2020*).

In general, the issue of determining the content of state control has been and is the subject of research by scholars not only in various branches of law, but also in various sciences in general. Thus, V.B. Averyanov defines control as the observation of compliance of the controlled object's actions with the instructions it received and the implementation of decisions made. This is a specific form of work that requires analyzing the actual state and comparing it with the requirements, identifying deviations in the performance of tasks and their causes, as well as assessing the effectiveness of the chosen path (*V. B. Aver"yanov and oth., 2003*).

At the same time, we should agree with the Doctor of Science in Administrative Law that there is no clear difference in semantics between the terms "control" and "supervision", since

dictionaries use them synonymously, and the purpose of both is to comply with the law, which can be considered as a set of laws (*Muzychuk O. M., 2010 : 80*).

However, it is worth emphasizing that at the regulatory level, the concept of state supervision and control is enshrined in the Law of Ukraine "On the Basic Principles of State Supervision (Control) in the Field of Economic Activity", which states that this is an activity carried out by the authorities determined by law at various levels to identify and prevent violations of the law by business entities and to protect the interests of society. The main goal is to ensure the quality of products and services and reduce risks to the public and the environment (*Pro osnovni zasady derzhavnoho nahlyadu (kontrolyu) u sferi hospodars'koyi diyal'nosti: Zakon Ukrainy*).

There is a widespread opinion among scholars that control is a specific legal form of activity of state bodies, officials and other entities engaged in management. At the same time, the main features of such control activities are: firstly, the fact that it is carried out (should be carried out) in accordance with the requirements of the law, and, secondly, that its results always entail certain legally significant consequences or are related to their occurrence (*Shcherbyna V. S., 2011 : 30*).

Shcherbyna V. S. considers state supervision (control) in the field of economic activity as a legal form of state regulation of the economy (*Shcherbyna V. S., 2011 : 30-33*). Such a conclusion follows from the analysis of the provisions of Chapter 2 of the Economic Code of Ukraine. At the same time, O. M. Vynnyk defines supervision (control) in the field of economic activity as a legal form of state economic management (*Vinnyk O. M., 2008: 19-22*).

Based on the above definitions of the concept of "control (supervision) over economic activity", the features of this concept can be derived (*Tsependa V. M., 2020*):

- state control is a type of social control; state control is an integral dynamic system that develops with many components;
- state control has a state power character;
- state control is implemented with strict adherence to the established norms and rules;
- state control is carried out through an extensive system of state bodies, which in their unity form its mechanism;
- state control has a legal character;
- state control is based on the power of persuasion and coercion, but it always has a compulsory nature.

The regulatory framework for the implementation of state supervision (control) in the field of economic activity is as follows:

- a) The Constitution of Ukraine;
- б) The Economic Code of Ukraine;
- в) The Law of Ukraine "On the Basic Principles of State Supervision (Control) in the Field of Economic Activity";
- г) a system of special regulatory legal acts, the norms of which regulate relations arising in the course of implementation of control measures in various areas of economic activity – currency control, customs control, control over compliance with budget and tax legislation, control over compliance with the procedure for making payments, production and circulation of alcohol, alcoholic beverages and tobacco products, use of state and municipal property, banking and insurance supervision, other types of special state control over the activities of entities;
- д) by-laws and regulations that develop the provisions of laws on the specifics of control (supervision) over economic activities in various areas of business, which contain mechanisms for exercising state control (supervision).

3. The main problems of balancing the interests of the state and business entities

When conducting business, a very important issue (not only in Ukraine but also globally) is to determine the limits of state interference in business activities. Objectively, the law should apply here: everything is prohibited except what is permitted. In practice, this is not always the case.

However, if we are talking about commercial economic activity (entrepreneurship), it is important to have certain guarantees against unlawful interference by the state when carrying out entrepreneurial activities that are risky in nature.

The problem is quite deep. On the one hand, each state establishes certain rules (enshrined in law) on how to conduct business on its territory. On the other hand, the state also establishes a mechanism for monitoring compliance with the rules of economic activity at the legislative level. Both the state and the business entity are interested in having as many business entities as possible, as this is a source of revenue for the state budget in the form of taxes. On the other hand, the state, represented by the competent authorities, is obliged to create both transparent and stable business conditions and to clearly monitor whether the business entity complies with the requirements of the current legislation of Ukraine.

It is worth noting that the protection of business entities from unlawful interference in their activities is enshrined at the legislative and constitutional levels. Thus, according to Art. 42 of the Constitution of Ukraine, the right to entrepreneurial activity not prohibited by law, which is a type of economic activity, is a constitutional right of a person and a citizen (*Konstytutsiya Ukrainy, 1996*). This article also defines the obligation of the state to protect the rights of consumers, control the quality and safety of products and all types of services and works, and promote the activities of public consumer organizations.

It is worth noting that a business entity builds its relations with the authorities and consumers on the basis of legality. That is, it fulfills its rights and obligations within the law, while ignoring unlawful claims of third parties.

One of the main principles of business according to the Economic Code of Ukraine is the prohibition of unlawful interference of state and local authorities and their officials in economic relations (Article 6) (*Hospodars'kyi kodeks Ukrainy, 2003*).

In general, in the theory of law, principles are understood as the leading idea, the guiding principles of legal regulation of certain relations. As rightly noted by the authors of the textbook "Theory of State and Law" edited by Academician O. V. Petryshyn, the principles of law are characterized as the most general requirements for social relations and their participants, as well as the initial guiding principles, the starting points that express the essence of law and stem from the ideas of justice and freedom, determine the general direction and most essential features of the current legal system (*M. V. Tsvik and oth., 2009*).

In fact, it is the basic "core", the concept on which a particular branch of law rests. The principle of non-interference in economic activity means, in fact, the elimination of artificial obstacles to economic activity, especially entrepreneurial activity. This makes it possible to build a certain system of guarantees for economic activity with the help of commercial law provisions.

Part 5 of Article 19 of the Economic Code of Ukraine provides that "unlawful interference and obstruction of economic activity of business entities by public authorities and their officials in the course of their state control and supervision are prohibited" (*Hospodars'kyi kodeks Ukrainy, 2003*). The limits of control over the activities of business entities are defined by law. Only within these limits can controlling authorities exercise their powers. The provisions of this

Code, which regulate the legal status of business entities of various organizational and legal forms, clearly state this. Moreover, this provision explicitly prohibits unlawful interference and obstruction of business activities by state authorities and their officials.

Part 4 of Article 23 of the Economic Code of Ukraine: "4. Unlawful interference by local self-government bodies and officials in the economic activities of business entities is prohibited. It is not allowed to issue legal acts of local self-government bodies that establish restrictions on the circulation of certain types of goods (services) on the territory of the respective administrative-territorial units not provided for by law" (*Hospodars'kyi kodeks Ukrainy, 2003*). Local self-government bodies and officials have no right to interfere with the economic activities of business entities: to set standards for contributions to the entity's funds or in other areas, to force them to perform any work, produce goods, provide services, etc. The commented article separately prohibits the above-mentioned local self-government entities from imposing restrictions on the circulation of goods or services. This is in line with the requirements of antitrust law and the needs of the time, as business practice shows that there are numerous cases of restrictions on the circulation of certain goods (sugar, grain, etc.).

In addition, guarantees are provided to investors. In particular, part 1 of Article 397 stipulates that one of the guarantees of ensuring the stability of the legal regime of foreign investment is guarantees against expropriation, as well as against illegal actions of the authorities and their officials (emphasis added).

Today, it is important to achieve a balance of interests between the business environment and the state in the field of adjusting the rules of economic activity. At the same time, the most pressing issues are still defense, protection of sovereignty, territorial integrity and inviolability. However, it was during the martial law that certain compromises were reached to create the most favorable mechanisms for conducting business. And certain legal grounds for achieving this balance are already in place.

Thus, by the Decree of the President of Ukraine No. 64 of February 24, 2022, martial law was introduced in Ukraine due to the armed aggression of the Russian Federation. Therefore, the legal regime of martial law has been introduced in Ukraine in accordance with the Law of Ukraine No. 389-VIII "On the Legal Regime of Martial Law". "In the context of the legal regime of martial law in Ukraine, one of the priorities of the Government is to create favorable conditions for economic activity, which is the key to economic victory over the enemy" (*Derehulyatsiya hospodars'koyi diyal'nosti pid chas diyi voyennoho stanu, 2022*). Such measures include deregulation, which provides for the abolition of certain regulatory and other restrictions on business activities. One of the measures to deregulate economic activity under martial law is the adoption by the Cabinet of Ministers of Ukraine of Resolution No. 303 dated 13.03.2022 "On Termination of State Supervision (Control) and State Market Supervision under Martial Law". Given that state supervision (control) is "one of the important measures in the implementation of the tasks and functions of the state, the main purpose of which is to exercise state supervision and control over economic activity, the realization of its purpose in the current conditions is associated with certain problems" (*Yuldashev S.O., Syerov S.L., 2019 : 58*), which actualize the need for a separate scientific study and justification of further solution, primarily within the framework of organizational and legal support for the implementation of the relevant functions of the state, and as part of ensuring the national defense capabilities of states At present, this topic is of particular scientific interest and relevance, given the difficult political, economic and social situation in our country caused by the martial law and taking into account the relevant regulatory changes in legislation.

Therefore, the conclusions of some scholars that "state supervision and control in the economic sphere is characterized by dependence on the economic and political situation,

implementation according to clearly defined norms and delimitation of competence of controlling entities" are quite reasonable *Vasylenko, V. M., Muzychuk, O. M. and oth., 2024 : 62*).

The analysis of legislation in the field of control (supervision) over economic activity makes it possible to identify the following problems on the way to its modernization:

- Multiple and contradictory regulatory legal acts in the field of control;
- violation of a reasonable balance of interests of the state or territorial community and business;
 - violation of a reasonable balance in determining the degree and limits of participation of state authorities and local self-government bodies in economic relations;
 - inefficient management of enterprises of the state and municipal sectors of the economy;
 - imperfection of the system of state aid to business entities in emergency situations;
 - application of certain means of state regulation and implementation of state control and supervision in the field of economic activity;
 - imperfection of the legal framework for accounting and financial reporting of business entities during the special period;
 - the lag of legal regulation from the current practice and trends in the digitalization of economic activity;
 - low level of protection of the rights and legitimate interests of participants in economic relations;
 - imperfection of provisions on liability for certain types of offenses committed by business entities, partial inconsistency of the list of grounds for such liability and sanctions for offenses in the field of business with the needs of today;
 - excessive overregulation and, at the same time, gaps and contradictions in the regulation of activities in certain industries and sectors of the economy, etc.

4. Conclusions

In conclusion, it is worth emphasizing that the main trend today is to preserve business in Ukraine as much as possible. Many different means are used for this purpose. One of the most effective and efficient means of creating a favorable environment for business, in addition to the introduction of special incentive-based business regimes, is the system of control (supervision) over business activities.

The extent to which specially authorized state and local government bodies consider the conditions of economic activity at a certain stage of development of the state or a particular territorial community depends on the level of overregulation of economic activity, as well as the means of legal influence on business entities.

It is quite obvious that the system of control (supervision) over economic activity should depend on the purpose of such control. Of course, it is quite relevant to review the current basis of control in the economic system, given the difficult political and economic situation in the country.

Attention should also be focused on the fact that the system of state control (supervision) over economic activity does not always meet the requirements of today. We believe that one of the main problems is the low speed of response to the problems of the effectiveness of state control by the state, its bodies, and local governments.

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ANCIENT GREEK EXPERIENCE OF POLITICAL AND LEGAL REGULATION OF OIKONOMIA AS A BALANCE OF INDIVIDUAL AND GENERAL

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Summary

The paper examines the political and legal means and ethical principles of harmonizing the interests of the individual and the general in the economic activity of ancient Greek society in the 8th–4th centuries BC. Explore the reform of the economic sphere, reveal the meaning of oikonomia, its structural components in the imagination and state legal practice of the ancient Greeks, highlight the shortcomings of legal regulation in matters of capital accumulation to level out the contradictions of the individual and the general.

The ancient Greeks were aware of the antagonism between the individual and the general, understood the dynamic essence of their relationship and formed ethical and legal means of harmonizing the manifested contradiction. As a result of the pan-Athenian agreement, polic was determined as the dominant sphere, where oikonomia acted as a separate subject of citizen activity and consisted of three meanings: a) archaic form of blood-family economic activity, closed in itself, despotic in its essence and therefore destructive for the general; b) a household that naturally provides everything necessary for a patriarchal family and provides the opportunity for its owner to become a “master of industrial relations management.” Individual management experience ensures freedom for each citizen and can promote the interests of the general; c) chremastics is an element of oikia. This type of activity, under the influence of egocentrism and an anti-human position, naturally threatens the common because it destroys the solidarity and democratic foundations of the policy. Therefore, certain types of chremastics (usury) were prohibited, and the type of activity itself was placed under ethical and legal control – in the form of voluntary charity. This policy was not effective and the way of managing authority was replaced by the state-legal way of managing domestic policy. Since the formation of the professional state apparatus and the formation of the Athenian Empire, oikonomia and chremastics have been transformed from a multiple phenomenon of the internal life of policy into a political lever of the external activities of the state. Athens was transformed into a large archaic oikia – the majority of citizens and the state itself were enriched unlimitedly. Chremastics have become the dominant activity and value of the public sphere in Athens. This became one of the levers of a new imbalance of individual and general interests, the decline of ancient Greek civilization.

Key words: individual and general, antagonism, Ancient Greece, oikonomia, household, chremastics, money management, power management, state and legal management.

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1. Introduction

In the history of Euro-Atlantic civilization at the beginning of the 21st century. In the scientific and public narrative, the question arose: how the practice of using private business to increase one’s property achievements was able to spread in the era of neoliberalism, the

approval of humanistic law by the international community? According to K. Pistor, one of the manifestations of modern capitalist dynamics is the disproportion between the opportunities and rights of the individual and the general, when “business owners ... found ways to get advantages by shifting the disadvantages to others.” Thus, modern private capital has spread an anti-humanistic practice where entrepreneurs receive income, reduce financial risks, and legally secure property by reducing national-state benefits – the common property. Before this, K. Pistor draws attention to the key feature of neoliberal capitalism – its historical duration is possible in the field of law. Law does not act as a social representation but is a form in which capital is legitimized and distributed. Capital, the researcher declares, is a legal construct, and positive law is “its very fabric.” This conclusion coincides with the Marxist analysis of the initial accumulation of capital, which took the form of expansion into common property and had the character of a legal revolution. Thanks to these processes, modern values were established, and the entire sociopolitical system of the Western world began to change, and a liberal form of economic relations began to form. Consequently, K. Pistor concludes, as a result of the age-related development of liberalism, the current economic state has signs of an unbalanced domination of private business in the public sphere (*Pistor, 2021*).

However, in his work, K. Pistor avoids the question of the possible consequences of economic development and the rights of neoliberal times. The answer to this question lies in history and is determined by the Marxist thesis that the guiding force of history is socioeconomic antagonism. This term, against the background of the crisis of the liberal democracy, gradually returns to scientific circulation. Its oblivion is a proud disregard by political forces and scientists of existing forms of social imbalances. This position, according to C. Mouffe, is erroneous because it “is fraught with danger, since it leaves us unprepared to face unrecognized manifestations of antagonism” (*Mouffe, 1993: 2*).

The above trends allow author to identify the starting points of interdisciplinary research. First, any political and legal structure and ideological framework of the Euro-Atlantic civilization from the historical perspective of revolutionary changes is based on balancing the economic interests of the general and the individual. Second, the process of finding a social compromise took place in an atmosphere of acute antagonism, which threatened to destroy the unity of communities. This requires a reform of the worldview that is taking place thanks to legal revolutions, which consolidated a new scale of values and relations in the economic sphere. Third, the current state of economic development has entered an ideological and political-legal crisis and therefore requires a reassessment, one of the components of which is the search for a new perception of the question of the disparity between the individual and the general in the economic sphere.

This imbalance is not the first crisis phenomenon in the history of European civilization. According to J. Ortega y Gasset, there were three such periods (the emergence of Christianity, the Renaissance, and the consumer era of the twentieth century). All crisis states are periods of change in dominant worldviews, based on which social principles of justice, freedom, and morality were formed. The starting era of European history, according to Ortega, was the time of the formation of individual thinking (6th century BC) and the emergence of the first signs of civilization – written law during the period of the tyranny of Periander and the reforms of Solon (*Ortega y Gasset, 1965: 426*).

The period of European civilization’s formation, with its primary criteria of imbalance between the individual and the general, is still relevant for solving modern antagonisms – their essential features. The following scientists studied the issues of balancing the interests of the individual and the general in the economic and political sphere of ancient Greek times

from the mid-twentieth century to the beginning of the 21st century: Hannah Arendt, Douglas North, Leo Strauss, Burke Edmund, Mondzain Marie-José, Karl Polanyi and Moses Finley, Andre Andreades, Ian Morris, William Booth, Edward Cohen, Christos Baloglou, Casimo Peroto, Takeshi Amemiya, Carl Hampus Lyttkens, Andreas Bergh, Dotan Leshem, and others. In national science, this topic has not received proper development. There are only some studies on this issue by Olexandr Fradynskyi, Andriy Masnko, and Boris Popelnyuk.

The purpose of the paper is to identify the principles and means of balancing the interests of the individual and general in the economic sphere of ancient Greek society in the 8th–4th centuries BC. The study has the following tasks: to reveal the meanings of oikonomia and its structural components and to identify ethical and legal means of overcoming social contradictions in the economic sphere of ancient Greek communities.

The study is based on the theory of historical continuity and changes in worldviews by J. Ortega y Gasset and O. Hoffe's concept of three forms of public governance (market, state, and free solidarity), historically existing in the same socio-political space and complementing each other. The German philosopher describes these components as follows: "the market is governed by money, and the economic and cultural spheres are usually subject to authority ("prestige"); the state is governed by law, and (free) solidarity is governed by appropriate expectations. Political legitimation knows all three forms, but it concentrates on the second, which is, to a certain extent, the *ultima ratio*: where the market is ineffective, and solidarity cannot be relied upon sufficiently, the state's role grows" (Hoffe, 2007: 82-83). The authors proceed from the hypothesis that the listed management forms arose and existed in ancient Greece and influenced the balance between the individual and the general in the economic field.

2. Creating a public space and finding an initial balance between "oikia" and "polic"

Most modern researchers adhere to Mommsen's theory that the history of the Athenian polis began with an act of free agreement (synoicism – joint life of households) of clan associations (phyle). This is an agreement to live together freely and not harm others, which in practice resulted in the process of merging individual tribal villages into a single publicly homogeneous space – polic (Weber, 1998: 499).

According to the theory of G. Arendt, the ancient Greeks used rational-revolutionary principles when forming cities – they implemented the idea of public space coinciding with the concepts of political and moral. The researcher argued that the order and peace of the polis could only be achieved in conditions of equality and freedom, i.e., due to political life. The concept of political comes from opposite lexemes "oikia" and "polic". The first, archaic area is the natural blood-family plane of relationships, which was formed on the basis of the organization of the household. Main goal of oikia is the satisfaction of vital needs, material well-being of the family, clan and phyle. For the well-being of the family, it was allowed to use a primitive survival technique – violence. Thus, every oikia represented a patriarchal despotism that was ready to wage a war "all against all" at any time. According to Aristotle, oikia was the original unit of public associations (Aristotle, 2000: 18). The lonely oikia equated people to animals, made them unprotected and lonely in the face of life's circumstances, and the organization of management using the example of the oikia is an inferior component of the Cosmos, which formed the basis of the dictatorial empires of Asia (Arendt, 1999: 34, 37).

It should be noted that the lexeme “oikia” does not coincide with the concept “Οἰκονομία”, widespread in the classical era of ancient Greek history. Xenophon noted that “Οἰκονομία” are not the walls of the house but people with their economic interests (*Proskurin, 2008: 49*). Developing Xenophon’s thesis, Aristotle defined this lexeme as a type of art – a reasonable activity according to cosmic laws. “Οἰκονομία” combines two meanings: “oikia,” which includes property, marriage, children, slaves, crafts, farms, and “everything that is used in the house” and the concept “νόμος” – cosmic law, law, and order that benefits everyone. Therefore, “Οἰκονομία” was interpreted as an art of “housekeeping” (*Aristotle, 2000: 25*), where the manager should implement “νόμος” in practice, bring the family closer to good law – Εὐνομία to realize God’s essence of the law, i.e., to implement rational and ethical principles.

In contrast to “oikia”, “polis” is the free world of non-economic and non-violent cohabitation, and acts as a supernatural, more perfect realm. This is a public world “that concerns everyone”, an open forum for joint discussion and decision-making, an area of equal citizens (koine), where everyone could create himself for society because the main purpose of polis is “to take care of the general, common welfare” (*Habermas, 2000: 45*). According to H. Arendt, polis is “a kind of second life... Each citizen belonged to two levels of existence, so a significant difference arose in life between what is person’s own (idiori) and what is common (koipop)” (*Arendt, 1999: 34*). The introduction of the space of freedom and equality was preceded by the destruction of blood-generic units and the rejection of despotic methods. In the new sphere of human relations, two forms of relations were established: public action (praxis) and (lexis) with its radical manifestation – ragghesia (critical speech). Consequently, H. Arendt emphasized, “to be political, i.e., to live in a polis, meant that everything was decided by reasonable words and convictions, and not by force or violence” (*Arendt, 1999: 38*). Since the establishment of public space, “the private individual or *idiom* was a being of lower purpose, virtue, rationality and value than the citizen who belonged to the city and participated in its life” (*Elhtain, 2002: 38*). Such a citizen was guided by the principles of virtue and, through an atmosphere of agon (competition), sought to become a famous and authoritative person.

However, the primary balance of individual and general – synoicism did not last long. In the 8th–7th centuries BC, the Athenian community was transformed into the tyranny of the Eupatrides, who found the meaning of their activities in the lexeme “oikia”. The dominance of the Eupatrides did not imply the existence of a public sphere for the debtor Athenians. They were deprived of political rights and freedom in general. At this time, the Athenian polis was inclined to the rule of the individual, the minority.

It should be considered that in the 8th century BC in the ancient world, the natural economy began to collapse, and monetary relations began to spread, which, as evidenced by the tradition of burying the dead (two coins of Charon), were quite common. Money management entered the historical arena of ancient Greece, what Aristotle would later call “chremastics” (χρηματιστική) – economic activity for profit, the art of accumulating and using money. This type of activity did not include small-scale trading (*Aristotle, 2000: 27*). The power ambitions of the Eupatrides were based precisely on chremastics and the monopoly right to own land.

Thus, the initial political and legal consensus between the interests of the general and the individual in ancient Athens was not long. It existed from the 8th to the 7th century BC and had the following consequences: synoicism made it possible to establish the political sphere of government of free citizens and lay the foundation for a state-legislative tradition; the establishment of the Eupatride oligarchy pointed to the threat of idealization of the meanings of the oikia, the vicious scaling of this concept in the public sphere; a new form of antagonism has emerged between the public and private spheres – the social management of money.

3. The legal revolution of Solon

Solon's reforms were carried out through the conscious use of a positive law. At the same time, Solon's innovative legal order (νόμος) covered all spheres of social and political life, including worldviews, and had the task of "clarifying the unexplained, and also, based on traditional, naturally created law, thesmoi, adding the necessary innovations." In other words, Solon's reforms united written law (engraphos nomos) and unwritten law (agraphos nomos) – not opposed, but complementary moral principles and authority (Rainer, 2019: 467).

As a public mediator for achieving social harmony, Solon had two possible paths of reform. First, it was to continue the practice of political dominance of *oikia* and establish a certain form of oligarchy. This further aggravated the antagonism between the aristocracy and *Deimos*, a violation of synoicism, and was extremely dangerous for the unity of Athens' *polic*. The second way provided for maximum minimization of *oikia* and the formation of public space. A similar political system already existed in Sparta, where the Lycurgus system minimized all economic relations, and private life was "turned" external. The Spartan *oikia* was destroyed and existed in an imitation form, and *polic* turned into a military camp. In Athens, the Lycurgian system was not popular because, according to the Athenians, it did not distinguish between the public and private spheres and was incompatible with the democratic ideal (Hansen, 2006: 123). Thus, two one-sided paths should be combined into a balanced system of relationships between *polic* and *oikia*.

In characterizing Solon's reforms, it should also be considered that the ideals of antiquity were directed towards the past. Thus, any reform had the goal of returning society to the past era of happiness. This pattern of consciousness was defined by J. Ortega y Gasset with the term *renovation* – a coherent social movement, a type of reform that is a return to the past, the primary point of social existence, which was characterized as an immaculately pure space of joint life (Ortega y Gasset, 1961: 403).

Thus, Solon carried out a traditional legal renovation. It consisted in legitimizing the very political and legal action that should restore the lost happiness and harmony to society. Probably, Solon's direct legitimation borrowing was Hesiod's five-epochal structure of human history (golden, silver, copper ages, the era of demigod heroes and modern times of people of the iron age, suffering from hard work, the dominance of violence, lack of morals and justice). Hesiod's scheme was applied by Solon – the division of society into four conditionally equal in the political sense class layers is an inverted scheme of Hesiod. The fourth level – the beggars remained in the Iron Age; the third (*hoplites*) should be in the era of heroes; the second was approaching the Copper Age, and the first could live in the Silver Day. The symbolic extent of eras in the social structure of Solon should connect the modern with the ideal past and begin the movement towards true rule (*ἀργειν*), which had the goal of reaching the golden age and thereby proving the work begun by the gods (*πραττειν*). This should be the action of equal persons who strive for the common good and are ready to cooperate in the public and private spheres of life.

However, the general movement towards the golden age should be led by those who already rule someone, i.e., rulers of households who have achieved some success in the art of *οἰκονομία* and *χρηματιστική*, and at the same time could be successful military leaders and professional managers. Thus, not all managers were able to be elite – only masters of their craft (relationship managers) could become managers of a polis. This became the administrative principle of Athens, which was already known in Xenophon's *Oeconomics*. The latter distinguishes between the "owner" (*οἰκονομίζ*) and the "manager" (*οἰκονομικός*). The first manages the property, and the second masters science and can practice it as a profession. "A manager

of own household can be either good or bad at management. But *οἰκονομικός*, i.e., one who masters the art of managing a household, thanks to this is a good manager,” notes Xenophon (*European dictionary*, 2009: 330). Therefore, *oikia* in Xenophon’s theory should become a space for acquiring skills in *οἰκονομικός*, a certain public audit of future citizens.

Thus, Solon’s reform granted the *οἰκονομικός* the right to be managers of the polis, implement written laws, and judge according to them. The wealthiest and most talented citizens of the first two layers took upon themselves the entire burden of financial, administrative, and judicial support for the policy. In other words, a conservative rule was established: “whoever occupies a higher and more brilliant rank in the city is the one who cares more about the state” (*Dover*, 1974: 39). In turn, the poorer ones were exempt from direct taxes and did not receive the right of admission to the management of the polis. However, they were given the right to choose managers. Thus, Solon’s reform approved the idea of elective law, virtue and professionalism of state leaders, manifested the principle of moral authority, political leadership, which had its basis in the management of individual *οἰκονομία*, in agonistic activities in the public sphere for the benefit of society. Thus, moral factors began to form a political legal system of mutual dependence of the elite and the demos, where the management of the *οἰκονομία* became the starting factor in the claims of the *οἰκονομικός* to authority, to the right to be *kalos k’agathos* – a virtuous person, bringing the polis closer to the golden day.

It should also be noted that Solon’s reforms combined three forms of social management into an interconnected complex (in the theory of O. Hoffe). One of these forms, the state-polis, was formed as a democratic, purely legal system in its essence, where some have the right to govern, while others receive the right to choose and delegate, in their opinion, worthy householders to the governing bodies. This proportional system was governed by written laws, the public activities of politicians, and their moral authority. However, the integrity and effectiveness of the existing management system was threatened by a hypertrophied desire for wealth. Xenophon already proclaimed that for a Greek, the meaning of happiness means being deservedly rich (*Strauss*, 1970: 27). Solon considered one of the ways of enrichment – usury – to be undeserved, threatening social integrity, and therefore prohibited.

However, the economic development of Ancient Greece in the 8th–3rd centuries BC was recognized as a high level: consumption per capita increased almost twice, and per capita income was 0.15% more than the income of the ancient Romans. The annual economic growth was 0.6–0.9%, which is a higher figure than in Holland (between 1580 and 1820) (*Morris*, 1987: 728). This created the preconditions for mass chremastics and formed the factors of a new crisis.

4. Philanthropy as a lever to contain the influence of chremastics

At the height of economic development in Athens, Aristotle argued that chremastics and *oikonomia* were opposing fields. *Oikonomia* is a natural human economic activity associated with the production of products necessary for life and exchange, but only to the extent of satisfying the needs of the clan. The limits of this activity are also natural: it is a reasonable consumption of what is necessary. Aristotle interpreted chremastics within the framework of Solon’s thesis: “people do not know a certain limit in wealth” and defined it as a vice, an unnatural and non-virtuous activity that leaves a person without humanity and destroys the soil of social solidarity. If, in Stragerite’s theory, a person is a “political animal” who needs other people – constant cooperation, life in public space, then chremastics leaves a person with characteristics – either a superhuman or a non-human. In this sense, Aristotle notes: “in the art of

acquiring wealth... there is never a limit to the achievement of the goal, because the goal here is unlimited wealth... all who strive for money are trying to increase their wealth to limitlessness" (*Aristotle, 2000: 27*). Therefore, chremastics have only one value – immeasurable enrichment, which destroys the axiological coordinates of a person and becomes the main antagonistic factor of sociopolitical unity.

Since the time of Solon's revolution, the norm of *agaphos nomos* has been established, which affirmed the idea that the ethical and political practice of *kalokagathia* or *arete* (ἀρετή) should minimize the negative consequences of chremastics – the practice of "valor", "perfection", "dignity", which is embodied by *kalos kagathos*. They should harmonize chremastics and *oikonomia*, redirect individual financial achievements to the need of the general. At the same time, the practice of *kalokagathia* becomes a public method of gaining authority, an individual path to power, and a guarantee of its long-term legitimation. In other words, the ancient Greek polis approved the code of honor, which approved a special type of timocracy (the power of honor). It demanded agonistic *philotemia* (φιλοτιμία – love for honor) performing self-sacrificing, charitable acts that prompted the masters of chremastics to make constant voluntary contributions for the benefit of the general.

Philotemia had a large number of practical forms of implementation. It included liturgy (λειτουργία) – "the work of one for the good of the whole community, society": where "leitōs" means "belonging to the people", and "ergon" means "work", "service". In general, liturgy can be compared with Roman "res publica". Every year, about 100 festivals-liturgies were held in Athens, acts of charity for the benefit of the public. The main types of liturgies were: *χορηγία* – financing the costs of organizing and holding musical and orchestral festivals; *γυμνασιαρχία* – organization of sports competitions; *εστιασῖς* – wealthy citizens of the polis alternately treating members of their phylum, the number of which could reach several thousand people; *αρρηφορία* – covering the costs of women performing duties associated with participation in the procession in honor of Pallas Athena; *πποτροφία* – constantly holding war horses; *τριηραρχία* – equipping ships, maintaining them in combat condition and commanding them during hostilities. The duty of performing liturgies extended to citizens whose property status was estimated at least 3 talents (approx. 78.588 kg of silver). The same person provided only one type of liturgy throughout the year (*Fradynskyi, Masnko, 2016: 53*).

Thus, *philotemia*, which was originally a voluntary act, *kalokagathia* within the *agaphos nomos*, gradually became a fiscal obligation approved in the *engraphos nomos*. Later, at the beginning of the 4th century BC, wealthy citizens of Athens were forcibly determined by the polis to perform a certain type of liturgy. If a citizen evaded fulfilling this duty, then a wealth tax was expected – *eisfora* in the amount of 60 to 120 talents (*Lyttkens, 1992*).

In the 5th century BC, the economic and political situation in Ancient Greece changed. Due to the creation of the Delian League and the move of its treasury to Athens, the monetary profit of the polis increased significantly – the main point of financial profit was the five percent duty on goods to the ports of the Delian League. In the 4th century BC, government revenues of Athens ranged from 400 to 1200 talents per year (*Bergh, Lyttkens, 2011*). This required the creation of a large-scale military-fiscal coercion apparatus.

At the same time, Pericles' reforms radically changed the system and principles of Athens' governance. All four categories of citizens were involved in the management of state affairs, and they began to receive payment for their work (*mistophoria*). Thus, the state-polis apparatus, formed on a new basis, began to actively intervene in the affairs of *οικονομία* ἢ *χρηματιστική* and thereby determined the prerogative of the general over the individual. The state sought to direct the activities of individual householders and, unnoticed turned into the largest *oikia* – a

separate entity, an empire that was guided by legal coercion and craved limitless income. Chremastics, as separate from *oikia*, became not only the dominant type of economic activity of the Athenians but also established itself as a principle of managing social relations and a key lever of Athens' domestic and foreign policy. The public sphere abandoned the practice of governing authority and began to be based on *engraphos nomos* – the imperative will of the state.

Consequently, the dominance of chremastics in the public sphere of Athens, in the vast majority of the cities of Ancient Greece, destroyed the democratic principles of the *polic*, its free, virtuous and agonistic nature, and established the oligarchic form of government. The balance between the individual and the general was again disturbed – money became the key measure of sociopolitical life and the method of management. This factor was used by the conqueror of Ancient Greece, Philip the Second of Macedon, who formed a universal means of conquering financial oligarchies: “a donkey loaded with gold will conquer any fortress.”

5. Conclusions

Interdisciplinary research on a particular issue provides an opportunity to do the following: **conclusions:**

- the ancient Greeks were aware of the antagonism between the individual (*oikia*) and general (*polic*), understood the dynamic nature of their relationship, and initially harmonized them by public-moral means;

- since the formation of *polic*, common interests have been declared dominant, individual aspirations should not come from the sphere of public discussion and common values – peaceful cohabitation, freedom, equality. From this perspective, individual economies should ensure a decent life for the family, increase its wealth, but within the limits of the natural course of *policy development*. It can be argued that the ancient Greeks developed a political and ethical axiom: interests of *oikia* should not exceed the interests of the general. However, this statement, under the influence of individual or group selfish ambitions, was often rejected, which led to an aggravation of social antagonisms and political crises;

- within the framework of the idea of the dominance of the universal, *oikonomia* had one more task – to preventively train potential managers among the “owners” – people capable of solving large-scale, significant issues, masters of managing sociopolitical, mass relations;

- for the purpose of more effective social control of individual *oikonomia*, the ancient Greeks separated the practice of unlimited enrichment (chremastics) from it. This practice was perceived as threatening universal unity, was morally condemned, and was directed by ethical and legal means towards conditionally voluntary service to the common. In crisis cases, when the state no longer controlled the degree of enrichment of its citizens, chremastics were limited to forcing the written law. However, the experience of Athens shows that the control and restriction of enrichment were long-term, but unilateral and not systemic. Ethical and legal means were not effective – chremastics eluded the control of the public sphere and eventually imposed its own anti-democratic principles of public life, which destroyed the balance found between the individual and the general;

- from the time of the formation of the professional state apparatus and the formation of the Athenian Empire, *oikonomia* and chremastics transformed from multiple phenomena of the internal life of *polic* into a political lever of the external activities of the state. Athens was transformed into the great *oikia* and unlimited enrichment, dominated over other cities of the Athenian League. Chremastics became the dominant value of the public sphere of Athens and under these conditions there was no talk of a new, larger-scale synoicism of the cities of Ancient

Greece equal in their rights. The power of the influence of the oikia and chremastics changed existing worldviews and contributed to the decline of ancient Greek civilization.

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G. BERKELEY & F. MATHEWS “LOGOS” ONTOLOGY**Anastasiia Tykhonova**Postgraduate Student, Oles Honchar National University of Dnipro, Ukraine
e-mail: timoimaster@gmail.com, orcid.org/0009-0004-7791-2988**Summary**

The purpose of article's study is to discover Logos phenomenon which is present in the nature of thinking using an empirical method in the value system of F. Mathews & G. Berkeley from the point of view of modern ethics, historical experience, modern psychology and culture of ecology.

“Logos” is considered as a segment of the field of thinking, a certain event in the field of meaning. The meaning of “Logos” as an event in the ontology of F. Mathews is considered from a metaphysical point of view and acquires a special semantic value in the context of G. Berkeley philosophy. In the space-time continuum, “Logos” exists in a moving field of meanings and is opposed to “Nonthought.”

In the course of history, the manifestation of “Logos” was absorbed by everyday life and mediocrity, but F. Mathews and G. Berkeley are trying to prevent the disappearance of “Logos” by creating an “Ecological Model of Thinking”, revealing perception from internal semantic structures towards natural phenomena. An ecological model of thinking can prevent the formation of a “perceptual dead zone” where human genius is devalued by self-centered mediocrity. The phenomenon of the integrity of the “Logos” is an ethical expression of intuitive perception. The causes and consequences of “ontological inertia” are also revealed.

Key words: existence, duality, intelligence, Clip thinking, contemplative thinking, creativity, egocentric perception, compassion.

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1. Introduction

For the first time, a comparative analysis of the philosophical works of G. Berkeley and F. Mathews is carried out in the context of modern epistemology and ontology, psychology and sociology. Individual existential positions of G. Berkeley are outlined with the help of *existential* ideas of F. Mathews in a more adapted and new space for the modern reader. An *existential* thinking substance combines the rational and the sensual sides in the form of a “*single living idea*”, which embodies the identity of being and thinking, along with the phenomenon of ontological *non-existence*. At the same time, the existential thinking substance is transformed with the help of the moral component and is a tool for the embodiment of Being in *ontological emptiness*.

From the point of view of the practical implementation, we found the following signs: *duality* of thinking gives rise to the legitimate dominance of human groups by uniting them with an absolutely morally disenfranchised character, therefore the main goal of G. Berkeley and F. Mathews – to overcome the *duality* of perception with the help of the integration of the sensual and the rational aspects.

The relevance of the research is in the formation of a new view concerning human existence. Studies of the phenomenon of *duality* of perception in the context of the philosophical

teachings of F. Mathews and G. Berkeley are carried out on the basis of the unity of scientific-theoretical and religious-mythological approaches to knowledge in relation to the causes that form the consequences of the ecological and moral catastrophe of humanity.

So the objective of the study is as follows:

1. Review the "Logos" as an integrated substance of being in the context of F. Mathews & G. Berkeley's philosophy
2. The investigation of the metaphysical foundations of the empirical level of perception in the philosophy of F. Mathews and G. Berkeley.
3. The research of the sensitive and rational aspects in the philosophy of G. Berkeley & F. Mathews from the point of view of modernity.
4. Review of the phenomenon of "things in themselves" – "the world from the middle of one's own existence" – "the world hidden in the world" according to the concept of metaphysical space by F. Mathews from the point of view of G. Berkeley's philosophy.
5. Discovering the manifestation of "ontological inertia" in the works of G. Berkeley and F. Mathews.

6. The analysis of the concept of "Logos" as part of historical and social transformations.

In order to implement the tasks set in the paper research, a number of general scientific methods are used: the method of structural analysis, the dialectical method along with the metaphysical and inductive method. The method of explication, which is very common in analytical philosophy and literary criticism, is used to reveal the essence of the principles of G. Berkeley's cognitive activity in the context of the philosophical teaching of F. Mathews. The descriptive-evaluative method aimed at empirical research and description of certain phenomena in the philosophy of F. Mathews & G. Berkeley. The method of differentiation is aimed at separate meanings, symbols and concepts that are reflected by ontology, environmental sciences and metaphysics. The sociocultural method allows reproducing the features of the sociocultural space. It is also possible to define such a method as hermeneutic, by means of which the principles of G. Berkeley's cognitive activity are interpreted in the context of philosophical teaching of F. Mathews at a new level of perception. It should be noted that research is based on the principles of holistic theory and is conditioned by axiological, ethical, theological and ecological components. It is possible to emphasize the involvement of the transcendental method according to the apriori level of cognition, where the paradoxes of the sensual and the rational collide.

2. The integration of logical and creative principles in the philosophy of G. Berkeley and F. Mathews

It is known that the left hemisphere is responsible for logic, and the right hemisphere for creativity. The question arises: can creativity be logical? However, a synthesis of logical and creative principles is indeed possible, and as a result of such integration multiple paradigms of meaning are built. The concept of "thinking substance" in the works of G. Berkeley and F. Mathews with the help of a literary image in the science fiction novel "Solaris" by S. Lem finds a unified meaning.

So, according to the plot of the film "Solaris" by A. Tarkovsky based on the novel by S. Lem, we have the opportunity to observe "the ocean as a thinking substance", which very well reveals aspects of F. Mathews' cognitive being, reflecting the image of the "world from the inside". Also, the "thinking ocean" reflects the essence of the concept of "G. Berkeley's idea", which is embodied by the "thinking substance" in the human mind with the help of another idea and forms the image of the "Logos". The planet of "two suns" can be seen as a "duality

of perception", where the truth remains beyond words, because the words that are the result of observational experience are questioned. Stanislaw Lem very realistically conveys the state of crisis in the system of scientific knowledge in a literary image: "We have no need of other worlds. We need mirrors. We don't know what to do with other worlds. A single world, our own, suffices us; but we can't accept it for what it is. We are searching for an ideal image of our own world: we go in quest of a planet, of a civilization superior to our own but developed on the basis of a prototype of our primeval past. At the same time, there is something inside us which we don't like to face" (*Lem, 1961 : 72*).

With the help of ontopoetic images, F. Matthews explains exactly how it is possible to enter the subjectivity of the world and feel it "outside" as well as "inside": "If one stepped inside the world, in this sense, might the trees and grass and rivers no longer appear as external to oneself? Might they – along with oneself – now be experienced as internal to the psyche of the world? Would one be experiencing them, and oneself, from inside the world, rather than from outside it, from whence they appear as an object-manifold? As soon as one slipped under the subject object membrane in this way, wouldn't one feel the psychic streaming with which things, as emanations of psychic process, are charged?" (*Mathews, 2007 : 5*). F. Matthews also notes: "One has only to surrender one's subject/object mind-set – where this encompasses all discursive thinking – and relinquish one's discursive goals and ends, in order to be borne along on its fast current. When this occurs, a path begins to open up in the midst of the phenomena" (*Mathews, 2007 : 5*). "The synthesis of the mind is the synthesis of action, which is realized by the mind as a result of the transcendental synthesis of the imagination, and then affects the inner feeling" (*Kant, 1881 : 65*). This is the relationship between the present and the past, the communication of consciousness with the outside world. We can contemplate old film footage from the life of any city, for example, in the 70–80s compared to today. Many material objects remained the same: bridges, shops, boulevards, etc., the perception and consciousness of a person changed. Everything begins with individual consciousness. For example, during a war, man loses his basic sense of security. Anna Maguire, Canadian writer describes refugee loneliness as a psychosocial state of alienation systematically produced by a hostile environment. The author cites an example from "Ben Sharrock's film "Limbo" (2020), follows the story of Omar, a Syrian refugee and musician who, carrying his oud, a stringed musical instrument, has managed to make his way to the UK. Omar has been stationed on a mythical Hebridean island while he waits to see whether he will be granted asylum. On this 'purgatorial island', asylum-seeking inhabitants escape only in Border Office police vans ready to deport them, long-awaited letters from the Home Office confirming their status, or through death" (*Maguire, 2023 : 47*). This story very well reveals the "crisis of empathy" and not just the refugee crisis. In the context of the philosophy of G. Berkley & F. Matthews, human feelings regarding wild nature are related precisely to the "empathic crisis". This is the story of a person, mentally detached from wild nature, a story about loneliness in a hostile world. Thinking about loneliness often arises because of modern infrastructures and technologies that produce states of inclusion, exclusion from the environment. After all, a person can acquire not only a physical disability, but also a spiritual one. A Syrian refugee on a Hebridean island is not much different in his misery from the kangaroos and rabbits that the authorities destroy in Australia. In this case creativity can not be logical. You can hear the presence of chaos and absurdity in human destiny. Each individual is in the ocean of mass consciousness while he exists in society. It is for this reason that F. Matthews studies the peculiarities of the consciousness of the Australian Aborigines in order to take something valuable out of their secluded way of life.

3. "Logos" as a socio-cultural phenomenon in the philosophy of G. Berkeley & F. Mathews

According to the conclusions of G. Berkeley: «The Estimate we make of the Distance of Objects considerably remote, is rather an act of Judgment grounded on experience, then on the Sense» (*Berkeley, 1709 : 11*). Why is this so? Comparing footage from old documentaries with the present, one gets the impression that people have been pulled out of the natural rhythm into a cycle of endless commotion. Human consciousness was changed as a result of endless wars; various mutations that happened after the consciousness of the individual was caught in the trap of the beast of the totalitarian form of government, where natural gift and high intelligence were not considered as the "Divine Logos", which humanized the thinking person and pulled out of the emptiness of Being, but were put on the same level with base criminal instincts. Thinking was reduced to a crime for which a person was turned into an outcast, sent to a camp or shot. From the point of view of modern psychology, it can be said that a complex of the inferiority of thinking and a departure from Logos towards mediocrity, merging with a homogeneous gray mass was gradually formed in human consciousness. The whole world today is experiencing a crisis of natural *intelligence*, which has been replaced by artificial *intelligence*. It cannot be said that artificial *intelligence* is characterized by a minus sign, but the acceleration of life has not led a person to a greater awareness of the fullness of his or her own *existence*. However, what danger does the phenomenon of so-called "*Clip thinking*" pose? G.P. Bakhtina, Associate Professor, Director of Research and Methodological Center "System analysis and statistics" NTUU "KPI" emphasizes: "*Clip consciousness* involves the almost complete absence of rational bases and clear logic as it is not a *contemplative thinking*. It leads to: mass syndrome attention deficit disorder; loss of desire of new knowledge; destruction needs and abilities to be creative, helped by the constant use of secondary-level information processing and combination. It leads as well to *chaos* in the desires and actions; discrepancies mindset lifestyle; inconsistency in decision-making to address the challenges of life and even a purely weakening responsibility for their consequences" (*Bakhtina, 2024 : 1*). Thus, we can conclude that *Clip thinking* does not include logical and creative principles, much less their combination. Does this mean that people with *Clip thinking* have some kind of gap in the right and left hemispheres of the brain? The reality of human existence with *Clip thinking* is questioned within the framework of the philosophy of G. Berkeley and F. Mathews. Since, in accordance with their principles of knowledge, in line with Kant, the thought of an object arises as a result of sensory contemplation, through which we can obtain *apriori* knowledge about the object. If people with *Clip thinking* do not have the ability for sensory contemplation, the logical conclusion is that they are not able to perceive the truth of Being through the "Logos" and see the essence of the world from it's inside reality. Reality is also questioned in the sense that a person cannot even contemplate himself, his own inner nature. In this case we can observe a case of ontological inertia. There is no fullness of life. Life is divided into separate fragments of perception.

Did this fullness of being ever exist? Is it possible to see the world through the eyes of musicians playing the "*Tango of death*" in the Yanovsky concentration camp in 1941 on the outskirts of Lviv? The orchestra consisted of the best Lviv musicians. As you know, shortly before the liberation of Lviv, during the performance of this tango, all the orchestra members were shot. Like the trauma that a child experiences in childhood, the human subconscious at the genetic level stores the trauma of humiliation of *intelligence*, talent, and the ability to think. The Ukrainian war is now a shock to the whole world, but this is also just the result of many years of abuse of the human intellect, which by its nature is not capable of destruction in

principle, since it is based on *creativity*. And reality ends where there is no thinking, the Logos disintegrates. In fact, G. Berkeley and R. Descartes are talking about the same thing, only in different languages. G. Berkeley does not set clear boundaries between perception and Mind. The world is perceived with the help of the Divine Logos, which creates a real space of being in consciousness. If a person does not think, he or she cannot adequately perceive the world, and therefore nothing material, tangible exists, the very essence of a person disappears without the ability to perceive. From the point of view of G. Berkeley, the identity of perception and thinking is the identity of Being itself in the ontological dimension. In the words of R. Descartes, "I think, therefore I exist." In the words of G. Berkeley, "I perceive, therefore I exist" is interpreted by F. Matthews as "Everything comes into existence if *awareness* exists." Otherwise, such a dimension as "Now" becomes a place of "alienation", which a modern person is unlikely to even mention in everyday life. Perhaps we need to stop thinking of the world as a configuration of things and start thinking of the world as a configuration of events. It is known that language is closely connected with our thinking and its richness and scarcity depends on the breadth of thinking, and therefore perception. The broader an individual thinks, the wider the boundaries of his Being. Wittgenstein's assertion: "The limits of my language mean the limits of my world" is very appropriate in this context (*Wittgenstein, 1922 : 149*). He notes that "Diese Bemerkung gibt den Schliissel zur Entscheidung der Frage, inwieweit der Solipsismus" – "This remark provides the key Deciding the question of the extent of solipsism" (*Wittgenstein, 1922 : 150*). So Wittgenstein, along with G. Berkeley and F. Matthews, believes that "The world and life are one" (*Wittgenstein, 1922 : 151*). Thus, the boundaries of the subjectivity smoothly connect with the essence of objective space. And the world from the inside is the same as the world from the outside. In Hegel's words: "certainty is unaware that its essence is the empty abstraction of pure being" (*Hegel, 1910 : 122*).

4. "The Metaphysical Mirror" by F. Matthews reflecting the presence of the "Logos" in the philosophy of G. Berkeley

The question of one's own existential uncertainty is quite relevant in the modern world. A person really more often notices what he is not only able to notice, but what is determined by the limits of his *existence*. This effect radiates and affects the environment in much the same way that a drop falling into water creates waves that ripple in all directions. G. Berkeley describes individual peaceful *existence* as a unit of peace in the whole world, but from the point of view of the presence of God's grace, in which human life is more natural.

If you look long into F. Matthews' "*Metaphysical Mirror*", it is possible to see that it reflects G. Berkeley's "Logos" ontology, where the truth of human existence is revealed not only through self-reflection and intuition, but is a synthesis of reason and will. That is, reality is like a mirror of the mind, in which the internal, subjective dimension is reflected. As F. Matthews emphasizes: "The seeker after truth holds up a mirror to the world, and when he finds there an image which he regards as accurately reflecting the nature of things, he has found truth" (*Matthews, 2008 : 43*). Things are seen in the inner mental state of the world itself, where it is possible to experience things from within. The image of an ontological emptiness arises in the space in which consciousness disappears. Consciousness does not disappear immediately, but gradually at the point of total degradation. Since G. Berkeley does not distinguish the rational from the sensual, it is possible to assume that perception and thinking are identical in his philosophical system. This is a certain metaphysical space of "Logos" where consciousness is present. In this way, everything only makes sense in the presence of the Divine substance

of “Logos”. G. Berkeley emphasizes in various interpretations: “Colours, sounds, tastes, in a word all those termed secondary qualities, have certainly no existence without the mind” (*Berkeley, 1906 : 31*). The philosopher also defines the boundaries of thinking: “What do you see beside colour, figure, and extension? Nothing” (*Berkeley, 1906 : 41*). Thus, we see that the mystical experience of G. Berkeley and F. Mathews conditions an inner feeling connected to the mind.

G. Berkeley conducts a lot of research in this direction, which is reflected in his work “An Essay Towards a New Theory of Vision” (1709). He notes: “It is evident that when the Mind perceives any Idea, not immediately and of itself, it must be by the means of some other Idea: Thus, for Instance, the Passions which are in the Mind of another, are of themselves to me invisible. I may nevertheless perceive them by Sight, though not immediately, yet by means of the Colours they produce in the Countenance” (*Berkeley, 1709 : 2*).

The rational and the sensual in the works of G. Berkeley & F. Mathews make up a whole structure that reflects the symbolism of the “Dao”. With the help of F. Mathews articles, it is possible to see how Divine love is distorted and impoverished in modern society. It is impossible not to notice that F. Mathews and G. Berkeley have such an unusual feature as philokalia, in Slavic – benevolence, that is, love for beauty, a manifestation of human love for nature at the soul level. On the other hand, F. Mathews reveals the limits of spiritual emptiness. Every animal has an indisputable moral status, but environmental ethics unfortunately does not take into account the special moral status of the animal.

From time immemorial, man has not only abused animals and representatives of the plant kingdom, destroying forests, there is no end to the moral abuse of man over man in any society. This is what caused the disappearance of such ancient civilizations as the Maya in the areas of Mexico, Belize, Honduras and Guatemala. According to Jared Diamond, the crash Mayan civilization was as a result of destruction of forests and natural resources: “Their vanishing touches us as the disappearance of other animals, even the dinosaurs, never can. No matter how exotic those lost civilizations seem, their framers were humans like us. Who is to say we won't succumb to the same fate?” (*Diamond, 1995 : 1*). J. Diamond says that “the environmental problems facing us today include eight factors that undermined past societies: deforestation and habitat destruction, soil problems (erosion, salinization, and soil fertility losses), water management problems, overhunting, overfishing, effects of introduced species on native species, human population growth, and increased percapita impact of people , plus four new ones: human-caused climate change, buildup of toxic chemicals in the environment, energy shortages, and full human utilization of the Earth's photosynthetic capacity” (*Diamond, 2005 : 7*).

Based on the philosophical reasoning of G. Berkeley, it is possible to conclude that the weakness of the mind really lies in our thoughts. When the mind is out of balance, it looks for the cause of its troubles in the outer space: there is a critical view, condemnation and conflicts, wars and other destructive manifestations.

But life is naturally complete in itself. G. Berkeley defines this natural completeness at the level of the absolute, where all aspects of reality acquire fulfillment. It is possible to conclude that the conflict begins in the middle in the absence of internal natural balance. In fact, the mind is at war with the reflections in the water, but at the level of *egocentric perception*, although this fact is not realized in this process. There is a great difference between what the individual is guided by at the moment of perception. The space between thoughts is the inner space in which truth is born. F. Matthews identifies this gap in intuitive knowledge of the world through *compassion*. G. Berkeley emphasizes the importance of experiencing the inner space as a source of Divine light and love. Without these components, everything loses its meaning.

G. Berkeley in the work "Alsifron" gives a critical view as to human mental abilities in the context of Wild Nature: "People generally think, that it is praiseworthy to clear and subdue the earth, to tame brute animals, to provide nourishment for men's bodies, and cure their illnesses. But what is all this in comparison to the most excellent and useful undertaking of freeing mankind from their errors, and improving their minds?" (Berkeley, 1803 : 4). The philosopher illuminates the multifaceted human nature, even its very dark corners compared to the instincts of a wild animal, but he has in mind the lower instincts: "Man and beast are really of the same nature, and that consequently a man needs only to indulge his senses and appetites to be as happy as a brute" (Berkeley, 1803 : 14). This is the main question in his work "Alsifron" or "The Little Philosopher", who makes all real things insignificant and worthless, asserts himself at the expense of ridiculing other people's values, but does not notice his own shortcomings. There is a feeling that the "small philosopher" captured most of the human consciousness in the modern world, where man puts himself above animals. Hypotheticality is a very frequent phenomenon in G. Berkeley's thoughts. He makes many assumptions about the expression of the metaphysical nature of people, plants and animals in various circumstances (Berkeley, 1803 : 283). Thus, we see that the philosophy of G. Berkeley and F. Mathews of the single nature of humans, plants and animals is combined with the main tendencies of panpsychism where "The Metaphysical Mirror" by F. Mathews reflecting the presence of the "Logos" in the philosophy of G. Berkeley.

5. Conclusions

As a result of the research carried out in this article we can see that philosophical positions of G. Berkeley and F. Mathews is carried out through the prism of modernity and the main existential questions are actualized with the help of cross-sectional approach.

We can see that the loss of "Logos" in postmodern culture leads a person to the loss of the meaning of his own existence or ontological inertia. It is possible to say, according to historical experience of many generations, that people all over the world must change their minds in order to stop the implementation of war. In such conditions as war, it is difficult for a person to choose the external reality, but it is possible to choose the reality inside. The mechanisms of manifestation of free will are inherent in a person from birth. This is the choice of internal reality as knowledge of the world in the teachings of F. Mathews & G. Berkeley. If we combine the philosophy of G. Berkeley & F. Mathews, we can draw parallels between metaphysics, ecology, ethics, personal growth and self realization. A deep understanding of these philosophical questions can help change the way of individual thinking in modern society. However, depth of understanding plays an important role. When a person feels stressed, it is difficult to think creatively, because the mind is focused on the problem. Destruction can lead to more destruction. But a sense of peace and harmony can create true peace and harmony beyond internal boundaries. It is for this reason that F. Mathews explores the external world from within his own nature. Each particle has its own subjectivity, and not just a superficial form of being.

So, in the article we revealed the main goal of G. Berkeley & F. Mathews – "to overcome the duality of perception with the help of the integration of the sensual and the rational aspects in a broader sense" with the help of comparative analysis, taking into account the main works of such famous philosophers and writers as S. Lem – "Solaris" (1961), I. Kant – "Critique of pure reason" (1781), L. Wittgenstein – "Tractatus Logico-Philosophicus" (1922), G. W. F. Hegel – "The Phenomenology of Mind" (1807), J. Diamond – "Easter's End" (1995), G.P. Bakhtina – "Computerization of society and the problem of 'clip thinking'" (2024) etc. The works of these authors are unique in own nature. We can say that works of F. Mathews & G. Berkeley are completely different, especially since the authors are representatives of different epoches. However,

with the help of the main ideas in their works regarding the very possibility of manifesting the essence of life itself and saving civilization from lack of spirituality, which leads to collapse at the level of consciousness, these philosophers are mirrors of each other revealing the potential opportunity for the formation of a new view concerning human existence.

Studies of the phenomenon of *duality* of perception in the context of the philosophical teachings of F. Mathews & G. Berkeley let us to see the main features of modern civilization collapse from the point of view of the “world hidden inside”. The problem of the unity of the sensual and the rational in the work of F. Mathews & G. Berkeley is related to the peculiarities of thinking and the attitude to human mind’s abilities at the crossroads of different human generations. It arises in the same way as a consequence of thinking dualism.

Discovering different aspects of "Logos" as an integrated substance of being in the context of the existential ideas of the philosophy of F. Mathews & G. Berkeley we have found that the feeling of self-presence in the subjective dimension, available for introspection not only from the human position, it is considered as an integral part of all nature, the entire sphere of existence in its totality, which in itself explains the phenomenon of unification of physical existence and thinking consciousness into a coherent structure. That is, material substance exists due to subjectivity, which gives rise to a sense of self-presence and is a whole, unlimited structure. But this subjectivity cannot be a collection of discrete units of experience or fragments of experiences at the empirical level of perception. (Mathews, 2019 : 18).

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HEALTH, ENVIRONMENT, DEVELOPMENT**THE IMPACT OF PHOSPHORUS WEAPONS DURING A FULL-SCALE WAR****Valentyna Chorna**

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Summary

Due to military actions, there is destruction of Ukraine's ecosystems, deterioration of sanitary and hygienic indicators of drinking water, air, and soil. With the onset of full-scale war, the negative impact of harmful and dangerous substances (the use of chemical, phosphorus bombs, and other weapons) prohibited by the Geneva Convention leads to unforeseen consequences for the environment of Ukraine. The purpose of the study is to analyze injuries resulting from the action of white phosphorus of various types of phosphorus weapons, namely explosive weapons with a wide area of effect, mines, ammunition, long-range missiles; artillery, mortar shells, various types of grenades in the conditions of russian aggression against Ukraine. The following methods were used in the work: content analysis, comparative analysis, and systematization of the researched material. Research of scientific publications by domestic and foreign scientists using the PubMed and Google Scholar databases for the period 2001-2023 was conducted. Phosphorus munitions such as WP are known for their high effectiveness in combat operations, but also lead to serious

injuries, both traumatic and post-traumatic psychological changes. White phosphorus (explosive bombs) causes burns of human body tissues upon contact with burning material, as well as burns of the upper respiratory tract due to inhalation of smoke or gases emitted during combustion.

The article analyzes the regulatory framework prohibiting the use of phosphorus munitions in armed conflicts. Clinical cases of gunshot combined injuries of limbs with massive soft tissue defects, gunshot fractures, and the presence of multiple foreign bodies of metal density due to the use of phosphorus munitions are considered. An analysis of scientific research by foreign scientists on this issue was conducted. The article provides algorithms for providing first aid due to the action of phosphorus munitions, as well as methodological recommendations of the Ministry of Health of Ukraine (Order of the Ministry of Health of Ukraine No. 506 of March 20, 2022) for providing medical assistance at the prehospital stage in case of phosphorus munition injuries, burns, enteral poisoning, exposure to white phosphorus in the eyes.

Key words: white phosphorus, phosphorus shells, treatment of burns from phosphorus shells, military operations.

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1. Introduction

As a result of hostilities and the use of a large number of chemical and phosphorus weapons, which cause the destruction of Ukraine's ecosystem, deterioration of sanitary and hygienic indicators of soil, drinking water, and air. With the outbreak of a full-scale war, the negative impact of harmful, hazardous substances (use of chemical, phosphorus bombs and other weapons) prohibited by the Geneva Convention, which leads to unforeseen consequences for the environment of Ukraine, is considered in (Bosak, 2023: 6).

White phosphorus (WP) was first used as a weapon in the nineteenth century by Irish nationalists in a form that went down in history as “Fenian fire”. There is evidence that a solution of phosphorus and carbon disulfide was used in arson attacks in Australia. In 1916, British troops used the first white phosphorus (WP) grenades. In general, World War I laid the foundation for the use of phosphorus in future military conflicts. During the Second World War, the range of WP military applications expanded significantly: mines, shells, grenades, bombs, and rockets. The use of WP shells not only caused great destruction, but also exerted psychological pressure on the enemy, instilling fear and frustration. In addition to the world wars, phosphorus shells were also used in local armed conflicts: by American troops in Syria and Afghanistan, in Iraq, by Russian troops in Grozny, and by Ethiopian groups in Mogadishu. At the end of 2020, Azerbaijani forces used phosphorus ammunition against the Armenian military on the front in Nagorno-Karabakh. Unfortunately, Ukraine also had the opportunity to experience the explosions of phosphorus shells. In March 2022, the Russian aggressors used phosphorus shells in the battles for Kyiv and Kramatorsk, as well as against defense groups at the Azovstal steel plant in Mariupol. In 2023, WP ammunition reappeared on the military and political scene: Israeli forces used white phosphorus in military operations in Lebanon and Gaza.

History shows us that WP projectiles, like any other type of weapon, cause severe traumatic effects on civilians and soldiers on the battlefield. Barillo D. (Barillo, 2004: 448) claimed that injuries caused by chemical burns accounted for 2.1% of all hospitalizations in the periods 1969 and 1985, and 1986 and 2000. The average body surface area involved in treatment was 19.5% over the 19 years of the study, compared to 8.6% over the past 15 years. Mortality rates

increased from 5.4% to 13.8% over these periods. The length of stay in the hospital decreased from an average of 90 days to 15 days during these periods. In 146 cases, the chemical responsible for the injuries was WP, as discussed in.

Phosphorus munitions are a type of incendiary or smoke munitions containing white phosphorus. This substance is toxic to humans and ignites directly on contact with oxygen, so it is considered a self-igniting material. The combustion temperature exceeds 800 °C, which provides a thermal component in the event of phosphorus burns. At night, the phosphorus charge glows noticeably as a result of the explosion, which is primarily used to illuminate the battlefield. In contrast, during daylight hours, the effect of a phosphorus charge can be distinguished from other munitions by the appearance of thick, acrid white smoke with a pungent garlic smell and the flying of bright sparks. A phosphorus bomb causes large-scale fires that are very difficult to extinguish due to the chemical characteristics of this compound. WP is dangerous in terms of:

1. Chemical property – on contact with air, it is self-igniting, forming phosphorus oxides, which are very toxic. The interaction of white phosphorus with strong bases leads to the formation of toxic gases, in particular phosphine, which is toxic to humans;

2. Explosive property – reacts violently with oxidizing agents, halogens, nitrites, sulfur, metals, which lead to a fire with large amounts of heat and emission of hazardous gases;

3. Extremely spontaneous combustible property – white phosphorus tends to burn spontaneously on contact with air at room temperature. This means that even small particles of phosphorus can cause a fire at the slightest contact with oxygen.

4. Potential radioactivity – in some cases, phosphorus munitions may contain radioactive substances that add to their hazard. As a result, contact with them may pose a risk of radiation contamination.

2. Materials and Methods is to analyze the impact of white phosphorus on various types of phosphorus weapons, namely explosive weapons with a wide area of impact, mines, ammunition, long-range missiles; artillery, mortar shells, various types of grenades in a full-scale war in Ukraine. The following methods were used in the work: content analysis, comparative analysis and systematization of the studied material. A study of scientific publications of domestic and foreign scholars was conducted using PubMed and Google Scholar databases for the period 2001–2023.


3. Results





Summary of the main research material

In general, the use of phosphorus bombs is prohibited by the Geneva Convention and other legal acts (Table 1).

Table 1

Legal framework prohibiting the use of phosphorus munitions in armed conflicts

№	Name of the normative document	№/date of the document	QR code
1	Article 1 Protocol on Prohibitions or Restrictions on the Use of Incendiary Weapons (Protocol III)	October 10, 1980.	

2	Article 2 Protocol on Prohibitions or Restrictions on the Use of Incendiary Weapons (Protocol III)	October 10, 1980.	
3	Convention on Prohibitions or Restrictions on the Use of Certain Conventional Weapons Which May Be Deemed to Be Excessively Injurious or to Have Indiscriminate Effects	October 10, 1980.	
4	Article 35 basic rules protocol additional to the Geneva Conventions of August 12, 1949, and relating to the protection of victims of international armed conflicts (Protocol I)	June 8, 1977.	
5	Article 8(2)(b)(i), (ii) or (v) of the Rome Treaty	July 17, 1998	

The technical characteristics of the phosphorus bomb's radius of destruction are 150 meters, which means a potential threat to a large area. The phosphorus bomb ignites on contact with air, so it must be stored in water or other neutral liquids to prevent accidental combustion. In contact with human skin, the WP contained in ammunition causes severe chemical burns. WP is toxic to humans and the lethal dose is 0.05-0.15 g. This substance can cause damage to bones and bone marrow, tissue necrosis, as a person receives not just burn injuries, but deep wounds.

WP is used in the following projectiles:

- Bombs – M47A1, AN-M47A2, AN-M47A3, CBU-55/B, CBU-78/B, etc.
- Missiles – M156, M259, Mk 67 Mod 0, etc.
- Artillery shells – M825/M825A1, M110A1, M110A2, M104, etc.
- Mortar shells – M106 4.2-inch mortar smoke shell, M68 120 mm Smoke White Phosphorus, M929 120 mm Smoke White Phosphorus, etc.
- Various types of grenades – M34, No. 77 Mk1, No. 80 Mk1, No. 81 Mk 1 – white phosphorus hand grenades, etc.

A phosphorus projectile spreads the incendiary compound over a large area, which can be hundreds of square meters, causing catastrophic consequences for the ecosystem of Ukraine. The combustion ends when the source, i.e. phosphorus, is exhausted or oxygen is cut off. Such weapons cause mutilation; their effects can lead to slow martyrdom. Treatment of this type of injury requires qualified medical personnel and specialized equipment. In addition, providing

assistance to the victims can also pose a high risk to the medical personnel themselves, who may be injured while treating the wounded.

WP burns at temperatures up to 2760 degrees Celsius. The hot particles of BP cause quite deep, limited or extensive burns. Indeed, they are a harbinger of death due to the absorption of phosphorus into the body through the wound surface, which can lead to liver, heart and kidney damage, and in some cases, multiple organ failure. Weapons with phosphorus-impregnated felt submunitions are particularly dangerous, as they may not burn completely, leaving up to 15% of the phosphorus content. Such ammunition is capable of spontaneous re-ignition, especially as a result of some kind of pressurization effect, for example, caused by the transportation of such weapons. As a rule, damage caused by high explosives is limited to areas of exposed skin, as smaller particles do not burn through clothing.

The combustion of WP results in the formation of phosphorus (V) oxide in the form of an aerosol. Field concentrations are usually harmless, but in the case of large concentrations, the fume can cause temporary irritation of the eyes, nasal mucous membranes and respiratory tract. The Agency for Toxic Substances and Disease Registry has set a minimum inhalation risk level of 0.02 mg/m³ for white phosphorus fume, as well as fuel oil vapor. Higher concentrations of smoke, for example, in enclosed spaces, can cause asphyxiation and lead to irreversible changes in the upper and lower respiratory tract. The concentration of smoke created by a phosphorus projectile for camouflage purposes is toxic.

The pathogenesis of WP exposure is very serious and leads to injury and death through various mechanisms. First of all, it is important to note three main ways:

1. **Penetration into deep tissues:** is a serious threat because the toxic substances penetrate deep into the body through skin contact. This leads to severe chemical burns and damage to internal organs, which in turn can cause internal bleeding and tissue necrosis. Significant damage by any means can be fatal.

2. **Smoke Inhalation:** During combustion, WP emits thick white smoke containing toxic gases and vapors. Inhalation of this smoke can damage the lungs, cause chemical burns to the respiratory tract and lead to asphyxiation.

3. **Intra-body ingestion:** WP is ingested through open wounds or contact with internal organs during an explosion, which in turn leads to internal organ burns, systemic poisoning, and other serious complications.

Primary blast injury occurs when a blast wave interacts with a body or tissue, producing two types of energy: stress waves that cause compression and stretching of tissue and shear waves that cause tissue displacement and tearing (Figures 1, 2).

The stress waves generated by the interaction of the blast wave and the body surface are supersonic longitudinal pressure waves that cause microvascular injuries. Organs with increased air permeability, such as the lungs, hearing aid, and gas-filled intestines, are the most sensitive. Stress wave injuries are caused in several ways. Pressure drops in structures; rapid compression and subsequent re-expansion of gas-filled structures; reflection of the compression stress wave component; and a spalling effect characterized by the "boiling" effect observed at the air-water interface after an underwater explosion. That is, the above mechanisms lead to damage to open mucous membranes and submucous membranes due to damage to microvessels. Shear waves cause damage to muscles and bones, which may depend much more on the tertiary and quaternary effects of the explosion than on the blast wave alone.

Specifics of the explosion:

1. The basic mechanism of the explosion causes injuries as the only consequence of the interaction between the blast wave and the body;



Figure 1, 2. Traumatic injuries to the lower extremities caused by the explosion of a phosphorus shell by an AFU serviceman during a full-scale war

2. The second mechanism of explosion is caused by the fragments being pushed apart by the explosion and connecting with the body, causing penetrating or blunt wounds;

3. The third explosion mechanism is caused by the acceleration and deceleration of a body or body part when the energy released during the explosion pushes the body or body part (acceleration phase), and then the body or body part suddenly stops when it hits the ground or a surrounding object;

4. The fourth explosion mechanism involves flash burns caused by short-term but intense heat of the explosion (Fig. 3), known from [3].



Figure 3. Features of the traumatic effect of a phosphorus projectile

WP intoxication causes several signs and symptoms, which are divided into the following stages:

Stage I – General symptoms occur within the first 24 hours after WP ingestion per os, respiratory tract and are characterized by abdominal pain in the epigastric region, profuse diarrhea, nausea, vomiting and in some cases fever. Breath, vomit and belching have a garlic odor. Laboratory data at this stage are normal.

Stage II – asymptomatic, which occurs between 24 and 72 hours after WP exposure. This is an asymptomatic period; however, liver histology at this stage shows early changes of toxic hepatitis, and laboratory data show a moderate increase in aminotransferases and bilirubin.

Stage III – advanced: occurs 72 hours before symptoms disappear or death. This stage is characterized by multisystem organic failure. The patient has signs of acute hepatitis; liver histology reveals steatohepatitis and necrosis are discussed in (Santos, 2009: 162; Şamdancı, 2016: 51).

WP is lipid-soluble, and this allows it to penetrate deeply through the fatty subcutaneous tissue. Hot WP particles can cause significant, deep (second and third degree) painful burns (Fig. 4). The burns themselves are very severe, usually full-thickness, with necrotic changes. This is the result of both the thermal and chemical effects of burning phosphorus. Tissue damage also occurs due to the corrosive effects of phosphoric acids (which are produced during combustion), the heat of the chemical reaction that produces phosphorus pentoxide, and the hygroscopic effects of phosphorus pentoxide itself. These burns heal much more slowly than typical thermal burns.



Figure 4. Gunshot combined wound of both lower extremities with a massive soft tissue defect of the left tibia, gunshot fracture of the fibula and the presence of multiple foreign bodies of metallic density due to the use of phosphorus ammunition by a serviceman of the Armed Forces of Ukraine during a full-scale war

When providing first aid, there are general guidelines NATO STANDARD AMedP-7.1 MEDICAL MANAGEMENT OF CBRN CASUALTIES (Edition A Version 1 JUNE 2018) and methodological recommendations (Order of the Ministry of Health of Ukraine "On Approval of Methodological Recommendations for the Organization of Emergency Medical Care for Victims of Phosphorus Ammunition" No. 506 of March 20, 2022). Separately, a systematic review

of white phosphorus "White Phosphorus: Systemic Agent" (last revised: October 20, 2021) by the National Institute for Occupational Safety and Health, which, in addition to the toxic effects of white phosphorus, describes options for providing first aid and treatment to victims of this compound in any form (Table 2).

Table 2

Regulatory documents on first aid as a result of phosphorus munitions

NATO STANDARD AMedP-7.1 MEDICAL MANAGEMENT OF CBRN CASUALTIES (Edition A Version 1 JUNE 2018)	Methodological recommendations on the organization of emergency medical care for victims of phosphorus munitions (Order of the Ministry of Health of Ukraine No. 506 of March 20, 2022)	"White Phosphorus: Systemic Agent" by the National Institute of Occupational Safety and Health
		

4. Discussion

Analysis of recent studies and publications According to Brutyan S. (*Brutyan, 2021: 1100*), during the Nagorno-Karabakh war of 2020, the average total area of the affected body surface was 14.1%. The head and neck were affected in 79.3% of cases, the upper limbs and hands in 90.2% of cases, the torso in 26.8% of cases, and the lower limbs in 46.3% of cases. The eyes and eyelids were affected in 20.7% of patients, the upper respiratory tract in 30.5% of patients, the external ears and ear canal in 50.0% of patients, and the lungs in 15.9% of patients. Concomitant multi-fragment wounds were detected in 37.9% of patients. Intensive care was required for 28.7% of patients with full-thickness burns, including 10.3% of patients who died within a week of hospitalization.

Phosphorus munitions, such as WP, are known for their high effectiveness in combat operations, but also cause serious injuries, both traumatic and post-traumatic psychological changes. White phosphorus (WP) bombs cause burns to human body tissue when in contact with burning material, as well as burns to the upper respiratory tract through inhalation of smoke or gases released during combustion. According to the results of the study, Khurshid R. et al. (*Khurshid, 2022: 172*) found that contact with phosphorus shells led to various psychological injuries, namely insomnia in the first days, fatigue and stress, fear of noise; traumatic brain injuries, head injuries are discussed in.

Absorption of highly fat-soluble white phosphorus leading to necrosis of soft tissues, liver or kidneys is one of the most common complications arising from contact with this toxic substance. WP can cause pathological changes, primarily in electrolyte metabolism, including

hypocalcemia, hyperphosphatemia with calcium-phosphate shifts, within 1 hour after the burn, as discussed in (Barillo, 2004: 448).

Xie W.G. (Xie, 2008: 36) found an average burn rate of 9%, with an average area of II B degree/III degree burns of 7%. The majority of patients had symptoms and signs of phosphorus poisoning, 33% had liver dysfunction, 18.5% had kidney damage, and 52% had electrolyte imbalance.

Lakota J. (Lakota, 2023: 276) provides a pathophysiological explanation of hypocalcemia: phosphoric acid (H_3PO_4) is the end product of the reaction of phosphorus pentoxide P_4O_{10} (empirical formula P_2O_5) with water (H_2O). Calcium (and possibly magnesium) is used to “neutralize” the phosphoric acid. The end product – calcium (and magnesium) salts of phosphoric acid – are very poorly soluble in water. However, the only source of calcium (and magnesium) is the “free” calcium (and magnesium) in the patients' blood plasma. In essence, the drop in calcium ions reflects the amount of this ion that was needed to neutralize phosphoric acid. Calcemia and phosphatemia in the patient's blood reflect the “amount” of “burned” phosphorus discussed in.

The rapid development of hypocalcemia and hyperphosphatemia is responsible for cardiac arrhythmias with abnormalities after a burn, including QT prolongation, ST-T wave changes, and progressive bradycardia. The scientist also noted early metabolic changes due to the effects of WP in the patient's body, discussed in (Chou, 2001: 492).

Rabinowitch I. M (Rabinowitch, 1943) reports that burns from WP are intensely painful and similar to burns from hydrofluoric acid, which are more serious than burns caused by caustic soda and sulfuric acid.

WP smoke irritates the eyes and nose in moderate concentrations. Intense exposure may cause intense coughing. However, no casualties were reported during the hostilities due to exposure to WP smoke alone, and to date there are no confirmed cases of deaths due to exposure to phosphorus smoke.

The effects of WP on the central nervous system are mainly mental changes with irritability, confusion, psychosis, hallucinations, and coma. Patients may also develop arterial hypotension, tachycardia, arrhythmias, and cardiogenic shock.

Austin E.B. (Austin, 2016) describes that absorbed phosphorus can cause intoxication of many organs. On the part of the central nervous system, the manifestations of intoxication are delirium, psychosis, convulsions, and coma. Symptoms of gastrointestinal tract damage include abdominal colic, melena, as well as hepatomegaly and jaundice. The urinary system also has certain changes: proteinuria and acute tubular necrosis of the kidney. The cardiovascular system also undergoes changes: ventricular extrasystole and myocarditis are present. The blood composition changes, as thrombocytopenia and hypoprothrombinemia are observed, as described in.

The specifics of emergency medical care are almost identical in these two guidelines, but there is a major difference: the use of copper sulfate, which is not mentioned in the guidelines (Order of the Ministry of Health of Ukraine No. 506 of 20.03.2022).

The first step in providing medical care at the pre-hospital stage is to remove all contaminated clothing. Due to the chemical characteristics of phosphorus, it is necessary to deprive the area of oxygen as soon as possible by immersing it in the WP or applying a bandage soaked in water/saline solution. Karunadasa K. and co-authors (Karunadasa, 2010) advocate the use of saline-soaked gauze to cover the wound, which facilitates oxygen depletion by any residual phosphorus particles discussed in.

It should be noted that white phosphorus particles become liquid at a temperature of 44 °C, so the use of warm or hot water will only worsen the patient's condition by diluting it, leading to spreading and, accordingly, a larger burn area. Instead, intensive irrigation with water can lead to splashing of white phosphorus particles and spread to intact tissue, as discussed in (Aviv, 2017).

Witkowski W. and co-authors (Witkowski, 2015) suggested that when providing first aid due to the effects of WP, the use of wet gauze, which was applied to the burning WP for about 3 minutes, was most effective in extinguishing WP and removing most pieces of WP. They recommended that using wet gauze once or twice is the best basic means of eliminating the effects of BC and preventing penetration into tissue. The dressing used for medical evacuation of the patient (MEDEVAC), or as a second step after complete removal of visible WP, should use innovative hydrocolloid or hydrogel dressings are discussed in.

Based on the results of the study by Lakota J. (Lakota, 2023), Phoenix E. (Phoenix, 2024), Phoenix, T., (Phoenix 2024), it is known from that a medical care algorithm was proposed (Figure 1):

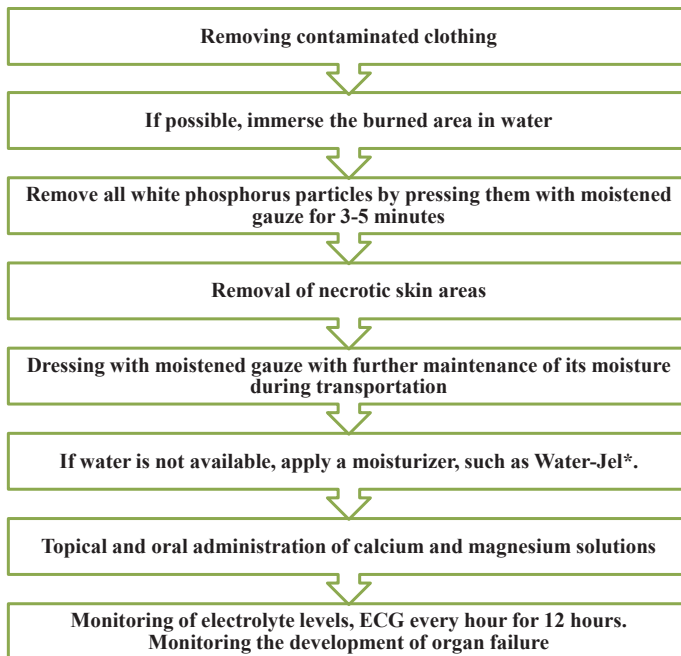


Figure 1. Algorithm for providing medical care to victims with white phosphorus burns

*This gel consists of 96% water and has the same cooling effect as water, but because of its thickness it stays on the burn and does not evaporate. Water-Jel also contains a small amount of natural extract of *Melaleuca alternifolia*, better known as tea tree. It has antibacterial activity that helps prevent infection. Water-Jel also contains thickeners and preservatives to maintain the gel's viscosity.

The Ministry of Health of Ukraine provides general guidelines for first aid in the event of a phosphorus munition injury (Figure 2):

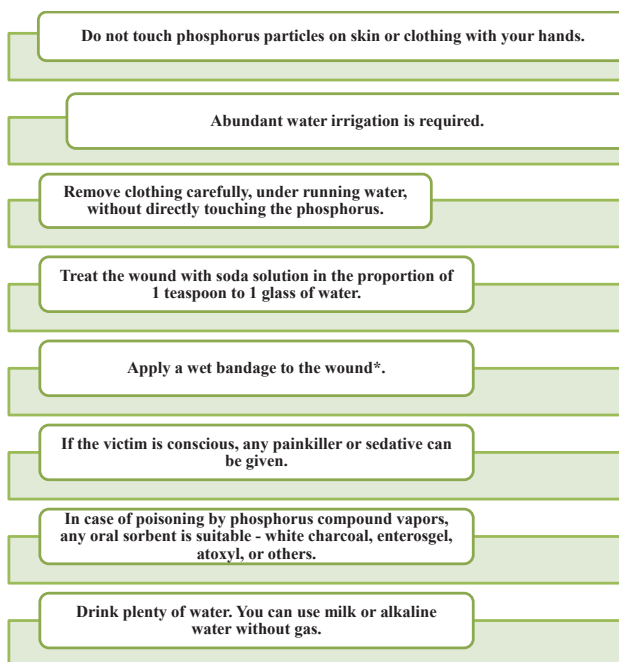


Figure 2. General provisions for providing first aid in case of phosphorus shell injury

*The use of cotton wool and hydrogen peroxide is prohibited. Hydrogen peroxide releases free oxygen during decomposition, which prolongs the combustion of phosphorus.

In the case of phosphorus burns at the prehospital stage, the actions of the rescuer should be directed to (Figure 3):

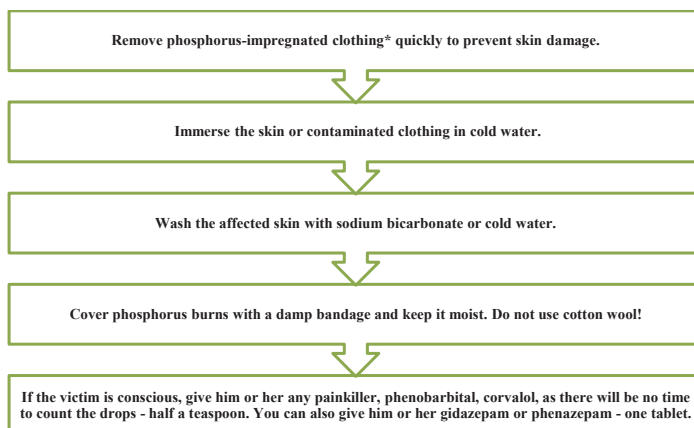


Figure 3. Peculiarities of first aid in case of phosphorus burns

*Remove visible phosphorus particles (preferably under water) with a non-sharp object (knife handle, etc.) or tweezers. Do not touch the phosphorus with your fingers! Immerse the removed phosphorus or clothing with phosphorus in water or allow it to burn in a suitable place.

There are some peculiarities in providing first aid to a person who has swallowed or inhaled white phosphorus (Figure 4):

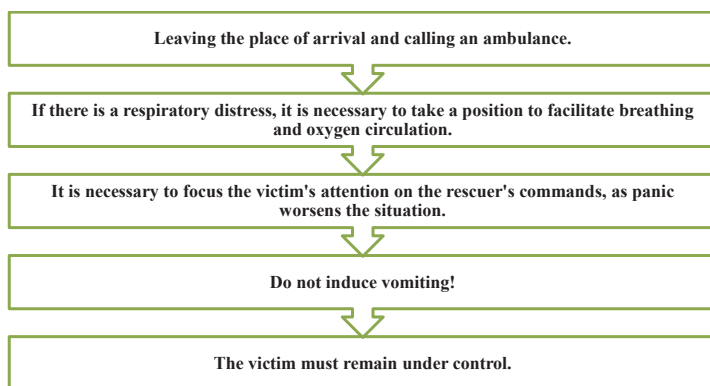


Figure 4. Peculiarities of first aid in case of exposure to phosphorus smoke or enteric poisoning

*Do not give water, as white phosphorus particles can cause severe burns to the mucous membranes, mouth and stomach.

Contact with white phosphorus in the eyes requires a slightly different approach to first aid (Figure 5):

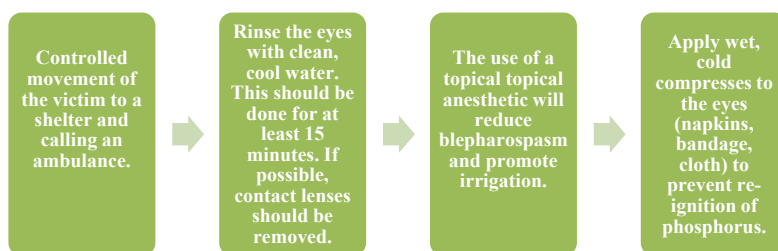


Figure 5. Features of first aid in case of contact with white phosphorus in the eyes

When providing first aid, it is extremely important to remember that in the absence of treatment, the victim is likely to develop systemic toxicity. The chemical aspect of treatment is aimed at neutralizing white phosphorus, which is realized through the external use of a bicarbonate solution. For identification purposes, a physical method is often used – Wood's lamp (ultraviolet light lamp), which is an alternative to the chemical method, namely the use of a solution of copper sulfate. Early signs of systemic phosphorus intoxication include abdominal pain, jaundice, and garlic breath. Prolonged inhalation of vapors can cause anemia, as well as cachexia and phosphorus necrosis of the lower jaw (“phosphorus jaw” or “Lucifer's jaw”), and bone necrosis. The shortest period of exposure to phosphorus fumes that led to bone necrosis was 10 months, the longest was 18 years.

Conclusions

1. Human exposure to white phosphorus can cause injury and death in three ways: by penetrating deep into tissues, ingestion, and inhalation of smoke. The main pathogenesis of white phosphorus burns is electrolyte imbalance, which must be immediately corrected during medical care.

2. Requires attention and further research to develop effective approaches to medical care due to the lack of a unified protocol for the treatment of burns caused by white phosphorus – phosphorus weapons. There is a need to improve the system of emergency response and medical care to effectively address the consequences of white phosphorus use in the conflict zone.

3. To develop and implement rehabilitation systems for victims with burns caused by white phosphorus (phosphorus weapons) to help them return to normal life.

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