

ISSN 2957-1898 Print  
ISSN 2957-2096 Online

# ACADEMIA POLONICA

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SCIENTIFIC JOURNAL OF POLONIA UNIVERSITY  
PERIODYK NAUKOWY AKADEMII POLONIJNEJ



**67 (2024) nr 6**

CZESTOCHOWA 2024

Periodyk Naukowy Akademii Polonijnej, Częstochowa, 2024, 67 (2024) nr 6, s. 278.

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ISSN 2957-1898 Print

ISSN 2957-2096 Online

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Wydawnictwo Akademii Polonijnej „Educator”  
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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* 67 (6) (2024)!

In this issue, we are presenting scientific articles that 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 research in linguistics, translation, intercultural communication, and education. Within the realm of language and literature, several works focus on various aspects of language, including attributive clauses in German, connotative sets in English and Azerbaijani, and the representation of gender and age in English cosmetics advertising. Additionally, Henry Fielding's role in the evolution of the English novel is critically assessed.

Education topics include integrating digital tools into teaching, taking a differentiated approach to physical education, and implementing AI in the New Ukrainian School. There is also an emphasis on health-saving technologies in physical education. Additionally, the impact of cultural reflections on Ukrainian identity through music and the arts is explored, particularly through the works of Volodymyr Ivasiuk and the ceramics of Petro Pechorny.

Discussions on digital security skills for computer science teachers and the challenges of social communication during wartime highlight the intersection of education and technology. In the realm of psychology and personal narratives, the examination of war trauma and personal narratives adds a psychological perspective, particularly focusing on resilience in crisis situations.

Overall, these contributions reflect a diverse range of interdisciplinary research in linguistics, education, culture, technology, and psychology, addressing both regional and global contexts.

*Academia Polonica* also highlights the current problems of modern society. For example, Andrii Budz discusses Max Scheler's phenomenology, which is related to the experience of values and worldviews. Yuliia Dankevych examines legal instruments and global agreements relevant to temporarily occupied territories. Kateryna Haidai addresses the exemption from liability and monitoring obligations for internet intermediaries in civil relations. Liudmyla Horbata looks into the challenges of forming profiles for territorial communities as a means of local economic development. Artem Lytovchenko and Oksana Nekhaienko analyze risky consumer behavior and lifestyle changes during wartime. Iryna Parfonova and Oleksandra Zinchenko focus on countering cyber threats in digital educational technologies within Ukraine's higher education system. Yuriy Pashchuk discusses the acceleration of learning in the Ukrainian Armed Forces from 2014 to 2024 and their adaptation to war circumstances. Alla Shapovalova and Maksym Shapovalov explore the role of parliamentarism in democracy through an international lens. Hanna Sukharevska examines practical aspects of journalist communication within modern Ukrainian cyberspace. Alla Taylor conducts a comparative legal study of women's rights in Gulf countries and their significance to global and Ukrainian legal discussions. Anna Zaika performs a comparative analysis of the deaconess ministry in Eastern and Western hagiographies from the ancient church. Overall, these works reflect a diverse range of topics, including philosophy, law, community development, education, military adaptation, journalism, and historical theology, with a particular focus on issues relevant to Ukraine and global contexts.

Authors in the sphere of health, environment, and development elicit modern approaches to practical approaches to education in the internship in the specialty "surgery."

We thank our authors, who have already sent their scientific articles to *Academia Polonica*, and those who will submit their research results to our journal. We would also like to express our particular gratitude to all the members of the editorial board, the reviewers, and those who kindly accepted our proposal to collaborate and contribute to the creation of *Academia Polonica*.

With respect and regards  
**Maciej Rudnicki**, Prof. PhD, Editor in Chief



## LANGUAGE, CULTURE, COMMUNICATION

### FEATURES OF ATTRIBUTIVE CLAUSES IN GERMAN

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#### Summary

The article analyzes the sources of linguistics and the opinions of linguists in connection with the attributive clause in linguistics. Here, at the same time, information is given about those conjunctions that are used in the construction of attributive clauses in German. In particular, it is noted that “the attributive clause, due to its ability to provide extensive information, is compared to other subordinate clauses in terms of its content”. Additionally, the article examines various approaches by linguists to the classification of attributive clauses based on their syntactic structure and semantic content. Attention is also focused on the differences in the use of determinative pronouns in different historical periods, which confirms the dynamism of the language. An important aspect of the study is the analysis of stylistic preferences of linguists in the choice of conjunctions and pronouns, which affects the quality of expression and the accuracy of information in sentences. In addition, the role of context in the interpretation of attributive clauses and their importance for creating a coherent text is discussed. In conclusion, the authors emphasize that further study of attributive clauses may lead to a deeper understanding of their function in language. Thus, the article makes a significant contribution to the study of syntax and semantics in the German language, opening new perspectives for future research.

**Key words:** complex sentence, subordinate complex sentence, main sentence, attributive clause, unions, relative pronouns.

DOI <https://doi.org/10.23856/6701>

#### 1. Introduction

Subordinate clauses, from the point of view of the nature of semantic syntactic relations between the main subordinate clauses in the linguistic literature, are divided into two groups: “subordinate clauses related to the general content of the main sentences” and “subordinate clauses related to one member of the main sentence”. At the same time, it is believed that this position is inherently correct, because in subordinate clauses related to one member of the main sentence, unlike subordinate clauses related to the general content of the main sentence, the structural syntactic connection is more than strong. In the second case, the syntactic semantics and the logical syntactic connection between the components of subordinate complex sentences are of decisive importance.

## 2. Main part

Attributive clauses have been extensively studied in the German language (L.R.Zinder, V. Admoni, E.Schendels, K.Lechman, K.E.Sommerfeld, G.Stark, U.Engels, and others). L.R.Zinder emphasizes that relative clauses function to provide exact identification of any component in the main clause (*Zinder, Stroyeva-Sokolskaya, 1941, 268*).

The conjunctive means of attributive clauses are pronouns such as, *der, die, das; welcher, welche, welches; wer; was*.

The primary meaning of the pronouns *der, die, das* and the pronouns *welcher, welche, welches* used in the 16th- 18th centuries differed to a certain extent, whereas in modern language their semantics are the same and in order to avoid repetition, one or the other pronoun is used (*Zinder, Stroyeva-Sokolskaya, 1941, 268; Schendels, 1988, 373*). Linguists such as L.R.Zinder, T.V.Stroyeva, and E.Schendels note that the use of one pronoun or another is stylistically determined. In the subordinate clause, when using the correlatives *der, derjenige, or solcher*, the pronoun *welcher* is used. For example, */Derjenige Fluß, welcher sich in einen anderen ergießt, wird Nebenfluß genannt/*. Relative pronouns such as *der, die, das* are primarily used to specify nouns and personal pronouns (*Schendels, 1988, 374*). For example, */Er, der hinten stand, sah nichts/, /Wir suchen ein Landhaus, das näher am Bahnhof liegt/, etc.*

E.Schendels notes that the use of the sentence */Starke Verben nennt man die, die eine Veränderung des Wurzelvokals aufweisen/* as */Starke Verben nennt man die, welche eine Veränderung des Wurzelvokals aufweisen/* is more correct from a stylistic point of view. E.Schendels notes that if the main clause uses such correlates as *nichts, dieses, solches, etwas, viel, manches*, then at this point the attributive subordinate clause is formed from *was* and circumstantial pronouns (*worüber, etc.*) (*Schendels, 1988, 374*).

The fact that attributives as members of a sentence are dependent in nature, in fact, is the opinion that attributives are not independent members of a sentence and that an attributive is a “member of a member of a sentence” allows us to create new forms of attributive clauses. “As attributives relate to any element of the sentence expressed by a noun, relative clauses serve to expand or supplement the meaning, clarifying any element of the sentence expressed by a noun or a pronoun”. It is no coincidence that linguists such as E.Schendels and others refer to relative clauses as *Teilgliedsätze*. As is known, according to another division, subordinate clauses are divided into two groups – subordinate clauses related to the entire content of the main sentence and subordinate clauses related to each member of the main sentence. Attributive clauses stand at the bottom of the second row and in their semantic grammatical content are not independent, and as already noted, they serve to define and characterize any member of the main sentence, which is expressed by a noun, whereas attributive clauses related to pronouns occupy a specific place in this system.

Linguistic facts confirm that in modern German, each type of subordinate clause, in terms of its functional development, cannot be compared to attributive clauses. Attributive clauses provide essential information for further communication about objects, events, and things that they define. They characterize these entities based on external and internal features, interpret them, and explain their placement in space and time, considering causal relationships. In modern German, attributive clauses, in comparison with other attributive clauses, necessarily prevail in terms of quantity and are used in speech in a broad form.

The semantic and syntactic content of attributive clauses establishes the nature of the means by which they are formed and arise in the language. They are associated with a certain word with a member of a specific sentence expressed by a noun, are connected in close and

dynamic intonation unity with the main sentence for their expansion, addition and isolation, are prone to conditionality by syntactic means to a large extent, the words to which they relate, while maintaining their dependence, cannot outrun the main sentence, as well as in conditions of close connection with the component to which they relate, either they are located between the sides of the main proposal, or between the main proposals – after the words they directly relate to.

Linguists distinguish three types of subordinate clauses motivated by the relationships between the elements of the sentence and the subordinate clause—two functional synonyms and one type that is not a synonym at all. In their opinion, the first type is based on the possibility of replacing a subordinate clause with a part of sentence. The second type of functional synonyms includes subordinate clauses that perform the function of a sentence element but, for certain reasons, are not subject to direct replacement. The third type, which is not a synonym, includes subordinate clauses that do not have functional synonyms as a part of the sentence.

A definition, being a member of a sentence, is not independent, which is why attributive subordinate clauses do not have an independent character, but also serve to interpret, expand from the point of view of the content and structure of any member of the main sentence expressed by a noun. From this point of view, the name of subordinate clauses “attributive subordinate clauses” has an absolutely relative character of definition. It is no coincidence that linguists call attributive clauses “relative clauses”.

Studies in German syntax, such as those by Eisenberg (2020) and Haider (2010), note that subordinate clauses often depend on nouns, including pronouns and nominal phrases, and serve to define them. Relative clauses in German are formed using relative pronouns with roots like *d-* and *w-*, relative adverbial pronouns also rooted in *w-*, and conjunctions such as *dass*, *als*, *ob*, and *als*. These patterns are further expanded upon in works on comparative syntax, such as Haspelmath (2019), which explore the formation and syntactic behavior of relative clauses in German.

They note that relative pronouns with the root *d* can appear in all case forms, depending on the syntactic functions they perform in subordinate clauses. These subordinate clauses with relative pronouns usually occupy a postposition relative to nouns, pronouns, and nominal phrases. As relative clauses, the relative pronouns can function as adjectives as synonyms, broad constructions of verbal modifiers, verbal modifiers themselves, and modifiers used in the genitive case. For example:

*/Er erblickte die Stadt, die grau war/ – /Er erblickte die graue Stadt/ /Da lag das Buch, das sie suchte/ – / Da lag das von ihr gesuchte Buch/ – / Da lag das Buch von ihr gesucht/.*

Studies in German syntax, such as those by Eisenberg (2020) and Pasch (2002), note that in the case of the 1st and 2nd persons, relative pronouns often appear accompanied by corresponding pronouns, forming pleonastic structures that emphasize the syntactic relationship within subordinate complex sentences. For example,

*/ich, der ich dir das sage.../*

Furthermore, Eisenberg (2020) and Haspelmath (2019) describe the systematic use of relative pronouns with roots such as *w*, which are categorized into functional groups based on their syntactic and semantic roles. 1) The relative pronoun *welcher*, which is little used and coincides with the relative pronoun *der* from the point of view of its use. This linguist notes that the relative pronoun *welcher* is mainly used to prevent collisions between the article *der* of the relative pronoun *der*. For example, *....der Mann, der der Frau noch Geld schuldet.*

2) The relative pronouns *wer* and *was*, which are connected by words expressing generalization or uncertainty. In this case, words that are attributive are qualitative adjectives with the character of a noun or become a negative word *nichts*. For example,

*/Das ist alles, was ich weiß//*

*/Das ist etwas, was ich nicht verstehe//*

According to studies in German syntax by Eisenberg (2020) and Pasch (2002), relative clauses of explanatory meaning are often employed when referring to abstract nouns, such as those expressing opinion, perception, speech, or desire. These studies highlight that such relative clauses are typically used in cases where the defining noun is not explicitly repeated within the subordinate clause, allowing the relative clause to serve as a broader explanatory extension. Furthermore, Eisenberg (2020) emphasizes that relative clauses expressing unreal or hypothetical comparisons are rare in usage and are primarily employed when the content is given an unreal or speculative interpretation in modal contexts. For example,

*/Es entstand die Frage, ob er schlafe/ /Die Empfindung, als ob er schlafe, war wieder da//*

In the case when the defined words act as components of verbal phraseological units, subordinate clauses depending on the verb and noun, the features turn out to be close to each other. For example,

*/Er fühlte, daß er wieder gesund war/ – /Er hatte das Gefühl, daß er wieder gesund war //*

Studies in German syntax, such as those by Eisenberg (2020) and Haider (2010), note that attributive subordinate clauses constructed with relative pronouns like *der* and *welcher* exhibit significant semantic variation. These pronouns often form clauses that introduce new semantic content distinct from the main clause, creating a clear division between "non-functional" relative clauses, which add independent communicative value, and "functional" relative clauses, which directly support the informational structure of the main clause. Furthermore, Eisenberg (2020) emphasizes that relative clauses, like attributive clauses, are positioned adjacent to the nouns they define, reflecting their syntactic dependency and shared grammatical function.

Haider (2010) also highlights that restrictive attributive clauses in German often involve relative pronouns with roots like *w-* and their combinations with prefixes, as well as pronouns like *der* and *welcher*. These restrictive clauses serve to differentiate a specific referent from a broader set, making them essential in defining the syntactic and semantic framework of complex sentences.

In line with comparative analyses by Pasch (2002), determinative subordinate clauses are characterized by their one-sided dependency on the main clause. Unlike circumstantial or additional subordinate clauses, determinative clauses function primarily as noun or pronominal definitions, emphasizing their integrative role within the main sentence structure. According to Pasch, these clauses form specialized sentence models that combine syntactic precision with semantic depth, reflecting the unique characteristics of German syntax.

For example: *Ich kenne nicht die Frau, die diesen Brief gebracht hat// – /Kennst du das Land, wo die Zitronen blühen?// (Goethe)*

2. The definitive subordinate clause provides additional information about a particular subject. Explanatory attributive organizes the foundation of the connection between the defined noun and the relative clause. For example,

*/Ich sah einen Mann, der ganz in Schwarz gekleidet war//*

3. A relative clause can characterize the modified noun through comparison. The comparative attributive forms the basis of the subordinate clause and the connection between the word being defined. In this case, the attributive subordinate clause is constructed by the pronoun *wie*. For example,

*/ich möchte ein (solches) Kleid, wie meine Freundin tragt//*

E.Schendels notes that relative clauses in German have numerous functional synonyms. It relates the following here (*Schendels, 1988, 375*).

1. An extended adjective used before or after the word to which it refers. For example, /Die Berge, die mit hohen Tannen bewachsen sind// – /Die mit hohen Tannen bewachsenen Berge// – /Die Berge? Mit hohen Tannen bewachsen.....// – / Bewachsen mit hohen Tannen, erhoben sich ringsum die Berge//

2. The definition expressed by the adjective. For example, /die Blume, die schön ist// – /die schöne Blume/

/das Auto, das vorüberfährt/ – /das vorüberfahrende Auto/

3. The definition used by the prefix. For example,

/das Buch, dessen Einband zerrissen ist// – /das Buch mit dem zerrissenen Einband/

4. The definition expressed in the genitive case. For example,

/das Buch, das dem Studenten gehört// – /das Buch des Studenten /

5. The definition expressed by an adverb. For example,

/das Bemerkung die vorhin fiel// /die Bemerkung vorhin/

6. The definition expressed by the infinitive. For example, /der Wunsch, daß ihn alle bewunderten// – /der Wunsch, bewundert zu werden/

7. All types of emphasis arise as corresponding forms of attributive clauses (Konkurrenzformen). They oppress the content of the opinion. For example,

/ Es waren starre Augen, glanzlos und in die Ferne gerichtet // (F, Fühmann. Böhmen am Meer)

E.Schendels notes that replacement always leads to communicative changes in style (*Schendels, 1988, 376*). This is possible only if the attribute subordinate clause refers to the noun. In the case where the word being defined is a pronoun, other corresponding forms arise. According to E.Schendels, no subordinate clause is as diverse in type as the attributive subordinate clause. These sentences can provide any additional information about the subject, which is more clearly interpreted from the point of view of the internal or external character of the word being defined, which expresses spatial, temporal and causal relations, has a comparative concept and means the immediate meaning of speech. That is why attributive subordinate clauses prevail in the language due to their large number.

### 3. Conclusions

Thus, in the course of analyzing the considerations related to this topic, we can come to the conclusion that attributive subordinate clauses in German have a wider possibility of use in contrast to other subordinate clauses. And this, in turn, determines itself with the originality and peculiarities of the widespread use of attributive subordinate clauses.

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## ODESA WOMEN'S MAGAZINE "ROBITNYTSIA I DOMASHNIA HOSPODYNIA" AS A FASHION GUIDE IN 1926–1927

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### Summary

The article analyzes the content of *Robitnytsia i Domashnia Hospodynia* (Female Worker and Housewife), a free supplement to the newspaper *Visti*, published in Odesa in 1926–1927. The magazine stood out for its feminist orientation and significant focus on fashion, which was atypical for the Soviet press. Among eight issues, 23 publications dedicated to fashion, clothing design, and sewing were documented. The magazine featured diverse genres, including advisory articles, instructions, satirical essays, and advertisements. Special attention was given to European fashion trends, the adaptation of French and British ideas to Soviet life, and the promotion of embroidery as an element of modern attire. The magazine's content demonstrates a subtle opposition to communist ideology that likely triggered its closure. The article emphasizes the cultural significance of the publication, the role of editor Izrail Khait in popularizing European trends in Ukrainian fashion, and the magazine's importance in the context of Ukrainization and the development of national fashion. Issues of aesthetics and self-expression through fashion became central to the debate between Soviet ideology and women's desire for individuality, making the magazine a significant cultural phenomenon in Ukrainian fashion journalism.

**Key words:** Soviet women's press, *Robitnytsia i Domashnia Hospodynia* magazine, Odesa during Ukrainization, Ukrainian fashion during Ukrainization, anti-Bolshevik views, feminism, fashion journalism.

DOI <https://doi.org/10.23856/6702>

### 1. Introduction

The study of the Soviet press, particularly women's magazines, has become widespread in the academic community in recent years because of an urgent need to reinterpret the Soviet legacy in the Ukrainian context. The analysis of women's magazines of the totalitarian era reveals the unique aspects of social transformations, ideological influence, and the formation of gender identity in Ukraine under the Bolshevik occupation. Domestic studies tend to focus on more general aspects of Soviet culture, but some periodicals, such as *Robitnytsia i Domashnia Hospodynia* (Female Worker and Housewife), remain unnoticed by scholars. The magazine published in 1926–1927 in Odesa stood out for its feminist orientation and significant focus on fashion, emphasizing the influence of European trends.

**The purpose of the present work** is to introduce "Robitnytsia i Domashnia Hospodynia" into scholarly discourse by analyzing its publications, involving ones devoted to fashion, and identifying its role in the context of the Soviet press, gender policy, and the formation of Ukrainian cultural identity. The study also focuses on progressive editorial ideas and opposition to totalitarian ideology, which led to both the closure of the magazine and repression against its editor, Israil Khait.

## 2. Main part

To achieve the research purpose, i.e., to introduce “Robitnytsia i Domashnia Hospodynia” into scholarly discourse and analyze its contribution to the development of gender policy, fashion, and cultural identity, the following tasks are formulated:

1. To study the magazine’s content and genre structure, particularly publications on fashion.
2. To identify the cultural and gender context of fashion articles with an emphasis on their opposition to Soviet ideology.
3. To analyze the role of Israil Khait, editor-in-chief, in the formation of the content and ideological focus of the magazine.

**Materials and research methods.** The article studies the content of the Odesa women’s magazine “*Robitnytsia i Domashnia Hospodynia*” (Female Worker and Housewife) during its operation in the day of korenizatsiia (indigenization), namely 1926-1927. In scholarly discourse, the issues of the relevant magazine’s existence and functioning have been omitted by Ukrainian scientists. A little more broadly, in the context of the epoch, the topic was considered in the works by Kolyastruk O. A. “On characteristics of the situation of the Odesa intelligentsia in the 20s of 20th century” (*Koliastruk, 2006:127*), “The intelligentsia of the USSR in the 1920s: everyday life” (*Koliastruk, 2010:362*), “On the problem of relations between the Bolshevik government and the intelligentsia in the 1920s” (*Koliastruk, 2007:173*); Savchenko V. “Problems of the first Ukrainization company in Odesa in 1923-1929” (*Savchenko, 2010:87*); Tkachenko V.V. “Exemplary political processes of the 20s – early 30s of the 20<sup>th</sup> century and their role in the extermination of the Ukrainian scientific intelligentsia” (*Tkachenko, 2008:55*); Babiuk L. “The Soviet press of the 20s of the 20<sup>th</sup> century as a means of forming a new type of a working woman” (*Babiuk, 2015:95*); Labur O. “A new woman”: normalized images of a woman-socialist and a woman-worker in Soviet literature of the 1920s – 1930s” (*Labur, 2010:213*). The methodology of the present research is based on the following principles: analytical, comparative, comparative-historical method, retrospective analysis, and genre typology. To assess the cultural and ideological context, an interdisciplinary approach combining history, cultural studies and gender studies is used.

**Results and discussion:** “Robitnytsia i Domashnia Hospodynia” is a free supplement to the newspaper “Visti”, a mouthpiece of the Odesa gubernia committee (hubkom) of CP(b)U under the jurisdiction of which the illustrated socio-political and literary fortnight magazine “Shkval” was also published. “Robitnytsia i Domashnia Hospodynia” was published in 1926–1927 in Russian, with its numbering in the form of a separate journal. It is kept in the collection of the Vernadsky National Library of Ukraine. Information about this supplement is introduced into scholarly discourse for the first time, since it has not yet been studied and presented in scientific papers by other press researchers. In total, 8 issues of “Robitnytsia i Domashnia Hospodynia” came out in 1926: Issues 1–4, 6–7, and in 1927: Issues: 1–2. The journal had a feminist focus but was not sufficiently involved in communist ideology, which led to its further closure. We can even call the magazine progressive: compared to its Ukrainian contemporaries from Kyiv and Kharkiv – Selianka Ukrainy (“Countrywoman of Ukraine”) and Komunarka Ukrainy (Female Communist of Ukraine), the editorial board, not afraid of the wrath of the totalitarian authorities, openly wrote about the need to follow capitalist countries, particularly France and the UK, in terms of fashion, attitude to women, and household.

Israil Abramovych Khait, rector of Odesa Institute of Public Education and editor-in-chief of “Robitnytsia i Domashnia Hospodynia”, was repressed and shot on September 12,

1938, in Kyiv. His anti-Bolshevik views expressed in “Robitnytsia i Domashnia Hospodynia” likely caused further repression. In the present study, we will dwell on fashion content. Thus, it is essential to note that the magazine consisted of 8 pages, two of which were devoted to fashion every issue. This is a truly significant volume compared to its contemporaries – Selianka Ukrainy and Komunarka Ukrainy, where, at its best, enlightenment in the fashion and clothing industry was elucidated about 4–5 times a year until 1929. Therefore, multi-genre publications about fashion in each number of “Robitnytsia i Domashnia Hospodynia” prove anti-Bolshevik views in the editor-in-chief. In total, we registered 23 publications about fashion in eight issues of “Robitnytsia i Domashnia Hospodynia”.

It is pertinent to mark that no permanent sections were introduced for such materials. This is likely due to the fact that the formation of materials was chaotic, and it was not known in advance what volume and content of fashion articles would be submitted to the next issue. As a result, among 23 publications on cut-and-sew and fashion trends, we can find advertisements for sewing schools and ateliers: “Machine and hand embroidery for the summer season” (*Do litnoho sezonu*, 1926:8) “Hat sewing tutorials” (*Uroky kapeliukhiv*, 1926:8), “Newly opened cutting and sewing school” (*Novovidkryta shkola kroiu i shyttia*, 1926:8), “Shelkova school of cutting and sewing” (*Shkola kroiu i shyttia Shelkovoii*, 1926:8), “I give cutting and sewing lessons” (*Daiu uroky kroiu i shyttia*, 1926:8), “Cutting and sewing courses by M.P. Volhina” (*Kursy kroiu i shyttia M.P. Volhinoi*, 1926:7), “Cutting and sewing courses by A. Tostohanova” (*Kursy kroiu i shyttia A.Tostohanovoii*, 1926:6); as well as advice columns and feuilletons on style and fashion trends: “What are dresses decorated with?” (*Chym prykrashaiut sukni*, 1926:7), “Clothes: about materials for clothes” (*Odezha: pro materialy dlia odiahu*, 1926:6), “The fashion is crazy” (*Moda dybky*, 1926:6), “Housewife corner: about a suit” (*Kutok hospodyni: pro kostium*, 1927:7), “Allowed or not: about a hat, powder and silk stockings” (*Mozhna, chy ni*, 1927:7); announcement of a competition for a female suit sketch: “Women’s suit contest” (*Konkurs na zhinochyi kostium*, 1926:4); and necessarily instructions for cutting and sewing women’s and children’s lightweight clothing: “Cutting and sewing corner: children’s underwear” (*Kutochok kroiu i shyttia: dytiacha bilyzna*, 1926:6), “Advice to housewives-dressmakers: instructions of an English housewife” (*Porady hospodyniam-kravchyniam*, 1926:8), “Corner of cutting and sewing: pants for a child up to 2 years old” (*Kutochok kroiu i shyttia*, 1926:2), “Nutrition. Apartment. Clothing: Ruthenian shirt for a boy” (*Kharchuvannia. Kvartyra. Odiah*, 1926:7), “Needlework corner: white embroidery” (*Kutochok rukodillia*, 1926:7), “Home and household: needlework” (*Dim i hospodarstvo: rukodillia*, 1926:5), “Children’s sewing patterns” (*Dytiachi vykriiky*, 1927:10), “Children’s costume” (*Dytiachyi kostium*, 1927:11); as well as step-by-step instructions for making a female tailor’s dummy: “How to cut a sleeve yourself” (*Yak samii vykroity rukav*, 1926:8), “How to make a tailor’s dummy” (*Yak vyhotovyty maneken*, 1926:8).

The above list of publications shows that the genre palette is quite diverse as for the supplement to the newspaper. In fact, the high status of “Robitnytsia i Domashnia Hospodynia” is evidenced by the fact that such a small magazine organized a women’s suit competition, and the first sketches for the competition were submitted by the famous Odesa illustrator Naum Sokolyk: “Women’s suit competition. The women’s magazine organizes a competition for an exquisite and comfortable suit for a Soviet female official. We attach sketches of suits received for the competition. These sketches are the works of artist Sokolyk” (*Konkurs na zhinochyi kostium*, 1926:4).

Analyzing the content of “Robitnytsia i Domashnia Hospodynia”, we see advertisements for private schools of cutting and sewing of Ms. Shelkova, P. Volhina, and A. Tostohanova, as well as hat-making courses. These are important beacons that indicate the functioning



of clothing manufactories in Odesa in the 1920s, which the Soviet authorities fought so actively by destroying all private sewing enterprises and schools and promoting factories that were supposed to provide the population with the same type of low-quality mass-produced clothing. At the same time, small manufactories, which were almost always a family business, ensured the durability of generations and top-notch custom-made clothes. It is crucial that the editorial board of “Robitnytsia i Domashnia Hospodynia” contributed to popularizing sewing manufactories and private cut-and-sewing schools.

The fascination of the editor-in-chief of “Robitnytsia i Domashnia Hospodynia” with capitalist countries is also evident in the title of the publication “Advice to housewives-dress-makers: instructions of an English housewife”, which shares the British secrets of embroidery with a sewing machine, as well as the removal of various kinds of stains from clothes (*Porady hospodyniam-kravchyniam: nastanovy anhliiskoi hospodyni, 1926:8*). “Robitnytsia i Domashnia Hospodynia” paid attention to French fashion trends, with an emphasis on Ukrainian fashion designers. Thus, from the publication “What dresses are decorated with” we learn about the Ukrainian fashion designer in Paris – Sonia Delaunay: “The Frenchwoman [...] Sofia Delaunay specialized in decorative embroidery and fabric painting. The better half of Parisian manufacturers produce fashionable fabrics using Sofia Delaunay’s sketches. The works of her followers were presented in Paris at last year’s exhibition of decorative arts in a separate pavilion and made a big hit. Having visited the exhibition, foreigners spread all over the world the fashion for exoticism and decorativeness in women’s suits” (*Chym prykrashaiut sukni, 1926:7*).

Interestingly, Ukrainization coincided with the fashion for embroidery onto clothing. “Robitnytsia i Domashnia Hospodynia” emphasized the importance of actualizing folk embroidery in modern clothing and introducing the world trend into everyday life: “For centuries, women’s suits have been decorated with ornamental embroideries. Now women’s clothes are again decorated with embroidery or a pattern. For 20 years in Paris, there has been a fashion for hand-embroidered dresses – it holds out stubbornly. Lately, it is evident everywhere. Hand-made ornaments supplanted all sorts of other decorations [...]. The decorative mark in women’s clothing, embroidered or painted, is absolutely in harmony with the general tone of the current glazed city with a mass of light spots and refractions [...]. Handmade piece is valued more expensive than velvet, lace, etc.” (*Chym prykrashaiut sukni, 1926:7*).

The publication’s author advises women on how to update their wardrobe on their own following fashion trends in embroidery: “It is rare, quite rare, to find original women’s clothing with truly artistic embroidery. Meanwhile, this does not require expensive items; every woman can shade her dress and decorate it using only a rough canvas of any color and combine it with a dress by sheathing it with threads of the appropriate tone, or a tone that pleasantly contrasts with the decoration” (*Chym prykrashaiut sukni, 1926:7*).

It is essential to note that the magazine’s editorial staff took care of their subscribers’ savings and tried to give as much guidance and advice as possible for the economical manufacture of clothes, in particular, the tools required: “Many women sew their dresses at home. But it is very difficult to sew for yourself without a tailor’s dummy. Not everyone can afford buying or ordering it. We recommend doing a tailor’s dummy yourself. Hence, you need to sew a so-called “classic bodice” closed to the neck from a dense canvas. The bodice should be such that it fits snugly into the figure” (*Yak vyhotovyty maneken, 1926:8*).

European views on fashion, certainly with some disguise as Soviet ideology, are expressed in the article “Housewife corner: about a suit”. The author reflects on how a woman of the totalitarian era should dress, stressing that fashion as a separate phenomenon has its laws: “Disputes about whether a woman should watch her suit are no longer disputes. Indeed. How

should a Soviet woman dress? Simple and exquisite. Easier said than done. Women's attire depends on fashion. Don't be intimidated by the word 'fashion'. However, it has an aura of the cheap chic of bourgeois confectioners and signs like "the ladies' delight", which the French writer Zola described in his novels. A suit's form, after all, should have its laws. These laws create fashion. There is nothing wrong with that" (*Kutok hospodyni: pro kostium, 1927: 7*).

The author stresses that the disadvantage of European trends is their inconsistency with the climatic conditions in the territory of the then Ukraine occupied by the Bolsheviks. Hence, it is necessary to create own fashion industry: "[...] We are in captivity of Western fashion, which is guided by considerations that are far from our way of life. The nudity of the female body is a driving lever of European fashion. Simplicity and convenience, symmetry and expediency should regulate suit shape in our country. We need to create our own fashion. [...] We sometimes follow Western fashion too blindly, ignoring either the climatic features of our country or whether a particular suit corresponds to our overall image" (*Kutok hospodyni: pro kostium, 1927: 7*).

The author calls for the involvement of leading artists in the formation of new Ukrainian fashion. Predicting future trends, he states that while domestic fashion has not developed enough, it is necessary to follow European trends: "The style of clothing will be determined by its practicality and convenience. It is certain that white shirts are gradually replaced with dark ones. The increasing pace of urban traffic is killing long and narrow dresses. Folding hairstyles are already giving way to short-cropped hair [...]. Fashion is global and, like the epidemic of measles and scarlet fever, infects everyone, regardless of borders. The only thing that influences fashion is the purchasing power of the population. With its gradual growth, we are witnessing the tireless approach to fashion Europeanization. However, it is temporary. Until we have our own fashion, we will have to follow Western fashion. So far, our fashion magazines borrow their patterns from foreign ones. So far, we borrow sketches of fashionable dresses from foreign magazines. Therefore, a new way of life with its labor pace and the will to simplicity and health will create a new suit" (*Kutok hospodyni: pro kostium, 1927: 7*). Such pro-European views expressed in the article are too bold for the totalitarian era and could provoke the early closure and liquidation of the magazine.

It is interesting to analyze the feuilleton "Allowed or not: about a hat, powder and silk stockings", which describes the controversy between young girls regarding the relevance of dressing fashionably and brightly in case of involvement in social and party work. Such a feuilleton demonstrates the absurdity of the communist view of fashion with all its taboos on a woman's self-expression through appearance. Ordinary Ukrainian women understood it and, in the feuilleton, they discussed the likelihood of combining social work with self-representation following fashion trends, so as not to become the object of ridicule and jeering on the part of communist-minded colleagues.

One of the feuilleton characters stated that a woman in a hat is respected everywhere, unlike the one who wears a kerchief. The other supported her, recalling how in the cooperative shop, where she often quarreled with sellers, women in hats were always served better and faster. One of the participants in the conversation resolutely claimed that 1921 had come, and it was time to give up leather jackets and kerchiefs because a nice dress helps to impress in the modern world. She stressed that you can buy a simple hat for little money and look even ten years younger. However, others were cautious: one woman noted that when working, it is inconvenient to dress in silk stockings and lacquered shoes, but for the holidays, it is nice to wear a beautiful dress and even to powder a nose. That sparked a new wave of discussion. One of those present complained that her friend was afraid to come to the meeting so as not to be

derided as she was used to dressing exquisitely and painting her lips. That line caused outrage among others: they considered lipstick unacceptable for a “genuine socialist”. Some said that a serious woman would not dress up, and others denied it, claiming that everyone wanted to dress more beautifully. In the end, the talk turned to powder. Some considered it harmless and even pleasant, while others called it superfluous. As for lipstick, opinions were even more divided: someone stated that it was an extra luxury, and another boldly expressed her opinion that light and natural makeup was not bad at all.

As a result, we can see that aesthetics for the Ukrainian woman of the Ukrainization era was crucial. It is impossible to deny own nature and desire for self-expression through exquisite elegant clothing. “Robitnytsia i Domashnia Hospodynia” secretly tried to encourage Ukrainian women to ignore the Soviet postulates that the female socialist and the female worker should be almost devoid of gender differences with men in the aesthetic sense (*Mozhna, chy ni, 1927:7*).

**Discussion.** The analysis established that the magazine “Robitnytsia i Domashnia Hospodynia” had a unique format for the Soviet press – fashion, everyday routine, and women’s rights. Numerous publications about fashion, including cutting-and-sewing instructions, feuilletons, advertising, and interpretation of European trends, prove the editorial staff’s desire to form a new cultural identity. Opposition to Soviet ideology was manifested in a focus on personal aesthetics, Europeanization of the female image, and criticism of the unification of the role of women in society. The findings demonstrate the magazine’s contribution to the development of Ukrainian culture and acknowledge its ideological innovation.

### 3. Conclusions

The periodical “Robitnytsia i Domashnia Hospodynia” occupied a special place among the women’s press of the 1920s in Ukraine due to its feminist orientation and focus on fashion. It was distinguished by its genre diversity and the number of publications devoted to cutting, sewing, and modern fashion trends, which made it an essential tool for cultural enlightenment. The magazine “Robitnytsia i Domashnia Hospodynia” contributed to popularizing private sewing schools and manufactories, which remained an important element of the local economic and cultural environment of Odesa. The magazine elucidated European fashion trends and emphasized the significance of preserving national identity through embroidery and other elements of traditional art. “Robitnytsia i Domashnia Hospodynia” presented the fashion of France and Great Britain as an example of aesthetics and practicality, adapting these ideas to the life of a Soviet woman. It reflected the editorial staff’s desire to “Europeanize” the Ukrainian female image, even within the totalitarian system. The ideological trajectory, which was formed by the editor-in-chief, Israil Khait, highlighted the cultural opposition to communist ideology. The progressive views of the editorial board were one of the reasons for the magazine’s closure and also triggered the repression against Khait. Therefore, the magazine has become both a source of information about fashion and a platform for discussing the female role in society demonstrating an innovative approach that makes it an important object for further research.

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## DIGITAL SECURITY SKILLS OF COMPUTER SCIENCE TEACHERS: GENERALIZATION OF THE RESULTS OF SCIENTIFIC PAPERS

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### Summary

The ubiquitous use of IT exposes society and its institutions (government, commercial, educational, etc.) to various cyber threats, ranging from malware and phishing to sophisticated attacks targeting sensitive data and infrastructure. The growing reliance on digital tools requires increased awareness and skills in digital security. The escalation of cyber threats highlights the urgent need to find robust approaches to digital security education, starting with the proactive training of computer science teachers. In the article, we substantiate the problem of preparing future computer science teachers to form students' digital security skills and the need for a proactive approach to building educational programs for training computer science teachers, which should pay special attention to the development of critical thinking of young people and skills in solving problems related to digital security. This will enable future teachers to respond to and adapt to new threats. It is emphasized that educational programs should include an educational component that provides practical exercises and simulations to gain practical experience with safety tools and methods. It is substantiated that integrating digital security courses into educational programs for training computer science teachers should go beyond isolated modules or optional courses and become a normative component of the educational program.

**Key words:** future computer science teacher, digital security, digital security skills, vocational training, education.

DOI <https://doi.org/10.23856/6703>

### 1. Introduction

The digital age has revolutionized education by integrating information technology (IT) into teaching and learning (Yurchenko *et al.*, 2023). This shift, while beneficial, poses problems, especially about informational influences (Rudenko *et al.*, 2023a) and digital security. Therefore, IT integration requires actualization, understanding, and perception of the problem of digital security (Drushliak, 2022), which should be considered not only at the state level but also at the level of education. The rapid pace of technological progress supports the relevance of non-formal education (Yurchenko *et al.*, 2021). Online platforms offer a wide variety of digital security training courses. At the same time, the constant emergence of new threats makes existing educational materials obsolete. This forces educators to respond to challenges and look for ways to improve cybersecurity education, which naturally begins with schools. Therefore, the problem of preparing future computer science teachers for the formation of students' digital security skills is relevant.

**Analysis of current research.** An analysis of computer science teacher training programs shows a particular disparity in digital security education. Some educational programs for training computer science teachers include modules on cybersecurity, but some programs still need

to provide) the formation of knowledge and skills in this area (Kozhukhova & Proshkin, 2021). At the same time, educational programs often focus on the theoretical aspects of cyber threats and neglect practical skills to counter them in real life (Port & Kessler, 2014). Given the growing complexity of cyber threats, this aspect determines the critical role of digital security in various sectors of the economy, and therefore, a comprehensive training program for specialists to develop integral practical skills to counter various cyber threats becomes necessary.

Another challenge is identifying gaps in knowledge and skills related to digital security. These include a lack of understanding of emerging threats (phishing, malware, ransomware, etc.) (Yousif Yaseen, 2022), lack of knowledge of security protocols and counter-threat practices (Yu et al., 2011), as well as limited experience in responding to incidents and ignorance of methods for their remediation. Due to the time barracks, most programs fail to adequately address digital security's ethical and legal implications, such as data privacy and intellectual property rights (Feng et al., 2022). This prevents future teachers from teaching their students effectively. Research highlights the importance of digital literacy, including digital security, in the 21st century (Boer et al., 2023). The lack of specific training in digital security can also lead to a decrease in the quality of student training (Mostaghimi et al., 2017). The rapid development of technology also requires providing professional development opportunities for educators to ensure that existing knowledge is up-to-date on the latest cybersecurity trends. The constant emergence of new technologies makes establishing standardized methods for assessing cybersecurity skills challenging.

In many educational programs for training computer science teachers, there needs to be more emphasis on practical learning. The predominantly theoretical approach limits students' ability to develop practical skills, especially critical thinking, necessary to solve cybersecurity problems (Rudenko et al., 2024). The use of virtual and cloud environments in educational institutions in Ukraine requires significant investments in resources and infrastructure, as well as the continuous development of cybersecurity skills of teachers and university staff.

Despite the gaps, there are positive trends to strengthen digital security education. Specialized courses and modules focused on cybersecurity are being developed as part of computer science teacher training programs (Kozhukhova & Proshkin, 2021). The increasing availability of online resources, such as open educational resources, provides opportunities for educators to complement/deepen curricula. Integrating digital literacy frameworks (*Dig-CompEdu framework*, Ng et al., 2023) in teacher training programs helps standardize curricula. However, the rapid evolution of cyber threats requires constant updating of curricula, which requires significant resources and expertise (Tang & Fan, 2024). The need for qualified teachers (instructors, practitioners, etc.) with computer science and digital security expertise creates a staffing problem.

Preparing future computer science teachers to address digital security issues effectively requires significant investments in institutional support resources. A critical barrier is the need for more sufficient resources (finances, computer hardware, software, etc.), which hinders the effective implementation of teacher training programs (Kozhukhova & Proshkin, 2021). In particular, this includes insufficient funding for specialized software and hardware and access to up-to-date cybersecurity training materials. Many institutions need more money, making allocating sufficient funds for comprehensive digital security training difficult. The lack of specialized infrastructure, such as secure online learning environments and well-equipped computer labs, further exacerbates this problem. A significant obstacle is the need for specialized technical support personnel to assist teachers and educators. The need for clear guidelines and policies for integrating digital security into educational programs also poses certain risks.

The effectiveness of the implementation of educational programs depends on the teacher's level of preparedness. Many may need more digital security knowledge (Rahmatullah et al., 2022), affecting their ability to train future teachers effectively. This lack of confidence and experience may be due to limited familiarity with cybersecurity concepts, insufficient professional development opportunities, and the nature of digital security, which is rapidly evolving under the influence of various threats. Researchers record a specific resistance of teachers to the introduction of new technologies (Rahmatullah et al., 2022). Therefore, teacher training educational programs provide opportunities to build confidence and competence in digital security, which can be achieved through introducing more practical classes, facilitating, and creating a supportive learning environment.

The digital divide (in access to technology, the Internet, and existing IT skills) limits many students' ability to provide quality cybersecurity education (Tang & Fan, 2024). Unequal access to technology and internet connectivity between students and teachers creates a disparity in learning opportunities. Lack of the necessary tools and resources to fully participate in digital security training, hindering their ability to develop the essential skills. Overcoming this barrier requires implementing strategies to bridge the digital divide, ensuring equal access to technology for all students and teachers (Tang & Fan, 2024).

Practical education in the field of digital security requires the formation and development of interdisciplinary links between different disciplines of professional training of teachers, including computer science, mathematics, education, and information security (Yuan et al., 2009). More development of these disciplines can create obstacles to effective learning. Teachers of IT disciplines may lack pedagogical knowledge about teaching methods and cyber threats, while educators may not understand digital security concepts sufficiently. The lack of interdisciplinary connections can lead to the fact that curricula will be either too technical or too theoretical, unable to effectively equip future computer science teachers with the necessary combination of technical and pedagogical skills.

Traditional methods for assessing digital security skills may need to be revised to cover the breadth and depth of understanding of the basic concepts and approaches required for cybersecurity (Fang, 2024). Assessing practical skills, such as identifying and responding to threats, requires a unique approach that goes beyond traditional written exams (Rudenko et al., 2023b). The dynamic nature of digital security manifestations necessitates continuously adapting assessment methods to ensure they remain relevant and practical. Developing reliable and valid assessment tools that will correctly measure knowledge and skills in the field of digital security becomes another challenge to ensure the effectiveness of educational programs.

Effective teaching of digital security courses requires a comprehensive approach that goes beyond simple lectures and includes active learning strategies. An important aspect is understanding students' specific needs and prior knowledge (Kozhukhova & Proshkin, 2021). And although today's students often have a high level of digital literacy (Martin et al., 2024), their knowledge of security principles may be limited. Teachers should assess the level of students' existing knowledge and, based on this, teach new material (Ng et al., 2023), and therefore there is a need to search/choose appropriate teaching methods.

The analysis reveals problems in the training of future computer science teachers in the field of digital security. Generalization and systematization of the research allow us to formulate proposals for improving educational programs for training computer science teachers in this area. Therefore, **the study aims** to summarize the problems of preparing future computer science teachers to form digital security skills in students and formulate recommendations for improving relevant educational programs.



## 2. Main part

Based on the results of the presented analysis, we highlight the problems of preparing future computer science teachers for the formation of students' digital security skills (Fig. 1).

Disproportion of educational programs in the field of digital security	Gaps in knowledge and skills related to digital security	Ethical and legal implications of digital security	Lack of special training for teachers in digital security
Lack of emphasis on practical training	The need to constantly update educational programs or their components	The need for investment in digital security	Lack of specialized infrastructure to develop relevant skills
Lack of specialized staff and technical support	Lack of clear guidelines and policies of the educational institution	The level of teacher's training	Certain resistance of teachers to introduce innovations
The digital divide (in access to IT, the Internet, and available IT skills)	The problem of forming interdisciplinary connections within the educational program	The problem of effective assessment of digital security skills	The problem of finding/selecting appropriate teaching methods

**Fig.1. Problems of preparing future teachers of computer science for the formation of students' digital security skills**

The problems identified during the analysis made it possible to formulate recommendations for improving the relevant educational programs. Consequently, educational curricula often need more depth and breadth for future computer science teachers to teach digital security students effectively. Therefore, the necessary improvement should include not only the formation of theoretical knowledge but also practical skills, which is possible based on introducing a separate educational component of the academic program for training computer science teachers.

Firstly, such an educational component should focus exclusively on digital security training. As a standalone course, it should delve into effective methodologies for teaching the often complex and abstract ideas and concepts of digital security. The course should provide teachers with the knowledge to develop engaging lessons appropriate for their age, from assessing students' understanding of digital threats and digital security to their ability to avoid digital threats. Such an educational component will allow you to study the problems of cybersecurity and the peculiarities of forming relevant skills more deeply.

Secondly, the formation of digital security skills should be integrated into the existing professional training courses (various educational components) to ensure the successful formation of relevant knowledge and skills in the field of digital security. This integration of educational components should be wider than technical aspects. It must include ethical considerations, legal frameworks, and social implications. This approach will ensure that digital security is not seen as an isolated topic but as an integral part of computer science education.

Thirdly, such an educational component should provide a variety of teaching methods and resources for their further transfer to the professional practice of the future computer science teacher. This can include hands-on exercises, simulations, and case studies of various problems (life situations, problem cases, etc.) to make the educational process more interesting and relevant.

We note the importance of continuous professional development of teachers in the field of digital security. The rapidly evolving nature of digital security requires continuous professional development as a constant learning process and continuous improvement of teaching practices, especially in the context of the evolution of technology (*Kozhukhova & Proshkin, 2021*). Therefore, it is considered appropriate to conduct regular seminars/trainings to inform teachers about the latest threats, vulnerabilities, and best practices of digital security. Such classes should focus on mastering new information and its practical application in their teaching practice. Classes that provide opportunities for teachers to share their experiences with colleagues contribute to creating a productive learning environment.

Secondly, teachers should be provided access to online resources and communities. This would allow them to stay up-to-date with the latest developments in the field and get support from experts. Creating online forums using existing platforms such as Moodle could facilitate peer-to-peer learning and the sharing of best practices.

Thirdly, mentoring programs will be advisable to combine experienced teachers with those just starting in this field. This will provide an opportunity to learn from professionals and receive personalized recommendations. Mentors can provide support, feedback, and guidance on integrating digital security concepts into teaching practice.

Providing up-to-date digital security knowledge requires collaboration between educational institutions and IT professionals. The ultra-rapid development of digital threats requires partnerships to bridge the gap between academic knowledge and real-world practice (*Spang, 2014*).

First, the creation of advisory boards can help disseminate information about current digital security challenges and positive practices for their enforcement. Board members can help develop an educational program or its component in compliance with industry needs and standards. Involving IT professionals in developing educational programs can ensure that the skills formed by the academic program are directly applicable to real-life situations.

Second, regular internships and integrated learning opportunities should be provided to provide students with hands-on experience in digital security. This will allow students to deepen and modernize their knowledge of digital security and gain experience under the mentorship of IT industry professionals, which will significantly improve their understanding of the challenges and complexities associated with digital security.

Third, collaborative research projects between educational institutions and industry can lead to the development of innovative teaching materials and resources. A collaborative approach ensures that the academic program remains relevant and in demand, providing future teachers with the knowledge and skills necessary to prepare their students for the challenges of the digital age (*Yuan et al., 2009*). Additionally, such partnerships can lead to the development of valuable resources, such as online learning modules or interactive simulations, which can be widely used in the educational field.

### 3. Conclusions

The analysis of scientific sources has shown the relevance and importance of preparing future computer science teachers for the formation of digital security skills in students. The considered studies consistently emphasize the growing need for digital literacy, especially regarding security, in a world increasingly dependent on technology. Generalization of the current training state of future computer science teachers reveals significant gaps in their knowledge and skills in digital security, which in turn poses a substantial threat to the digital safety and well-being of young people, who are increasingly vulnerable to cyber threats and online risks.

The considered sources emphasize the diverse nature of digital security education. It's not just about learning technical skills. It is about awareness of the culture of digital citizenship and the responsible behavior of young people online. Future computer science teachers need training beyond technical security protocols and covering the social, ethical, and legal aspects of digital interaction. Research scientists emphasize the importance of forming interdisciplinary connections within the framework of educational programs for teacher training. This comprehensive approach requires a change in pedagogical strategies - encouraging active learning, developing critical thinking skills, and forming a culture of digital responsibility from the beginning of the student's educational journey. Building confidence and continuously developing teachers' digital competence is essential to counter emerging digital threats, empowering them to create a safe and reliable educational environment for their students.

The results of our research indicate the need to pay attention to developing comprehensive digital security training courses specifically designed for future and practicing computer science teachers. These courses should equip teachers with the technical knowledge to understand and explain safety concepts and provide them with pedagogical tools to integrate these concepts into their professional activities effectively. In addition, curricula should focus on developing critical thinking and problem-solving skills related to digital security, enabling teachers to respond to and adapt to new threats. Such an educational component should include practical exercises and simulations, allowing future teachers to gain practical experience with safety tools and methods.

The lack of a consistent and effective line in digital security in educational programs for the training of computer science teachers can have delayed negative consequences. The integration of digital security courses into computer science teacher training programs should go beyond isolated modules or elective courses and become a regulatory component of the educational program, and academic institutions should develop a culture of continuous learning for professional development in digital security.

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## ENGLISH CONNOTATIVE SETS AND SEMANTIC CHANGE: A COMPARATIVE ANALYSIS OF ENGLISH AND AZERBAIJANI CONTEXTS

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### Summary

This article makes an attempt to analyze some linguistic demarcation lines between the denotative and connotative meanings of the phrases within the given context and tries to enlighten some causes of these connotative uses of phrases embodied in the content causing semantic change. It also tries to find out the reasons of usage of extra-linguistic factors pulling speakers to use connotative phrases. It was identified that among the speakers' preferred choices the factors – “to be closer to context”, to seem more logical” and “to seem more convincing” occupy the leading positions when communicators instead of their denotative meanings tend to use the alternatively transferred meanings. Consequently, similar situations affect changing the semantic extensions of words belonging to a given lexical stock of each nationality. Apart from this, the author deems the age category of speakers also be influential reason among the choices to be peculiar to use connotations instead of the initial lexical meaning of the words. It is because our experimental analyses showed that the frequency of connotation usage is situationally age and memory driven which were confirmed in the responses of people between 25 and  $\geq 81$ .

**Key words:** denotative and connotative meanings, positive-negative-neutral connotations, extra-linguistic factors, semantic change, natural process of using connotative phrases, process of speakers' connotative choice.

DOI <https://doi.org/10.23856/6704>

### 1. Introduction

We usually use languages in variable ways because (*Ahmad, 2011*) generally discourse involves more individuals; (*Crystal, 2007*) communicators are axiologically different; (*Demuthova, Andrej, 2022*) speakers' feelings, cultural and thinking patterns about the similar context inevitably vary. This process is characterized by a number of linguistic devices. In fact, the reason of why different levels of speakers who always convey the same meaning in differing ways lies on an alleged fact that, communication rules are not the same for all- for native and second language users. It means, during the intercourse one may be more polite and respectful, whereas the other speaker may happen to be much rude or much informal to express the same context pejoratively in their communication behaviors. So, the same context may be expressed in divergent ways and patterns. In these situations, they sometimes associate the facts with the lexicological meanings (idiomatic, morphological, pragmatic, phraseological, etc.) rather than lexical expressions. Such explanations are not at all inappropriate.

The content analyses of the linguistic feature of connotation use suggests an association different from its literal meaning known as denotation and its meaning expression can be either (a) positive, (b) negative or (c) neutral. For example, in Azerbaijani: – *O, Koroglu kimi cəsurdur.* (*He is as brave as Koroglu*) – (*Koroglu is a national hero of Azerbaijan*) – we

have a positive meaning, but in Azerbaijani – *cəhənnəm odunda yanmaq* (transferred meaning) (*burning in the fire of hell*) we face-with the face of evildoers; thus it is in negative meaning or the set – *like a handy man* – depending on situation can be either positive, *a person famous for his many connections*, or negative – *intruding into forbidden places and showing courage*. Therefore, it can be considered that it would be more correct to call the neutral connotation as mixed connotative expression.

Generally, it is also not excluded that the similar context is expressed by means of figurative sets in both languages. For example: “*Respect your grandmother, because without her your mother would not have existed (Umbundu)*” (Haladyj, 2020: 1).

This saying is common for Angolo, Kongo and for some other English speaking countries, however, the similar context in Azerbaijani is expressed as: – “*Cənnət anaların ayaqları altındadır, onlara hörmət iinsanlığa hörmətdir*” which will literally mean as: (*Heaven/Paradise*) *is under the feet of mothers; respecting them is respecting humanity*)- where the similar context is expressed differently.

## 2. Literature review

Our aim in this research is comparatively introducing the two varying analyses about the speakers’ linguistic behavior in using connotative phrases -in English and in Azerbaijani languages and its interdependence on age peculiarities of people, and wherever possible bring examples to consolidate our scientific stands. It means that the usage of connotative sets usually differs from the viewpoint of structural language differences.

## 3. Materials and methods

For better comprehension of communication difference in using denotative and connotative semantics inherent for both languages and communicators we conducted *oral questioning* among 300 randomly chosen respondents and 100 higher school students to clarify the reasons and preferences of using connotation in communication instead of denotations. Besides this, *scientific analysis* of the responses also serves as important pillars in identification the choices between primary and transferred meanings used in paired languages.

By *comparing and contrasting the semantic features of denotative phrases* the author tried to illustrate the semantic changes in languages.

Finally, the *dependence of age peculiarities on the frequency of connotated usage* was also included into the subject matter of the article.

## 4. Results and discussion

In order to achieve syntactically semantic intensity by connotation, we face with some differences in Azerbaijani and English languages; for example, in order to provide the power of communication, we usually use the intensifier – such as */lap/, /ən/* in Azerbaijani and – (*very*) – (*very highly*), (*most*) or (*top*) as their English counterparts. Or when processing of numerical words such as */kilotons/pounds/metric tonnes/*, for example, *kilotons of alternative energy* in Azerbaijani, along with the form of *kilotonlarla*- we may also use the hyphenated words */ton-ton/, /kilo -kilo/* implying increasing semantic expressivity. Therefore, when teaching this field of semantics to national students, it would be better to start with specific examples and further make generalizations, rather than theoretical presentation.

We wanted to make some deep practical analyses of the speakers' language behavior and the preferred situations by them to use connotative sets rather than denotative.

In their analyses scientists from Finland has described that, "*exploring information with interactive intent modeling is based on two principles: visualizing current search intent and direction; and balancing exploration and exploitation of user feedback. The user's cognitive effort is thus reduced, as it is easier to recognize items instead of having to remember them when reformulating queries*" (Pereira, 2013: 88).

Firdaus indicates: "The literal meanings, the denotation, are direct, realistic, and often found in the dictionary. What the word suggests or implies, the connotation, is symbolic, culturally constructed, and often influences the interpretation of poetry or literature" (Dribniuk, 2007: 4).

A group of Japanese scientists analyzed the processes of utterance of English connotations in Japan and found out some challenging points referring to the communication process. They wrote: "*Even though their (connotations'-S.F.) accurate use is crucial to make communication precise and to sound like a native speaker, learning them is one of the most difficult tasks for second language learners*" (Koshelov, 2012: 52).

We completely agree with this argument because during Natural Language Processing (NLP) if the Azerbaijani speaker actually curses or damns somebody, he/she connotatively say: *Səni qırmızı geyib göy çalasan* – the literal meaning of which is: (*I wish*) *You wear red and play blue*). It will absolutely be incomprehensible to understand this literal translation for Native English Speaker (NES). From another side, while we refer to colors in Azerbaijani the word notion "çalmaq" is not equal to "playing"- in its contextual meaning. It has got the transferred meaning within the content of this which means *give the shades of color* (here – *blue* as color is the representation of *göy* in Azerbaijani which is different in its original semantic meaning; it will mean the word *greedy*, "and *göy* in another context which is in other context *gömgöy göyərək*- meaning – *look ill or painful*, etc.)

However, it is quite possible to express the similar context by denotations. For example, "*I deeply damn you!*". Then, in this case, of course, though the contexts may be closer, however, the semantic shades of the meanings will separately be much different. There arise a number of questions, then: *Which domain is the starting-point for preferring connotatives and why?, What are the reason/s that we tend or prefer using connotation, instead of denotation?, What are the pull or push factors for avoiding denotative meaning?* Probably, it will not be so easy to give an exhaustive answer to the similar questions because, as mentioned before, depending on various individual cases the answers may be different.

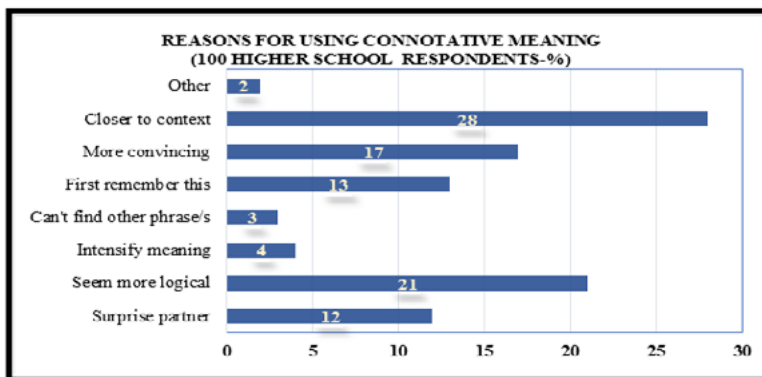
While speaking about avoidance behaviour in second language learning of using words the Iraqi scientists wrote that "*the structural linguistic differences in the first language and second language and the psychological states of the learners are considered to be important factors behind avoidance*" (Ahmed, 1432: 7).

Clearly, it will not be so easy for NES to understand the connotative meaning of the phrase "*göy çalmaq*" and from this point we may agree with the claims that various language structures shape different language behaviors in communication, especially in oral one because the speakers usually try to use the short cut phrases either from their own, or from the second language. For example Azerbaijani and English speakers successfully use the similar connotative phrases as *puppet government* – *kukla hökumət*. It is the same in another combination as *baş vurmaq* (*to head*)- it will vary from the first case because we have the similar meaning in English as well. For example: "*Before leaving for a long day trip, he wanted to head his native village and say farewell to his relatives*".



However, in another example when English speakers (Indians) say: “*There are a lot of managers, but no indians*”; then its Azerbaijani version will be expressed in different semantics- “*Sən ağa, mən ağa -bəs, inəkləri kim sağa*” which literally means as (*You are the master, I am the master – so who milks the cows*).

What is the weight or balance of linguistic and extralinguistic factor in expressing the similar situations? We may pose a number of more questions referring to the procedures of speakers’ choice. Evidently, while using connotative phrases, we face with multifaceted semantic processes implied within the context. Nevertheless, we tried to experimentally question people and find out the closest reasons for that. The results of the interviews conducted with people are depicted on picture 1.



**Pic. 1. Reasons for using connotative meaning (results of questionnaire conducted among 100 Azerbaijani Higher School students)**

As it can be seen from the picture, the students gave the highest preference to the reasons of being “closer to context” (28%) and “seem more logical” (21%), respectively. Next, they called the reasons of using connotative phrases in Azerbaijani media “*other, can't find other phrase/s and intensifying the meaning*” negligently less important. It shows that among the linguistic aspect for choosing connotation people immensely highlight the semantic aspect rather the others levels as morphological, phonetic and so on.

On the other hand, while commenting on the gaps between denotation and connotation in the translation, polish scientists B. Kochman-Haładyj and R. Kiełtyka write that, “*the process of semantic deterioration, otherwise named semantic pejoration (change of the semantic write meaning for the worse-S.F.), within this lexical category exhibits a higher degree of frequency in comparison with semantic amelioration...*” (Kochman-Haladyj, Kiełtyka: 1965: 159-160). They also noted that, “*word pairs such as lord/lady or master/mistress are striking examples and epitomize this all-pervading sexism. They are examples of changes in meaning according to their sex assignment and follow a pattern which Miller and Swift (1976:57) call semantic polarization*” (Kochman-Haladyj, 2011: 157).

The scholars from London School of Economics have conducted significant reseraches referring to representations of meaning and they stated that: “*Word and passage meaning representations derived by LSA have been found capable of simulating a variety of human cognitive phenomena, ranging from developmental acquisition of recognition vocabulary to word-categorization, sentence-word semantic priming, discourse comprehension, and judgments of essay quality (Landauer, 1998: 261).*”

By the way in some instances the It is well known that studying phraseological units was one of the developed branch of Lexicology and according to their different features phraseological units were classified by famous linguists like Vinogradov, Smirnitsky, Arnold and Kunin also analysed a set of meaningful units and paid much attention as to the structure, as well as their consciously usage (*Tatsiana, 1922*).

For example, Smirnitskiy called the process of semantic change and noted that, meaning of a word was a well-known representation of an object, phenomenon or attitude in the consciousness. Joint Italian and Russian contrastive research states: “*It is worth noting that there is no clear boundary between the classes of phrases (Langer 2005, 188; Benigni, Cotta Ramusino 2011, 11) and it is sometimes quite difficult to determine the exact status of a particular expression*” (*Firdaus, 2015:16*).

By contrast, the other scientists noted the lexical meaning to be essential in connotation: “*Lexical category exhibits a higher degree of frequency in comparison with semantic amelioration...*” (*Kochman-Haladyj, Kieltyka, 2023: 43 – 44*).

Azerbaijani scholar Veysalli stressed the role of context in the discovery of semantic meaning. He rightly noted that, regardless of other factors in our discourse each “*element is loaded with meaning in the context*” (*Ruotsalo, 2015: 216*).

Nowadays connotative meanings are widely used in contrastive linguistics. It has already become one of the common features for Azerbaijani users while they transfer the meanings of numerals. Today, there are countless forms and methods of connotative plural in both Azerbaijani and English languages. For example in English: “*Nobody or no one can cope with these works*” – although the word *nobody* (in Azerbaijani – *heç kəs* – grammatically singular but semantically plural) is singular as an indefinite number, it is contrastively plural and will simultaneously refer to multiple entities in person; so it can refer to the reference plural, which means that “*semantic descriptions of sentences are built on the basis of the semantic representation of words*”. Thus, using connotative phrases is more personal and semantic-situational rather than lexical.

Crystal described the power of words as following: “*We need to understand when and why words change their meanings in different cultural contexts*” (*Crystal, 2007: 127*). In another instance Slovakian scientists write: “*One of the ways to observe a notion in a natural language is through the analysis of its connotations words which are most often linked to the particular notion (Demuthova, Andrej, 2022: 2)*.”

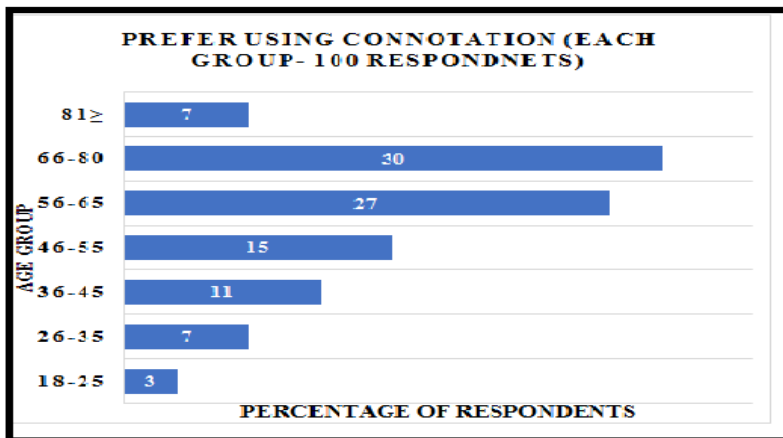
Nowadays it is not so popular to advise agism to speakers because scientists, especially psychologists claim that this may evoke negative or biased stereotypes. However, there are the evidenced facts that connotative phrase usage frequency is connected with age peculiarities of speakers.

700 Azerbaijanis out of 7 age groups covering of 100 respondents in each (50 from males and 50 from females) and ranging between 18 and  $\geq 81$  were involved in our experiment to find out the interdependency rate of frequency of using connotations on peoples’ ages.

To start with, before conducting the questionnaire among people of different ages, we assumingly thought that by the time past, people become much frequently using connotative phrases (it is a common sense that in most cases aged people are much inclined using metaphorical – transferred meanings of the words or phrases because of their rich life experience). However, in some instances our expectations turned down. For example, though it was expected people of  $\geq 81$  to demonstrate the highest frequency using connotative phrases, it manifested only 7% out of 100 people from both genders. Considering the empirical difficulties, the posed question was simplified and was addressed only in the way to easily comprehend it: “*Would you prefer using real or figurative meaning within your communication in your daily life?*”

Interestingly, there was not a single case or dichotomy in their choices and all respondents did not feel any difficulty to make their own choices between the real and transferred meanings. Thus, 30% of people of 66-80 mostly chose the connotations. Next, respondents aging 56-65 and 46-55 caught up this by 27% and 15%, as an appropriate. The least number of connotative choices belonged to younger people of 18-25 which indicated only 3% out of 100 persons.

The results of our analyses showed that the frequency of connotation usage is situationally age and memory driven which were confirmed in the responses of people between 1–25 and  $\geq 81$ . The results are shown on picture 2.



**Pic. 2. Breakdown of interdependence of Azerbaijani peoples' age groups on the frequency of using connotative meaning**

Source: Individual plan of the author

## 5. Conclusions

Assuming different approaches to the comparative use of connotative phrases we may draw the following conclusions:

1. Denotation is the actual, direct definition or dictionary meaning of a word or term, connotative meaning or plural is more associative, emotional, figurative meaning attached to a word, and cognitive. Therefore, although the connotative plural is ontologically expressed by the lexosemantic, lexicographical method, it is similar in the function of semantic interpretation by representing the implicit plural in both languages.

2. The meaning of the denotative sets is used in both languages as a means of expression and as a method of description in limited frameworks, forming both similarity and individuality.

3. Connotative expression of the situations in both languages are similar in that they depend on mood, emotion, experience, specific situation, age, reasons and have different sets of images.

4. The expression of by the connotative method is similar in terms of expressiveness, presupposition, subject-oriented and structural-oriented in both cases.

5. Denotative meaning is what actually exists, and connotative meaning is pragmatic, implied.

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## CONCEPT OF ECOLOGICAL LITERACY IN THE CONTEXT OF THE U. S. HIGHER EDUCATION

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### Summary

The article highlights the characteristics of the ecological literacy and the strategies for its formation in the context of the U. S. higher education institutions. It focuses on studying the essence of the concepts “literacy” and “ecological literacy”. The author also analyzes the role of universities in the United States in integrating the principles of environmental education into their educational process. The research design is descriptive and analytical, based on a deductive-narrative approach and a set of complementary theoretical methods, which are as follows: critical analysis and generalization of philosophical, psychological and pedagogical sources on the problem under study; monographic method – for interpreting the results obtained in a coherent logical perspective. It is noted that the formation of students’ ecological literacy is a priority area of the U. S. higher educational institutions today, involving: knowledge (mastery of basic scientific concepts about nature, environmental problems); awareness (formation of a conscious position on the environment); attitude (understanding of nature as a unique value and source of human life); skills (ability to practically master the environment and protect it); activity (participation in environmental protection activities); skills (participation in solving environmental problems); ecological thinking style and responsible attitude towards nature.

**Key words:** literacy, ecological literacy, the educational process, environmental education, U. S. higher education institutions.

DOI <https://doi.org/10.23856/6705>

### 1. Introduction

In the conditions of the current global ecological crisis, it is necessary for every citizen to be a conscious and energetic participant in the process of preserving, increasing and rationally using natural resources. The active and often irresponsible impact of modern people on the Earth’s ecosystem has led to environmental degradation and ecological risks. A person’s constructive attitude towards the environment depends largely on the strength of the foundation of acquired environmental knowledge and the ecological literacy formed on its basis, which is currently one of the fundamental aspects during the creation and further effective functioning of any country in the world.

The response to environmental risks should be the recognized need to ecologize the consciousness and lifestyle of the population, that is, the assimilation of certain ecological ideas and attitudes towards nature, as well as the introduction into everyday practice of technologies that do not cause irreparable harm to the natural environment, changing people’s lifestyle to a more ecological one, and spreading a careful attitude towards natural resources. Proper solution to environmental problems requires a purposeful process of forming students’ ecological citizenship by involving them in environmental initiatives, as well as comprehensive and value-oriented environmental education. It is environmental education that should become

a cross-cutting priority of all higher education curricula, and not individual disciplines of an environmental orientation. At the same time, it is necessary to involve student youth in as many environmentally oriented activities as possible. All this will allow students to understand how different social, economic and ecological systems interact, to realize the views and values that influence the sustainability of society and more sustainable ways of life. In this regard, the pedagogical experience of the USA, where environmental education has become a priority area in the scientific and educational activities of higher education institutions, may be useful. A key feature of the U. S. higher education is the tendency for systematic integration of environmental education into the educational process.

The purpose of the article is to highlight the characteristics of the ecological literacy and the strategies for its formation in the context of the U. S. higher education institutions. The realization of this aim requires solving the following tasks: 1) studying the essence of the concepts “literacy” and “ecological literacy”; 2) analyzing the role of universities in the United States in integrating the principles of environmental education into their educational process.

Methods. The research design of this study is descriptive and analytical, based on a deductive-narrative approach and a set of complementary theoretical methods, which are as follows: critical analysis and generalization of philosophical, psychological and pedagogical sources on the problem under study; monographic method – for interpreting the results obtained in a coherent logical perspective.

## 2. The concepts “literacy” and “ecological literacy”

The level of educational achievements of today’s students and their implementation in life directly depends on the degree of knowledge possession, on the ability to apply them, that is, on the development of literacy as personal qualities (*Fedorenko, 2017: 70*). Therefore, we consider it appropriate to turn to the concept “literacy”, which is increasingly used by modern teachers. The content of the concept of literacy is determined by the cultural and historical aspect, changing in accordance with the requirements of culture at a particular stage of its development. At the same time, literacy is always considered in the context of personal growth. In the last century, literacy was associated with the level of education of a person, which included the ability to read, write and count (*Fedorenko, 2014*). Instead, in modern conditions, the concept of literacy is exploited to denote: the ability to understand and use different types of information in everyday, professional and public spheres of life (*UNESCO Institute for Education, 1997: 12*); a set of basic cognitive skills (*UNESCO, 2005: 147*).

It should be noted that the introduction of the concept “literacy” into the vocabulary of the U. S. higher education by American scholars (*Jewitt, Kress, Ogborn & Tsatsarelis, 2001*) is associated with the growth of the volume of information in various formats and sources, the complexity of forms and channels of communication. Information includes: tacit knowledge; a package of human experience; sources or resources that provide certain facts and have different formats; people (family, friends, teachers, etc.); organizations, for example, social ones (*Case, 2002*).

In the U. S. pedagogical theory, literacy is considered in the following discrete areas (*UNESCO, 2005: 149*):

- 1) literacy as an autonomous set of cognitive skills;
- 2) literacy as acquired practical experience;
- 3) literacy as a outcome of learning due to the educational process;

4) literacy as the use of acquired knowledge in the text context.

In modern conditions, literacy is considered as a personal sociocultural ability, the development of which provides each student with rules for solving problems, relating to different spheres of life and surviving in various social conditions, and also numerous opportunities for enhancing their critical thinking and reflection of the world (Fedorenko, 2019: 12). According to the Merriam-Webster dictionary (<https://www.merriam-webster.com/>), literacy means: the state or quality of knowledge about a certain subject or area, such as cultural or biblical literacy. In the U. S. academic circles, intensive processes of differentiation and integration are taking place in the field of attribution of various types of literacy, which embodies the most important objective parameters of society, people, their spiritual, moral and ethical guidelines, as well as ways of knowing the world around them. This should ensure “the construction of a productive socio-cultural future” (Fedorenko, 2017: 71).

According to the conventional meaning of this phenomenon, back in the mid-20th century, only two types of literacy were distinguished – functional and critical, which involve the development of reading and writing skills, the ability to work with new technologies, the formation of communication skills and social adaptation skills necessary for successful life in the modern world. It should be noted that today the general concept of literacy is quite polymorphic and dynamic: it is constantly being refined in accordance with the challenges of the present and expanding its typological classification (cultural literacy, information literacy, media literacy, intercultural literacy, ecological literacy, transliteracy, etc.) (Fedorenko, 2017: 70).

The above definitions of literacy lead many people to identify ecological literacy with “knowledge” and an ecologically literate person – with the understanding of environmental issues. While knowledge and understanding are important components of ecological literacy, they are not the complete picture. Research has shown that there is often a gap between what people know and what they do (Finger, 1994). The core elements of the ecological literacy are as follows: knowledge (mastery of basic scientific concepts about nature, environmental problems); awareness (formation of a conscious position on the environment); attitude (understanding of nature as a unique value and source of human life); skills (ability to practically master the environment and protect it); activity (participation in environmental protection activities); skills (participation in solving environmental problems); ecological thinking style and responsible attitude towards nature. In reality, other factors – how people feel, their experiences of the environment, social norms, priorities, their skills, their self-identity, and other factors – come into play when people decide whether to do something. The terms such as “ecological literacy” and “environmental/ecological education” are constantly being refined and revised by experts in the field.

Thus, ecological literacy is usually defined as having: awareness and concern for the environment and environmental problems, and the knowledge, skills, and motivation to solve these problems and prevent new ones (McBride, Brewer, Berkowitz & Borrie, 2013: 4). An ecologically literate person is viewed as an individual who, independently and with others, makes informed decisions about the environment; is willing to act on these decisions to improve the well-being of others, the global community, and the environment; and is actively involved in public life to address current environmental problems (North American Association for Environmental Education, 2011).

### 3. The higher-education curriculum reform is needed

Universities in the United States seek to increase students' ecological literacy through a variety of strategies. One such strategy is to increase the number of courses and degrees related to the environment, while another is to include environmental topics in non-environmental courses (e.g., English or sociology) (Brint, Turk-Bicakci, Proctor & Murphy, 2009). The latter involves including such courses in the general undergraduate curriculum at U. S. higher education institutions, as well as integrating selected environmental topics into all general education courses (Hill & Wang, 2018).

It should be emphasized that since the 1970s, there has been a growing recognition that higher education institutions play a key role in addressing environmental issues. In addition to modeling how various industrial enterprises can effectively reduce their harmful impact on the environment, higher education institutions have the opportunity to transfer to the next generation values, knowledge and educational practices that can help solve growing environmental problems. The recognition of their educational role is also evidenced by the growing number of international conferences, forums, etc. Focused on environmental education, starting with (Vallée, 2024). In particular, during one of such scientific meetings in Belgrade in 1975 the Belgrad Charter: A Framework for Environmental Education was adopted, which defined the following goals for higher education institutions improvement:

- to educate citizens of the world who are concerned about the environment and are aware of all the risks and problems associated with it;
- to develop in citizens of the world the skills and qualities necessary for the improvement of human life and the protection of the environment (Vidart, 1978).

Subsequently, in 1990, the presidents and rectors of 20 universities from 13 countries signed the Talloires Declaration, according to which their higher education institutions undertook to accumulate knowledge in the field of environmental management, sustainable economic development, population and related fields, and to ensure that all university graduates are environmentally literate and environmentally responsible citizens (ULSF, 1990). It is worth noting that over the past 30 years, the list of higher education institutions that have joined the Talloires Declaration has expanded to 520 educational institutions in 57 countries, including 172 in the United States alone (ULSF, 2021). In addition to joining similar declarations in the field of environmental education, many higher education institutions in the United States have taken concrete practical steps, including expanding the list of environmental disciplines in the general education system of undergraduate students and participating in environmental research (Brint, Turk-Bicakci, Proctor & Murphy, 2009; Collett & Karakashian, 1996).

However, these educational initiatives are not widespread: 45% of American higher education institutions still do not offer environmental education in their general education curricula, but environmental topics are addressed in a number of educational components (Johnson, Ilhan & Frickel, 2020; McIntosh, Gaalswyk, Keniry & Eagan, 2008; Wolfe, 2001). Another problem is that when such courses are offered to students, they are more likely to be taken by students who are already interested in environmental issues, as opposed to those who are not yet interested and who need it most. As a result, the vast majority of students do not gain a clear understanding of how ecosystems function, how human systems affect them, and how collective beliefs and behaviors contribute to solving environmental problems (Hess & Maki, 2019). In turn, the resulting ecological illiteracy reduces the likelihood that these graduates will change their environmental behavior, i.e., become environmentally aware citizens, or appropriately support policies aimed at effectively addressing and preventing environmental problems (Vallée, 2024).



#### 4. Conclusions

The aforementioned allows us to conclude that today the idea of ecological literacy of students as their personal responsibility for fulfilling their obligations to protect the environment in combination with the social significance of civic qualities is one of the fundamental ones in a modern society of sustainable development. The scholars consider ecological literacy as the ability to intelligently and rationally utilize natural resources within the framework of sustainable development, awareness of the role of the environment for human life. At the same time, ecological literacy acts as a factor of human adaptation to changing environmental conditions, which is based on historical interaction with the natural world, ensuring harmonious coexistence with the environment. Developed ecological literacy admit exploring environmental problems, participating actively in solving these problems and taking measures to improve the environment. As a result, young people have a deeper understanding of environmental problems and have the skills to make informed and responsible decisions.

The path to the formation of ecological literacy lies through effective environmental education, carried out in the process of learning, self-education, as well as on one's own life experience. The formation of students' ecological literacy is a priority area of the U. S. higher educational institutions today, involving: knowledge (mastery of basic scientific concepts about nature, environmental problems); awareness (formation of a conscious position on the environment); attitude (understanding of nature as a unique value and source of human life); skills (ability to practically master the environment and protect it); activity (participation in environmental protection activities); skills (participation in solving environmental problems); ecological thinking style and responsible attitude towards nature. And modern universities can exploit their infrastructure, research and educational process to support the environment, thus playing a decisive role in the sustainable development of society.

The scope of further research of this issue lies in the study of the complex of organizational and pedagogical conditions for the formation of students' ecological literacy in higher education in the USA.

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## COMPARATIVE ANALYSES OF ENGLISH TEXTBOOKS LEXICAL CONTENT (CASE OF STUDY TEXTBOOKS “UPSTREAM” SERIES)

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### Summary

Considering the significant role of textbooks as core information storage in the process of language acquisition, this study is focused on the comparative analysis of vocabulary content at levels B2 Intermediate, B2+ UpperIntermediate and C1 Advanced in “Upstream” series of English textbooks. The main purpose of this research is to analyze changes in the qualitative composition of the vocabulary for the topic “Travelling” from B2 Intermediate to C1 Advanced. Specifically, we aim to draw a parallel between the lexical content of the same topic at different levels of the “Upstream” textbook series in terms of morphology, semantics and structure of lexical units. Each level of English proficiency assumes certain qualitative and quantitative stock of words to be implemented by students. We examine such vocabulary components as idioms, fixed phrases, phrasal verbs, and thematic collocations at each level. Comparative analyses of idiomatic expressions and phrasal verbs display the absence of synonymy and at first glance low compliance with the subject, but it should be considered that context plays a big role. Topic “Travelling” is fully expressed in lots of words, terms, collocations which are presented to increase the students’ vocabulary. During the study we conclude that B2 consists of the main basic lexical units, the study of which cover the level requirements. Thematic content makes the B2+ level an extended version of the B2 and is intended to strengthen vocabulary skills. Advanced level is distinguished by the great attention to detail and nuances in terms of expressing thoughts fluently.

**Key word:** English levels, Upstream, vocabulary, idioms, phrasal verbs, collocations.

DOI <https://doi.org/10.23856/6706>

### 1. Introduction

Mastering a foreign language should incorporate a gradual increase in the level of complexity of the material to be assimilated, in particular, vocabulary. Numerous educational and methodological materials, e.g. series of Englishlanguage textbooks, are designed according to the basic principle of “buildingup” of the lexical component: from simple constructions to three or fourcomponent idioms, and word combinations; from a small number of lexical units on a topic to separate appendices with glossaries relating to each unit in the textbook. This principle can be adjusted to the degree of cognitive ability of students at different steps of language acquisition. The skills of memorizing and processing large numbers of words are acquired over time.

**The main purpose** of this research is to analyze the change in the qualitative composition of the vocabulary for one topic from the level of B2 Intermediate to C1 Advanced. Consequently, our **task** is to draw a parallel between the lexical content of the same topic at different levels of the “Upstream” textbook series, published by Express Publishing, in terms of morphology, semantics, structure of lexical units. Therefore, in this article we attempt to determine

the dynamics of learning vocabulary associated with the three levels studied. The “Upstream” series was chosen because, compared to other English textbooks series, it contains a large number of lexical units, as it is designed for an intensive English course at school or at university. Students have the opportunity to familiarize themselves with basic vocabulary, phrasal verbs, idioms, fixed phrases in the sections “Vocabulary Practice”, “Grammar in Use” and “Word list”.

For a comparative analysis we chose the topic “Traveling” – one of the most popular topics, which is presented at all levels: B2 Intermediate – Unit 3 “Travel Broadens the Mind”, B2+ UpperIntermediate – Unit 6 “Going Places”, C1 Advanced – Unit 2 “Escape Artists”. The abovementioned topics contain lexical units related to travel, leisure, free time activities, recreation, holidays, and other topics as well.

## 2. Levels criteria

In providing comparative analysis it is indispensable to be supported by basic requirements and standards accepted in the whole world. The Common European Framework of Reference for languages “describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively”, despite the fact that the descriptors for each language level proposed in there “are nevertheless presented as recommendations and are not in any way mandatory” (*Verhelst et al., 2009*). Regarding our research, we focus on standards in terms of the necessary extent of vocabulary needed for B2 Intermediate, B2+ UpperIntermediate and C1 Advanced. As lexical competence is an integral part of language mastery in general it would be reasonable to start with “Common Reference Levels: global scale”, according to which student at the B2 level in English:

- can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (*Verhelst et al., 2009*).

Criteria for level C1 are presented as follows:

- can understand a wide range of demanding, longer texts, and recognize implicit meaning.
- can express him/herself fluently and spontaneously without much obvious searching for expressions.
- can use language flexibly and effectively for social, academic and professional purposes.
- can produce clear, wellstructured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices (*Verhelst et al., 2009*).

Considering all the above illustrated requirements we conclude that the vocabulary part in the chosen coursebooks must be rich, wellstructured, abundantly furnished with synonyms and present a wide variety of cultural, ideological, historical, and contemporary communicative aspects. Lexis should also engage students in the process of studying.

Acquisition of lexical competence occurs through the training following lexical elements presented at each level:

a) fixed expressions

- sentential formulae: *I don't really feel up to it. (Evans & Dooley, 2008), You'll never believe... (Evans & Obee, 2014), There's a bit of a problem. Alright for some. (Evans, Dooley & Edwards, 2014).*

- idioms: *to be on the ropes*, *to have a sweet tooth* (Evans & Dooley, 2008), *to hit the headlines*, *to lose touch with* (Evans & Obee, 2014), *to make ends meet*, *to be a wet blanket* (Evans, Dooley & Edwards, 2014).

- fixed phrases: *out and about*, *to vanish into thin air* (Evans & Dooley, 2008), *first impression*, *to be the centre of attention* (Evans & Obee, 2014), *ups and downs*, *in the long run* (Evans, Dooley & Edwards, 2014).

- phrasal verbs: *do away with*, *come round* (Evans & Dooley, 2008), *get across*, *take over* (Evans & Dooley, 2008), *wind down*, *use up*, *put across*, *check in* (Evans & Obee, 2014), *drag out of*, *wear sth out*, *put sb through*, *pick on* (Evans, Dooley & Edwards, 2014).

- preposition collocations: *cope with*, *increase in*, *obliged to sb for sth*, *thankful for*, *succeed in* (Evans & Dooley, 2008), *addicted to*, *bump into*, *dispose of*, *fight for sth/with sb*, *gossip about sth with sb* (Evans & Obee, 2014), *puzzle over sth*, *take pride in sth*, *blame sb for sth* (Evans, Dooley & Edwards, 2014).

- fixed collocations: *take the initiative* (Evans & Obee, 2014), *become short of sth* (Evans & Dooley, 2008), *make a deal*, *launch a product*, *take it easy* (Evans, Dooley & Edwards, 2014).

- thematic collocations: *semidetached house*, *fullyfurnished flat*, *travel sickness*, *global warming*, *green house gases*, *security systems*, *satellite dish* (Evans & Dooley, 2008), *guidance counsellor*, *local inhabitants*, *armed forces* (Evans & Obee, 2014), *space exploration*, *onthespot/outpatient treatment* (Evans, Dooley & Edwards, 2014).

- abbreviations: *CCTV*, *ATMs* (Evans & Dooley, 2008 : 84), *NFL*, *WBC*, *NBA* (Evans & Dooley, 2008 : 145), *GCSE*, *HND*, *NVQ* (Evans & Obee, 2014 : 139), *MTV* (Evans, Dooley & Edwards, 2014 : 220), *GPS* (Evans, Dooley & Edwards, 2014 : 217), *GM foods* (Evans, Dooley & Edwards, 2014 : 102), *AIDS* (Evans, Dooley & Edwards, 2014 : 99).

b) single word forms: this includes all the separately taken lexical units that are constituent parts of the collocations, sentences, texts, exercises.

According to the CEFRL illustrative scale for the range of vocabulary knowledge at the level B2 students are expected to have "...a good range of vocabulary for matters connected to his/her [student's] field and most general topics." Additionally, an ability to "...vary formulation to avoid frequent repetition" is also welcomed, "but lexical gaps can still cause hesitation and circumlocution" (Verhelst et al., 2009 : 112).

We anticipate an increase in the amount of lexical material and in its complexity at the level C1 due to the proposed requirements. By the end of the course students should possess "...a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms" (Verhelst et al., 2009 : 112).

### 3. Results and discussions

Idiomatic expressions as well as phrasal verbs are definitely one of the most important constituent part of each language vocabulary in both written and spoken forms. Consequently, "it seems imperative for materials developers and teachers to identify and include the most relevant idioms in their SL/FL [Second/First language] materials and instruction (Alavi & Rajabpoor, 2014). At the same time in our opinion Vocabulary and Glossary sections in course-books should not be overwhelmed with a huge amount of lexical material.

At the level B2 in Unit 3 "Travel Broadens the Mind" there are presented such idioms: *live out of a suitcase*, *drop sb a line*, *put feet up*, *get a move on*, *feel a bit under the weather*, *in*

*the nick of time, lend an ear, early days, cost the Fortune, on the edge of the seat, make ends meet* (Evans & Dooley, 2008).

Surprisingly, at level B2+ in Unit 6 “Going Places” there are only 4 idioms relating to the same topic: *lose heart, broaden the mind, hit the road, make (our) way*. This fact leads us to the intermediate conclusion that B2+ level can be considered as complementary or rather enlarged version of the B2 coursebook. Almost all the Fixed Phrases and Idiomatic expressions at level C1 appear for the first time: *bring the house down, read somebody like a book, face the music, let one's hair down, off the beaten track, on a shoestring budget, on the house, on the edge of one's seat, paint the town red, read between the lines; at least, at large, at last, at present, at a loss, at times, at odds with, at a standstill, at a glance, at a loose end* (Evans, Dooley & Edwards, 2014). The idiom “*on the edge of one's seat*” is given for the students twice at levels B2 and C1.

Meanwhile, students are presented with the two partly synonymous idioms which occur in our comparative list at the level B2 and C1: *make ends meet* – to have just enough money to pay for the things that you need (*Make Ends Meet*, 2024) and *on a shoestring budget* which means with very little money to spend. (*On A Shoestring Budge*, 2024)

Most idiomatic expressions and fixed phrases are verbal constructions at the level B2 and B2+ and are not short ones. On the contrary students have a chance to add a set of fixed phrases with “at” to their vocabulary at advanced level. From our point of view, it would be a mistake to believe that level C1 must consist solely of long, complex, multicomponent lexical units.

The comparative analysis of idiomatic expressions gives us all grounds to state that the authors of the series do not aim to keep the synonymy or logical development of the idiomatic content. Moreover, some expressions are far from the thematic context of the unit. Learning new vocabulary under such circumstances could be less efficient. At the same time a big role is played by the context of the exercise sentences and plot of the given texts.

Introduction of the phrasal verbs to the students at level B2 is organized in an alphabetical order. Unit 3 provides for training and practicing phrasal verbs with “cut” and “do”, which do not offer usages with a consistent thematic correspondence to travel: *cut across* = (tr) take a shorter way; *cut back (on)/cut down on* = (tr) reduce (expenses, production); *cut in* = 1) (int) move suddenly in front of another car; 2) (int) interrupt; *cut into* = (tr) interrupt; *cut off* = 1) (tr) disconnect; 2) (tr) isolate (usually places); *cut out* = (tr) omit; *be cut out for/to be* = be suited for (a profession); *cut up* = (tr) cut into small pieces; *do away with* = (tr) abolish; *do down* = (tr) speak badly of sb; *do in* = (tr) kill; *do up* = (tr) fasten; tie; *do with* = (tr) want; *do without* = (tr) live or continue without having sth/sb (Evans & Dooley, 2008).

Phrasal verbs at UpperIntermediate (B2+) are more topic-oriented: *hold up* = 1) (tr) delay, *see off* = (tr) accompany a traveller to his/her plane, train, etc, *get off* = to leave a place, usually in order to start a journey (*Get Off*, 2024), *check in* = (int) arrive at a hotel, be given the room key and fill in any necessary forms, *set off* = (int) start a journey, *take off* = (int) (of planes) leave the ground; (tr) (of time) take time as a holiday, *break down* = 1) (int) (of machinery) stop working, *pick sb up* = (tr) go somewhere and take sb away (often in a car), *slow down* = (tr) move more slowly/reduce speed (Evans & Obee, 2014).

Phrasal verbs in terms of language acquisition are not the aspect of vocabulary that could be considered as easy for memorizing. Consequently, to our mind the implementation of phrasal verbs into language usage routine should be organized through the wide web of associations, thematic correspondence, imaginative spidergrams. We tend to assume that the set of phrasal verbs at B2+ serves these tasks successfully.

Analysing a range of phrasal verbs presented at the advanced level needs to be done with caution on the context they are used in. That is because in contrast with the previous level these

phrasal verbs are universal and are not fixed to any topic: *put aside* = save (money), *put back* = replace, *put down* = criticize, *put off* = postpone, *put sb through* = cause sb to endure (pain, hardship), *put up* = construct, assemble, *put up with* = tolerate, *set sb back* = cost, *set in* = continue, develop, *set off* = embark (on a journey) (Evans, Dooley & Edwards, 2014).

Students should be taught to express thoughts by implementing not just apparent thematic equivalents, but also all the variety of instruments and tools a language possesses. Investigation of the synonymy factor of phrasal verbs is not possible, since we do not see any features of it. Presumably the authors of the series did not set this as a goal as in the case of idioms.

Above it has been already mentioned that the “Upstream” coursebooks contain vast number of lexical units. Within the context of selected topic “Travel Broadens the Mind” all the new vocabulary at B2 level relates to:

- places/destinations: *secluded beach, trendy shop, luxury hotel, historical sites*;
- types of holiday: *adventure/cultural/package/island holiday*;
- vacation activities: *go scuba diving, take leisurely strolls, try delicious local cuisine see local wildlife*;
- weather condition: *rainy season, temperature below freezing, boiling hot, weather forecast*;
- travel essentials: *insect repellent, first aid kit, sunglasses, swimsuit, money belt, guidebook, raincoat, sandals, hairdryer*;
- holiday troubles: *travel sickness, flat tyre, noisy guests, flight delay, terrible food, power cut*;
- natural areas: *snowcapped mountain, desert island (p.41), The White Cliffs, The Rocky Mountains (Evans & Dooley, 2008)*.

Compared to the content of the previous level it is clear that B2+ is more detailed in terms of vocabulary. In the Unit “Going Places” following groups are presented:

- types of holiday: *beach holiday, safari, skiing holiday, camping holiday, cycling holiday, walking holiday*;
- aspect of holidays: *charter flight, departure lounge, seaside resort, tourist attraction*;
- holiday objects: *sunscreen, camera, alarm clock, insect repellent, camera*;
- types of roads: *dual carriageway, lane, flyover, track, motorway, bypass, ring road*;
- types of travelers: *sightseer, rambler, globetrotter, explorer, backpacker, pilgrim*;
- types of trips: *weekend break, flight, cruise, stopover, extended stay, flying visit, excursion, day trip (Evans & Obee, 2014)*.

Comparative analysis of two units at different levels demonstrates both some similarity and differences of vocabulary choice. Drawing a parallel between lexical components confirms the fact that level UpperIntermediate (B2+) serves as a perfect tool for enhancement and strengthening students’ language knowledge after completion of Intermediate level.

Both levels are provided with a subtopic “Types of holidays”, but B2+ has enlarged list that contributes to increase vocabulary. Travel essentials at B2 consists of a wide range of words, in contrast B2+ offers less options. Instead of this, according to the exercise (Evans & Obee, 2014) students are encouraged to think about the necessary things for travelling themselves based on previously studied material i.e. at B2 level. Terms relating to the types of roads, travelers, trips confirm the view that generally vocabulary at B2+ is more specific helping to increase the level of lexical competence.

It is traditionally considered that Advanced level (C1) class is intended to polish and bring to perfection language skills, so that in terms of vocabulary content coursebook might be more focused on synonymous variety, distinct terms, lessused phrases etc. Nevertheless in “Upstream” C1 there are the very new phrases as well as those from the previous levels:

- types of holiday: *backpacking, sightseeing, touring, ponytrekking, hiking, adventure, camping, sailing*;
- “escape” activities: *going on a fishing trip/on a cruise/to a fitness centre/on a picnic/to a rock concert/to the cinema/ to a museum/gallery/hiking*;
- weekend pleasures: *have/take time to relax, take it easy, do online crossword, have/take a soothing bath, have an extravagant dinner, have close friends over, book a table for two, take a weekend break*;
- pastimes: *racket, rolls of film, stirrup, saddle, big wheel, roller coaster, water slide, soap opera, chat show, documentary, colander*;
- other collocations: *pristine/littered coastline, temperate/extreme climate, delicate/fragrant blossoms, gnarled/blackened branches, sparkling/winding stream, heavy/slowmoving traffic, fanciful/literal interpretation, unjustified/strict regulations (Evans, Dooley & Edwards, 2014).*

It is worth noting that much attention is paid to adjectives in this section. Most adjectives have been grouped in order of increasing intensity, which enable students to express all the shades of emotions, to describe nuances thereby bring diversity to their speech:

- silent – audible – raucous – deafening;
- mild – chilly – wintry – freezing;
- agreeable – disconcerting – distressing – harrowing;
- undemanding – challenging – daunting – gruelling (Evans, Dooley & Edwards, 2014 : 31).

Much attention is given to other ways of making English speech more emphatic especially with the help of formula Adverb+Adjective: *absolutely fantastic, absolutely unparalleled, totally absurd, really/very intelligent, absolutely/really/very exhilarating, really/totally/very disappointing, absolutely brilliant, really commercialized, really/very intense, really/very soothing (Evans, Dooley & Edwards, 2014).*

#### 4. Conclusions

From all the above, it can be concluded that the lexical content of the textbook plays an extremely important role in the process of developing and mastering language skills. According to our task we have drawn a parallel between the lexical content of the units at level B2, B2+ and C1 in terms of analysing morphology, semantics, and structure of lexical units. With numerous examples it becomes clear that the “Upstream” series of textbooks demonstrates wide variety of lexical units i.e. idioms, fixed phrases, phrasal verbs, thematic vocabulary that serves as a great material for language acquisition at levels B2C1. In relation to dynamics of learning vocabulary depending on the given levels it is shown that students can gain necessary pieces of information regarding the level complexity. Thus, B2 level consists of more basic words and collocations, on the contrary B2+ is more detailed in terms of vocabulary. When the basic vocabulary acquired at the levels has been previously mastered, then the stage of working on variety begins. Advanced level introduces nuances, shades, synonymity, gradation of English lexicon. The conducted research has revealed that it would be much productively and efficiently to keep the synonymity principle through the whole series of any future textbooks. This approach to creating a textbook would form a holistic view of the English studying process among students. An indepth study of the lexical content of the English textbooks at different levels as well as its comparative analyses will serve as the prospects for further research.



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## VOLODYMYR IVASIUK AND THE ENSEMBLE "CHERVONA RUTA": CONTRIBUTION TO THE FOUNDATIONS OF UKRAINIAN NATIONAL IDENTITY IN THE CONTEXT OF POP MUSIC DEVELOPMENT

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### Summary

This article provides a comprehensive analysis of the creative legacy of Volodymyr Ivasiuk and the activities of the ensemble *Chervona Ruta* as pivotal phenomena in the socio-cultural and musical history of Ukraine in the second half of the 20th century. The study highlights the formation of the ensemble, its landmark performances, and its contribution to the development of Ukrainian pop music. Particular attention is given to the emergence of a new musical style that fused elements of traditional folklore with contemporary pop trends, thereby promoting Ukrainian culture on both national and international levels. A significant focus is placed on the symbolism and ideological dimensions of the songs composed by Ivasiuk and performed by *Chervona Ruta*. Through an analysis of lyrics and musical structures, the study demonstrates the deep connection of their work to national traditions, which served as a means of preserving Ukrainian identity under the harsh conditions of Soviet censorship. Ivasiuk's compositions, such as *Chervona Ruta* and *Vodohrai*, are examined not only as cultural artifacts but also as instruments of ideological resistance, fostering social cohesion around national values. The article also addresses the contemporary reevaluation of Ivasiuk's and *Chervona Ruta*'s legacy in the context of independent Ukraine. Their contribution to the foundations of Ukrainian national identity remains highly relevant amidst the challenges of globalization and cultural transformations. This body of work represents a vital element of Ukrainian musical history and a key aspect of the ongoing process of national self-awareness, underscoring its significance in the contemporary socio-cultural paradigm.

**Key words:** Volodymyr Ivasiuk, ensemble "Chervona Ruta", national identity, pop music, cultural heritage, social unity, globalization.

DOI <https://doi.org/10.23856/6707>

### 1. Introduction

The examination of Volodymyr Ivasiuk's creative legacy and the activities of the ensemble *Chervona Ruta* in the context of shaping Ukrainian national identity holds significant relevance amidst contemporary socio-cultural transformations. During the period of revitalizing national self-awareness and reinterpreting historical and cultural heritage, the study of phenomena that facilitated the affirmation of Ukrainian culture under the ideological constraints of the Soviet era becomes a matter of strategic importance. The popular music of the second half of the 20th century, particularly Ivasiuk's oeuvre, functioned not merely as a medium of artistic expression but also as a form of cultural resistance. It played a pivotal role in safeguarding national traditions, promoting the Ukrainian language, and fostering social cohesion. Ivasiuk's compositions, including *Chervona Ruta* and *Vodohrai*, transcended their status as cultural artifacts to become enduring symbols of Ukrainian identity, maintaining their significance to this

day. In the face of globalization and its associated trends toward cultural homogenization, the scholarly exploration of Ivasiuk's contributions to the evolution of Ukrainian musical traditions provides a deeper understanding of the mechanisms underlying the preservation of national identity. By analyzing his creative output, this research elucidates the role of artists as catalysts for national consolidation and contributes to the theoretical framework for interpreting cultural and historical processes that shape national identity in the modern era.

**Analysis of recent research.** The artistic legacy of Volodymyr Ivasiuk and the cultural contributions of the "Chervona Ruta" ensemble represent pivotal milestones in the emergence and development of Ukrainian pop music as a distinct and influential cultural phenomenon. Their work was marked by a sophisticated synthesis of traditional folk elements and contemporary musical innovations, facilitating the integration of Ukrainian popular music into the global musical landscape while preserving its national identity. In the monograph *"Echoes of Your Steps"*, authors H. Ivasiuk, O. Ivasiuk, and L. Krysa underscore the innovative nature of Volodymyr Ivasiuk's compositional style, which successfully recontextualized folk motifs into modern musical frameworks, making them accessible to a wide and diverse audience (Ivasiuk, H., Ivasiuk, O., & Krysa, L., 2011). Iconic compositions such as "Chervona Ruta" and "Vodohrai" not only became emblematic of Ukrainian pop music but also established new artistic standards by combining melodic richness, profound lyrical content, and nationalistic themes, thereby imbuing Ukrainian popular music with new cultural and artistic significance.

The contribution of the "Chervona Ruta" ensemble, led by Levko Dutkovskyyi, was instrumental in the popularization of Ivasiuk's works and the broader development of Ukrainian pop music. In his article *"If We Had Not Been Broken Up One by One..."*, Dutkovskyyi emphasizes that the ensemble functioned as a vital creative platform, enabling experiments with Ukrainian musical material through the integration of modern arrangements, diverse genres, and avant-garde musical techniques (Dutkovskyyi, L., 2008). Despite facing numerous ideological and institutional challenges, the ensemble successfully expanded the artistic boundaries of Ukrainian song, elevating it to the level of global pop music while maintaining a strong connection to national cultural roots.

The sociocultural implications of Ivasiuk's music are equally significant, extending beyond its artistic qualities to its role in shaping national identity and consciousness. As highlighted in the publication *"We, Ukrainians..."*, Ivasiuk's songs not only fulfilled an aesthetic function but also carried an inherently didactic purpose, helping to foster a sense of national unity and cultural pride amidst the pressures of political and cultural assimilation during the Soviet era (Masliy, M., 2014, March 3). The lyrical imagery and symbolic depth of his compositions allowed them to resonate as both a continuation of folk traditions and an innovative departure, bridging the past and present, and thus ensuring their relevance across generations.

Moreover, Ivasiuk's impact continues to reverberate in contemporary cultural discourse. In the online resources *"Pages of Memory of Volodymyr Ivasiuk"* and *"Top-5 Interesting Facts"*, Ivasiuk's lasting influence on the cultural and musical identity of Ukraine is emphasized, particularly in the context of modern national consciousness and the ongoing renewal of the Ukrainian musical heritage (Masliy, M., 2009). Ivasiuk's seminal work "Chervona Ruta" remains a powerful cultural symbol, and his pioneering approach to musical composition and arrangement has played a critical role in promoting Ukrainian music on the international stage. Furthermore, N. Filipchuk's scholarly analysis in *"Ethical-Aesthetic Principles of Volodymyr Ivasiuk's Creativity"* offers a nuanced exploration of how Ivasiuk's fusion of folk lyricism with modern compositional techniques created a model for artistic synthesis that continues to inspire contemporary music and cultural studies (Filipchuk, N., p. 2, 2013).

In summary, the artistic endeavors of Volodymyr Ivasiuk and the creative output of the "Chervona Ruta" ensemble were crucial in shaping Ukrainian pop music into a culturally significant and nationally defining genre. Their legacy not only laid the groundwork for the future development of Ukrainian popular music but also facilitated the expression of a distinct national identity, which remains a salient feature of Ukraine's cultural landscape today. Through their work, Ivasiuk and "Chervona Ruta" have become central figures in the evolution of both Ukrainian musical culture and its broader socio-political context, demonstrating the profound interconnectedness between music and national identity.

## 2. "Chervona Ruta" as a musical and socio-cultural phenomenon.

In the modern era, the study of traditional local culture has become particularly relevant, as the process of tradition formation is shaped by the historical circumstances and social factors of a given people, their worldview, national self-awareness, everyday practices, customs, and other aspects. The exploration of local traditions is especially significant due to their capacity to stimulate processes of regeneration and renewal within traditional culture. The problem of the functioning and adaptation of traditional culture in the context of globalization holds special importance for contemporary Ukraine, as it aids in addressing the challenges of value disorientation. For instance, the study of modern forms of musical folklore in Ukrainian music can reveal mechanisms that contribute to the revival and preservation of national values. Ukrainian folklore belongs to the traditions of late formation, characterized by the intertwining of numerous cultural forms, which highlights the issue of identifying commonalities essential for establishing value-based foundations in contemporary culture (*Filipchuk, N., p. 2, 2013*). Theoretical principles concerning traditions and traditional culture, developed within the humanities, underscore an increasing recognition of the importance of such topics.

"Chervona Ruta" represents a significant musical and socio-cultural phenomenon in the context of Ukrainian popular music and cultural identity. Composed by Volodymyr Ivasiuk in 1970, the song exemplifies a synthesis of traditional Ukrainian folk elements and contemporary popular music, marking a distinctive shift in the development of Ukrainian music in the late 20th century. Its melodic structure, grounded in folk motifs, alongside its emotionally resonant lyrics, has cemented its status as a fundamental work within Ukrainian musical culture.

From a socio-cultural perspective, "Chervona Ruta" extends beyond its musical composition to become a symbol of national identity and cultural preservation, particularly in the context of Soviet-era Ukraine. The song's widespread popularity, further amplified by its inclusion in the 1971 film of the same name, directed by Roman Oleksiv, as well as its performance by prominent artists such as Sofia Rotaru, contributed to its role as a unifying cultural artifact. It resonated across generations, fostering a collective sense of pride in Ukrainian heritage and cultural distinctiveness. As a cultural product, "Chervona Ruta" reflects the resilience of Ukrainian traditions within the context of Soviet cultural policies aimed at cultural homogenization. The song not only demonstrated the creative potential of Ukrainian composers but also subtly reinforced the importance of preserving national identity through artistic expression. In contemporary scholarship, "Chervona Ruta" continues to be recognized as a pivotal work that encapsulates both artistic innovation and the enduring significance of Ukrainian music as a means of cultural self-definition.

### 3. Symbolism and ideology in the songs of Ivasiuk and "Chervona Ruta"

Volodymyr Ivasiuk's creative journey is marked by a profound evolution in both artistic expression and thematic exploration. His compositions, such as *Ballad About Two Violins*, exemplify his innovative approach, intertwining diverse elements of Ukrainian musical traditions to craft a unique and contemporary sound (Masliy, M., 2009). This distinctive style was further emphasized by his ability to imbue his music with deep emotional resonance, as demonstrated by his strategic use of the cimbalom to evoke a sense of Eastern Ukrainian melancholy (Dutkovskyyi, L., 2008). Ivasiuk's creative process was not merely a continuation of his innate talent but a reflection of his personal growth, as evident in works addressing mature themes such as war, political injustice, and the ephemeral nature of life (Filipchuk, N., p. 5, 2013). His dedication to his craft and his ability to remain kind-hearted despite the pressures of intellectual rigor and a demanding schedule are a testament to his character (Boichuk, T. M., 2014). His collaborations with poets like Rostyslav Bratun, with whom he shared an intuitive creative connection, resulted in poignant works such as *Song About You*, which serve as heartfelt tributes to Ukraine (Filipchuk, N., p. 2, 2013). These partnerships not only enriched Ivasiuk's musical repertoire but also contributed significantly to the broader landscape of Ukrainian musical art and culture (Filipchuk, N., p. 3, 2013).

So, Ivasiuk's influence on the music industry extended beyond innovations in individual compositions such as *Ballad About Two Violins* to the broader evolution of Ukrainian pop music. Notably, the maturation of Ivasiuk as a composer is reflected in the increasing complexity of his works over time, as evidenced by the adoption of more intricate musical structures, polyphony, and a diverse palette of expressive techniques. This progression in musical sophistication was accompanied by a shift in the lyrical content of his songs. The thematic focus of his compositions evolved from primarily socio-patriotic topics and narratives of personal life to explorations of the grandeur of nature, the intricacies of love, and reflections on the creative process itself. This paradigm shift in songwriting, characteristic of Ivasiuk's later works, helped redefine the role of the artist in the Ukrainian music scene. Furthermore, Ivasiuk's pursuit of authenticity and individuality in music, as noted by Ukrainian stage manager Dmytro Hnatyuk, allowed compositions like *Chervona Ruta* and *Vodohrai* to seamlessly integrate into Ukrainian song culture, solidifying his status as a pioneer in the industry. His works not only showcased his individuality as a composer but also set a benchmark for authenticity in Ukrainian pop music, shaping the standard for what was considered culturally significant and artistically valuable within the field (Filipchuk, N., p. 1-3, 2013).

The ballad genre holds a distinctive place in Volodymyr Ivasiuk's creative oeuvre, where the author's emotional state often takes precedence over traditional narrative style. In *The Ballad of Mallows*, lyricism intertwines with civic themes. This piece is characterized by a melodic-lyric verse, a declamatory and active refrain, a flexible vocal line with a motif that gradually expands in range before narrowing again. Following *The Tuning Fork of Good Mood*, *Chervona Ruta* gained a second life through the eponymous film directed by Roman Oleksiv. Ivasiuk's songs, such as *I Will Go to the Distant Mountains*, *Vodohrai*, and *On the Fast Trains*, serve as standout highlights of this film. The folkloric component played a pivotal role in Ivasiuk's work. "Without folk roots, I am nothing. For me, Ukrainian folklore is a textbook written by a brilliant author," he remarked. In a letter to N. Shcherbakova, Ivasiuk wrote: "Sometimes I feel like an ordinary person, but in mere moments, I am overcome by an irresistible urge to sing. On such days, I write songs. For me, they are a celebration, painting the gray prose of life with the brightest pink hues of my imagination. Only rhythms and harmonies remain with me."

So, Ivasiuk's songs defined the trajectory of Ukrainian pop music in the 1970s. They captivated audiences with their dynamic rhythms and passionate lyrical intonations, enchanting listeners with their spontaneity and improvisational character.

The genre of mass song, in which Ivasiuk excelled, typically attracted the attention of publicists and literary critics rather than musicologists. This was partly due to the mass song's entertainment function, as well as the simplicity and accessibility of its musical language. In her work *On the Heights of Pop Song*, Marishchak divides the songs of Volodymyr Ivasiuk and the *Chervona Ruta* ensemble into two categories: civic and intimate, with the latter comprising approximately four times as many compositions. Civic themes resonate in lyric-dramatic pieces such as *The Ballad of Mallows*, dedicated to those who perished in war, and *The Ballad of Victor Jara*, a tribute to the Chilean composer and singer executed under Pinochet's junta. In contrast, Ivasiuk's intimate works, which encompass themes of love, nature, and musical creativity, form a much richer and more diverse body of work. Despite being less numerous, these pieces demonstrate undeniable originality in their compositional solutions.

It is important to note, that Ivasiuk rooted his melodic and textual creativity in Ukrainian folk traditions. This is particularly evident in the dance-based refrain structure of *Vodohrai* (lyrics by Ivasiuk) and the use of a melody with two tonic pitches in a quintal relationship in *Oh, the Rose Has Blossomed* (folk lyrics). In *Dalyina* (lyrics by D. Pavlychko), elements of the dumka epic emerge, including a three-part composition, declamatory vocal intonations, and the alignment of musical phrases with semantic poetic divisions. Folkloric elements are vividly present in instrumental accompaniments, such as the Dorian mode and harmonic minor in *Dalyina* and the Hutsul mode in *Welcome* (lyrics by Ivasiuk). In songs like *I Will Go to the Distant Mountains* (lyrics by Ivasiuk) and *Invite to Dance* (lyrics by B. Stelmakh), Ivasiuk employs instrumental imitations of traditional folk instruments. In his poetic texts, Ivasiuk draws on the symbolic world of folk culture, employing parallel comparisons between natural and human phenomena, as well as folk epithets, similes, and metaphors. This includes composing music for well-known folk texts, such as *Oh, the Rose Has Blossomed*.

Ivasiuk's ability to synthesize folkloric sources with contemporary rhythms is most vividly demonstrated in *Chervona Ruta*, written in 1970. Valentina Kuzyk, in her work *Ukrainian Soviet Lyric Song*, described *Chervona Ruta* as follows: "From the perspective of compositional structure (primarily sequences), one may critique the author's professional mastery. However, no other song from the vast lyrical 'production' of our masters achieved the widespread acclaim of this piece during that period." One of the most intriguing achievements of *Chervona Ruta* lies in its composition, particularly the construction of the melodic line in the refrain. Notably, the refrain emphasizes metrically strong beats—the first beats of each measure:

*Chervona ruta,  
Don't seek it in the evening—  
You are my only one,  
Only you, believe me*

Analyzing these accentuated notes of the vocal part reveals an original melodic "superstructure" that, if not for the tempo, could unmistakably be attributed to a dance-based genre foundation. This principle of constructing musical material aligns with Konus's theory of metro-tectonics, which distinguishes between more and less significant measures. In Ivasiuk's case, we might call this approach melodico-tectonic. Two other features of *Chervona Ruta*, which recur in Ivasiuk's other works and thus can be considered stylistic markers, deserve mention. The first pertains to the construction of vocal parts: while traditional melodic lines are based on harmonic functions at their anchor points, Ivasiuk often employs pitch intervals. This explains

his frequent use of sequences. Examples include *The Birth of Day* (lyrics by A. Dementyev), *A Song Will Be Between Us* (lyrics by Ivasiuk), *The World Without You* (lyrics by V. Babukh), and *Like Flocks of Birds* (lyrics by Ivasiuk).

The second feature is the synthesis of melody and poetic text. Ivasiuk discovered a musical equivalent for the intonation of the Ukrainian language, which blends seamlessly with pop rhythm formulas inspired by jazz—specifically, two-syllable phrase endings (emphasis on the first syllable) within a syncopated rhythm. Examples of this technique are evident in songs such as *Welcome* (lyrics by Ivasiuk) and *The Cranes Flew Away* (lyrics by V. Mykolaichuk). This technique is a key expressive tool in the introduction to *Vodohrai*. Several of Ivasiuk's works can also be classified as romances, including compositions set to the poetry of M. Tkach (*In Mid-Summer*), D. Pavlychko (*Above the Sea, Dalyina*), I. Lazarevsky (*When I Think of You*), S. Pushyk (*I Haven't Told You Everything Yet*), and B. Stelmakh (*The Cradle of the Wind*).

At times, distinguishing between song and romance genres in Ivasiuk's works is challenging, as shared traits intertwine closely. Such pieces are often referred to in musicology as "song-romances." Ivasiuk frequently retains the couplet form characteristic of songs while enhancing it with contrasting image-based episodes, resulting in two- and three-part structures, as well as employing elements of variation and through-composition, as seen in *The Late Chrysanthemum Summer*, *Winter Tale*, and *You Only Have Early Summer* (lyrics by R. Bratun) or *A Song Will Be Between Us* (lyrics by Ivasiuk).

The romance foundation of Volodymyr Ivasyuk's songs is evident in both the techniques used to develop melodic lines and, particularly, in the connection between melody and text. The forms of combining words and music vary widely. In Ivasyuk's works, these combinations are highly individual, distinctive, and almost always represent a synthesis of different principles. Notably, an active counter-rhythm often emerges (the independence of musical rhythm from poetic rhythm), which is artistically justified in each case and linked not so much to the content of individual words and phrases as to the overall meaning of the poem. A defining feature of Ivasyuk's creative style is the interplay of declamatory elements with lyrical melodies. Frequently, the beginning of a piece is composed in a recitative manner, where brief musical phrases correspond to the intonations and pauses of spoken language. Gradually, the monologue gains an impassioned character, and the melody expands into a lyrical and cantabile style, akin to an *arioso*. Examples of this include *Dalyina* (lyrics by D. Pavlychko), *Pisnya pro tebe* (*Song About You*), *V tebe tilky rannye lito* (*You Only Have an Early Summer*), *Lito piznikh zhorzhyn* (*The Late Summer of Dahlias*) (lyrics by R. Bratunya), *Zaprosy mene u sny* (*Invite Me Into Your Dreams*), *Nestrymna techiya* (*Unrestrained Current*) (lyrics by B. Stelmakh), and *Ya-tvoye krylo* (*I Am Your Wing*) (lyrics by R. Kudlyk), as well as *Ya shche ne vse tobi skazav* (*I Haven't Said Everything to You Yet*) (lyrics by S. Pushyk).

It can be confidently asserted that these stylistic innovations represent a significant contribution by composer Volodymyr Ivasyuk and the ensemble *Chervona Ruta* to the development of Ukrainian popular music in the 1970s.

#### 4. Conclusions

Volodymyr Ivasyuk and the ensemble "Chervona Ruta" significantly influenced the evolution of Ukrainian popular music, skillfully merging national identity with contemporary musical trends. Ivasyuk's innovative compositions, including "Chervona Ruta" and "Vodohrai", achieved remarkable popularity and became enduring symbols of Ukrainian culture. These works fused traditional folk motifs with modern musical expressions while maintaining their

deep cultural resonance. The ensemble "Chervona Ruta" played a key role in advancing Ivasyuk's creative vision, elevating the art of performance to a new level. Their artistry was characterized by a seamless blend of vocal and instrumental elements, as well as their capacity to connect emotionally with listeners. Together, Ivasyuk and "Chervona Ruta" established a foundation for the professionalization of Ukrainian popular music. Their contributions were instrumental in preserving Ukrainian cultural identity during the Soviet period and paved the way for the renaissance of national music in the years leading to independence. Their legacy remains a cornerstone of Ukraine's cultural history.

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## DIFFERENT GERMAN EXPRESSION MODELS OF THE OBJECT IN SPEECH

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### Summary

In this article, we have analyzed the different expression models of the object in the German language. The main theoretical issues of sentence constituents have remained a subject of discussion until now. One such issue is the determination of the object of the sentence and the means used to express it. We are already aware of the differences in grammatical categories in languages with different systems. In different grammatical sources, we witness various approaches to the grammatical subject. Sometimes, under this term, the subject is presented as the doer of the action or the one performing the attribute. Sometimes, under this term, the subject is presented as the doer of the action or the one performing the attribute. According to many linguists, the subject, called the nominative, indicates the active participant in the event.

A more refined analytical method was needed for the identification of sentence constituents, as well as for the analysis of the syntactic semantics of words, their interrelations, and the meaning of the sentence. In this process, the theory of verb valency plays a foundational role, and determining the different meanings of valencies is one of the challenging issues in linguistics. This analysis is a classification of the lexical meaning of nouns and verbs.

**Key words:** subject, object, phrase, valency, indirect object, direct object, transitive verbs, intransitive verbs.

DOI <https://doi.org/10.23856/6708>

### 1. Introduction

Many scientific articles and presentations can be found regarding the description of sentence constituents in the German language. Nevertheless, the main theoretical issues of sentence constituents remain a topic of discussion to this day. One of such issues is the determination of the subject of a sentence. By subject, what is meant are the object and the means by which it is expressed (*Volmert, 2005 p. 134*). We are already aware of the differences in grammatical categories across languages with different systems. In different grammatical sources, we witness different approaches to the grammatical subject. Sometimes, under this term, the subject, the doer of the action, or the one performing the attribute is indicated. The subject is expressed with the help of a word or a word combination (phrase). Many authors believe that the term subject refers to the active participant in the event. In traditional grammar, the subject and the object are distinguished from each other based on formal and semantic criteria, independently of one another (*Volmert, 2005, p. 135*).

A noun in the nominative case is the subject. The object is a sentence constituent that is governed by the influence of the verb, dependent on the verb, and must have a specific categorical semantics as required by the verb. In the German language, two types of objects are specifically mentioned: direct and indirect. First, let's explain the functional and semantic difference between these two types of objects.

An indirect object is a noun expressed in cases other than the nominative, and it is considered an indirect object in the sentence. In distinguishing the subject from the object, the emphasis is primarily placed on formal features. However, if this comparison is related to adverbs, the emphasis is placed on the semantics of the words. As adverbs, nouns expressing place, cause, manner of action, time, and condition in the sentence explain the purpose of the verb. We would like to note that such a formal approach to signs is incorrect, the traditional formal approach in linguistics is considered simplistic and distorts linguistic reality (*Sommerfeldt, 1974*). A more advanced analytical method was needed for the identification of sentence constituents, as well as for the analysis of the syntactic semantics of words, the relationship between words and sentences, and the meaning of the sentence. In this process, the theory of verb valency plays a fundamental role. In general, valency controls the relationship between the semantics of words and sentences. In this scientific research, we primarily focus on ideas related to the semantic direction.

## 2. Main part

It should be noted that verb valency is complex and multi-faceted. Some of the important issues include the problems of valency theory, types of valency, classification of lexical meanings of verbs, and the analysis of the conditions for the realization of valency in a sentence. At the same time, we consider and analyze some aspects of verb valency on specific language material. According to the theory of valence, a verb is closely related to the word it is associated with. The content and formal valency in the sentence align with the creation of the formal complement through the repeated semantics of the predicate (*Volmert, 2005, p. 128*). For example:

1. *Das Leben leben – leben*
2. *Einen Traum träumen- träumen*
3. *Fische fangen- fischen*
4. *Sensen- mit der Sense arbeiten*
5. *Buttern- Butter herstellen*
6. *Antwort geben- antworten*
7. *Abschied nehmen- sich verabschieden*
8. *Freude machen- erfreuen*

Determining valencies with different meanings is also one of the challenging issues. This analysis is the classification of the lexical meanings of nouns and verbs. As we mentioned, depending on the verb's case, the word (noun, pronoun) that follows it is used in the imperative case. The object, which depends on the verb, is a secondary constituent in German and belongs to the predicate group. In German, the object is expressed with a noun, pronoun, infinitive, or infinitive construction. For example:

1. *Erika schreibt eine Übung. Erika writes an exercise.* In this sentence, the object is expressed with a noun.
2. *Diese Äpfel habe ich für meine Kinder gebracht. I brought these apples for my children.* The object of this sentence is expressed with a noun and a preposition.
3. *Ich habe von meiner neuen Arbeit erzählt. I talked about my new job.*
4. *Meine Eltern haben ihn nicht erkannt. My parents didn't recognize him.* In this sentence, the object is expressed with a personal pronoun.
5. *Er hat sich bei dir nicht entschuldigt. He didn't apologize to you..* In this sentence, the object is expressed with a personal pronoun and a preposition.

6. *Anna versucht gut zu lernen. Anna is trying to study well.* In this sentence, the object is expressed with an infinitive phrase.

7. *Mein Bruder beschloss gut zu arbeiten. My brother decided to work well.*

In German, the object expressed with a pronoun or a noun can appear in cases other than the nominative without a preposition. Such objects are called non-prepositional indirect objects in grammar. When used with a preposition, they are called prepositional indirect objects in grammar. In such cases, the case of the noun or pronoun changes depending on the preposition. The preposition, in turn, is related to the verb functioning as the predicate in the sentence (Volmert, 2005).

By direct object in German, we mean an object used in the accusative case without a preposition. Typically, these objects follow transitive verbs in a sentence. For ex.:

1. *Der Lehrer hat dem Mädchen gelobt. The teacher praised the girl.* – Direct object.

2. *Erika hat die Suppe gekocht. Erika cooked the soup.* – Direct object.

In German, an object in the dative case used without a preposition is also considered a non-prepositional indirect object, and this is frequently encountered in the language. For ex.:

1. *Anna hat ihrer Mutter eine schöne Tasche geschenkt. Anna gave her mother a beautiful bag as a gift.* – In this sentence, the object is expressed with a noun in the dative case, and it is a non-prepositional indirect object.

2. *Darüber hat sie uns bereits erzählt. She has already told us about this.* In this sentence, the object is expressed with a pronoun in the dative case, and it is a non-prepositional indirect object.

In German, complements in the genitive case used without a preposition are also considered non-prepositional indirect objects, though this is rarely encountered in the language. For example:

3. *Wir alle gedenken dieses Helden. We all remember this hero.* – In this sentence, the object is expressed with a noun in the genitive case, and it is a non-prepositional indirect object.

4. *Meine Arbeit bedarf deiner Hilfe. My work requires your help.* – In this sentence, the object is expressed with a noun in the dative case, and it is a non-prepositional indirect object.

Prepositional objects are also commonly used in speech. The preposition requires a specific case, and the noun or pronoun that follows it must be used in that case. E.g.:

1. *Diese Kinder kämpfen für ihre Freiheit. These children are fighting for their freedom.* In this sentence, the object is used with the preposition **für**, and according to the preposition's requirement, the object is in the accusative case.

2. *Ich habe aller außer ihm genannt. I named everyone except him.* In this sentence, the object is used with the preposition **außer**, and according to the preposition's requirement, the object is in the dative case.

3. *Du warst für diese Arbeit verantwortlich. You were responsible for this work.* In this sentence, the object is used with the preposition **für**, and according to the preposition's requirement, the object is in the accusative case.

4. *Meine Oma hofft auf meine Geduld. My grandma hopes for my patience.* In this sentence, the object is used with the preposition **auf**, and according to the preposition's requirement, the object is in the accusative case.

5. *Annas Mann denkt an seine Kinder nicht. Anna's husband does not think about his children.* In this sentence, the object is used with the preposition **an**, and according to the preposition's requirement, the object is in the accusative case.

6. *Das Bild hängt an der Wand rechts. The picture hangs on the wall on the right.* In this sentence, the object is used with the preposition **an**, and according to the preposition and the verb used in the sentence, the object is in the dative case.

In German, different questions can be asked about a prepositional object. If the question is directed to the person, then the question is asked with the question pronoun “wer”, and it is necessary to pay attention to the case and meaning of the preposition in which that word is used. If the question is directed to the item, then the question is asked with the question pronoun “was”. In the same order, it is necessary to pay attention to the case and meaning of the preposition in which the word is used. E.g.:

1. *Auf wen wartest du hier? Who are you waiting for here?* In this sentence, the question concerns the person.

2. *Worauf muss ich noch warten? What else do I have to wait for?* In this sentence, the question concerns the item.

3. *An wen hat er sich oft erinnert? Who does he often remember?* In this sentence, the question concerns the person.

4. *Woran hast du teil genommen? What did you take part in?* In this sentence, the question concerns the item.

5. *Für wen hast du dich deine Stimme abgeben? Who did you vote for?* In this sentence, the question concerns the person.

6. *Wofür hat er sich interessiert? What was he interested in?* In this sentence, the question concerns the item.

The position of the object in a sentence depends on whether it is new information or already given information. If the object reflects new information in the sentence, it is usually placed towards the end of the sentence and is used with an indefinite article. The object, which is known to both the speaker and the listener, is expressed in the sentence with a definite article. For ex.:

1. *Erika hat mir einen Mantel gegeben. Erika gave me a coat.*

2. *Erika hat den alten Mantel schon verkauft. Erika has already sold the old coat.*

In German, some verbs are followed by complex objects. By complex objects, we usually mean constructions that consist of a noun or pronoun in the accusative case and an infinitive. These combinations are typically used after certain verbs in German. Typically, when translating this type of complex object into Azerbaijani, an infinitive or an infinitive phrase is used. For example:

1. *Peter sah seinen Bruder lachen. Peter saw his brother laugh.*

2. *Sie hörten niemanden sprechen. They didn't hear anyone talking.*

3. *Ich fühlte sie zittern. I felt her trembling.*

Now, let's take a look at the cases of the object in German.

In a sentence, the noun or pronoun that functions as the subject is in the nominative case. In the nominative case, a noun or pronoun answers the questions “wer?” (who?), “was?” (what?). A group of verbs in German requires the noun that follows them to be in the nominative case. For example:

1. *Der Student heißt Niko.*

2. *Niko ist ein Wunderkind.*

3. *Niko wird ein Popstar.*

In the sentences, *der Student* and *Niko* are the subjects, *heißt*, *ist*, and *wird* are the predicates, and *Niko*, *Wunderkind*, and *ein Popstar* are the predicate nominatives.

In German, a group of verbs requires a specific form of the noun to define or specify it. This refers to the noun being used in the accusative case according to the verb's requirement. These verbs are also called transitive verbs. After transitive verbs, the noun comes in the accusative case and answers the questions *wen?* and *was?*. In this case, the object used after the verb is called the direct object (4; 148).

Examples of this group of verbs are the following:

1. Essen, trinken, kaufen, lesen, hören, sehen, besuchen, etc. For example:
2. *Wen hört Anna? Anna hört den Lehrer. Who is Anna listening to? Anna is listening to the teacher.*
3. *Wen sieht Peter? Peter sieht das Mädchen. Who does Peter see? Peter sees the girl.*
4. *Wen besucht der Junge? Der Junge besucht den Opa. Who is the boy visiting? The boy is visiting his grandfather.*
5. *Was kauft das Mädchen? Das Mädchen kauft das Buch. What does the girl buy? The girl buys the book.*
6. *Was trinkt Erika? Erika trinkt den Tee. What is Erika drinking? Erika is drinking the tea.*
7. *Was liest der Schüler? Der Schüler liest den Text. What is the student reading? The student is reading the text.*
8. *Was isst du? Ich esse die Pizza. What are you eating? I'm eating the pizza.*
9. In the sentence *Das Mädchen kauft das Buch*, *Das Mädchen* is the subject, *kauft* is the predicate, *das Buch* is the object.

Unlike these verbs, verbs that do not necessarily require a complement word after them are called intransitive verbs. In German dictionaries, the symbols vt. (*transitive verbs*) and vi. (*intransitive verbs*) are typically used to indicate whether verbs are transitive (having an effect) or intransitive (without an effect). A group of verbs can be both transitive and intransitive, depending on their usage. Whether they function as transitive or intransitive verbs is determined by the context or through translation. For example: *fahren*

*Peter fährt. Peter is driving*

*Peter fährt das Auto. Peter is driving the car.*

Sometimes, the same object or person can act as the direct object in different contexts.

For example:

1. *Peter wäscht Peter. Peter washes Peter.*

2. *Peter wäscht sich. Peter washes himself.*

3. *Peter zieht sich an. Peter is getting dressed.*

The word *sich* in these sentences is a reflexive pronoun, and verbs used with this particle belong to the group of reflexive verbs in German. Reflexive verbs indicate that the action is performed by the subject upon itself. In German, some verbs change their meaning when used with *sich*.

For example:

*Sich umziehen – Changing clothes*

*Ich ziehe mich um. I'm changing my clothes.*

*Umziehen – to move*

*Er zieht nach Berlin um. He is moving to Berlin.*

In German, reflexive pronouns do not always directly follow the verb they are associated with. Sometimes, the reflexive pronoun is separated from the verb, allowing other words to come between them. This situation mainly changes when the object is expressed with a noun or pronoun, as the placement of the reflexive pronoun can vary (*Haider, 2010*). In German, there is a group of verbs that must always be used with a reflexive pronoun. For example:

*sich irren – Anna irrt sich immer. Anna is always wrong.*

In German, reflexive verbs may not always have a reflexive equivalent in other languages. It should also be noted that the reflexive pronoun for the third person singular and plural is expressed with *sich*. In other persons, the pronoun changes accordingly.

In German, a simple sentence consists of two parts: the subject and the predicate. The subject, which is the main part of the sentence, helps determine the conjugation of the verb. These two main parts of a simple sentence must agree with each other. For example:

*Das Auto (Subject) kommt (Verb).*

*The car (subject) comes (predicate).*

The object, which is a secondary clause constituent, is primarily found in a simple, extended sentence. As we mentioned, the object in a sentence depends on the verb and is governed by its case requirements. In German, there is a group of verbs that start with the prefix *be* and are transitive verbs. E.g.: *besuchen, bekommen, beantworten, beachten, beenden, bedrohen*.

As an exception, the verb *begegnen* is an intransitive verb.

*Ich beachte (Akkusativ) meine Aussprache.*

*I pay attention to my pronunciation.*

*Er ist (Dativ) dem Onkel begegnet.*

*He met the grandfather.*

It should be noted that the translation of sentences in Azerbaijani does not reflect the German language.

Rarely, in German, there are verbs that require the genitive case for their objects. For example: *anklagen*.

*Der alte Mann ist des Mordes angeklagt.*

*The old man is accused of murder.*

Another group of verbs in German are prepositional verbs. This group of verbs is used with a preposition to control the word that follows them. In German, such verbs are also called controlled verbs. For example:

*Anna wartet auf ihren neuen Freund.*

*Anna is waiting for her new friend.*

*Anna wartet auf mich vor dem Kino seit 2 Stunden.*

*Anna has been waiting for me in front of the cinema for two hours.*

*Erika hat auf die schwere Frage geantwortet.*

*Erika answered the hard question.*

*Die Mutter sorgt für ihre kleinen Kinder.*

*The mother takes care of her babies.*

*Er achtet auf den deutschen Lehrer.*

*He pays attention to the German language teacher.*

*Ich fange mit der leichten Übersetzung an.*

*I start with an easy translation.*

*Sie hört mit der Arbeit um 17. Uhr auf.*

*He finishes work at 5 p.m.*

*Der Lehrer passt auf die kleinen Kinder auf.*

*The teacher pays attention to the younger children.*

In the sentences provided, the verb's case control is facilitated by prepositions, which govern the case of the object. In these sentences, the objects following the verbs are prepositional objects. As it appears, these objects are used in the accusative and dative cases. In some sentences, the object can also be in the nominative case. Such an object is also called a nominative object. For example:

*Peter ist ein fauler Schüler. Peter is a lazy student.*

In German, a simple extended sentence does not consist only of the main constituents and the object.

In a sentence, secondary constituents such as adverbs and adjectives, which expand the meaning, are also used. For example:

Erika fährt heute (temporal Angabe) wegen ihrer Arbeit (kausale Angabe) mit dem Zug (modale Angabe) nach Dresden (lokale Angabe).

*Erika is traveling to Dresden (place) by train (modal) today (time) for work (reason).*

As shown in the example, the word order can change depending on the precedence of the given information.

In German, a sentence can begin with any part of sentence. Primarily, the part of speech that does not change its position is the verb. Its position in the sentence is second. The position of the verb does not change in either a narrative or interrogative sentence. For example:

1. *Lena geht am Montag aus Langweile ins Kino. Lena goes to the cinema on Monday because she is bored.*

2. *Am Montag geht Lena aus Langweile ins Kino. On Monday, Lena goes to the cinema because she is bored.*

3. *Aus Langweile geht Lena am Montag ins Kino. Out of boredom, Lena goes to the cinema on Monday.*

4. *Ins Kino geht Lena am Montag aus Langweile.*

Lena goes to the cinema on Monday because she is bored. If, in a German sentence, one of the secondary constituents comes first, the subject follows the predicate (verb). That is, it takes third place in the sentence. In a sentence, the elements that follow the subject and predicate are the objects in the dative (indirect object) and accusative (direct object) cases. The object in the dative case (indirect object) usually comes before the object in the accusative case (direct object). For example:

Am Montag hat Herr Meier (Subjekt) den Kollegen (Dativobjekt) neue Bilder und alte Bücher (Akkusativobjekt). On Monday, Mr. Mayer (subject) sold the new paintings and old books (accusative objects) to his colleagues (dative object).

The object in the genitive case, unlike the others, is typically placed near the end of the sentence. For ex.:

1) *Meine Methoden ermangeln bei der Betrachtung des Praktikums. My methods suffer from a lack of experience.*

2) *Sie dankten dem Lehrer mit vielen Worten für seine nützliche Vorlesung. We thanked the teacher for his useful lecture.*

It should also be noted that the object in the nominative case comes at the end of the sentence as a constituent. For example:

1) *Peter wurde drei Jahre später aufgrund seiner guten Arbeit der neue Direktor. Peter became the new director three years later due to his good work.*

The order of objects in the dative and accusative cases in a sentence depends on the degree of importance of the information being conveyed. Information that is already known to the speaker is conveyed with the definite article, personal pronoun, possessive pronoun, and demonstrative pronoun. For example:

2) *Anna liest die neue Nouvelle. Sie liest sie gern. Sie liest diese neue Nouvelle mit Peter. Anna is reading a new novella (definite). She is reading it (pronoun) with enthusiasm. She is reading this novella (demonstrative pronoun) with Peter.*

In German, the positions of the dative and accusative objects in a sentence can be swapped. For example:

1) *Ich gebe meinem Freund den Kuli.*

2) *Ich gebe den Kuli meinem Freund.*

3) *Ich gebe dir den Kuli.*

4) *Ich gebe ihn meinem Freund.*

The objects in the dative and accusative cases expand the sentence to convey new information. If a constituent is used with an indefinite article or without an article, it indicates that the information is new. For example:

1) *Ich lese ein Buch. I read a book.*

2) *Ich lese Bücher. I read books.*

When the dative and accusative objects convey new information in a sentence, they come before the other secondary sentence constituents. And sometimes they come after the words denoting time, reason, modality, and before the word denoting space. For instance:

1. *Er ist mir seit 2 Jahren in Berlin begegnet. I met him two years ago in Berlin.*

2. *Ich habe gestern meinen alten Freund im Kino gesehen. I saw my old friend at the cinema yesterday.*

In German, changing the positions of the objects in a sentence is not always correct. The object in the dative case comes before the object in the accusative case that is used with an indefinite article. For example:

1. *Er gibt dem Mädchen eine Tasche. He gives the girl a bag.* In this sentence, the positions of the objects cannot be changed.

If both objects in this sentence are expressed with personal pronouns, their positions can be swapped. For example:

2. *Er gibt sie ihm.*

3. *Ich schenke sie dir.*

If there is a noun-verb construction in the sentence, this combination appears at the end of the sentence. For ex.: *Er gibt uns morgen Mittag im Büro Bescheid.* He will inform us about this tomorrow.

We have looked at the position of separate dative and accusative objects in the sentence. Now, let's look at the position of the object in a simple expanded sentence with verbs that govern two cases.

In German, there is a group of verbs that govern two cases. Examples of such verbs include *geben, liefern, überlassen, bringen, bewissen, empfehlen.*

Verbs with two accusative objects include the following examples: *kosten, nennen, schelten, schimpfen, lehren.* For example:

1. *Dieses Haus hat mich eine Menge Geld gekostet.*

2. *Der Lehrer lehrt mich nicht nur Lesen, sondern auch Tanzen und Singen.*

Very rarely, there are verbs that require the genitive case (possessive). The following verbs can be attributed to this group: *bedürfen, sich bedienen, sich erfreuen, sich entsinnen, sich bemächtigen.*

1. *Der König bediente sich nur seiner silbernen Tasse. The king only used his silver cup.*

2. *Das Mädchen entsinnt sich meiner nicht. The girl doesn't remember me.*

In addition to the effect of the object on word order in a simple expanded sentence, it would also be useful to look at the sequence in the inverse word order.

In German, sentence constituents have a specific position in the sentence. The position of words in the sentence depends on which sentence constituent they belong to. This refers to a fixed word order. But let's also note that the position of words in a sentence depends on the importance of the information being conveyed. In this case, their position does not depend on the members of the sentence. In this type of sentence, we are talking about the free word order. Free word order allows you to transmit different shades of meaning in a sentence (*Volmert,*



2005, p. 148). It serves to express the communicative load of the sentence and its constituents. In a normal word order, the new idea is a continuation of the old one. From this perspective, German has both a fixed and independent word order. In German, the fixed second position is occupied by the predicate. The principle of free word order applies to the subject, object, and adverbial. We would like to note that, in some cases, the position of the predicate can also change. violation of the framework, preposition of the predicate in subordinate complex sentences, and in narrative sentences. The nominal part of the predicate is usually placed at the end of the sentence in a simple sentence. In a subordinate clause of a complex sentence, the verbal part of the predicate is usually placed at the end of the clause. This is the case in nominal predicates. The nominal part of the predicate is expressed with other parts of speech (Bittner, 2010). If we look at the word order of a simple sentence in German, it is possible to observe the characteristics of frame theory in this language. For example:

– Ich bin geboren im letzten Jahre dieses Jahrhunderts in Berlin.

In this sentence, it is possible to observe a unique case of norm deviation. That is, the preposition of the predicate is clearly evident. Such cases are so common in German that they are no longer considered deviations from the norm. For example:

– Von kleinem Problem ist auch seine Meinung.

As for the preposition of secondary constituents, the object, attribute, and adverbial can be used in two positions. This occurs in emphatic word order. Unlike other languages, this type of word order is more commonly found in German.

As we mentioned, in German, the case of the objects depends on the verb's governance. The number of objects used in a sentence depends on the verb's valency. In some cases, the same verb does not always govern the same number of objects. Such a relationship between the object and the predicate can be found in Tesnière's theory. He refers to verb governances as the verb's actants. In German, verbs without actants are categorized as verbs of natural phenomena. For example:

Es regnet – It's raining. Regnet – it is a verb that reflects an event and has no actant.

In sentences with verbs with a single actant, there is a person or a subject. For example:

– Peter fällt. In this sentence, the one performing the action of the verb 'to fall' is Peter.

Two-actant verbs indicate that two persons or objects are involved in the action.

– Peter schlägt Anna. – Peter beats Anna. The absence of a single actant in this sentence leads to an incomplete thought. In sentences with three-actant verbs, three persons or objects are involved in the action. For example:

– Peter gibt Anna das Buch. – Peter gives Anna the book.

The sentence would be incomplete if we did not show the three actants of the three-actant verb *geben*. The actants of verbs are determined by their place in the sentence. Different actants perform different functions in relation to the verb. For example: just as it is impossible for a verb without any actant to control any verb, it is impossible for a single-actant verb to control a two-actant verb. The first actant of the verb is usually the subject, meaning the one who performs the action. For example:

– Peter gibt Anna das Buch.

The second actant of the sentence is the book, and the third actant is the person who receives the book.

In these examples, the second and third actants are the objects. More specifically, they are the direct and indirect objects.

It should be noted that semantically, a contrast can be made between the subject and the object. In this case, we consider the first actant as the subject.

Semantically, the second actant in the sentence can be considered as the object in the passive voice, while the third actant is semantically referred to as the indirect object.

In a sentence, object can be expressed not only with nouns but also with pronouns. The indirect object is usually expressed with nouns and pronouns. The indirect object usually reflects the object affected by the action in an indirect manner, expressed through prepositions in the accusative case. In German, pronouns are usually used to avoid repeating nouns. In German, a pronoun is used in addition to a noun to use the indirect object. All types of pronouns, together with prepositions, denote the object. The subject of the sentence is a noun in the nominative case. The dative and accusative cases of nouns mainly reflect the objects. In German, there is a regularity in the sequence of the use of indirect and direct objects (*Sommerfeldt, 1974*).

### 3. Conclusions

As a result, it can be noted that in German, the object is one of the secondary sentence constituents. In German, the object, as a sentence constituent, is primarily related to the verb and reflects the appropriate case depending on the verb's case rules. It can be concluded from this that the object is used depending on the verb's control and occurs when required by the verb and its control rules.

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## INFORMATION TECHNOLOGIES OF THE DECOLONIZATION DISCOURSE: SOCIAL COMMUNICATION CHALLENGES IN WARTIME CONDITIONS

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### Summary

The article explores the role of decolonization discourse in the context of the modern globalized world, with particular emphasis on the influence of information technologies in its formation and maintenance. Key aspects of decolonization movements are examined, including global trends, regional specificities, and the concept of discourse as a socio-communicative practice. Decolonization discourse is presented as a tool for reclaiming cultural identity, reinterpreting historical narratives, and establishing new sociocultural values. Special attention is given to the role of information platforms in advancing decolonization ideas. Social networks such as Twitter, Facebook, and TikTok are highlighted as important spaces for promoting local cultures and discussing socio-political issues of global significance. The use of digital tools in social movements and during military conflicts demonstrates their effectiveness in mobilizing communities, coordinating actions, and advocating for the rights of marginalized groups. Critical aspects are digital security, which protects activists from surveillance, and combating disinformation, which is often employed as a tool for manipulation. In the context of military conditions, the study investigates socio-communicative challenges, including the representation of culture and politics in the informational space. It analyzes the role of narratives in maintaining societal morale, organizing resistance, and creating counter-narratives to oppose the aggressor's propaganda. The article highlights the prospects of socio-communicative technologies in decolonization discourse, including their potential for fostering new forms of educational and cultural exchange. The paper concludes by emphasizing the importance of the ethical use of information technologies in decolonization processes. Their potential in the struggle for global justice and the preservation of cultural diversity is critical to shaping an inclusive society. This study contributes to understanding the new roles of information technologies in contemporary sociocultural transformations. It also underscores the urgent need for a more inclusive approach to technological development that prioritizes the needs and voices of the marginalized communities.

**Key words:** cultural identity, media platforms, disinformation, socio-cultural transformation, digital literacy.

DOI <https://doi.org/10.23856/6709>

## 1. Introduction

The discourse of decolonization has gained particular relevance amidst contemporary military conflicts accompanied by profound social and political transformations. This process reflects not only the struggle to reinterpret history and reclaim cultural identity but also the aspiration for a more equitable distribution of power and resources on a global scale. In today's world, decolonization has ceased to be merely a historical phenomenon; it has evolved into a multifaceted socio-communicative process encompassing various aspects of life, from cultural to political.

Information technologies play a central role in these processes, serving as tools for shaping, disseminating, and sustaining decolonization ideas. They enable global dialogue, facilitate the mobilization of civic initiatives, and provide platforms for amplifying the voices of marginalized groups. In the context of modern social and political discourses, information platforms such as social media, digital forums, and blogs function not only as communication channels but also as arenas for challenging colonial narratives, spreading counter-narratives, and fostering new forms of interaction.

Understanding the role of information technologies in the contemporary world requires considering their impact on sociocultural processes and political conflicts. In times of military conflict, these technologies support the defense of informational spaces, combat disinformation, and bolster civic engagement, making them a pivotal element of modern social transformation. This article aims to examine the key aspects of the role of information technologies in the discourse of decolonization and identify the socio-communicative challenges that arise under wartime conditions.

## 2. Definition of Decolonization Discourse

Global trends in decolonization encompass a wide range of historical, political, and cultural processes. For example, studies in Latin America highlight the significant influence of decolonization ideas on critically rethinking global history as a counterbalance to Eurocentric perspectives (*Grecco & Schuster, 2020*). In Africa, decoloniality is seen as a means of resisting global colonial structures, fostering the restoration of cultural and political agency (*Ndlovu-Gatsheni, 2015*). Regional aspects of decolonization include the adaptation of ideas to specific socio-political contexts. For instance, the #RhodesMustFall movement, which began in South Africa, evolved in the United Kingdom, emphasizing the need to reassess cultural symbols of colonialism (*Sunnemark & Thörn, 2021*). Meanwhile, anti-colonial activists in Africa during the 1950s–60s contributed to the creation of transnational solidarity networks, notably through activities in cities like Cairo, Delhi, and Accra (*Milford, 2023*).

The discourse of decolonization functions as a socio-communicative practice that integrates diverse narratives and ideas. Decolonization frequently relies on alternative epistemologies that challenge Eurocentric approaches. Research (*Seck, 2023*) underscores the importance of leveraging cultural and historical contexts to build resilient narratives that drive social change.

These approaches provide a foundation for analyzing decolonization discourse as a multifaceted phenomenon, encompassing historical, political, and cultural dimensions.

### 3. The Role of Information Technologies in Decolonization Discourse

Information platforms have become a key tool in advancing decolonization ideas, especially in the globalized world. Platforms such as social networks, blogs, and forums provide communities – often marginalized or invisible – with the opportunity to amplify their voices, shape narratives, and unite in addressing shared challenges. Information technologies play a critical role in strengthening these processes by creating spaces for communication and supporting the growth of social movements.

Social platforms like Twitter, Facebook, and Instagram serve as primary venues for promoting decolonization narratives. For instance, hashtag campaigns such as #RhodesMustFall have drawn global attention to colonial monuments and sparked discussions about historical injustices (*Sunnemark & Thörn, 2021*). These platforms enable activists to engage both locally and internationally, facilitating the exchange of experiences and ideas. In anti-colonial struggles, Twitter has proven to be an effective tool for mobilizing public opinion, disseminating videos, images, and text that depict the realities of resistance.

Information platforms give a voice to marginalized communities historically excluded from global discourse. Research shows that platforms like YouTube and TikTok allow cultural groups to document their traditions, challenge hegemonies, and construct new narratives around identity and history (*Ahmed, 2020*). For example, in Bengal, online communities actively utilize these platforms to restore their cultural identities threatened by prolonged colonial influence. This not only helps preserve traditions but also creates new ways of integrating them into a global context (*Das, 2023*).

Online platforms contribute to the democratization of knowledge by enabling individuals from diverse regions to participate in dialogue. For instance, Wikipedia is used as a tool to create and share content that reflects the diversity of cultural experiences, countering dominant narratives often biased against marginalized groups (*Adu, 2020*).

Despite their significant potential, the use of information platforms faces several challenges:

- censorship and government control: In some countries, social platforms are monitored or restricted, limiting their ability to disseminate truthful information.
- risk of disinformation: Certain platforms are exploited to spread false or manipulative narratives that undermine decolonization initiatives (*Risam, 2022*).

Digital tools have become integral to social movements, particularly in wartime contexts. Their applications range from community mobilization to exposing human rights violations and combating disinformation. These technologies are indispensable in amplifying voices, fostering connections, and addressing socio-political issues on a global scale (Table 1).

**Mobilization and Coordination of Social Movements.** Digital platforms, especially social media, play a critical role in mobilizing people to participate in social movements. Tools like Twitter and Facebook were pivotal during the #BlackLivesMatter protests, enabling rapid coordination of actions and dissemination of information (*Das, 2023*).

**Combatting Disinformation and Cybersecurity.** In conflicts, information platforms serve as tools for spreading accurate information and countering disinformation. During the Syrian conflict, platforms like Telegram and WhatsApp were employed to disseminate reliable news and ensure secure communication (*Ahmed, 2020*).

Social platforms also facilitate the documentation and archiving of human rights violations. For instance, during conflicts in the Middle East, YouTube served as a repository for video evidence of war crimes (*Risam, 2022*).

Table 1

### The Use of Digital Tools in Social Movements

Tool	Function	Example of Use	Source
Twitter	Rapid dissemination of information and mobilization	Used during the #ArabSpring protests for coordination and information exchange.	(Das, 2023)
Telegram	Secure communication and news distribution	Utilized during the Hong Kong protests to ensure anonymity and coordination.	(Ahmed, 2020)
YouTube	Archiving evidence of human rights violations	Uploading videos documenting crimes during the Syrian war.	(Risam, 2022)
WhatsApp	Organizing local social movements	Coordinating volunteer aid during the COVID-19 pandemic.	(Das, 2023)

In contemporary conflicts and social upheavals, digital security and combating disinformation have become critically important aspects of information warfare. While these platforms can be tools for truth, they also act as sources of fake news. To enhance transparency and protect against manipulation, digital technologies require continuous refinement.

**Ensuring Digital Security.** Digital security in conflict zones protects personal data for activists, journalists, and civilians. Encrypted platforms such as Telegram and Signal are essential for secure communication, ensuring the anonymity of participants in movements (Ahmed, 2020). For example, during the Hong Kong protests, activists used secure messengers to coordinate actions while avoiding government surveillance.

Disinformation has become a powerful tool in modern conflicts, aiming to distort reality and create confusion among both the public and the international community. Studies reveal that platforms like Facebook and Twitter were exploited during the Syrian war to disseminate false news, influencing public opinion (Das, 2023).

Combating disinformation involves using artificial intelligence algorithms to fact-check and identify fake content. For instance, during the COVID-19 pandemic, platforms like YouTube implemented tools to flag misleading information and remove fake news (Risam, 2022). These solutions excel at scaling information verification across vast audiences quickly.

Education is a cornerstone in countering disinformation. Critical thinking skills and the ability to recognize fake content are essential. Initiatives aimed at improving digital literacy have proven effective. For example, training programs for journalists in conflict regions teach how to verify information sources and employ digital security tools (Ewuoso, 2023).

Blockchain technology offers an innovative approach to fighting disinformation by ensuring transparency and data integrity. Such systems allow for creating databases that record verified facts, which can be used in international investigations of war crimes.

## 4. Social and Communication Challenges in Wartime

Culture in wartime often becomes both a means of influence and a tool for manipulation. As noted by Lomachinska, media culture shapes public consciousness by creating ideologically charged content. In information wars, media serve functions of informational, communicative, and ideological representation, spreading content aligned with specific political interests (Lomachinska & Lomachinskiy, 2022).

Political representation within the media sphere reflects ideologies, values, and aspirations. Studies emphasize that a democratic political culture relies on the media's ability to represent civic initiatives and counter dominant state narratives.

A significant challenge is the spread of disinformation, which distorts perceptions of cultural values. Parfenyuk argues that strategic information wars often alter cultural spaces by displacing national values and replacing them with elements of mass culture that promote ideas advantageous to aggressors (*Parfenyuk, 2019*).

Germer's research illustrates how propaganda materials employ visible and invisible elements to manipulate audiences. For example, during World War II in Japan, women's magazines like *Nippon Fujin* used cultural imagery to mask political narratives that supported colonial ambitions (*Germer, 2013*). Addressing the challenges of cultural and political representation in wartime involves not only preserving cultural identity but actively countering disinformation and propaganda. This requires a deep understanding of socio-cultural challenges and strategies to safeguard national values.

During conflicts, both state and non-state actors leverage narratives to justify actions and mobilize public support. For instance, during World War II, the USA extensively used propaganda through films and radio to create an enemy image and reinforce national unity (*Erenberg & Hirsch, 1996*). Media tools promoted patriotic messages, fostering societal cohesion around shared goals.

In contemporary conflicts, narratives play a similar role. For example, during the war in Ukraine, narratives of sovereignty and the fight for freedom have mobilized international support and boosted public morale. Narratives also serve as instruments of resistance against occupying forces and other forms of aggression. Lomachinska's research highlights how media culture can utilize information spaces to craft counter-narratives that discredit official propaganda and strengthen resistance efforts (*Lomachinska & Lomachinskyi, 2022*). For example, during the protests in Hong Kong, activists used social media to disseminate narratives about democratic freedoms, countering the official statements of the Chinese government.

The use of narratives poses challenges. Parfenyuk points out that strategic information wars can manipulate cultural values, creating destructive narratives that undermine national unity (*Parfenyuk, 2019*). These narratives often affect the psychological state of the population, fostering fear and confusion.

Counter-narratives are effective tools for international influence. For example, during the Syrian war, narratives about human rights were used to expose war crimes and attract international attention to the conflict (*Ahmed, 2020*). Such narratives encourage global support and help form coalitions to address conflicts. The strategic use of narratives and counter-narratives in wartime underscores the importance of media literacy and resilience in preserving cultural identity and fostering unity.

## 5. Prospects of Social Communication Technologies in the Discourse of Decolonization

In the contemporary world, social communication technologies play a crucial role in advancing decolonization ideas. They create platforms for knowledge exchange, community mobilization, and resistance to the hegemony of Western narratives. These prospects are considered through the lens of the ethical use of artificial intelligence, innovations in digital education, and the creation of new forms of communication.

Artificial intelligence (AI) holds significant potential for implementing decolonial practices. It can be used to create inclusive systems that consider the perspectives of previously

marginalized groups. For example, researchers such as Shakir Mohamed and others emphasize that AI must focus on ethical principles and adapt its practices to the needs of vulnerable populations. This includes developing "decolonial tactics," such as reverse learning and the formation of affective communities (Mohamed *et al.*, 2020). One of the key prospects is the use of digital platforms for education. For example, research from Ashesi University in Ghana demonstrates how tools like Wikipedia and Twitter can be used to create "decolonial" learning environments that foster new approaches to knowledge and education (Adu, 2020). Digital technologies open up opportunities for integrating global and local knowledge.

Digital technologies also help preserve the identity of indigenous peoples by providing platforms for expressing and promoting their cultural traditions. For instance, in Africa, technologies are used to popularize local narratives that resist Western stereotypes perpetuated by global media (Bernal, 2021). While social communication technologies offer immense potential, they also face challenges. Researchers note that these platforms sometimes become tools for reproducing colonial practices, such as the hegemony of English-language content (Das, 2023). Therefore, it is important to integrate approaches that take into account the diversity of cultures and languages.

## 6. Conclusions

Information technologies have become a fundamental tool in the discourse of decolonization, facilitating the transformation of the global information space and providing a platform for promoting new ideas and narratives. Based on the conducted analysis, several key aspects can be highlighted.

Social networks, blogs, and digital media play a key role in the formation, dissemination, and consolidation of decolonial narratives. Campaigns such as #RhodesMustFall have demonstrated how digital platforms can serve as spaces for global dialogue and solidarity.

In military conflict situations, information platforms contribute to the mobilization of citizens, coordination of actions, and combating disinformation. They also allow marginalized groups to maintain their identity and fight for their rights through the creation of counter-narratives.

Digital tools, such as artificial intelligence and encrypted communication platforms, provide the ability to resist manipulative campaigns and ensure the protection of activists' data. However, disinformation remains a challenge that requires comprehensive solutions, including increasing digital literacy.

Technologies allow the documentation and promotion of local traditions, counteracting dominant Western narratives. This helps cultural groups preserve their identity and expand their influence in the global space.

Innovations in the field of digital education, the development of platforms for marginalized communities, and the integration of ethical principles in the development of technologies open new opportunities for decolonization. However, to achieve sustainable results, it is necessary to take into account multiculturalism and linguistic diversity in global communications.

Information technologies have significant potential in supporting decolonization movements, providing a platform for the dissemination of new narratives, preserving cultural identity, and combating disinformation. At the same time, the success of these initiatives depends on the ethical use of technologies, overcoming the digital divide, and implementing educational programs to develop digital literacy. Thus, social communication technologies remain not only a tool but also an active participant in the processes of decolonization.



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## DIFFERENTIATED APPROACH TO PHYSICAL EDUCATION OF STUDENTS WITH DIFFERENT LEVELS OF PHYSICAL FITNESS

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### Summary

In the context of the intensification of the educational process and the growing information load on students, the issue of preserving and strengthening their health, increasing their level of physical fitness and forming a sustainable motivation to engage in physical education is of particular importance. Implementation of a differentiated approach to physical education of students with different levels of physical fitness is an urgent task, the solution of which will help to increase the effectiveness of physical education in higher education institutions and improve the health of student youth.

The article deals with theoretical aspects of a differentiated approach to physical education of students with different levels of physical fitness. The current state of the problem of physical education of student youth is analyzed and the necessity of introducing a differentiated approach as an effective means of individualizing the educational process is substantiated.

The essence and principles of a differentiated approach are revealed, the main criteria for differentiating students by their level of physical fitness are determined. Particular attention is paid to the analysis of the peculiarities of physical education of student youth in modern conditions, the specifics of load dosage for different groups of students and the peculiarities of their motivation to engage in physical education.

It has been established that the effectiveness of a differentiated approach is ensured by a comprehensive consideration of morphological and functional characteristics, level of physical fitness and motivational characteristics of students. The necessity of differentiating not only the quantitative parameters of the load, but also the qualitative characteristics of physical exercises is substantiated.

The theoretical significance of the study is to systematize and generalize the scientific provisions on the implementation of a differentiated approach to physical education of students. The practical significance is determined by the possibility of using theoretical provisions for the development of methodological recommendations for the implementation of a differentiated approach to the practice of physical education in higher education institutions.

**Key words:** differentiated approach, physical education, students, physical fitness, physical activity, motivation, individualization.

DOI <https://doi.org/10.23856/67010>

### 1. Introduction

In the context of the intensification of the educational process and the growing information load on students, the issue of preserving and strengthening their health, increasing their level of physical fitness and forming a sustainable motivation to engage in physical education is of particular importance. The trend of deteriorating health and decreasing physical fitness among students is associated with a sedentary lifestyle, poor nutrition, excessive use of gadgets,

and a general decrease in motivation for physical activity. The traditional unified approach to the organization of physical education classes in higher education institutions often does not take into account the individual characteristics of students, their initial level of physical fitness and functional capabilities of the body.

A differentiated approach to students' physical education is a scientifically based system of organizing the educational process that takes into account individual differences in students' physical fitness and ensures optimal dosage of physical activity. This allows us to create favorable conditions for the development of physical qualities of each student, increase the efficiency of classes and reduce the risk of overload or underload.

Of particular relevance is the problem of developing and implementing scientifically based methods of differentiating physical activity that would take into account not only the level of physical fitness of students, but also their individual characteristics, health status, sports interests and motivation. The use of such methods will increase the effectiveness of the physical education process, promote the formation of a sustainable interest in physical education and sports, and ensure that each student achieves the optimal level of physical fitness.

The relevance of the topic is also reinforced by the need to modernize the physical education system in accordance with modern educational standards and the requirements of society. A differentiated approach is considered to be one of the key tools for improving the quality of physical education and forming a healthy lifestyle for students.

The purpose of the article is to substantiate the effectiveness of a differentiated approach to physical education of students with different levels of physical fitness to optimize the educational process and improve their physical fitness.

## **2. Features of physical education of student youth in modern conditions**

The peculiarities of physical education of student youth in modern conditions are characterized by a set of specific factors and challenges that affect the organization and efficiency of the educational process.

The modern system of higher education is characterized by the intensification of the educational process, which leads to a significant intellectual and psycho-emotional load on students. With the increase in the amount of educational information and the duration of independent work, there is a tendency to reduce students' physical activity. Studies show that about 70% of students lead a sedentary lifestyle, spending most of the day sitting at a computer or in class.

An important feature of modern physical education is the need to adapt curricula to different levels of health and physical fitness of students. Statistics show an increase in the number of students who have health problems and belong to a special medical group. This requires individualization of physical activity and development of special methods of teaching.

A significant factor is the change in the motivational priorities of modern youth. Traditional forms of organizing physical education classes often do not meet the interests of students, which leads to a decrease in their activity and interest. Modern students show more interest in new types of physical activity, such as fitness, crossfit, yoga, which should be taken into account when planning classes (*Barsukova, Antipova, 2021*).

Technologization of the educational process opens up new opportunities for the modernization of physical education. The use of modern fitness trackers, mobile applications and other technological tools allows monitoring the physical activity and health status of students, which helps to optimize the educational process and increase its effectiveness (*Beliak, Hrybovska, Muzyka, Ivanochko, Chekhovska, 2018*).

A special role is played by the need to develop students' health competence. In modern conditions, it is important not only to develop physical qualities, but also to form students' understanding of the value of a healthy lifestyle, the skills of independent exercise and the ability to control their own physical condition.

A significant challenge is the organization of a distance format of physical education classes, which has become especially relevant in a pandemic and requires the development of new methodological approaches, the provision of appropriate electronic resources and the creation of a system for monitoring students' independent work.

Therefore, the peculiarities of physical education of students in modern conditions are characterized by the complex influence of various factors, which requires the modernization of traditional approaches and the introduction of innovative methods of organizing the educational process. Taking these features into account is a prerequisite for the effective implementation of a differentiated approach to physical education of students.

### 3. The essence and principles of a differentiated approach

The essence and principles of a differentiated approach to physical education of students is a comprehensive system of organizing the educational process aimed at ensuring the individualization of physical activity in accordance with the capabilities and needs of each student.

As noted by Krutsevych T. (*Krutsevych, 2018*), a differentiated approach in physical education is a pedagogical strategy that involves taking into account the individual characteristics of students in the process of group learning. According to O. Tymoshenko (*Tymoshenko, 2015*), its essence lies in the fact that with a common goal and curriculum for all students, different ways of achieving it are used, depending on the individual capabilities of each student or group of students.

Chernenko S. (*Chernenko, 2022*) emphasizes that the basis of a differentiated approach is the principle of individualization of the load, which implies the correspondence of physical activity to the functional capabilities of the body of each student. According to Kozeruk Y. (*Kozeruk, 2015*), this is achieved by varying the intensity, volume and nature of exercises, as well as the pace of their implementation.

Gryban G. (*Hryban, 2018*) proves the importance of the principle of systematicity and consistency, which ensures a gradual increase in loads and complication of tasks in accordance with the level of adaptation of the student's body to physical activity.

Semenova N. (*Semenova, 2016*) emphasizes the importance of the principle of accessibility and feasibility, which requires that physical activity corresponds to the level of students' fitness, is sufficiently difficult, but at the same time is really achievable.

According to the results of research by Bondarchuk N. (*Bondarchuk, 2012*), in the practical implementation of a differentiated approach, it is important to correctly diagnose and divide students into groups according to such criteria as the level of physical fitness, health, motor abilities, sports interests and motivation to exercise.

Researchers (*Prysiashniuk, Oleniev, Krasnov, 2018*) emphasize the need for variability of teaching tools and methods, noting that specific sets of exercises should be developed for each group of students, optimal teaching and control methods should be determined, and appropriate standards and evaluation criteria should be established.

Thus, the essence of a differentiated approach is to create optimal conditions for the physical development of each student by taking into account their individual characteristics and capabilities. The implementation of the basic principles of a differentiated approach allows

to increase the effectiveness of physical education and ensure the achievement of educational goals by all students, regardless of their initial level of fitness.

#### **4. Peculiarities of motivation of students of different groups for physical education**

The peculiarities of motivation of students of different groups for physical education are characterized by a complex structure of motives and needs that determine their attitude to physical education and the level of activity in the classroom.

According to O. Marchenko (*Marchenko, 2018*), the motivation for physical education among students with different levels of physical fitness is significantly different. Students with a high level of fitness, as a rule, have a stable internal motivation focused on achieving sports results and self-improvement.

According to the research of Vorona V. (*Vorona, 2016*), young people with an average level of physical fitness demonstrate mainly external motivation related to obtaining a credit, maintaining physical fitness and appearance. This group of young people has an unstable interest in exercise that requires constant reinforcement. At the same time, students with a low level of physical fitness are often characterized by a negative attitude towards physical education, which is associated with lack of confidence in their abilities and fear of failure. For this group, it is especially important to create a situation of success and gradually form a positive experience of physical activity.

According to Romanenko V. (*Romanenko, 2015*) an important factor in the formation of motivation is the professional orientation of training. Students of different specialties show different priorities in choosing forms and types of physical activity, which should be taken into account when organizing classes. Therefore, it is necessary to implement a differentiated approach to the formation of motivation in different groups of students.

Thus, the motivational sphere of students is characterized by heterogeneity and depends on many factors, among which the level of physical fitness, gender characteristics and professional orientation of study are crucial. Students with a high level of physical fitness demonstrate a stable intrinsic motivation focused on achievement and self-improvement, while students with an average and low level of fitness need additional external incentives and special attention from teachers.

Effective motivation is only possible if a differentiated approach is applied that takes into account the individual characteristics and needs of different groups of students. An important aspect is to create a favorable psychological climate in the classroom, provide a situation of success for less prepared students, and support the progress of each student regardless of their initial level of preparedness.

#### **5. Features of workload dosing for different groups of students**

In the context of implementing a differentiated approach to physical education, it is necessary to define clear criteria for differentiation. Among the complex of individual physical parameters, the priority is given to the level of physical condition, which integrates a system of indicators characterizing the morphological and functional features of the body, the degree of development of physical qualities and adaptive capabilities necessary for optimal functioning of the body.

The structure of physical condition is a multicomponent system that includes anthropometric, motor and physiological components. Its integral characteristics are: the level

of physical development, which reflects the morphological and functional properties of the organism; indicators of physical performance, which demonstrate the potential of functional systems; parameters of physical fitness, which characterize the level of development of motor skills; health status as an indicator of the functional fullness of the organism; as well as the functional capabilities of the main life support systems (*Bondarchuk, 2012*).

The formation of differentiated groups is based on the analysis of the level of development of individual physical qualities or their lagging behind, while the methodology for assessing students' physical fitness may vary depending on the chosen testing system. A fundamentally important aspect of the implementation of a differentiated approach is the comprehensive consideration of not only the quantitative parameters of physical activity (volume, intensity), but also the qualitative characteristics of motor tasks, in particular their coordination complexity and structural features of individual elements.

In the context of practical realization of differentiated use of physical exercises it is expedient to develop specialized complexes adapted to different levels of physical fitness of students (low, medium, high). Differentiation of such complexes is based primarily on the variation of complexity of biomechanical structure of motor actions. The key parameters of modification are: compositional structure of the complex (number of exercises), spatial and temporal characteristics of performance (starting positions, trajectories of movements), load dosage (number of repetitions), as well as its volumetric and intensity characteristics (*Bondarchuk, Chernov, 2011*).

The methodological features of such differentiation can be illustrated by the example of the specifics of building individual groups of exercises, where the emphasis is on different components of motor activity and their modification according to the level of students' fitness.

Based on the analysis of the peculiarities of load dosage for different groups of students, it can be stated that rational dosage of physical activity is a key component of a differentiated approach to physical education. The optimal ratio of load components (volume, intensity, complexity of exercises) should be determined taking into account the individual characteristics of students, their level of physical fitness and functional capabilities of the body.

The variability of load parameters for different groups of students should ensure a gradual increase in the training effect and create optimal conditions for the development of physical qualities. At the same time, it is important to comply with the principle of accessibility, which implies that the complexity of physical exercises corresponds to the capabilities of students, and the principle of systematicity, which ensures a consistent increase in loads in accordance with the adaptive capabilities of the body.

Thus, differentiated load dosage is an effective tool for individualizing the process of physical education, which allows to ensure optimal development of physical qualities and increase the functional capabilities of the body of students with different levels of physical fitness.

## 6. Conclusions

The differentiated approach is an effective pedagogical strategy that ensures individualization of the physical education process by taking into account the individual characteristics of students. The fundamental principles of this approach are: individualization of the load, systematicity and consistency, accessibility and feasibility, consciousness and activity.

The theoretical analysis of the peculiarities of physical education of student youth in modern conditions has shown the existence of a set of specific factors that affect the effectiveness of the educational process. Among them are: intensification of the educational process, decrease in students' physical activity, increase in the number of students with health problems, change in motivational priorities and the need to introduce innovative technologies.

A key aspect of differentiation is an objective assessment of the level of physical condition of students, which integrates indicators of the morphological and functional state of the body, physical performance, fitness and health. Based on these criteria, homogeneous groups of students are formed, which allows optimizing physical activity and ensuring that it meets individual capabilities.

It is necessary to differentiate not only the quantitative parameters of the load (volume, intensity), but also the qualitative characteristics of physical exercises (complexity, coordination structure). This is realized through the development of specialized exercise complexes adapted to different levels of physical fitness of students.

An important component of a differentiated approach is to take into account the peculiarities of motivation of different groups of students to engage in physical education. It has been found that students with different levels of physical fitness are characterized by a specific structure of motives, which requires the use of appropriate methods to stimulate their activity.

Thus, the theoretical study confirms that a differentiated approach is an effective means of optimizing the process of physical education of students, which allows to ensure individualization of the educational process and create optimal conditions for the physical development of each student.

A promising direction for further research is to experimentally test the effectiveness of the proposed theoretical provisions and to develop specific methodological recommendations for their practical implementation in higher education institutions.

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## LANGUAGE REPRESENTATION OF GENDER AND AGE FEATURES OF THE CONCEPT “BEAUTY” IN ENGLISH COSMETICS ADVERTISING TEXTS

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### Summary

This article concerns the representation of the concept of beauty in English-language adverts through the English-language cosmetic adverts. The article contains the results of the research of theoretic and practical materials. On the basis of the research the author shows that the study of the linguistic aspects of advertising is attractive from the point of science, because advertisement is an integral part of modern life. Language means play a crucial role in the shaping stereotypes within cultural groups.

The present study addresses the issues of gender neutralization in English-language advertising and newspaper texts. The paper investigates linguistic means involved in the creation of gender-neutral advertising texts. As a result of the study, we conclude that the main features of gender-neutral advertising texts are the absence of lexical units that would refer advertising to male or female; the use of scientific terms, numbers in the description of the goods; the use of imperative sentences. Gender neutralization in advertising occurs due to the use of impersonal sentences, defining pronouns and euphemisms. Gender neutralization is a relatively new trend in advertising and has a huge impact on the use of language in modern advertising texts.

Linguistic selection in advertising, especially the focus on gendered language, is the main concern in this study. The main concentration in the research is the investigation into the use of specific verbal items in commercials to confirm the idea that there are differences among adverts of similar products for either male or female consumers. The result of this paper can partly contribute to industrial areas as well as other academic fields such as sociolinguistics.

**Key words:** advertising, beauty, concept, discourse, gender.

DOI <https://doi.org/10.23856/6711>

### 1. Introduction

A concept is a universal phenomenon, so its use helps to establish the features of a national picture of the world. A set of concepts characteristic of a particular nation constitute a national conceptual sphere, which differs from the conceptual spheres of other nationalities. Despite the fact that there are so-called universal concepts, their content is different for each nation.

The concept in the work is understood and considered within the framework of the linguacultural direction in human consciousness; as something in the form of which culture enters the mental world of a person, and as something by means of which a person himself enters the culture and influences it.

This concept refers to linguacultural concepts. It is an aesthetic category denoting perfection, a harmonious combination of aspects of an object, in which the latter evokes aesthetic pleasure in the observer. Beauty is the most important category of culture. In its aesthetic

perception, the concept of beauty is close to the concept of the beautiful, with the difference that the latter is the highest (absolute) degree of beauty. At the same time, beauty is a more general and multifaceted concept.

Throughout the history of mankind, thinkers of various scientific schools and directions have written about beauty and the beautiful. This is no coincidence, since this concept belongs to the most important value “meaningful life” guidelines and influences human activity, determines a person’s attitude towards other people and the world around them. The study of the concept of “beauty” is interesting and relevant due to the rapid and constant variability of its content. Beauty standards are constantly changing.

Scientific research of representation of gender in language is a complex feature. It is due to anthropometric and pragmatic tendencies of development of the modern linguistic researches that are based on the eager to explore everything through the language. Language is considered not as a tool of communication, but the cultural code of certain nation.

The concept of "gender" entered the modern linguistic paradigm much later than other humanities. Surveys on a gender in linguistics started being conducted in early 20th century and the correlation between language and gender has been in interest of sociolinguistics and related disciplines since then. The first surveys in this field appeared in the West. Despite the large amount of scientific works devoted to gender language, representation of gender stereotypes and phenomenon of gender in linguistics, gender linguistics remains one of barely studied lines of linguistic research.

Definition of gender refers to the combination of specific cultural and social characteristics. Gender is a social and cultural construct associated with attributing certain qualities and standards of behavior to a person based on his or her biological sex. Perpetuation of gender roles happens owing to assimilation of gender stereotypes that revolve around conventional idea of masculinity and femininity

The article examines the linguistic implementation of the concept of beauty using the example of English-language advertising texts. Advertising is important in society. All changes in mentality and language are reflected in it and are partially formed. Undoubtedly, advertising of cosmetic products influences our idea of beauty and shapes the content of the concept of “beauty”.

A product on the way of reaching consumers needs a great deal of support from advertising. In the process of editing a commercial, together with visual effects, the choice of linguistic items is a significant factor which can affect audience’ critical thinking and selection. As a result, the investigation into verbal patterns, especially the impact on gender issues, will act as a useful tool for the development in both marketing business and sociolinguistics. The outcome of the research highlighted the focus of gender language use and its effects over the marketing success of a product as well as the perceptions of the public towards a commercial.

## **2. Discourses and verbalization of advertising texts**

Advertising texts are represented through certain discourses. Age and gender discourses are dominant (Krylova,2019). Language in advertising plays an important role, since its purpose is to attract the consumer and motivate him to buy a specific product among others in the same field (Krechyk 2021).

In English, the beauty of clothing has long been perceived as an integral attribute of a woman, less necessary for a man. As evidenced by the following proverbs: It's as natural for women to pride themselves in fine clothes as 'tis for peacock to spread his tail (Proverb);

A woman is like a salad: much depends on the dressing (Dijk,2006). In this article, the analyzed concept occupies a transitional position between a concept and a frame. A certain set of standard knowledge about an object or phenomenon (Sokal,2013). This suggests that the studied concept represents a set of several components, which allows studying it from different sides.

In this regard, the starting point for analyzing its composition is an appeal to the semantics of its nominating units (beauty, beautiful) and their synonyms (attractive (-ness), pretty (-ness), lovely (-ness), etc.). concept in a certain segment of advertising discourse, later we turned to contextual, and through it – field analysis of the content of the concept.

Theoretical literature on the verbalization of the concept of “beauty” has allowed us to understand beauty as a cultural and aesthetic category, which means perfection, a harmonious combination of aspects of an object, in which the latter causes the observer aesthetic pleasure. Beauty plays a role in the self-regulation of the inner world of the individual. Regarding the beauty of the face in women 1) the whiteness of the skin is positively assessed; 2) the youth and freshness of the skin are noted by comparisons with floral images; 3) when describing lips in English, attention is paid to shine (Malenko,2007). In men, 1) a sharply defined chin is considered beautiful; 2) a straight nose and a nose with a hump, slightly curved downwards like an eagle's. Signs of childish beauty are considered to be behavioral and emotional mobility and liveliness, no specification of external features is recorded.

One of the semantic features of the representation of the concept of “beauty” in advertising texts is the use of synonyms. It should be noted that of them are included in the established synonymous series. Among the studied advertising texts, the following synonyms for the word beautiful were identified: perfect (and its forms), phenomenal, miraculous, mega, sexy, seductive, gorgeous, radiant, super, sensational, hot, captivating. Each of these words expands the semantic space of the studied concept, since they contain additional features that are not inherent in the lexeme beautiful. For example, the lexical units sexy, seductive complement the semantic scope with such features as provoking or intended to provoke sexual interest (Douglas, 2024).

### 3. Gender features of verbalization of the concept beauty

The beauty of a modern person is multiple, it is part of a huge binary multiplicity of aesthetic evaluations – beauty, ugliness, and many intermediate, more neutral characteristics. It is possible to divide male and female beauty into many types depending on various factors.

1. By the ratio of biological and social, physical and spiritual: physical beauty; spiritual beauty; many combinations.
2. By the degree of naturalness: natural; artificial; many combinations.
3. By the degree of harmony of the physical and spiritual, biological and social: harmonious; inharmonious; many combinations.
4. By the degree of completeness, integrity of beauty: holistic beauty; beauty of details.
5. By the time of its development in the life cycle: blossoming beauty; mature beauty; fading beauty.
6. By the importance of the role of one of the parts of the brain beauty of a "doe"; beauty of a "predator"; beauty of combinations.
7. By the duration of its manifestation during life: long-lasting beauty; quickly passing beauty.

A man's beauty has historically been associated, first of all, with the best performance of his role as a winner of rivals in competition, a patron, a protector of the family, a male, a continuer of the family line: a slender, muscular and flexible body, broad shoulders, narrow hips. A strong skeleton and sufficiently developed muscles of a man not only had his obvious usefulness as a male, but also undoubtedly served as an attractive information signal for women. Gender features of the concept of beauty are determined through components whose

properties are represented in advertising texts. Speaking of female beauty, the beauty of hair is noted. The implied properties in this case will be primarily a healthy state (smooth, healthy, moisturized, strong, dandruff-free), well-groomedness (dream, nourished, shine, miraculous, soft, silky) and naturalness (natural looking).

The beauty of the female body will also be one of the components that make up the concept of "beauty" in advertising texts. smoothness), and not the perfection of forms, which is secondary, since modern advertising inspires that a woman is beautiful just as she is.

A beautiful woman should have well-groomed hands and nails, so among the advertisements for cosmetics for women, one cannot fail to pay attention to the advertisements for nail polishes. Here, the properties implied will be the quality of color (straight from the shows, cosmic, end of earthly colours, fresh, hot shades), health (strength, growth, chip-resistance), shine (shine, gem crush, jewellery, gel shine), perfection (salon look, perfection), but the length, shape or any specific color do not matter in the advertisement. The advertisement emphasizes femininity, fragility, and to a certain extent superiority – those qualities that women tend to desire (Krechyk,2021). Until now we have been talking about external physical beauty, but it is certainly an external reflection of the deep internal state of the human body – its health and ideal functioning of all internal organs, good and rationally selected food, timely and correct sanitation of the body, a healthy environment, in general, a good psychophysiological state of a person. And even from the state of love – in this state, some external signs of beauty change favorably: the eyes shine, the skin of the face turns pink, wrinkles are smoothed out, etc.

Male beauty is not as widely represented in advertising texts as female beauty. In this study, the gender features of the concept of "beauty" are represented only through the component "hair". The implied properties in this case will be health, lack of dandruff and well-groomed hair (flake free, cool, confident, comfortable, soft, silky, thicker looking).

One of the components that characterize both male and female beauty will be a healthy and white smile. This component is represented through toothpaste advertising (shiny, white).

#### 4. Conclusions

As a result of the study, it was found that it is quite difficult to determine the age of the target audience from advertising texts, since most of the advertised products do not have specific age limits, so we can only make assumptions.

Due to advertising texts, the concept of "beauty" has been supplemented with such components as soft skin with a warm shade; a young face, without facial flaws; expressive voluminous lips and eyelashes. The shape, cut of the eyes, and lip color do not matter. The advertisement does not emphasize a person's physical flaws, only describes what he or she can become perfect. Thus, in modern advertising texts for cosmetics, there is no emphasis on any gender and age, as well as physiological standards.

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## HENRY FIELDING AS THE PRECURSOR OF ENGLISH NOVEL: A CRITICAL EVALUATION

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### Summary

The main aim behind the present paper is to throw ample light on Henry Fielding's contribution in the realm of English fiction. Henry Fielding is generally regarded as 'the father of English novel'. Although the novel started with Daniel Defoe, who wrote realistic fiction in first person narrative, it was Henry Fielding who gave a regular and proper shape to the novel in the eighteenth century. Like Daniel Defoe, Fielding also practiced realistic novels with a deep interest in the portraiture of contemporary life. In his works, *Joseph Andrews*, *Tom Jones*, *Jonathan Wild*, and *Amelia*, he has dealt with the evils of contemporary society. In other words, he also acts as a social reformer who wants to purge evils from society. After going through his works, one gets a very wide and extensive picture of English social life. He has rightly been called the precursor of the English novel in the real sense of words.

**Key words:** English novel and Henry Fielding, precursor, reformer, realistic.

DOI <https://doi.org/10.23856/6712>

### 1. Introduction

Novel as a literary genre, gained popularity in the eighteenth century, but its genesis and origin can be traced back to 612 B.C when Epic of the Gilgamesh came into existence. Homer, a notable Epic writer, produced *Iliad*, and *Odyssey* during his time period from 700 BC to 800 BC. He started writing epic poetry, a long narrative dealing with serious subject-matter. Treading the footprints of Homer, Virgil wrote two epical poems-*Beowulf*, and *Aeneid* which were followed by John Milton who wrote *Paradise Lost* in ten books, followed by the eleventh book, *Paradise Regained*.

After epics were practiced by a number of literary men, in the 12th century, the writing of romances gained popularity. It was also called chivalric romance and flourished between 1000 AD and 1450 AD. The writers during this period shifted their interest from Epic writing to deal with the subjects like bravery, honour, adventure and courtly love. They also assimilated some features like magic, spell, necromancy and enchantment to change the interests and eagerness of the readers. Malory's *Morte d' Arthur* (1470) is an illustration of chivalric life centred on King Arthur's legend.

Geoffery Chaucer's *The Canterbury Tales* is written both in poetry and prose. It embodies 24 stories. Besides he also wrote *Troilus and Creseyde*. It is remarkable for its socio-religious aspects of life instead of the farfetched reality of romances as done by his predecessors. Boccaccio's *Decameron* started the tradition of prose tales of amorous adventure before Malory and Chaucer. With the advent of new literary style, Burlesque, the popularity of romances was still in fashion till 1600. *Don Quixote*, by Miguel de Cervantes, has been written to mock the seriousness of chivalric romances. It also illustrates a new type of fiction-picaresque novel which started with the publication of *Lazarillo de Tolmes*. Picaresque tradition was a source

of inspiration for the writers to come in subsequent centuries which is evident through the writing of Mark Twain (*Huckleberry Finn*), and Saul Bellow (*The Adventures of Augie March*).

In the sixteenth century, Aphra Behn wrote *Oroonoko, or The History of the Royal Slave*. The main thematic concerns and Ideas of the novel are encouraged by the quest of adventures life by knights who search love of a beautiful lady. John Bunyan also wrote *Pilgrim's Progress*, a religious allegory based on the pilgrimage of Christians. With its compact plot, art of characterization and narrative strategy followed by the writer, *Pilgrim Progress* is a model for the future generation of writers.

After the downfall of dramatic activities in literature, there was the starting of prose in literary field. The eighteenth century is called as an age of prose and reason. Periodical Essay and novel are the two important gifts of this period. In fact, Periodical Essay by Joseph Addison and Richard Steele was a mini-rehearsal of Periodical Essay resulted due to various factors-the rise of middle class, reflection of the temper of the age, appeal to the women, avoidance of religious and political controversies and interest in trade and commerce.

In nutshell, Periodical Essay was the mirror of the contemporary society. Several other factors also contributed a great deal in the growth of a Periodical essay-decline of drama, ready-made material, rise of common people and, last but not the least, there was no cramping limitations of classicism.

With the beginning of Periodical essay, the stage was set for the emergence was of novel writing. The novelists of the eighteenth century, Daniel Defoe and Jonathan Swift paved the way for new genre. Daniel Defoe dealt with a new type of genre, picaresque novel, based on the life of adventure. It goes to his credit that he gave a regular shape to English novel as Walter Ellen points out: "the relation Defoe bears to the artist is that of a forger, but he was forging not work of art, but transcript of actual experiences."

After that, the literary scene saw the emergence four wheels of novel-Samuel Richardson, Henry Fielding, Tobias Smollett and Laurence Sterne a new era of novel writing commenced. With the advent of these novelists, the literary scene took a new turn and direction. Things which were delineated by the earlier novelists with some hidden motives came to surface and forefront among these four wheels of novelists.

Of all the four wheels of novel during eighteenth century, Henry Fielding is generally regarded as the precursor of English novel in the 18th century. Although Richardson started writing fiction prior to Fielding, but it goes to the credit of Fielding that he rendered meritorious services to English novel. Being a dramatist in the early phase of his career, Fielding achieved a worldwide recognition as a novelist due to his memorable portraitures. He has very minutely noticed the shortcomings and weaknesses of Richardson's works and tried to remove these limitations in his works. His works are not the product of his wide observation or sound philosophy. In fact, Fielding was a sentimentalist who created pathetic scenes for their own sake and degraded tears and mysteries into manner.

Fielding's novels are, no doubt, the novels of character as he has extensively contributed in the field of realism, satire, irony, humour and common sense morality of the age. Moreover, his plots are also well-knit and organized. He primarily deals with three types of plots-picaresque, dramatic and epical. On the one hand, in Jonathan Wild, and Joseph Andrew the picaresque element is predominant, but there is a fusion of epical and dramatic elements in his masterpiece, *Tom Jones*. One of the chief features of his characterization is his depiction of life-like and realistic characters. He deals with typical English men and women, but his excellence resides in the characterization of male portraits.

## 2. Main part

In English literature, realism is generally considered contrary and opposite to Romanticism and idealism. Whereas, Romanticism focuses on imaginary and farfetched objects, realism has its close and intimate link with the reality prevailing in the contemporary society. As a full fledged literary movement, realism has its genesis in the mid nineteenth century in France, and later on, it spread to the other parts of the world.

Realism is generally hailed as a literary movement in art, and its prime motive was to root out the imaginative or what we call fantastic elements in literature. In other words, it has a close connection with reality surrounding us.

Without any shadow of doubts, the authors used the technique of realism in literature to illustrate story elements-setting, character, themes, imagery, figurative language, similes and metaphors. By virtue of realism, an author delineates things without artificial touch of language.

The main purpose served by realism is to describe life without romantic subjectivity and idealization. In other words, it presents what takes place in actuality and, hence, it authentically portrays the common place characters of everyday life. The main purpose served by realism is to foreground what is a real and moral that is generally relativistic and intrinsic for the people as well as the society. This type of realism enables the readers to face what is real as it takes place in our surrounding rather than in a Romantic or imaginary world.

It goes without saying that the real beginning of novel in England took place in eighteenth century. The seeds of realistic novel were sown by Daniel Defoe and Jonathan Swift in the eighteenth century. But, it is a fact that they dealt with the imaginary sea journey and adventures life of the protagonists. With a passage of time, the taste of the readers changed as their inclination was towards the up and downs, joys and sorrows of characters' everyday and contemporary life.

The novels of Samuel Richardson, Henry Fielding, Laurence Sterne and Tobias Smollett cater to the needs of the readers. Their works set the stage for the realistic outlook of individuals. The chief and the recurrent features of their works comprise sympathy, compassion and kindness for the common people. For this, they focused on men in street who had become the focal point of a new world. They have dealt with common men with the touch of contemporary environment. Their characters appear to be life-like and convincing.

Henry Fielding contributed a great deal in the evolution of early phase of English novel. The first and foremost contribution in this direction is his solid and plausible realism. Having focused on realism as a keynote factor, Fielding has shown a great interest in presenting the life of his contemporary period. He has very keenly and minutely delineated everyday life of the ordinary individuals. Thus, he has portrayed a very striking picture of his own time in his novels.

Unlike Richardson, who depicts no heroes and a few villains-Fielding's characters are men with strength and weaknesses as well as merits and demerits. Henry Fielding's range of his portrait gallery has not often been exceeded. Unlike Richardson, who has described the feminine heart, Fielding's prime concern is to depict the masculinity of time. Here, he does not share ground with Richardson as he does not show Richardson's relative bloodlessness.

In his work, *Joseph Andrews*, Henry Fielding has delineated the whole cross section of English society of contemporary England London. Not only does he deal with the aristocrats like Lady Booby, but also middle class and lower class people. Like a true realist, Henry Fielding represents things in true hues and colours. The reality that the readers came across in *Joseph Andrews* is not pleasant; rather it is full of astounding and selfishness. It is presented



by Fielding through the insensitive hardness that is evident through stage-coach passengers in Book-1 of the novel.

All the passengers, except the poor postilion, who shows compassion and sympathy towards naked and miserable Joseph, everyone on the stage-coach is bereft of humanity and sympathy towards him. The hardness of heart has been presented through the surgeon who is called to attend on wounded Joseph, but is indifferent towards him as Joseph is only a foot passenger. Parson Truliber is not showing any kindness towards his teachings against beggars and refuses to lend Parson Adam even single penny. He says in this connection: "I know what charity is better than to give it to vagabonds." But, in spite of it, we have some glimpses of charity and kindness in the midst of repressive inhumanity. The figures delineated by Fielding-Parson Adams, Betty, the chambermaid, poor postilion, Mr. Wilson and four peddlers act and behave following the Christian commandments.

As a precursor of English novel in the eighteenth century, Henry Fielding occupies a prominent and towering place in the depiction of concept of

morality. As a moralist, Fielding was far ahead of his contemporary novelists. He portrayed morality as an approval or adherence to principles that govern ethical and virtuous conduct. There are some critics who hail Fielding as vicious and corrupt, and therefore, the charge of immorality leveled against Richardson also echoes against Fielding.

On the other hand Strachey, calls Fielding as "a deep, accurate, scientific moralist". But, none of his works, *Joseph Andrews*, and *Tom Jones* strikes the modern sensibility as 'low' or 'immoral' either in purpose or in narration. The fact is that behind his authentic and realistic portrayal of life lays his broad moral vision. He wanted to correct the follies, weaknesses and foibles of mankind by exposing their serious mistakes as he asserts in this connection: "I have endeavoured to light at mankind, out of their follies and vices."

Samuel Richardson's *Pamela*, was the main source of inspiration for Fielding to propound his views on morality. He wrote *Shamela* (1741) as a counterblast to *Pamela*, but he found *Pamela*'s concept of virtue as affectation and a commodity exchangeable for material benefits. According to Fielding, the concept of virtue does not only encompass chastity only as he thinks that chastity without goodness of heart is without value. He finds a real virtuous man as disregardful of material benefits and is without an affectionate as he says in this context: "a delight in the happiness of mankind and concern at their misery, with a desire, as much as possible, to procure the former and avert the latter."

In fact, Fielding's concept of morality covers wide range in comparison to Richardson's idea of moral vision. Fielding thinks that we should not compare and contrast the idea of morality with chastity and external decorum. According to Fielding, it is more comprehensive as it takes into consideration every aspect of human behaviour and individuals' purpose or is objective, feeling and aims play a significant and vital role.

The concept of morality presented in *Joseph Andrews* is very broad and extended.

The readers come across an opportunist society where the people change their view point and perspectives in order to fulfill their selfish motives and aims. The author has presented the concept of morality in different hues and colours absorbed in hypocrisy as we witness vividly in *Joseph Andrews*. The passengers on the stage-coach do not show any moral vision when they hear wounded Joseph's cry from a ditch. Only the poor postilion on the stage-coach shows compassion and sympathy towards miserable Joseph who was robbed of his clothes and whereabouts.

Joseph was lying naked, and the poor postilion, after getting no positive response from others, says: "who hath been since transported for robbing a henroost, voluntary strips off a

great coat, his only garment". He would like to live in shirt in that chilling weather, rather than suffer a fellow-creature to lie in so miserable a condition. This reminds us of William Wordsworth's idea in his poetry that if there is any essential morality, it can be seen in the lives of common people- farmers, shepherds, peasants and fishermen.

Moreover, the above cited incidents also throw considerable light on the contrast between the attitude of the rich passengers and that of poor postilion. We can differentiate the behaviour of poor postilion and the rest of the passengers in the stage-coach on the basis of morality. In addition to it, Parson Adam is also an embodiment of the idea of morality as discussed by Fielding in Joseph Andrews.

The present novel has been written in a picaresque tradition, and the journey undertaken by Joseph and Parson Adam is fraught with hypocrisy and vanity of people at every juncture. Parson Adam plays a significant role in uniting Joseph and Fanny which shows his compassionate and considerate approach towards his fellow-beings. He knows very well to sympathise with others' feelings which reflect him a kind hearted person. He is embodiment of diverse virtues-simplicity, kindness, generosity and courage.

Fielding depicts the idea of morality in a positive manner as for him at the centre of a right morals lays when he called good nature you also defines the concept of morality as a delight in the happiness of mankind and a concern at their misery, with a desire as much as possible procure the former and avert the latter, and he does all this with a constant regard to desert. The key note of generosity of Fielding is that he lays the stress all the time on action as well as on doing.

Henry Fielding's contribution also cannot be underestimated in the field of humour and irony. We generally define humour as the quality of action, speech or writing which generates amusement. It is also the faculty of receiving what we say is ludicrous and amusing. In common terms, humour arises from the incongruities of life from the writer ought awareness of the difference between what is and what to be.

Henry Fielding is commonly regarded as the father of English novel who is famous for humour and irony. He has used his humor not in a narrow way, but in a broad and extensive manner. Fielding's humour is the product of the coarsest farce to the astonishing heights of the subtlest irony. It is a fact that Joseph Andrews begins as a parody of Richardson's Pamela, but it turned out to be a great success. In this book, humour is presented and produced a number of characters namely Parson Adam and Mrs. Slipslop. Both of them are a great source of comedy and humour. In order to present Adam as a comic character, the novelist has portrayed him as a ridiculous one.

To present Parson Adam as comic character, the author says: "He possesses a comical face, with bearded chin and deeply wrinkled cheeks, a fist rather less than the knuckle of an ox, with a wrist which Hercules would not have been ashamed of. His legs are so long that they almost touch the ground when he drives on his horse's back. He usually wears a tattered old cassock and a periwig on his head.

In the same way, the character of Mrs. Slipslop has also been depicted with comic light when the novelist puts it as:

"she was not at this time remarkably handsome; being very short, and rather too corpulent in body, and somewhat red, with the addition of pimples in her face. Her nose was likewise too large, and her neither eyes too little; nor did she resemble a cow so much in her breath as in two brown gloges which she carried before her."

The central concern of Henry Fielding in the novel is to break the walls of hypocrisy and affectation. In the preface of the book, the author asserts that affectation is the main source

of the ridiculous that originates from vanity and hypocrisy. Fielding aspires to mock at mankind out of its follies and foibles. The novelist has applied irony and satire as the powerful weapons to enrich humour in the book.

In *Joseph Andrews*, one can witness plenty of humour, but that does not mean Fielding never takes into consideration farce. Farce is an exaggeration of situation and characters which produces comic element and situation. It also encourages raucous laughter. The present novel is full of farcical situations-the quarrel scene at the inn, Joseph's falling from his horse. Joseph's sitting by the fire side while the hostess of the inn rubbing his knees.

The study of all these incidents reveals that an undercurrent of irony can be seen running when the patriot behaves in a cowardice manner boasting of his patriotism. Even Adam also shows ironical humour when he advises Joseph on modernisation and philosophical acceptance of misfortune, but gets worried himself after receiving the news of his own son drowned in a river.

In the field of art of characterisation, too, Henry Fielding's *Joseph Andrews* is full of humour. The central characters of the book-Parson Adam and Joseph Andrews are full of humorous attributes. Parson Adam, being an embodiment of morality and humanity, is also depicted as an eccentric, forgetful and absent-mindedness. The most striking example of this is how he ignores taking his favourite penmanship at home when he goes to sell his sermons in London. That is evidence of his eccentric forgetfulness nature and absent mindedness. Besides, he also shows some peculiar expressions and funny affectations. Without losing his dignity, the element of humour is present in his portraiture. The depiction of Adam's physical appearance speaks volumes of Fielding's art of characterization as a comic writer.

In the diction used by Fielding in the novel, *Joseph Andrews*, the author shows burlesque which gives rise to mock-heroic manner in the novel. It, further, results in plenty of humour. We find the evidence of Homeric terms in the scene where the fierce struggle between Parson Adam and hog's blood is delineated by the author. The epic style is also visible in the way Joseph and encounters with the dogs which are let loose on Person Adams. Much of the comedy and laughter is the result of the dissimilitude between the high style and the comic situations.

All this reflect Fielding as a mastercraftman in the field of every type of humour-farce, satire, irony, characterization and parody. But, the spontaneity of these is the natural trait of Fielding's humour. Comparing and contrasting Fielding's humour with Richardson, S.T Coleridge has rightly summed up when he says: "there is a cheerful sunshiny, breezy spirit that prevails that prevails everywhere strongly contrasted with the close, hot, day -dreamy continuity of Richardson". Fielding's treatment of humour and irony has the ability to hold a firm grip on readers' attention due to which he has rightly been given the title of 'a laughing philosopher'.

Among the four wheels of novel during the eighteenth century, Henry Fielding acts as a social reformer of the age. In order to bring social reforms, he adopted the methods of irony, satire and scathing criticism of the evils rampant in the society. For this, satire was the suitable medium that could bring social reform by portraying the abuses in the society. Like Daniel Defoe and Jonathan Swift, Fielding also aimed at bringing social reform through satire in his works. For this, he took recourse to realism that was also a hand medium to depict the follies and foibles of the society.

In this regard, we can call Fielding as the pioneer of modernist movement in English novel. His novels can be called as the panoramic study of the contemporary society. He was also a role model for the subsequent generations of English novelists. The main purpose of satire is to expose the weaknesses and limitations of society or an individual so that the person concerned may know his or her weaknesses in order to improve them. Fielding depicts a

microscopic view of the contemporary society with its selfish motives and lust. In other words, we can call Fielding as the spokesman of his age. After going through Fielding's works, the readers become witness of characters who are living their life according to their own style and temperament, but it all is the essence of humanitarianism which Fielding has filtered through his own vision.

Henry Fielding's main concern in the book, *Joseph Andrews* is not to describe man, but manners, not an individual, but species. Henry Fielding's main target in the book is to attack the nature and temperament of women as he depicts them as snobbish and passionate. The idea of sensuality has best been depicted through the females- Lady Bloody, Mrs. Slipslop and Betty. Being an aristocratic lady, Lady Booby wants to possess Joseph, a young man to satisfy her sensual desires which speaks of hypocrisy that was so deep rooted among the aristocrats who are delineated with an undercurrent of irony.

Mrs. Slipslop is also equally and uniformly sensuous treading the footprints of her mistress. Even Betty, the chamber-made, also shows her inclination towards Joseph when he comes to the inn in a miserable and pathetic condition. Through these female characters, Fielding has tried to project the amorous side of eighteenth century females.

Through his satirical observations, Fielding has presented a society full of inhumanity, callousness, indifference and narcissistic aspects. The most striking example is the stage-coach scene that throws ample light on the hardness and rigidity of the society. The inhumanity and stubbornness of the age has been depicted through the poor postilion when the lawyer on the stage-coach says: "Go on Sirrah, we are confounded late."

Similarly, the reaction of the lady on the stage-coach is also not very much cordial and sympathetic as she says: "O, Jesus, o naked man! Dear coachman, drive on and leave him." The old gentleman cries at this sight, "Robbed, Let us make all the haste imaginable, or we shall be robbed too." All these give evidence of unsympathetic attitude towards a man belonging to lower strata of the society.

### 3. Conclusion

In this way, after making a close and incisive study of Henry Fielding's novel, *Joseph Andrews*, we can safely and rightly aver the fact that as a precursor of English novel, Henry Fielding emerged as a real craftsman of his age. He has contributed a great deal in the evolution of English novel in the eighteenth century by introducing solid and convincing realism in the contemporary society. He has depicted the whole cross section of the society by dealing with individuals belonging to aristocratic society, middle class gentry and lower strata of the society. All this, earn him rightly the title of 'as a precursor of English novel' in real sense of words.

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## DIGITAL TOOLS FOR SOCIALIZATION OF CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT

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### Summary

This article examines the application and impact of digital technologies on the social integration of children with general speech underdevelopment. The authors have conducted a comprehensive analysis of the current state of digital tools implementation in correctional work and identified the main challenges of this process. The research provides a structured classification of digital tools, which includes various systems: from communicative support to advanced solutions using artificial intelligence and virtual reality.

The article highlights practical experience in implementing specialized software both in the Ukrainian context and international practice, focusing on the interaction between speech therapists and parents. The authors examine in detail the effectiveness of various digital tools regarding their impact on the development of communication skills and social adaptation of children.

The study emphasizes the necessity of an individualized approach in implementing digital technologies, stressing the importance of combining traditional correctional methods with innovative digital solutions. The presented results demonstrate the significant potential of digital technologies in creating an effective inclusive educational environment and overcoming communication barriers. Prospective directions for future research are outlined, particularly studying the long-term impact of digital technologies on the socialization of children with special educational needs.

**Key words:** digital technologies, social integration, general speech underdevelopment, correctional work.

DOI <https://doi.org/10.23856/6713>

### 1. Introduction

In the modern world, digital technologies are playing an increasingly significant role in various aspects of social life, particularly in education and social integration. For children with General Speech Underdevelopment (GSU), digital technologies open new opportunities for effective social integration, enhancing their access to inclusive education and expanding the boundaries of their interaction with the environment. However, despite the significant potential of digital technologies, there are numerous challenges that hinder their effective use for social integration of children with GSU.

We consider the main challenge to be the dynamics and rapid changes in the scientific and technical sphere and the adaptation of the educational system (particularly in special education) to these changes. On the other hand, there are certain difficulties in implementing digital tools in educational practice for children with special educational needs. Although there are many programs and applications designed to facilitate learning and communication with children with GSU, their effectiveness and accessibility remain poorly researched. Additionally, there is a need to adapt digital solutions to each child's individual needs, which requires a comprehensive approach considering special educational requirements and social contexts.

Thus, the topic of using digital technologies as a tool for social integration of children with GSU is extremely relevant for research. Studying this issue allows not only to improve the possibilities and limitations of modern digital solutions but also to develop new approaches that will promote more effective integration of children into society, providing them with equal opportunities for learning, development, and social interaction. Through this scientific investigation, we aim to highlight the current state of digital technology integration in working with GSU children in Ukraine and abroad, outline innovations and new solutions, and identify important directions for further research.

## 2. Analysis of recent research and publications

The theoretical and methodological analysis of scientific literature demonstrates active research into the communicative development of children with special educational needs, particularly those with speech disorders, and the implementation of innovative technologies in correctional work.

Fundamental research on the communicative development of children with special educational needs is presented in the works of Yu. Bondarenko, V. Bondar, Yu. Bystrova, V. Syniov, E. Syniova, M. Chaika, and others. The scientists have detailed the specific features of communicative sphere formation in children with various psychophysical development disorders and outlined the main directions of correctional work.

Significant contributions to the research on implementing innovative technologies in work with children with special educational needs were made by V. Avilova, V. Bondar, I. Demchenko, V. Zaretsky, A. Kolupaieva, V. Liashenko, O. Martynchuk, and others. Their works reveal theoretical foundations and practical aspects of applying modern technologies in the correctional-developmental process. In particular, O. Chekan investigates the role of digitalization in supporting inclusive education and proposes an original educational-pedagogical tool "Movlianka" for developing the speech sphere of children with General Speech Underdevelopment (GSU).

The educational process features for children with speech disorders are thoroughly covered in the works of O. Boriak, N. Kabelnikova, I. Martynenko, A. Odyntsova, L. Trofymenko, M. Sheremet, and others. In this context, it is worth noting A. Kurienkova's research, who developed a methodology for using visualization in working with children with severe speech disorders and proposed innovative technologies for speech development in children with GSU.

Analysis of international experience, particularly the research of R. Osoreo and co-authors, demonstrates the effectiveness of information and communication technologies in inclusive education. O. Denysiuk, I. Zalutskyi, I. Kryvoruchko, T. Chechko, and others investigate the possibilities of using ICT and web services in working with children with special needs and their parents.

Despite the large number of scientific works devoted to the use of digital technologies in special education in general, insufficient attention has been paid to systematizing current information and the role of ICT in the social integration of children with special educational needs, which determined the choice of research topic.

Purpose of the article: To theoretically substantiate the current state and prospects of implementing digital technologies in the practice of social adaptation of children with special educational needs.

### 3. Presenting main material

Digital technologies have long become an integral part of the modern world, and their role in assistive technologies for people with GSU is remarkably significant. They not only help overcome physical barriers and ensure access to information but also have considerable potential for promoting the socialization of these individuals. Virtual reality (VR) technologies are particularly promising as they create a fully immersive digital environment where children with GSU can safely practice social skills, as well as augmented reality (AR), which overlays digital elements onto the real world, helping with learning and communication. Artificial Intelligence (AI) plays a key role in personalizing the learning experience by adapting task complexity and approaches to each child's individual needs.

For children with GSU, digital technologies open new opportunities for communication, learning, and development, which is crucial in their integration into society. The socialization of such children through digital tools allows them to feel part of the community, actively participate in social life, and develop their communication skills. AI assistants can help with speech recognition and response generation, facilitating communication, while VR environments create a safe space for practicing social interactions.

Digital technologies used in working with children with special educational needs (SEN) can be conditionally divided into two main categories: hardware and software. Hardware includes specialized devices and equipment that can be expensive and often difficult to access due to high costs. These include, for example, touch screens with adapted interfaces, alternative and augmentative communication (AAC) devices such as communication boards with speech synthesis, eye-tracking systems for gaze control, communicators with programmable buttons and voice output, as well as specialized tablets with pictograms and symbols. Unlike digital AAC tools that can be implemented as software applications, physical AAC devices often have additional tactile feedback functions, increased structural durability, and specially designed interfaces for people with motor impairments. Such devices may also include modular systems that allow gradually expanding the child's vocabulary and communication capabilities according to their development. VR headsets and AR glasses, as well as other assistive technologies that facilitate physical access to learning and communication, complement the arsenal of material means of communication and learning support (*Chekan, 2024*).

Software solutions, on the contrary, are more accessible and can be used on various platforms, including computers or laptops, tablets, smartphones, etc. These programs are often aimed at developing cognitive skills, facilitating communication, and supporting the educational process. The importance of such programs lies in their flexibility and ability to adapt to the individual needs of the child, making them extremely effective in the context of social integration (*Kurienkova, 2023*). Modern software solutions increasingly use AI technologies to analyze child progress and automatically adjust task difficulty, and include AR elements to create an interactive learning environment. Let's present the main types and ways of using software



for social integration of children with GSU in Table 1, which provides a detailed analysis of different software categories, their functional characteristics, specific implementation examples, and specific benefits for working with children with GSU. Special attention in the table is paid to the educational impact of each type of software, allowing better understanding of their role in the process of social integration and communication skills development (Table 1).

Table 1

**Analysis of Digital Technologies for Social Integration of Children with GSU**

System Type	Functional Characteristics	Examples	Educational Impact	Benefits for Children with SLI
Communication Support Systems	<ul style="list-style-type: none"> <li>– AAC systems</li> <li>– Multimodal interaction interfaces</li> <li>– Adaptive communication protocols</li> </ul>	<ul style="list-style-type: none"> <li>– Proloquo2Go: symbol-based communication</li> <li>– C-board: customizable visual schedules</li> <li>– Integration with speech synthesis</li> </ul>	<ul style="list-style-type: none"> <li>– Improvement of verbal and non-verbal communication</li> <li>– Development of social interaction skills</li> <li>– Formation of autonomous communication skills</li> </ul>	<ul style="list-style-type: none"> <li>– Visual communication support</li> <li>– Step-by-step speech skills formation</li> <li>– Reduction of communication barriers</li> <li>– Increased motivation for communication</li> </ul>
Social Learning Environments	<ul style="list-style-type: none"> <li>– Controlled interaction spaces</li> <li>– Educational server infrastructure</li> <li>– Pedagogical supervision tools</li> </ul>	<ul style="list-style-type: none"> <li>– Minecraft Education– Autcraft</li> <li>– Integrated communication tools</li> </ul>	<ul style="list-style-type: none"> <li>– Development of social competencies</li> <li>– Improved peer interaction</li> <li>– Enhanced collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>– Safe environment for communication practice</li> <li>– Structured social interaction</li> <li>– Development of dialogic speech</li> </ul>
Sensorimotor Development Applications	<ul style="list-style-type: none"> <li>– Fine motor skills development</li> <li>– Gross motor coordination</li> <li>– Sensory integration protocols</li> </ul>	<ul style="list-style-type: none"> <li>– Dexteria</li> <li>– "Development Games 1,2,3"</li> </ul>	<ul style="list-style-type: none"> <li>– Improved motor control</li> <li>– Enhanced coordination</li> <li>– Improved sensory processing</li> </ul>	<ul style="list-style-type: none"> <li>– Development of articulatory motor skills</li> <li>– Speech and movement coordination</li> <li>– Formation of motor bases for speech</li> </ul>
Emotional Intelligence Development	<ul style="list-style-type: none"> <li>– Emotion recognition algorithms</li> <li>– Behavioral response modeling</li> <li>– Mood tracking functionality</li> </ul>	<ul style="list-style-type: none"> <li>– Headspace</li> <li>– Moodmeter</li> <li>– Interactive social stories</li> </ul>	<ul style="list-style-type: none"> <li>– Improved emotion recognition</li> <li>– Enhanced self-regulation</li> <li>– Better social understanding</li> </ul>	<ul style="list-style-type: none"> <li>– Development of emotional speech components</li> <li>– Enrichment of emotional vocabulary</li> <li>– Formation of prosodic aspects of speech</li> </ul>
VR/AR Systems	<ul style="list-style-type: none"> <li>– Immersive environments</li> <li>– Interaction modeling</li> <li>– Spatial awareness development</li> </ul>	<ul style="list-style-type: none"> <li>– AntiSpark</li> <li>– AR-learning</li> <li>– Virtual social scenarios</li> </ul>	<ul style="list-style-type: none"> <li>– Improved situational awareness</li> <li>– Enhanced social adaptation</li> <li>– Reduced anxiety</li> </ul>	<ul style="list-style-type: none"> <li>– Immersion in speech environment</li> <li>– Controlled speech practice</li> <li>– Modeling of communicative situations</li> </ul>

Continuation of table 1

AI-Supported Systems	<ul style="list-style-type: none"> <li>– Adaptive content generation</li> <li>– Personalized learning</li> <li>– Performance analysis</li> </ul>	<ul style="list-style-type: none"> <li>– AI Buddy</li> <li>– My Voice</li> <li>– Optimized learning trajectories</li> </ul>	<ul style="list-style-type: none"> <li>– Improved personal development</li> <li>– Increased efficiency</li> <li>– Individualization of corrective work</li> </ul>	<ul style="list-style-type: none"> <li>– Adaptive speech learning</li> <li>– Accurate progress diagnostics</li> </ul>
Speech Development Tools	<ul style="list-style-type: none"> <li>– Articulation training</li> <li>– Phonemic hearing development</li> <li>– Connected speech practice</li> </ul>	<ul style="list-style-type: none"> <li>– "Speak Correctly"</li> <li>– "Word Constructor"</li> <li>– "Speech Therapy"</li> </ul>	<ul style="list-style-type: none"> <li>– Improved speech clarity</li> <li>– Vocabulary expansion</li> <li>– Development of narrative skills</li> </ul>	<ul style="list-style-type: none"> <li>– Comprehensive development of all speech components</li> <li>– Sound automation</li> <li>– Formation of connected speech</li> </ul>

Based on a comprehensive analysis of available research, it can be stated that the integration of software across all mentioned areas demonstrates significant potential in promoting social integration of children with special educational needs. The fundamental aspect of successful socialization is the development of speech and communication competencies, which determines the critical importance of timely diagnostic and corrective work. In the context of optimizing the correction process, the modern toolkit of a speech therapist is enriched with electronic diagnostic complexes and multimedia materials for articulation exercises (Streltsova, 2018).

Current trends in organizing correctional and developmental work indicate the expediency of expanding traditional tools (particularly Microsoft PowerPoint) with innovative solutions such as the Canva online platform. The platform's functional capabilities include not only a wide range of tools for creating and integrating multimodal materials but also specialized filters for evaluating content accessibility for individuals with color perception disorders, which promotes the implementation of universal design principles and social inclusion (Kryvoruchko, 2024).

In the domestic educational space, there is a trend toward developing specialized software for speech and communication development. A notable example is the educational software "Movlyanka," which implements gamification principles through storyline implementation and an interactive helper character. The program's architecture provides cross-platform support (Windows, Android) and a differentiated approach through content distribution into age modules (4, 5, and 6-7 years). The structural organization includes two main components - "fairy tale conversation" and "fairy tale notebook," with an integrated system of sequential material progression and multimodal support (Chekan, 2024).

Considering the primary role of family as a social institution in the integration process of a child with SLI, the implementation of digital technologies in the system of teacher-parent interaction becomes particularly relevant. The diagnostic component of such interaction is effectively implemented through Google Forms tools, which ensures monitoring of dynamics at different stages of correctional work. Cloud technologies demonstrate high efficiency in transforming traditional forms of information interaction, while synchronous communication platforms (Zoom, Google Meet, Microsoft Teams) expand group work opportunities through breakout room functionality (Zalutskyi, 2020).

International developments indicate high effectiveness of integrating specialized software into the educational process of children with special educational needs. In particular, a longitudinal study of Plaphoons software, aimed at developing written speech in children with

visual and musculoskeletal disorders, demonstrated statistically significant positive results not only in forming target skills but also in overall cognitive and socio-emotional development. Empirical data confirms the formation of prosocial behavior, development of self-regulation, and initiative in interpersonal interaction (Osores, 2019).

#### 4. Conclusions

Based on the conducted analysis, the following conclusions can be drawn regarding the role of digital technologies in the social integration of children with general speech underdevelopment.

Firstly, the implementation of digital technologies, particularly specialized software, can demonstrate high effectiveness in the social integration process of children with SLI. Systematization and analysis of available digital solutions have revealed their significant potential in overcoming communication barriers and creating an inclusive educational environment.

Secondly, the comprehensive application of various digital tools, from communication support systems to VR/AR technologies, ensures comprehensive child development, encompassing speech, social, and emotional domains. Particularly important is that modern technologies allow individualizing the correctional-developmental process, adapting it to each child's specific needs.

Thirdly, the implementation of digital technologies transforms traditional forms of interaction between all participants in the educational process. The use of cloud services and platforms for synchronous and asynchronous communication optimizes cooperation between teachers and parents, which is critically important for successful social integration of children with SLI.

Thus, the use of digital technologies in working with children with SLI can have a positive impact not only on the development of target skills but also on the formation of prosocial behavior, self-control, and initiative in interpersonal interaction. This indicates that digital technologies can serve as an effective tool for creating an inclusive environment that promotes unlocking the potential of children with SLI and their full integration into society.

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## NEW UKRAINIAN SCHOOL: AI IMPLEMENTATION IN EDUCATION

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### Summary

The New Ukrainian School reform aims to modernize education. This article explores the potential of Artificial Intelligence (AI) to enhance this initiative. It discusses ways to integrate artificial intelligence into the Ukrainian education system to modernize learning and teaching processes. It highlights key reforms of the Ukrainian New School and presents initiatives such as personalized learning tools, automated assessment systems to improve student performance and optimize teachers' workload. The article also highlights the role of technology and discusses the issues of gradation of AI use in the classroom. Successful AI implementation requires careful planning, collaboration, and a focus on student needs. The article emphasizes the importance of embracing AI responsibly to create a more equitable and effective education system for all Ukrainian students. The authors present the features of the current state of Ukrainian education and the ways of its development. This approach reflects Ukraine's commitment to creating a progressive, inclusive and technology-oriented educational environment.

**Key words:** NUS, Artificial Intelligence, student-centered approach, competency-based approach, innovative education.

DOI <https://doi.org/10.23856/6714>

### 1. Introduction

Modernizing education through innovation is a cornerstone of preparing learners for success in a rapidly evolving world. The integration of innovative approaches and technologies into educational systems is not merely an option but a necessity to meet the demands of the 21st century. Modern education systems must equip students to tackle global issues such as climate change, digital transformation, and social inequities. Innovative education methods emphasize critical thinking, creativity, and problem-solving that are skills essential for addressing these complex challenges.

The main purpose of the article is to explore the ways with the help of which artificial intelligence could be implemented into the new Ukrainian education system highlighting the educational reform, the roles of modern AI technologies and finally presenting the overall vision of New Ukrainian School.

The New Ukrainian School is a key reform of the Ministry of Education and Science. The main goal is to create a school where it will be pleasant to study and which will give students not only knowledge, as is the case now, but also the ability to apply it in everyday life.

The changes envisaged by the reform of the NUS and set out in the Concept of Reforming Secondary Education concerned the content of education and teaching methods,

the organization of the educational process and school management, ensuring the quality of education and the secondary education management system as a whole.

Today's students are digital natives, growing up in a world of smartphones, social media, and instant access to information. Traditional methods may fail to engage them effectively. Incorporating technology like AI, virtual reality, and gamified learning into education bridges the gap between conventional teaching methods and the expectations of tech-savvy learners.

Innovation in education can break down barriers to learning. Technologies like AI can provide personalized learning experiences for students with diverse needs, including those with disabilities or from underserved communities. By ensuring all students have access to quality education, innovation helps create a more inclusive society. Innovation doesn't just benefit students but also empowers teachers. Tools like AI-powered analytics, digital assessment platforms, and virtual classrooms reduce administrative burdens and enable educators to focus on fostering meaningful connections with students.

The Ministry of Education and Science of Ukraine, together with the Ministry of Digital Transformation of Ukraine, have completed work on developing instructional and methodological recommendations for the implementation and use of artificial intelligence technologies in general secondary education institutions. These recommendations are based on current international practices (*Ministerstvo osvity i nauky Ukrainy, 2024*). The purpose of the recommendations is to disseminate principles and approaches to the responsible use of AI systems in general secondary education. First of all, this concerns respect for human rights, professional ethical standards, raising teachers' awareness of possible risks and challenges in order to critically, effectively and ethically interact with AI systems and use their potential.

## 2. The New Ukrainian School: A brief overview of the educational reform

The reform of NUS is designed to last for years, because it is impossible to quickly change the educational tradition that has been nourished in Ukraine for decades. However, changes have already begun, and the Ministry of Education and Science is doing everything to ensure that they are inevitable (*Nova ukrainska shkola, 2024*).

The list of competencies that students will acquire is already set out in the Law on Education. It was created taking into account the Recommendation of the European Parliament and of the Council of Europe on the development of key competencies for lifelong learning (dated 18.12.2006):

- fluency in the state language;
- ability to communicate in the native (if different from the state) and foreign languages;
- mathematical competence;
- competence in the field of natural sciences, engineering and technology;
- innovation;
- environmental competence;
- information and communication competence;
- lifelong learning;
- civic and social competencies related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with an awareness of equal rights and opportunities;
- cultural competence;
- entrepreneurship and financial literacy (*Nova ukrainska shkola, 2018*).

The National Doctrine of Education Development defines the organic combination of education and science, the development of distance education as one of the priority areas of state policy for the development of education; the introduction of educational innovations; the creation of an industry of modern means of teaching and education; and also defines the role of education as the driving force for the development of civil society, namely, the focus of state policy on activating the participation of parents in the educational and upbringing activities of educational institutions. Innovative technologies make it possible, on the one hand, to show students "the world as a whole," overcoming the disciplinary fragmentation of scientific knowledge, and on the other hand, to use the study time saved as a result of this for the full implementation of specialized differentiation in education.

The New Ukrainian School (NUS) framework represents a forward-looking reform aimed at transforming education in Ukraine to align with modern societal needs. One of the most promising avenues for achieving this transformation is through the integration of Artificial Intelligence (AI) into the educational ecosystem. AI has the potential to enhance learning outcomes, empower teachers, and prepare students for a technology-driven future. The purpose of this article is to explore the need for AI implementation within NUS.

The modernization of contemporary education in Ukraine has several directions, with the implementation of a student-centered approach to learning being one of the most crucial. The concept of "student-centered learning" aims to ensure the maximum professional development of students and their successful employment. The focus is put on the learner, emphasizing their needs, interests, and active participation in the learning process. This approach shifts away from traditional teacher-centered instruction when a teacher acts as a facilitator or guide rather than a sole source of knowledge and priority is given to engagement, critical thinking, and personalized education. (*Ishchenko, 2023*).

The key aspects of student-centered learning are personalized learning, autonomy of studies, teamwork, collaboration and soft skills development. In student-centered learning students are encouraged to take ownership of their learning through discussions, projects, and hands-on activities. They have to work in teams to reach their personal goals, so peer learning and collaborative problem-solving are of greatest importance. It also promotes a classroom environment where students learn from each other and contribute to group success.

Another benefit of such an approach is relative autonomy of studies. Students are provided with choices in what and how they learn, fostering motivation and engagement. But they definitely should not forget about curricula and deadlines of the academic year. So, the idea of autonomy lies in fostering self-directed learning and decision-making when students set goals, make decisions, and take responsibility for their learning process.

Furthermore, this approach leads to critical thinking and problem-solving tasks development. It suggests cultivating thinking skills like analysis, evaluation, and creation when students tackle real-world problems.

To create a maximally comfortable learning environment, higher education students are offered opportunities for academic mobility, allowing them to study at various universities across Europe and the world and engage in experience exchange. An equally important factor is the impact of the variable components of higher education standards, including the updating of course content to reflect the list of general and professional competencies and learning outcomes, which are the key categories of student-centered learning.

Student-centered learning approach is closely connected with competency-based approach that has been thoroughly examined in the works of S. Sharov. This approach involves the use of two fundamental concepts: competence and competency, which are logically and substantively interconnected. (*Sharov, 2018: 195*).

### 3. The Role of Technology in Modern Education

In the 21st century, information technology is rapidly penetrating all spheres of human life, and education is no exception. The use of computers, the Internet and other digital tools opens up new learning opportunities, making it more effective, interesting and accessible on the one hand. And on the other hand, they encourage discussions between teachers and parents about how to avoid losing the content of education by paying excessive attention to the form.

Artificial Intelligence (AI) is being applied into the educational process through specific applications that transform both teaching and learning. One prominent example is the use of intelligent tutoring systems, such as Carnegie Learning's MATHia, which offers personalized math instruction to students by assessing their responses in real time. The software not only provides hints and explanations when students struggle but also adjusts the difficulty of problems based on each learner's progress. This targeted approach helps reinforce concepts at an individualized pace, ensuring students gain a deeper understanding of the subject matter.

Another example is the deployment of AI-powered chatbots in educational institutions to assist with administrative support. For instance, Ukraine is closely looking at Georgia State University's experience of introducing "Pounce," a virtual assistant that helps incoming students navigate the enrollment process by answering questions about deadlines, financial aid, and course registration. Pounce significantly reduced the summer melt (students who accept offers of admission but do not enroll) by providing timely responses and nudging students to complete essential tasks, demonstrating how AI can support student retention.

Quite popular among Ukrainian students and young learners is learning platforms such as Duolingo that uses AI where algorithms analyze users' language proficiency levels and adapt the difficulty of lessons to match their learning pace. The platform uses AI to detect common mistakes and provide customized practice sessions, ensuring learners focus on their weak areas. Furthermore, AI's role extends to language assessment, as systems like Pearson's Versant test evaluate spoken language proficiency by analyzing pronunciation, fluency, and grammar with high accuracy.

In addition, AI-driven tools are improving accessibility for students with special needs. Tools like Microsoft's Immersive Reader use natural language processing to convert text into audio, change font sizes, or highlight important sections, helping students with dyslexia or visual impairments. Similarly, platforms such as Voiceitt, which employs AI to recognize non-standard speech patterns, allow individuals with speech disabilities to communicate more effectively.

These examples illustrate how AI is not just enhancing the efficiency of educational processes but also fundamentally changing how learning is delivered, making education more adaptive, accessible, and inclusive.

Ukraine is actively exploring the potential of artificial intelligence (AI) in education. Wide range of AI resources that both educators and students have at their disposal are actively integrated into STEM and STEAM lessons (*Nikitina, Ishchenko, 2023*).

Although its adoption level remains moderate, government initiatives, international aid, and private projects are driving progress in this area. Ukraine belongs in the category of countries with medium AI adoption, alongside India, Brazil, Chile, and Mexico. Ukraine employs AI to support distance education, especially in the context of ongoing conflict. Emphasis is placed on adaptive platforms that help compensate for the loss of access to traditional educational institutions. Key challenges include insufficient digital infrastructure in some regions and limited funding.



#### 4. The Vision of the New Ukrainian School

The Ministry of Education and Science recommends applying AI to any actions used by teachers and students, other employees in the field of education, in particular:

1) When teaching students subjects (integrated courses), it is recommended to integrate AI into the preparation and delivery of lessons, as well as into extracurricular activities of children. Using large language models, text chatbots, and generative AI systems, teachers can generate calendar plans, lesson plans, knowledge maps, teaching materials, audio materials, interactive presentations and content for them, task texts, mathematical tasks (adapted to specific topics, along with solutions), personalized curricula that meet the individual needs of each student, rubrics for analyzing learning obstacles, difficulties, interests, and needs of students, etc.

2) In partnership interactions with participants in the educational process, namely with parents and students.

3) In organizing a safe and healthy educational environment, namely, supporting inclusiveness and individual needs of students;

4) In managing educational activities, namely monitoring and analyzing student progress, supporting administrative decision-making.

5) For continuous professional development: advanced training, lifelong learning, etc. (*Draft of Recommendations, 2024*)

However, responsible use of artificial intelligence (AI) systems in general secondary education requires adherence to a number of principles that promote fair, ethical, safe and productive use of these technologies.

The project assumes that educational institutions, within the framework of their own autonomy, have the opportunity to choose specific digital educational platforms, online services and tools based on AI systems for use in the educational process.

It is necessary to ensure that they comply with the requirements of current legislation on the protection of personal data of participants in the educational process in the digital and educational environment. It is also necessary to take into account the need to create conditions for ensuring the full participation of persons with special educational needs in the educational process.

Teaching staff independently determine the feasibility of using online services and tools based on AI, select the forms, methods and means of conducting a specific lesson. Such actions of teaching staff do not require additional coordination or approval.

At the level of the educational institution, it is necessary to develop its own policies for the use of AI-based systems or update current regulations in accordance with the requirements of academic integrity, ensuring the protection of personal data, equal access to the Internet and information and communication technologies (ICT).

NUS recommends activities for students based on age restrictions for using services based on artificial intelligence. For students of different ages, various learning activities can be offered that will prepare them for critical, responsible, creative use of artificial intelligence. Primary, middle and high schools use AI as part of the tasks they carry out.

We would especially like to note that the Project offers 4 levels of implementation of AI tools for completing educational tasks. Level 0 tasks prohibit the use of AI. Violation of the requirement is considered a manifestation of academic impiety. While Level 4 tasks widely use AI with human oversight. AI tools can be used at various stages of the work. At the same time, AI should be a "co-pilot" to enhance human creativity, not to replace it completely. The user is responsible for ensuring human oversight and evaluation of AI-generated content.

AI can be used in a wide range of lessons across various subjects, enhancing engagement, providing personalized learning, and supporting teachers with data-driven insights. AI could be perfectly incorporated within STEM disciplines as well as mathematics, chemistry, physics, biology as a single unit that are commonly known in Ukraine as natural subjects. In STEM AI could serve as a bridge that brings together and describes specific aspects that could be taught in various subjects.

Here are some key examples of lessons where AI can be especially beneficial.

Mathematics is often considered a foundational discipline, it provides the tools and frameworks for understanding and modeling phenomena in natural sciences and beyond. AI-powered platforms like Khan Academy and Mathway offer personalized practice problems and step-by-step guidance based on students' performance levels. AI tools can help students understand their mistakes immediately, providing hints or explanations to guide them toward the correct solution. Thus, AI can be used as an Adaptive Learning and Problem-Solving tool.

Science or commonly known in Ukraine as physics, chemistry and biology subjects. These lessons give a wide field for laboratory testing, simulations and experiments and AI allows students to conduct them virtually e.g. exploring chemical reactions or physics principles, which might be too costly or dangerous in a physical lab. In biology or environmental science, AI tools can analyze real-world datasets, helping students learn to interpret data patterns, a skill valuable for scientific research.

As for geography discipline concerns, AI could suggest augmented reality with the help of which students can interact with AI-driven maps that provide real-time data about geographical features, climate zones, climate change, deforestation, or weather patterns and human impacts on the environment. Interactive maps can be of great interest too.

Could we use AI tools at Humanitarian lessons? Yes, definitely. Languages and literature, history and social studies, art and music and even physical education lessons could include lots of AI tools and platforms. AI-driven language tools like Duolingo and Grammarly, Memrise and Rosetta Stone use adaptive learning algorithms and provide a wide choice of tasks from listening to writing, from lexical chunks training to translation tasks. Additionally, AI chatbots can simulate conversational practice for language learners. What can AI suggest for History lessons? Virtual Reality (VR) Tours of historical sites, certainly. AI-powered VR applications allow students to virtually "visit" historical sites or experience historical simulations, offering an immersive learning experience. It will be a wonderful idea to unite some aspects in STEAM lessons by multiplying the outcomes with the help of AI tools and platforms (*Nikitina, Ishchenko, 2022*).

Thus, integrating AI into these lessons makes learning more interactive, personalized, and engaging, encouraging students to become active participants in the learning process.

AI is gradually immersed not only into the teaching process but also into administrative ones. Its application in administrative processes allows to optimize the work of educational institutions, increase the efficiency of management and improve the quality of educational services. Among the benefits of using it, the authorities highlight time management, minimizing the risk of human error in data processing, optimizing processes allows you to achieve better results with lower resource costs.

But the main challenges for Ukrainian managers of all levels are still lack of funding or corruption, unwillingness to change, bureaucracy etc.

The integration of AI in the education sector faces other minor challenges, such as including insufficient infrastructure and inadequate teacher training. Privacy and data protection for students are also significant issues, as AI systems often involve collecting and processing large amounts of data (*Pedro, 2019*).

Teaching teachers to use artificial intelligence (AI) platforms is fraught with risks and challenges, especially when it comes to teaching foreign languages. Among the most burning challenges are: lack of technical skills and training, dependence on automation, technical failures and limitations, possibility of student alienation.

Despite these challenges, the prospects for AI in Ukrainian education remain optimistic. AI supports adaptive and personalized learning, automates routine tasks, and promotes critical thinking and digital literacy among students and teachers. According to experts, further development of AI in Ukrainian education will depend on continued government support, infrastructure investments, and teacher upskilling efforts (*Derzhstat Ukrainy, 2022*).

### 5. Conclusions

AI implementation into Ukrainian education demonstrates a gradual progression from initial efforts in higher education to present-day initiatives in secondary education and nationwide digital literacy programs developed by the Ministry of Education and Science of Ukraine. Today, Ukraine is actively developing the infrastructure necessary to integrate AI into the learning process, aligning with global trends in digital transformation. The key aspects of this long-lasting process have been discussed in the article. Much attention has been given to the role that AI technology shows on the educational environment of New Ukrainian School. The authors have had an attempt to present the vision of transformation of NUS as well as the great role that AI has on re-shaping Ukrainian education to meet the requirements of present-day reality. Meanwhile, it was necessary to point out some challenges in this sphere. Much is still to be done but given the positive results achieved so far, as well as the growth potential, continued AI integration in Ukraine's education system can be expected which will further prepare future generations for the demands of the digital era.

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# CULTURAL REFLECTIONS ON UNDERSTANDING THE CREATIVE SPACE OF UKRAINE IN THE CONTEXT OF GLOBAL CHALLENGES OF THE ECONOMY OF IMPRESSIONS OF SOCIETY

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## Summary

The aim of this paper is the theoretical and methodological substantiation of the cultural reflection on the understanding of the cultural and creative space of Ukraine in the context of the global challenges of the impression economy and the cultural transformation of society. The study reveals theoretical and methodological approaches to determining the essence of the cultural and creative space of Ukraine. In the context of cultural reflections, the Ukrainian practice of forming and developing the cultural and creative space of creative industries is analyzed. Dynamic transformational changes in cultural diversity are substantiated through the prism of the development of the cultural and creative space. The main characteristics, principles, structural and functional features of the organization and activity of cultural and creative spaces are highlighted. It is emphasized that there is an active search for new forms of cultural practices during the evolution of culture. Various approaches to the creation, functioning and development of cultural and creative spaces as a driver of development, classification and typology of spaces, features of implementation, stages, interaction and main components in diverse spheres of activity are revealed. It has been proven that multi-vector and multi-sectoral types of cultural and creative activity play an important role in shaping national identity and creating a positive image of creative Ukraine in the world. It is argued that the cultural and creative space has become a logical manifestation of innovations and the development of creative industries in Ukraine. It is proven that the activation of cultural initiatives and projects contributes to the formation of new socio-cultural manifestations of the economy of impressions based on human centrism in the activities of cultural and creative spaces. The relevance of expanding the spectrum of cultural research regarding formation of creative industry spaces, their conceptual foundations of development and generalization of theoretical and methodological principles is emphasized. The theoretical basis used in the article is based on a cultural approach.

**Key words:** culture, cultural and creative space, creative industries, experience economy, cultural practices, leisure, cultural transformation, sustainable development.

DOI <https://doi.org/10.23856/6715>

## 1. Introduction

In the context of dynamic transformations of the cultural landscape that accompanying Ukraine's integration into the European cultural space, the analysis of the impact of European programs on the development of domestic creative industries becomes particularly relevant. In particular, the Agreement between Ukraine and the European Union on Ukraine's

participation in the Creative Europe program for 2021-2027, including the Media direction, contributes not only to the stimulation of creative processes, the preservation of cultural and linguistic diversity, but also to the development of creative industries through the intensification of international cooperation and integration, and the joint production of cultural products. Ukraine's participation in this sub-program actively promotes European narratives within Ukrainian society, strengthens cultural ties with EU countries and serves as a catalyst for the development of the domestic cultural and creative space, which is harmoniously integrating into the European cultural space.

*The analysis of the latest researches and publications* allows us to generalize that the dynamics of modern scientific research is marked by a wide range of research issues. In particular, the scientific and theoretical basis of the research is the works of such scientists as: O. Hrytsenko, who reveals the cultural space and national culture in theoretical understanding and practical application; O. Kopiiivska represents transformational processes in cultural practices of Ukraine in the context of global, glocal and local features; O. Stepanova (O. Domanska) analyzes the features of the formation of the national cultural space as the spiritual foundation of Ukrainian statehood, substantiates the conceptual principles of the development and formation of the cultural space in Ukraine; M. Levchenko, A. Forostian, S. Kuznietsov, who have analyzed the integration of contemporary art into the cultural space of the regions of Ukraine; L. Kotsur analyzes transformations in the cultural space of Ukraine in the format of his scientific research; in his research, O. Krasnenko reveals interactivity as a phenomenon of cultural space; V. Piskun characterizes the formation of the cultural space of modern Ukraine; N. Fedotova, A. Pidlypska characterize the cultural and artistic space through the prism of the festival; M. Poplavskyi considers the artistic project as a driver of the development of the cultural and creative space; O. Shershnova proposes the formation of a new model of cultural space, focusing on the activation of initiatives and projects of the urban community. At the same time, S. Vytkaiov justifies the cultural and creative space through the prism of the characteristics of cultural and artistic Ukraine in regional dimensions. In their works, researchers and practitioners distinguish different approaches to the creation, functioning and development of cultural and creative spaces as a driver of development, classification and typology of spaces, features of implementation, stages, interaction and main components in various spheres of activity.

Despite the debate and lack of a unified perspective on the concept of cultural and creative spaces, the analysis of the works of domestic and foreign scientists allows for the conclusion that the issue of forming cultural and creative spaces is primarily examined from economic, sociological and technological aspects. Therefore, the relevance of the study is also driven by the need to expand the spectrum of cultural research to the formation of spaces of creative industries, their conceptual foundations of development and generalization of theoretical and methodological principles. It is the cultural reflections of understanding the cultural and creative space of Ukraine that are brought into the research framework of the proposed article. *The purpose of the study* is the theoretical and methodological substantiation of the cultural reflection of understanding the cultural and creative space of Ukraine in the context of global challenges of the economy of impressions and the cultural transformation of society. *The methodological basis of the study* is a set of scientific research methods of a general and special nature. In particular, methods of analysis and synthesis, dialectical, socio-cultural, historical-cultural and systemic approaches. *The scientific novelty* lies in the culturological reflection of understanding the cultural and creative space of Ukraine in the context of global challenges of the economy of impressions and cultural transformation of society. The culturological approach to the study of the cultural and creative space as an effective tool for the modernization of creative industries

is revealed. The main classification approaches to the systemic understanding of the formation of cultural and creative spaces of Ukraine are systematized.

## **2. Peculiarities of culturological reflections on understanding the cultural and creative space**

In the current cultural-creative process, cultural reflections are being activated to understand the synergistic nature of the cultural-creative space. After all, "...cultural reflection in our time is faced with the problem of scaling the problem field: the choice between understanding modern socio-cultural phenomena either as purely nationally determined, or as those that are explained exclusively as a manifestation of global reality, excluding the simultaneity of both options, or inconsistently, eclectically combining them, reducing the motives of the activities of different social subjects to each other, selectively attributing different social phenomena to one type of event" (*Shcherbyna, 2012:30-32*). The world is moving to an economy of impressions, where creative industries play a significant role. At the same time, cultural transformations, in particular globalization, migration, technological progress, lead to fundamental changes in culture. Accordingly, it is important to analyze how these processes affect the cultural identity of Ukraine, the development of cultural projects, changes in cultural offerings and consumer needs, as a result of the formation of a cultural and creative space in the context of global challenges.

Theoretical considerations make it possible to assert that creative industries and culture are inextricably linked. At the same time, culture is the foundation on which the activities of creative industries sectors are built, and creativity is the driving force that ensures their functioning and development. It is important to understand that without a constant flow of new ideas and creative approaches, creative industries would not be able to meet the changing needs of modern society, forming socio-cultural norms, values and ideals. In general, multi-vector and multi-branch types of cultural and creative activity play an important role in shaping national identity and creating a positive image of creative Ukraine in the world.

In the context of the study, the definition of "space" acquires special significance, transforming into "cultural and creative space" as a dynamic phenomenon where "cultural and creative activity" unfolds. In the conditions of the economy of impressions and cultural transformation, a modern viewer, listener or visitor of a cultural and artistic event seeks not only passive consumption, but also active participation in the creative process, looking for emotional uplift, information saturation and opportunities for interaction, becoming a participant in dialogue and communication, where elements of culture, education, art and entertainment are intertwined into a single whole. The concept of context takes on key significance in this case, since it allows us to understand the cultural and creative space as a product of historical development, which has deep archaic roots, but at the same time is in a state of constant transformation from the influence of global trends.

By presenting the research of scientists, we will reveal culturological reflections on the interpretation of the phenomenon of cultural and creative space, through the prism of the identifying of scientific trends and directions that stem from the interpretation of cultural definitions based on culturological traditions. In particular, O. Shershnova, in her study of the formation of a new model of cultural space, emphasizes the problems of forming new meanings in modern conditions and supporting traditions, the development of Internet communications and the preservation of national cultural heritage, through the lens of the peculiarities of cultural spaces of small historical cities of Ukraine, their development possibilities in the context of the formation of creative industries and the development of the creative potential of people and locations

(*Shershnova, 2019: 19-25*). After all, cultural and creative spaces are centers of the cultural life of the city, where there is a free exchange of ideas and interaction between creative individuals. In such spaces, a person acquires the status of a creator, developer, author of unique cultural product. This contributes to the formation of atmosphere of joint creativity, where individual self-expression is intertwined with collective experience, generating new meanings and forms of interaction. In the modern socio-cultural context, cultural and creative spaces evolve into a kind of “places of power, artwork and creativity”, forming a new understanding of the organization of the urban environment (*Poell, 2018:7*). They concentrate around themselves a variety of events and activities that satisfy both the practical needs of a person and his/her need for leisure, culture, development and self-realization (*Poell, 2018:8*). Accordingly, we consider the cultural and creative space as a special environment conducive to the disclosure of the creative potential of the individual, the creation and support of cultural initiatives, the creation of cultural products, the implementation of cultural and creative projects. That is, it functions as a platform for self-expression, communication and collective creative activity, where the individual is perceived not as a passive consumer or performer, but as an active creator of cultural meanings and practices. The priority goal of such spaces is to create a stimulating environment for the implementation of cultural and creative projects of the creative industries sectors, cultural development, effective communication and the implementation of creative ideas, which forms a new vision of creative industries strategies and contributes to the cultural transformation of society.

In the context of understanding the global and local levels, we consider the cultural and creative space as a new form of dynamic environment, as a complex system that provides equal access to cultural resources, stimulates cultural interaction, promotes dialogue, exchange of experience and mutual enrichment, satisfies cultural needs, achieves a balance between the interests of different cultural groups, interaction and development in the global cultural context. To expand the spectrum, it is important for the study to distinguish a number of directions through the lens of a cultural approach to the issue, namely: acculturation (overlapping cultural spaces that affect a person’s place in the system of cultural coordinates under the influence of acculturation), hermeneutic (the sphere of functioning of meanings, where multiple texts function, which are interpreted and comprehended by people), diffusionist (creation of a spatial scheme for the spread of cultures, definition of cultural circles, zones and territories), ideational (cultural space is involved in a specific communicative situation and metacommunicative context), historical/evolutionary (a set of products of the history of society and is diluted through the transfer of experience gained by a person from generation to generation), historical-innovative (an environment where innovations influence and form new forms of expression of personality), culturological-axiological (a set of spiritual and material values that humanity creates in the process of its life activity, what surrounds them forms system of values), semiotic and symbolic (cultural space as a semiotic certainty), sociological (as a set of ideas, principles, social institutions that ensure the collective activity of people), civilizational (a space that dynamically develops in the context of the connection between the territory of residence and the culture of ethnic groups) and chronotope (natural time-space is transformed into artistic, forming a chronotope corresponding to the structure of a certain genre) (*Shershnova, 2019:45*). Summarizing the above, we can state that the cultural and creative space in scientific discourse encompasses a complex, multi-level system that integrates a set of interconnected and interacting cultural spaces focused on the generation, distribution and promotion of cultural values through creative activity. These spaces differ in their scale, functions, and characteristics, forming a single whole where ideas, values, and cultural practices constantly circulate.



In cultural thought, the structural elements of the cultural and creative space require some clarification, in particular: idea, creativity, project, personality, real world space, social and intellectual space, culture (Collins, 2024:40-54). Accordingly, we will distinguish the forms of spatial organization of creative industries, namely: macroforms (creative regions, creative clusters, creative cities, global technological platforms), mesoforms (creative hubs, creative quarters, creative centers), local forms (creative spaces: art objects, creative laboratories, workshops, open spaces, lofts and neolofts, local online centers, creative information platforms) (Pain, 2022:38-45). Thus, cultural and creative spaces have various variations, which can be determined by such factors as: the field of specialization (culture, creative industries); the type of talents of the participants (creative, entrepreneurial or managerial); the purpose of the premises (for organizing events or workshops); the types of services provided (e.g., space rental services or investment support for residents); the collaborative model (from open communities to private clubs); the membership category (fixed category or flexible membership system); and the business model (Poell, 2018). Accordingly, cultural and creative spaces become centers of innovation, cultural development and community, where artists, creators, consumers can realize their potential and jointly create new ideas and cultural products. From the standpoint of culturological reflections on the issue, the emphasis of this study is on the assertion that cultural and creative spaces are peculiar catalysts of the creative process that arises at the intersection of different cultural trajectories, where individual self-expression and creativity development are reflected in collective practices, enriching the cultural landscape of society. At the same time, the transformational forms of the cultural and creative space are due to the growth of mass demand entertainment, innovation and creativity. New challenges require non-standard solutions common in modern cultural and creative activities. After all, “as known, it is the cultural borderland of Ukraine, multiplied by geopolitical determinism and historically determined vectors of attraction, that is the defining component of the modern systemic crisis ...” (Piskun, 2021:108). Based on this understanding, “the rise in the field of culture has had a positive impact on publishing, music, film production, theater, fashion, curatorial exhibitions, etc. According to foreign experts, the Ukrainian cultural environment has become bolder, more diverse and larger-scale” (Kotsur, 2023:29). As a summary of the above, we emphasize that creativity is the driver of dynamics and innovation; a driving force that ensures the generation of new ideas, encourages the search for non-standard solutions, and ensures the uniqueness of each space.

The scientific discourse is expanded by the research of L. Shymanovskoi-Dianychn, which details five fundamental approaches to understanding creativity, providing a theoretical basis for the analysis and optimization of processes occurring in cultural and creative spaces. In particular: the Gestalt approach (interprets the creative process as the destruction of the existing Gestalt in order to create a more perfect one), the psychological (dynamic) approach (creativity is viewed through the prism of the interaction between the Id, Ego and Superego), the aesthetic (expressive) approach (sees the creative process as means of self-expression of the individual), the innovative approach (the process of generating innovations and their subsequent implementation, emphasizing the importance of the novelty of the final product for assessing creativity), the problem-based approach (define creativity as a process of solving problems) (Shymanovskoi-Dianychn, 2019). The multifaceted nature of the approaches makes it possible to consider creativity through the lens of culturological reflections of the cultural and creative space as a tool of uniqueness and dynamism. Understanding different aspects of creativity allows to create favorable conditions for the development of innovative practices and creative projects for active participation in cultural life. Cultural and creative spaces, where

the conceptual principles of creativity are implemented, become places of active interaction and mutual enrichment of creative industries sectors, contributing to their transformation into dynamic centers of cultural life.

The multifunctionality of creative industries forms the basis for the widespread implementation of creative technologies, which are not only relevant, but also an indispensable tool for the development of the cultural and creative space. They encompass a wide range of innovative solutions, from virtual and augmented reality to artificial intelligence, each of which has the potential to transform traditional approaches. All of the above is implemented on the basis of general principles such as: flexibility (expressed in the ability to quickly and flexibly adapt to changing situations and requirements, contributes to finding effective solutions to creative tasks), originality (ensures solving tasks using unusual and unique solutions, contributes to the creation of new creative products), predictability (contributes to the possibility of events developing in accordance with certain conditions, which allows cultural managers to adapt their ideas and solutions to future scenarios and ensure their durability), productivity (guarantees the effectiveness of generating a significant number of ideas and solutions, contributes to expanding opportunities for creative definition, developing development concepts, ensures the diversity and scale of the creative process), autonomy (allows you to develop and improve your creative potential, open new directions and more thoroughly realize your creative potential), accuracy (ensures the systematization and development of a creative product, endowing it with features of creative self-expression) (*Creative Technologies, 2024.*). The isolation of these principles makes it possible to find out new practices for the development of creative industries sectors. Creative technologies make it possible to create fundamentally new types of impressions, for example, video games, online games, virtual attractions, 3D films, virtual worlds, augmented reality. To create even more realistic impressions, powerful processors are needed. And this increases the demand for goods and services of creative industries. And although impressions do not have a material manifestation, a person strives to get them because the value of impressions lies within the person itself and remains with them for a long time.

### **3. The phenomenon of the «cultural center» in the community as a shared cultural and creative space**

In search of new ideas and answers to the demanding requests of society, creative industries actively use the opportunity to implement new practices in the context of decentralization to develop community creativity. A thorough study of this issue was carried out by K. Schwab (*Schwab, 2017*). The author reveals the local features of the network formation of creative spaces in cities. In particular, using the example of Shanghai, the author analyzed six functional types of such spaces: coworking spaces, hackspaces, fablabs, makerspaces, design centers, creative studios. The researcher emphasizes that each type plays a certain role in ensuring communication, cooperation and cognitive proximity between participants in the creative process in the city (*Schwab, 2017:20-25*). In the context, we focus on revealing the phenomenon of a “cultural center” in a community as a joint cultural and creative space, which is a driver and mover of socio-cultural changes in society. According to the Law of Ukraine “About Culture”, the concept of a “cultural services center” is understood as “a multifunctional cultural institution that is conveniently located for visiting by residents of a territorial community/adjacent territorial communities, is staffed with qualified personnel, has a modern material and technical base and is able to provide a range of services, consulting, information assistance, access to the use of premises and equipment for creativity, informal learning and communication of residents

of a territorial community, taking into account the number, age, national, social, professional composition of the population, and minimum standards for providing the population with cultural services” (*Zakon, 2010:23*), which is the basis for the functioning of a cultural and creative space. We also note that “the directions of work of the cultural services center are formed in accordance with the needs and interests of residents of the territorial community/adjacent territorial communities” (*Zakon, 2010:23*), accordingly, in the context of the study, we can state that cultural and creative spaces provide the opportunity for self-realization for creative individuals and cultural development for participants in projects and events.

In the context of studying the cultural and creative space, we will pay attention to the implementation of the “State Strategy for Regional Development for 2021-2027” to strengthen the idea. According to the Resolution of the Cabinet of Ministers of Ukraine, the creation of creative industries centers as a tool for the socio-cultural and economic development of cities and towns is envisaged in the regions. In accordance with the highlighted direction “Development of creative industries”, the strategic objectives are focused on the development of human resources (p.1, p.2), stimulating innovations, pilot projects of a cultural and creative-economic direction (p.5), popularizing creative institutions (agencies, hubs, platforms, networks, clubs), as well as involving “cultural institutions in intersectoral interaction, in particular with operators of creative industries, creating new cultural products and diversifying income” (p.6-9) (*Postanova KMU, 2020*). This indicates a comprehensive approach of the state to the development of the experience economy in synergistic interaction with the creative industries sectors, which considers the importance of cultural and creative spaces as centers of innovation, creativity, and cultural development.

An interesting example in the context of the review is the City Museum (MuMi) as a new cultural institution, a place of communication with residents, the creation of modern urban culture, a platform for rethinking history and self-identification with heritage. Cities (*Official site, 2024*). The idea of the City Museum was developed by an initiative group of a public association and charitable development to reveal the phenomenon of the city as a space that is created by a person and that forms a citizen. Among the main tasks of the City Museum, one can single out such as the development of local identity, involving local residents in the joint creation of the museum, communication with the local community, discussion of issues related to history, culture and urbanism, establishing interaction between residents and the city’s heritage and promoting awareness of joint responsibility for it (*Official site, 2024*). In general, with the help of modern temporary exhibitions and accompanying programs of creative industries sectors, MuMi helps to learn and rethink the city and its residents’ role in it, through the prism of the development of cultural centers and the promotion of Ukrainian creative products. Among the implemented cultural and creative projects of MuMi, it is reasonable to highlight the following: “Documentary Film at the City Museum”; an exhibition of graphic works “Art For Freedom: Unseen Civilians”; lectures on various topics, for example, a lecture by Ulyana Yavna “Christmas and Winter in Interwar Lviv (1920-30s)”, a meeting-story by Yulia Hryzlyuk “History of the Stargazing Business”; performances, for example, a nativity play based on war texts “Little Orthopedic Sandals”; master classes, in particular, a singing master class of carols from different parts of Ukraine, etc. The conceptual activity of space is a powerful tool for the development of communities, ensuring the preservation and popularization of cultural heritage, shaping their own future in the context of the transformation of cultural services, creating the prerequisites for art to give rise to new meanings, as well as preserving the cultural heritage of Ukraine. The given example is important for the development of creative industries in Ukraine, because the priority of the Ministry of Culture and Strategic Communications is

the development of culture and the creation of a creative product in communities. It was to such narratives that the participants addressed during the forum “Cultural Decentralization: Challenges and Prospects of Reforms. Restoration of Communities through Culture” (MCSC) as a tool of Victory, their ability to develop and adapt to new realities. Accordingly, transformational changes in the cultural network in small communities and the creation of cultural service centers are timely, ensuring the development of comprehensive concept for cultural service centers at various levels

#### **4. Synergistic interaction of the cultural and creative space – the experience economy – creative industries**

The cultural and creative space of modern Ukraine demonstrates the dynamics of development, which is manifested in the intensification of cultural practices, the activation of innovative activities, the growth of the number of creative projects, events and festivals. These trends contribute to the creation of a favorable platform for the development and self-realization of artists, and also stimulate the evolution of various genres and directions in the creative industries of Ukraine. Taking into account the results of a comprehensive sociological study of the cultural practices of the population of Ukraine, conducted by the Public Organization «Democratic Initiatives of Youth» with the support of the Ukrainian Cultural Foundation, we note that the most popular forms of leisure among Ukrainians are active leisure (*Rezultaty sotsiologichnykh doslidzhen, 2021*), which ensures the active cultural and creative development of society. Accordingly, it should be noted that the active cultural and creative development of society is ensured, in particular, through the popularization of active leisure and the use of creative tools. It is important to emphasize the uniqueness and specificity of these tools, which are characterized by their spectacularism, richness of content, originality of organization, implementation of creative tools and technologies, periodicity of holding, and variety of functional capabilities.

An innovative vision in the cultural thought of creative space is the implementation of an economy of impressions, based on the conversion of the emotional component, the corresponding atmosphere and feelings from the creative activity of creative hubs. An important role in creating impressions is given to aesthetics, which can create a different reality with atmosphere, interior, sounds and smells, using all human senses. Direct participation in them creates a learning option that reinforces a stronger emotional connection. It is important in order to “create attractive impressions” (*Pain&Hilmor, 2021:120-123*). At the same time, innovative ideas that arise on the basis of everyday experience often contradict conservative views. Despite the fact that such ideas are original and relevant and find their embodiment in modern cultural manifestations, they are usually not taken seriously by representatives of traditional values. At the same time, the author notes that in real everyday social life everything takes place outside the boundaries of various rationalizations and legitimacy (*Maffesoli, 2018:219-227*). The generalizing result of the transformative cultural changes in the new economy of impressions is that any work that is directly observed by the consumer must be considered from the position of dramatic structure as part of a theatrical performance, which is characterized by exposition, plot, development of action, crisis, climax, decline of action and denouement.

In the scientific cultural dimension, the study of creative industries through the prism of cultural and creative spaces confirms the thesis about the priority role of “impression” as a key product. After all, creative industries focus on creating unique impressions that satisfy the aesthetic, emotional and intellectual needs of consumers. As an example, let’s turn to the historical development of creative industries, namely the first theme park Walt Disney World

(Scott, 1998:163-165), where the main emphasis is on formatting an unforgettable impression of the visitor through immersion in the unique world of music, dance, folk arts and crafts, advertising, literature, theater, design, etc. The modern development of cultural and creative spaces is characterized by the expansion of the competitive field and the enrichment of the toolkit due to the active introduction of new technologies that allow creating even more vivid and innovative forms of impressions. Rapid social change in the context of globalization demonstrates the complex interaction of global and local cultural processes. Researchers emphasize that these processes not only transform everyday practices, but also reconstruct the fundamental cultural codes that underlie social life.

The main vectors of the global trend towards the dematerialization of human life are closely related to the development of information technologies. The British researcher argues that it is these technologies that shape the fundamental practices of everyday life, radically transforming the ways in which people – culture – the world interact. A place for a flawless impression that skillfully combines entertaining, cognitive, escapist and aesthetic elements and is able to transform even an unpretentious space into something magical is a tool for creating memories, something different from the everyday world of goods and services about this is a combination of impressions aimed at achieving a certain goal: edutainment = cognitive + entertainment spheres (to keep attention). We also consider it appropriate in the context of considering the issue to distinguish five more dimensions of special impressions, as they are formed due to the combination of different spheres, in particular: eduscapesism = cognitive + escapist spheres (to change the context); eduaesthetics = cognitive + aesthetic spheres (to arouse curiosity and admiration); escatheticism = escapist + aesthetic spheres (to influence the state); enter-aesthetics = entertaining + aesthetic spheres (to create the effect of presence); escatainment = escapist + entertainment spheres (to promote catharsis) (Pain&Hilmor, 2021:107) the proposed dimensions ensure that in the creative industries environment, attention is maintained, context is changed, curiosity and admiration are aroused, influence the state, and the effect of presence is created, which is the basis of the art of impressions. After all, as the famous theater director Peter Brook noted, you can take any empty place and call it a stage. A man goes out onto this empty stage, and someone watches him go, and this is enough to create a theatrical performance (Brook, 1968:9). We emphasize that through creative tools in the cultural and creative space, cultural dynamics are ensured as changes within culture and in the interaction of different cultures; direction, strength of expression, patterns of adaptation of culture to new conditions, as well as factors that determine changes in culture, conditions and mechanisms that determine these changes (Terminolohichnyi slovnyk, 2015:101). Cultural progress as a movement forward, that is, a form of cultural change that determines the tendency of the socio-cultural system to move towards a more perfect form (*ibid*, p.102), which ensures cultural change as cultural dynamics, any transformations (*ibid*, p.102) in the sectors of the creative industries of Ukraine, in particular the implementation of cultural and creative projects. In the context of studying cultural and creative spaces as the development of creative industries, we will focus on the definition of crossover projects as a new form of synthesis of several types of arts, generated by the implementation of new technologies. After all, the trend towards finding and using experimental hub spaces, in particular a modern exhibition center, museum grounds, city center from ancient ruins to specially built summer theaters, squares, etc. as points of intersection of various cultural loci, in which a new turn, a leap in the development of key ideas in culture (Poplavskyi, 2019:249-250) common in modern cultural and creative activity is manifested. At the same time, local specificity plays a key role in creating creative projects in the creative industries. Attracting a wide audience and successfully positioning a cultural product, work or

idea require not only innovative approaches, but also a deep understanding of the cultural context and features of a specific location. Classical works, adapted to local conditions, become a powerful tool for popularizing art, culture and preserving cultural heritage.

### 5. Projects as drivers of the development of cultural and creative spaces in Ukraine

Russia's war against Ukraine became a catalyst for profound transformations in the creative industries. In a short time, they have become not only an economic driver, but also a powerful tool for consolidating society, performing important functions of consolidation, mobilization and formation of a national narrative. Thus, with the help of art, music, literature and other cultural products, makers and creators form national consciousness, strengthen the cultural code of Ukraine and contribute to adaptation to new conditions, becoming a driving force for national revival. In confirmation of the above, it is appropriate to cite and analyze cultural and creative projects and events that took place and are taking place during the war. Currently, important projects are being implemented in the cultural and creative space, conceptually presenting the values that the Ukrainian people have chosen and defend. In this regard, the opinion of art director B. Geldhof at the World Economic Forum in Davos that this is a war not for territory, but for values. For the values that Ukrainians have chosen again and again, for European values "It was absolutely necessary to show the world that Ukraine has its own culture, its own history, the roots of which can be traced back a very long time, to times much older than, say, the Soviet Union. We have to talk about it, we have to show Ukrainian identity" (UKF, 2024). In the retrospective of cultural reflections, we emphasize that since 2014, cultural projects have become the driving force for the development of creative industries, demonstrating the ability of Ukrainian artists and cultural managers to work according to international standards. Thanks to innovative approaches to the cultural and creative space, it was possible to create new models of cultural production and promotion, which not only strengthened national identity, but also ensured the formation of new models of cooperation between the state, civil society and creative industries. A priority for the development of the cultural and creative space is that since 2015, active international cooperation of Ukraine has been implemented through the prism of joining multi-vector grant initiatives. In particular, joining the Creative Europe program (*Ofit-siinyi sait*, 2024), which provides the opportunity to implement cultural projects and creative ideas. Immersing ourselves in the cultural context, we form our tastes, values, and identity on the basis of "cultural practices" in cultural and creative spaces, which allows us to systematically explore this diversity in the form of phenomena, understand their historical roots, and predict future cultural trends. The analysis of cultural practices in the context of creative industries helps realize that each of us is not only a passive consumer of cultural products, but also an active participant in the process of creating culture. Such an understanding contributes to the development of critical thinking and the ability to navigate in a dynamic cultural landscape. That is, creative industries provide us with tools and platforms for self-expression and participation in cultural dialogue. After all, visiting exhibitions, performances, creative projects, concerts, listening to music, using social networks are all cultural practices that not only entertain, but also shape our identity.

Let us pay attention in context to the initiative of the Ministry of Culture and Strategic Communications #SilaKultury, which provided for a series of online master classes on Petrakiv painting, creating a motanka doll and a vytynanka. In general, the project is designed to emphasize the importance and uniqueness of Ukrainian culture, the authenticity of traditional products and the opportunity for everyone to feel their contribution to the preservation of national

heritage (*Ofitsiinyi sait, 2024*). We consider the project as an important tool for preserving national identity, promoting cultural heritage and one of the elements of forming the cultural front of the Ukrainian people during the transformational changes and the Russian-Ukrainian war. Thus, the cultural front has become an integral part of Ukraine's struggle for its independence. Creativity allows not only to document events, but also to form new narratives, rethink historical experience and build a new national identity. Cultural and creative projects, discussions, publications, cultural programs and events create a space for socio-cultural dialogue, contribute to the consolidation of society, common values in the struggle for freedom and independence. We are convinced that culture has become one of the most important fronts of the information war, confronting Russian propaganda and fakes. Accordingly, creative industries unite people, help preserve cultural heritage and build a new future. To reinforce the above, we will highlight one of the cultural and creative projects, namely "Kherson – People Like Strings" about the culture and resilience of the region (*Ofitsiinyi sait, 2024*). The project is designed to reveal to Ukrainians and the world the indomitability of Kherson residents, through the prism of cultural products. After all, Ukrainian Kherson has stood its ground, preserved its spirit and continues to live and develop despite everything. Among the main locations that unite representatives of all sectors of the creative industries, we highlight the location "Harp of Memory" (an installation in the form of a musical instrument with memorable photographs), "Embroidered Kherson Region" (a unique towel assembled from 49 embroidered towels that symbolize all communities of the Kherson region), "Traveling Hub of Sustainability" (an intellectual local history game on a playing field in the form of a map of the Kherson region), and the location of the Oles Honchar Regional Library (presenting rescued exhibits from the Kherson Regional Art Museum named after Shovkunenko) (*Ofitsiinyi sait, 2024*).

An interesting example is the project "Ukraina poruch vid Google Arts&Culture", which is dedicated to the preservation of Ukrainian art and culture (*Google Arts&Culture, 2024*). This is a long-term initiative to digitize and disseminate the vibrant cultural history of Ukraine. The project invites all interested parties to explore a unique collection that reveals to the world the richness of Ukrainian culture, art, and history. Thanks to modern technologies, it is possible to preserve the culture and history of the Ukrainian people, despite all the challenges of today. Among the platform's projects is the wealth of cultural heritage from UNESCO World Heritage sites to the national flower symbol of Ukraine. In particular, "Narod – tsentr ukrainskoi kultury", "Vidkryite ukrainskyi suchasnyi balet u 360", "Artefakty vikom 6000 rokiv u 3D", "Muzei Ukrainy poruch", "Istorii vydatnykh ukrainsiv", "Yuvelirni vyroby kriz pokolinnia", "Tradysii kriz pory roku", proieky do suchasnoho remesla, "U takt z muzykoiu", "Pidnimitsia na stsenu", "Kolyskovi dlia natsii", "Arkhitekturni perlyny ta istorychni skarby" etc. (*Google Arts & Culture, 2024*). The "Ukraina poruch" project is a vivid example of digitalization as an important step in preserving the world's wealth of cultural heritage, especially in times of war. At the same time, the project overcomes geographical and time barriers, allowing people from all over the world to touch the wealth of history, culture and art of Ukraine. At the same time, with the support of the Ukrainian Cultural Foundation (hereinafter – UCF), implemented in the context of the "Kobzarstvo. Epichna tradytsiia» portal "Duma". The initiative is aimed at preserving and popularizing the unique cultural heritage of Ukraine – the traditions of kobzarism. The portal hosts a studio recording of about 100 dum works by 12 modern kobzars and lyrists, 19 video performances of the epic kobzar repertoire, 6 film portraits of kobzars, 3 educational video lectures (*UKF, 2024*). The project uses innovative cross-sectoral approaches and digital technologies to record and preserve the epic musical and verbal tradition

of kobzarism (UKF, 2024). The uniqueness of the project is represented in the authentic repertoire of kobzars from Mykoly Lysenka, Filareta Kolesy and others to modern manifestations of the kobzar tradition.

In the continuation of the disclosure of cultural and creative projects through the prism of digitalization, it is important to highlight the photo contest of Ukrainian cultural heritage “Viki liubyt pamiatky”. This is the world’s largest photo contest of immovable cultural heritage objects, based on the presentation of uniqueness and diversity in the world’s largest online encyclopedia of religious buildings, castles, architectural ensembles, historical buildings, etc. in the international space. It is worth noting that the contest takes place at the international level, where 50 countries of the world compete in nominations. Among the main nominations in 2024, we will highlight such as “Video”, “Viina ruiniue pamiatky”, “Elementy eksterieru”, “Yevreiska spadshchyna”, “Interiery”, “Nimetska spadshchyna”, “Polska spadshchyna”, “Fotoplivka”, “Vyznachni mistsia Kharkova” (*Ofitsiinyi sait*, 2024). Also noteworthy is the project of the application with virtual quests “Lavra v smartfoni”, which offers digital adventures with the support of the Ukrainian Foundation for Cultural Heritage in one of the greatest places in the history and culture of Ukraine – the National Reserve “Kyievo-Pecherska lavra” (UKF, 2024). The founders of the mobile application project are the FreeGen GO team, which, thanks to modern technologies, generated a digital journey with the passage of 12 quest missions, introducing the history and cultural heritage of the Reserve. Interestingly, it is based on three key historical periods of the development of the shrine, each of the periods is accompanied by interactive stories about 12 outstanding personalities (Nestor Litopysets, Alipii Pecherskyi, Ivan Yizhakevych etc.). We emphasize that we consider digital technologies as a driver for the promotion and preservation of culture.

In Ukraine, there is a dynamic growth of the number of cultural and creative spaces, which indicates their important role in the modern cultural landscape. The functional significance of these spaces goes beyond the traditional working environment, covering such aspects as communication, creative development, innovative activity, education, synergistic interaction and generation of new ideas. Ukrainian artists and creative entrepreneurs, integrating advanced world experience, actively use cultural and creative spaces as platforms for the creation, production, promotion and distribution of cultural services and goods, which in general has a positive impact on the development of creative industries in Ukraine. Among the significant number of leading Ukrainian cultural and creative spaces, we can single out the activities of such as: “PinchukArtCentr” (*an international hub of contemporary art that develops the Ukrainian art scene, creates opportunities for free access to new ideas, assessments and opportunities, and generates critical discourse for society in culture*), Muzeino-vystavkovyi tsentr Muzei istorii mista Kyiv (*the center of cultural life of the capital, where projects on history, literature, science, art, socio-political and cultural life of Ukraine are implemented*), Mystetskyi arsenal (*a flagship Ukrainian cultural institution that integrates various types of art in its activities – from contemporary art, new music and theater to literature and museum work, the main mission of which is to promote the modernization of Ukrainian society and the integration of Ukraine into the global context, relying on the value potential of culture*), Narodnyi muzei narodnoi arkhitektury ta pobutu Ukrainy (*the largest open-air museum in Europe; the main feature of the Museum is that Ukrainian culture is formed through a wide range of creative projects authenticity among visitors, implementing a number of creative projects aimed at popularizing Ukrainian culture and art*), Natsionalnyi zapovidnyk “Sofia Kyivska” (*a center of spiritual, historical, architectural and cultural projects*), Natsionalnyi akademichnyi dramatychnyi teatr imeni Ivana Franka (*a mecca of culture and art, where interdisciplinary events, performances*



and projects by representatives of creative industries take place), etc. For example, let us highlight in the context of the study such a project as “Tse Ukraina: zakhyshchaiuchy svobodu” (part of the La Biennale di Venezia program) an exhibition of contemporary Ukrainian artists organized by the PinchukArtCentre, with the support of the Office of the President of Ukraine and the Ministry of Culture and Information Policy of Ukraine. The exhibition was held under the image of the Ukrainian flag and the quote “My zakhyshchaiemo nashu svobodu”. The works were presented (Yevhenii Bielorusets, Nikity Kadana, Lesi Khomenko, Marii Prymachenko, Tetiany Yablonskoi, Stefana Medytskoho, Borysa Mykhailova) in the context of national history and culture with the support and cooperation of international artists (Maryny Abramovych (Serbiia), Olaf Eliasson (Daniia), JR (Frantsiia), Demiiena Hersty (Velyka Brytaniia), Takashi Murakami (Yaponiia). The peculiarity of the exhibition is that it consists of two parts and confirms the cultural resilience of Ukraine. The exhibition talks about power, creation, friendship and freedom (freedom of choice, freedom of speech, freedom to exist) as challenges of the present (*Ofitsiyni sait PinchukArtCentr*, 2024). The online project #zMuzeinoiSkarbnytsi, which forms a platform of stories of cultural heritage, is of great interest. One of the stories of the online project is the development of the national folk instrument lyre, its distribution, and repertoire. Those interested can get acquainted with the lyre tradition, which was closely intertwined with the kobzar and survived in Ukraine until the twentieth century. It is interesting that the collection of the Open-Air Museum includes eleven lyres. Also drawing attention is the story of the mandolin, a stringed plucked musical instrument used in the everyday life of Ukrainians. The Museum has about twelve mandolins in its collection. The creative travelers’ project also features a narrative about the keptar, a sleeveless fur coat worn in ancient times by the population of the Carpathians and Precarpathia. The keptar captivates with its history and colorful colors, elements, cut and ornaments; creative projects involving famous personalities, for example, the “Korinnia” project of the Ministry of Culture and Information Policy in collaboration with Marie Claire, which tells about the intangible cultural heritage of Ukraine. This also includes online excursions offered by the Museum, such as “Kriz vikna u viky”, “Muzei – moia dolia” (*Ofitsiyni sait Muzeiu prosto neba*, 2024). Forming Ukrainian identity, discovering true history and culture in the implementation of cultural and creative projects on the path of Europeanization, popularization of cultural values, preservation of authenticity and cultural code of the Ukrainian people through creative projects, the spaces enrich and develop the cultural and cognitive potential of Ukrainians.

Thus, the modern cultural and creative environment is acquiring new qualities. As the study shows, cultural and creative spaces demonstrate resilience and adaptability even in times of crisis, such as the pandemic, the Russian-Ukrainian war. Despite external challenges, these spaces continue to function as centers of creativity and innovation, playing an important role in the cultural transformation of society. In particular, they contribute to the formation of a new worldview characterized by multifacetedness and flexibility, as well as the transformation of cultural codes in response to changes in the socio-cultural environment. This confirms the viability and significance of cultural and creative spaces as a tool for cultural development and social adaptation in the context of global transformations.

## 6. Conclusions

In summary, we emphasize that the study of cultural and creative spaces in Ukraine reveals their multifaceted role as dynamic centers of cultural life, contributing to the disclosure of the creative potential of the individual, the generation of innovations and the cultural

transformation of society. They act not only as places for creative activity, but also as centers of communication, exchange of experience and generation of new ideas, contributing to the development of creative industries and the enrichment of the cultural landscape. Cultural and creative spaces provide a favorable environment for the disclosure of the creative potential of the individual, where individual self-expression is combined with cultural practices, generating new cultural forms and meanings. In the context of globalization, migration and technological progress, they help to adapt to new challenges, preserving cultural identity and stimulating innovative development. In addition, they bring together people with different experiences and worldviews, promoting dialogue, mutual understanding and the formation of civil society, as well as stimulating creative industries, creating new jobs and increasing the attractiveness of regions for investment. The study confirms the importance of cultural and creative spaces for the future of Ukraine, its cultural development, economic prosperity and social stability under conditions of global transformations.

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## THE ART OF PETRO PECHORNYI: A NEW PERSPECTIVE ON UKRAINIAN CERAMICS

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### Summary

The article is dedicated to the study of the creative work of Petro Pechornyi, one of the prominent figures in Ukrainian ceramic art of the 20th century. The author analyzes the historical context of the development of Ukrainian ceramics, particularly focusing on traditional forms and folk patterns, as well as the transformation of these traditions in the light of modernist explorations. Special attention is given to the characteristics of Pechornyi's artistic practice that combined innovative approaches to techniques and forms with a profound rethinking of national traditions. The key innovations introduced by the artist are examined, particularly in terms of composition, symbolism, and technical execution that allowed him to create a new artistic discourse in ceramics.

The article also examines Petro Pechornyi's pedagogical activity, his contribution to the training of new generations of ceramic artists, as well as his teaching methodology that is based on combining practical skills with a deep theoretical understanding of traditional art. The role of Pechornyi as a mentor is emphasized, highlighting his influence on the development of his students' creative potential and his contribution to the promotion of Ukrainian ceramics in the contemporary artistic world.

The article also assesses the impact of Pechornyi's creative work on the development of contemporary Ukrainian ceramics, as well as its place in the global artistic context, emphasizing the uniqueness of his approach. The aesthetic and cultural features of the artist's work are identified that contribute to its significance and relevance in the art of the 20th and 21st centuries.

**Key words:** ceramic art, innovations, folk art, monumental ceramics, sculpture, artistic experiments, symbolism, technical innovations, Ukrainian culture, interpretation of traditions.

DOI <https://doi.org/10.23856/6716>

### 1. Introduction

**The aim and objectives of the article:** To explore Petro Pechornyi's innovative contribution to the development of Ukrainian ceramics, particularly his reinterpretation of traditional approaches, the introduction of innovative forms and themes, as well as the significance of his creative work for contemporary art.

**Methodology of research.** To achieve the goal, a comprehensive interdisciplinary approach was applied that includes the following methods: *Historical and cultural analysis* – to study the context of the development of Ukrainian ceramics in the 20th century, its traditional features, and their influence on the creative work of Petro Pechornyi; *Comparative method* – to compare traditional examples of Ukrainian ceramics with Pechornyi's works that allows tracing the innovative aspects of his creativity; *Stylistic analysis* – to identify the artistic features of forms, compositional techniques, methods and themes in the artist's work; *Visual*

*criticism method* – to interpret the figurative and symbolic elements in Pechornyi's works; *Analytical-synthetic approach* – to systematize the collected data, generalizations and conclusions.

**Logic of the research.** To address the problem, a structure was chosen that allows for a systematic exploration of the topic, based on scientific methods and ensuring a coherent presentation of the material. The article consists of the following parts: 1. Introduction. 2. General context of the development of Ukrainian ceramics in the 20th century. This section describes the traditional features of the art form, remained dominant for a long time, and outlines the need for a renewal of the artistic language. 3. The creative development of Petro Pechornyi: The artist's work is analyzed in chronological order, with a focus on the key stages of his development as an artist. 4. Analysis of artistic innovations: This section is dedicated to a detailed examination of the new forms, techniques, and themes introduced by Pechornyi. His experiments with materials, symbolism, and themes in his works are explored. 5. Influence on contemporary art: This section evaluates Pechornyi's place in contemporary art. His contribution to shaping a new aesthetic of Ukrainian ceramics is studied, along with his influence on contemporary artists through his pedagogical activities. 6. Conclusions: The final part includes a summary of the results obtained, an outline of the significance of Petro Pechornyi's creative work for the development of Ukrainian and global ceramics, and the prospects for further research.

## 2. The General Context of the Development of Ukrainian Ceramics in the 20th Century

Ukrainian ceramics of the 20th century remained within the framework of traditional forms and ornamentation for a long time, drawing on the centuries-old experience of folk art. The elegance of the paintings, the colorful palette, and the deep symbolism of elements, characteristic of different regions of Ukraine created a recognizable cultural code that was preserved and passed down from generation to generation, as noted in his research by Mykhailo Selivachov (*Selivachov, M., 1996*). However, while this approach ensured continuity of traditions, it simultaneously limited the possibilities for innovation and artistic experimentation. At a time when many other fields of visual and decorative applied arts were undergoing active rethinking and the search for new artistic means, ceramics also faced the need for renewal and modernization.

By the early 1960's, Soviet culture, including decorative applied arts, operated under conditions of political isolation, strict censorship, and rigid ideological control. These factors significantly limited access to global artistic trends, restraining innovative processes in many creative fields. However, certain shifts in Soviet foreign policy and a partial easing of internal ideological pressure during the Khrushchev Thaw period created the conditions for Soviet artists to become acquainted with the achievements of Western art, particularly in the field of ceramics. The opening of cultural exchange and the possibility of accessing foreign examples became important catalysts for artistic change. Ukrainian artists gained the opportunity not only to assess their craftsmanship in the context of global artistic processes but also to embrace new stylistic directions, innovative techniques, and conceptual approaches that had previously been inaccessible or forbidden to them.

Despite the dominance of the social realism in Ukraine in the mid-20th century with its standardized narratives, restrictions on themes and compositional techniques, and the dominance of prescribed canons of representation, Ukrainian artists sought ways to expand the boundaries of creative freedom. Some turned to the traditions of national art, integrating folk motifs, ornamentation and aesthetics within the allowed themes. Others sought to experiment with forms, materials and color solutions, even if this did not always meet officially approved standards.

These innovative approaches were sometimes disguised as formal conformity but simultaneously opened new ways for the interpretation of familiar subjects (*Chehusova, Z., 2006*).

Contact with Western artistic practices facilitated the integration of progressive ideas into Ukrainian ceramic art. Artists began experimenting with materials, forms, and technologies that significantly expanded the expressive potential of their works. As a result, these innovations not only enriched the artistic tradition but also stimulated the formation of a new aesthetic language that combined national features with contemporary global trends.

The field provided more room for individual exploration due to less ideological control compared to painting or sculpture. Ukrainian ceramic artists sought to synthesize national traditions with modernist trends, which was reflected in the use of experimental forms, textures, and techniques that went beyond the functional and decorative ones. Among Ukrainian ceramic innovators there were Oleksandr Milovzorov, Olga Rapai, Oleksandr Oliynyk, Oksana Hrudzynska, Lyudmila Meshkova, Petro Pechornyi, Halyna Sevryuk and many others.

New trends required not only to master technical techniques but also to deeply theorize the place of ceramics within the system of the arts and its role in the context of global cultural transformations in the second half of the 20th century. Ceramics ceased to be viewed exclusively as decorative applied art and began to be seen as a fully-fledged way of artistic expression capable of reflecting complex ideas, conceptual inquiries, and emotional experiences (*Zhogol, L., 1970*).

As a result of these explorations, new stylistic directions emerged that went beyond the traditional decorative functions of ceramics. Experimental practices included the use of unconventional materials, innovative processing techniques, as well as the creation of objects that combined elements of design, sculpture, and painting. These approaches not only transformed the visual language of ceramics but also laid the foundation for its integration into the discourse of contemporary art.

One of the defining trends of the mid-20th century was the development of monumental ceramics. It gained new significance and functions and began to actively integrate into the architectural context, becoming an important component of urban space.

A change in a way of using materials appeared in the 1970's and 1980's. In addition to porcelain, faience, and pottery clay, chamotte mass gained popularity among ceramicists due to its unique properties. It opened up new possibilities for expanding the boundaries of traditional techniques and forms. This material allowed artists to experiment and create complex, multifunctional compositions that could not be achieved using traditional ceramic materials. As a result, it became possible to transcend classical ceramics, incorporating elements of sculpture into its practice. Textured surfaces and the ability to preserve complex shapes under high temperatures contributed to the emergence of new conceptual approaches in ceramic art (*Chehusova, Z., 2006*).

Monumental ceramic reliefs that were made and used for interiors and facades of public buildings, as well as ceramic sculptures, became not only a means of decorative decoration but also a part of a new aesthetic language. Their placement on facades, in lobbies, halls, and other public spaces contributed to the creation of architectural complexes with a high level of artistic completeness, emotional expressiveness, and monumentality. Due to their scale, texture, and imagery, monumental ceramics not only harmoniously complemented architectural forms but also shaped the identity of public spaces (*Danchenko, O., 1969*). Among the artists who worked in ceramics and created monumental works there were Ivan Marchuk, Volodymyr Pryadka, Anatoliy Haidamaka, Lyudmyla Mishchenko, Roman Petruk, Oksana Hrudzynska, Petro Pechorniy, Oleksandr Milovzorov, Olga Rapai and others.

Against the backdrop the work of Petro Pechorniy emerges as a new phenomenon in Ukrainian art. The artist not only managed to rethink centuries-old traditions but also integrate contemporary trends into his work, combining avant-garde forms and ideas with a deep understanding of folk art. As noted by Prydatko, his creativity united the past with the future, offering a new perspective on ceramics as an art form (*Prydatko, T., 1989: 10*) The introduction of innovative forms, expansion of thematic range, and use of technical experiments allowed Pechorniy to move beyond traditional decorative elements, creating works that evoke both intellectual and emotional resonance.

### 3. The artistic development of Petro Pechorniy

Petro Pechorniy (born in 1932) received a comprehensive art education that became the foundation for his subsequent creative career. His studies began at the Kyiv School of Decorative and Applied Arts, where he studied the basics of craftsmanship and ceramics from 1951 to 1960. This period of education was interrupted by three years of military service in the Caspian Flotilla, but it did not hinder the development of his artistic potential. Pechorniy continued his education after demobilization. He refined his technical and artistic skills under the guidance of prominent teachers and renowned Ukrainian artists, including Yuriy Malyshewskyi, Mykola Rapai, Volodymyr Zhuravel, Yevhen Sviatsky, and Dmytro Holovko. They not only imparted technical knowledge but also shaped his artistic worldview. They introduced him to both traditional and new trends in decorative and applied arts, fostering the development of the future artist's creative individuality. Thanks to their influence, Pechorniy gained a deep understanding of artistic composition, color, form, and texture in ceramics (*Pidhora, V., Khanko, O., 2006*).

As a result of his studies, Pechorniy graduated with a degree in ceramic art, marking the beginning of his creative journey in the arts. He mastered the technical aspects of ceramics as well as laid the foundation for further innovations in his works, particularly in the context of modernizing traditional forms and techniques in Ukrainian decorative and applied arts. This later enabled him to create a unique artistic style, combining elements of folk Ukrainian ceramics with contemporary artistic trends.

From 1960 to 1966, Pechorniy continued his education at the V.I. Mukhina Higher School of Art and Design in Leningrad (now the St. Petersburg State Academy of Art and Industry named after A. L. Stieglit).

Reflecting on his studies in Leningrad, Pechorniy recalls: "What was decisive for our educational institution was that we could create compositions on topics that were close to us, ones we knew best. The head of the department, V. Markov, emphasized: 'Pechorniy knows Ukrainian folk art well, so let him work on compositions related to Ukrainian themes.' So, I worked on 'Ukrainiana' and even created my thesis work in the spirit of Ukrainian folk art" (*Pidhora et al., 2006: 42*).

Upon completing his studies, Pechorniy returned to his homeland. His professional career began at the Horodnytsky Porcelain Factory, located in the Polissia region. Thanks to his experience and acquired knowledge, Pechorniy quickly took on an important position as the chief artist and head of the factory's creative laboratory, where he was actively involved in developing samples for mass production. This role required combining high artistic skills with the demands of the production processes. Pechorniy was one of those artists capable of synthesizing innovative artistic ideas with the realities of serial production, creating items that met both the aesthetic demands and the technical standards of mass production: "One piece



after another appeared: bottles, decanters, wine sets, mugs, plates, vases, and many other items with underglaze and overglaze decorations in paints, salts, and gold." (*Pidhora et al., 2006: 44*).

Thanks to Pechorniy, the Horodnytsky Porcelain Factory became one of the centers of creative activity, where artists and craftsmen worked on improving porcelain products, integrating new techniques and concepts into traditional craftsmanship. As an artist, Pechorniy combined not only his knowledge of ceramics but also closely followed the development of global artistic trends. It allowed him to create items that reflected the spirit of the time. His work in the factory's artistic laboratory focused on finding new forms and stylistic solutions. It had a significant impact on the development of Ukrainian porcelain and ceramics. He developed forms and designs for porcelain items for the enterprise (such as decanters: "The Cossack Went Beyond the Danube," "Forest Song," "Nature," "Taras Bulba," and others; plates: "Cossack Mamai," "Deacon and Solokha," "Rooster"; decanters: "Cossack Holota," "Cossack," "Polissian Fairy Tale"; vases, pitchers, tableware sets with decorations) and much more during 1970. In the next two years, the enterprise created about twenty original works. This not only contributed to the rise in the aesthetic level of mass production but also established new standards in artistic practice at enterprises of such scale (*Lashchuk, Y., 1975*).

In 1973, Petro Pechorniy moved to Kyiv, marking a new stage in his creative journey, where the artist's talent revealed itself with renewed strength. He actively experimented with new artistic concepts, focusing on larger scales and monumentality. He was simultaneously working on a series of projects that combined aesthetic and conceptual innovations that significantly differed from the previous period of his work. The first monumental works of the artist in the technique of faience and majolica appeared in the early 1980s. These were large ceramic panels "Autumn" and "Summer" (faience, overglaze painting, 115x118), created by the artist in 1983.

Over time, he abandoned traditional techniques, including porcelain, faience, and majolica, in favor of more complex and experimental directions. He left behind attempts to perceive ceramics as purely decorative art and gradually shifted towards developing new forms that went beyond functional use. In 1985, he created monumental ceramic works: the panels "Tree of Life" (chamotte mass, salts, glaze, 170x180), "Music" (chamotte mass, salts, glaze, 100x100), the plaque "Ship of Happiness" (chamotte mass, salts, glaze, 75x80), the plaque "Fish" (chamotte mass, salts, glaze, 90x70), and the sculptural fountains "Fish" and "Fantasy" (both made in chamotte mass, salts, and glaze).

#### 4. Analysis of Artistic Innovations in Pechorniy's Works

In the 1980's and 1990's, Pechorniy created sculptures in chamotte, constantly experimenting with materials such as chamotte clay, engobes, metal oxides, and glazes. Among the works from this period are the sculptures "Goddess Berehynia," "Spring," "Belfry," "Tree of Life," "Morning," "Samson," "Trinity" (all 1994), "Saint George," and "Revival of Ukraine" (both 1999), and others. Pechorniy was the first among Ukrainian ceramic artists to combine materials such as ceramics and metal in the creation of monumental panels (*Pidhora, V., 2003: 124*) (Fig. 1).

His works demonstrate a unique ability to combine a deep respect for cultural heritage with contemporary artistic trends, making them relevant (*Pidhora, V., 2001*). It is expressed not only through constant experimentation with materials such as clay, glaze and pigments but also in his desire to transcend traditional forms. Petro Pechorniy actively explores new plastic possibilities, reinterpreting classical motifs and embodying them in different innovative artistic



**Fig. 1. Sketch for a ceramic panel with elements of forged metal, 1983**

forms. "The composition, based on traditions of Ukrainian folk art, simultaneously features an innovative approach skillfully used by the artist" (*Holovko, T., 1996: 185*).



**Fig. 2. The Power of Life. 1980. Shaped clay, salts**

The bionic motifs in Pechorniy's work appear especially organic. His ceramic compositions seem to recreate the lifecycles of nature. Some elements appear firmly rooted in the earth, while others burst into a bloom, evoking associations with floral forms, or symbolize the stage of the bud formation, the initial phase of new life (Fig. 2). The outlines of the created forms are characterized by clarity and simplicity. Pechorniy skillfully balance between organic complexity and the restraint of lines.

The treatment of surface textures takes on particular significance. Through meticulous material processing, the artist achieves an effect of natural roughness, reminding of tree bark, soil surfaces, or other natural materials, making the compositions more vibrant and emotionally expressive (Fig. 3).



**Fig. 3. Blooming Tree. Ceramic Sculpture. 1981. Shaped clay, salts**

Traditional colors of engobe used for Ukrainian ceramics (a paint based on finely ground liquid clay) were usually quite vibrant. Pechorniy extensively experimented with colored glazes and succeeded in achieving particularly refined silver-green, gray, and blue-silver shades that significantly enriched the palette of his works.

Pechorniy's ceramic compositions are distinguished by exceptional integrity and structural completeness, creating an impression of harmonious wholeness. At the same time, his works never look static.



**Fig. 4. Tree of Life. Sketch for Ceramics, 1995. Pencil**

The sketches for Pechorniy's ceramic works highlight his talent as a graphic artist. They not only serve as preparatory drawings but also stand as independent works of art (Fig. 4, 5). The forms and compositions are imbued with an internal dynamism that creates a

sense of continuous movement or transformation. The balance between enclosure and dynamism is achieved through the masterful use of such elements as lines, volumes, and proportions in his works. They are meticulously adjusted, ensuring compositional integrity. At the same time, they retain a certain fluidity and organic quality characteristic of natural forms. This organic quality imparts a sense of vitality to the works, evoking the illusion of ongoing development and reminding viewers of nature's cyclical and ever-changing essence.



**Fig. 5. Sea Birds. Sketches for Ceramics, 1980. Colored Pencil**

The dynamism of the compositions is emphasized by the play of light and shadow, textural contrasts of surfaces, and the artist's skill in using materials in a way that conveys a sense of movement. This allows his works to remain aesthetically appealing and conceptually profound, evoking associations with constant evolution and renewal, an integral part of the world (sculptures: "Berehynya," "Spring," "Morning," "Tree of Life" – all 1994; "Revival of Ukraine," 1999).

Step by step, Pechorny transitioned to ceramic sculpture, particularly monumental ceramics. They became one of the central themes of his work in the 1990's. This new passion was characterized by great technical complexity and pushed the artist to move beyond the traditional approach (sculptures: "Bell Tower," "Lel," "Rozhanytsia," "Samson," "Trinity" – 1994; "Saint George," 1999).

The ceramic artist experimented extensively with forms. Bionic shapes unexpectedly took on characteristics of mechanisms while anthropomorphic forms transformed into bionic ones. Pechorny's "Comical Fish" (1991) stands as timeless example of his innovative approach to ceramic art. In these decorative sculptures, Pechorny creates a multi-layered artistic language that encourages reflection both on form and content (Fig.6).



**Fig. 6. Diptych "Cosmic Fish", 1991. Chamotte**

His interpretation of symbols serves as a metaphor for the interaction between humanity, nature, and technology, embedding a profound philosophical subtext. Although these motifs are originated from different realms, they are unified in his vision nonetheless. They create a shared space where antiquity and modernity, organic forms and technological elements are merged (*Davydenko, V., 1992*).

### 5. The Influence of Pechorniy's Work on Contemporary Art

The significance of Petro Pechorniy's work lies in its ability to create a multifaceted dialogue between cultural heritage and modernity. This is achieved through the harmonious integration of elements from ancient traditions, reinterpreted through the lens of contemporary aesthetics. According to N. Krutenko, Pechorniy's art serves as a unique "bridge" between different historical periods, offering viewers not only the pleasure of aesthetic refinement but also an opportunity to reflect on timeless themes, transcending eras and cultural boundaries (*Krutenko N., 1989: 207*).

In 2000, Petro Pechorniy was appointed as a Head of the Department of Ceramics at the Kyiv State Institute of Decorative and Applied Arts and Design named after Mykhailo Boichuk (currently Academy). His appointment marked a significant milestone in the development of the educational process at the institution. Under his leadership, a comprehensive modernization of teaching methods was implemented, focusing on the integration of traditional and contemporary approaches to ceramic art. Special emphasis was placed on the practical training of students that involved completing complex creative and technical tasks aimed at fostering individual style and professional skills (*Yakovlev, M., 2006*).

Pechorniy introduced innovative teaching methods, including interdisciplinary projects that combined elements of design, sculpture and applied arts. This approach fostered a comprehensive understanding of the process of creating artistic objects among students, as well as the ability to integrate theoretical knowledge with the practical implementation. Thanks to this methodology, graduates of the department stood out for their high level of professionalism, creative thinking, and competitiveness in the contemporary art market. Overall, Pechorniy's work as a Head of the Department made a significant contribution to the development of the national school of ceramic art. He helped nurturing a new generation of artists who keep preserving and developing Ukrainian cultural traditions while integrating them with modern trends in design and art (*Tat'yivskyi, P., 2003: 11*).

His influence on contemporary art can be assessed through his participation in numerous exhibitions, scientific research, work in creative laboratories, and how his works reflect the evolution of Ukrainian ceramics. The artist actively introduces new aesthetic and conceptual approaches into art, integrating them into a broader cultural context. He demonstrates the way traditional art can be preserved and reinterpreted in new conditions, maintaining its relevance and impact in a constantly changing world.

Pechorniy's works are characterized by intense experimentation with materials, techniques, and forms, allowing us to view him not only as a master of ceramics but also as an innovator who expands the boundaries of artistic expression. He demonstrates the ability to renew the history of Ukrainian art, incorporating symbolic elements through his creativity. In his works, there is often an interaction between ancient traditions and modern cultural and technological realities, making his art both relevant and timeless.

Despite his age, Petro Pechorniy takes an active part in educational and creative processes, inspiring students to achieve new heights and maintaining high standards. His experience,

gained throughout his professional development, and his vision for the evolution of ceramic art are invaluable to contemporary art education. It contributes to the preservation and development of traditions in conjunction with innovations in the modern artistic context.

## 6. Conclusions

The work of Petro Pechorny represents an important stage in the development of Ukrainian ceramic art in the 20th and 21st centuries. His artistic journey demonstrates a profound rethinking of traditional forms and techniques, allowing his works to be seen as a bridge between the past and the present, traditions and innovative approaches. Pechorny not only preserved the artistic heritage but also actively introduced new conceptual and aesthetic elements, expanding the boundaries of what is possible in ceramics. His ability to combine a deep respect for cultural traditions with contemporary artistic trends makes his work relevant and significant in the context of global artistic movements.

Further research of Petro Pechorny creative work could help uncover the artistic techniques and symbolism he employed, including their roots in folk art and modernist movements, as well as the influences of Ukrainian folklore, traditional symbolism, and European artistic trends. It is important not only to identify and describe less known or unpublished works of the artist but also to apply Pechorny's creative ideas in contemporary art, design, and education. It will contribute to popularizing his contributions among new generations.

Thus Petro Pechorny's artworks hold artistic, cultural and educational significance, serving as an important link in the development of Ukrainian art and its integration into the international context.

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## PSYCHOLOGICAL PREPARATION AS AN IMPROVEMENT FACTOR OF SPECIAL PHYSICAL TRAINING OF QUALIFIED VOLLEYBALL PLAYERS

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### Summary

The article is devoted to the analysis of the influence of psychological preparation on the specialized training process of qualified volleyball players. The study used a comprehensive approach, which included a thorough analysis of psychological and pedagogical literature - the study of scientific papers, articles and other sources of information on the problem under study, as well as analytical work with information sources - synthesis and systematization of the knowledge gained, a clear formulation of key concepts and aspects of the topic.

The author notes that the psychological training of athletes includes the formation of the ability to control their psychological state, effectively respond to stress factors and maintain emotional stability, which is crucial for the success of training and competition. It is substantiated that the development of an effective system of psychological training of volleyball players is critical to ensure their resistance to psychological challenges that arise during the game.

In order to optimize the psychological climate in a sports team and increase the effectiveness of psychological training of qualified volleyball players, a set of psychological and pedagogical measures has been developed, including psychological education, methods of indirect influence, training in self-regulation methods, relaxation and recovery techniques, formation of pre-competitive rituals, psychological counseling and psychotherapy (if necessary), trainings, individual approach, interaction between a coach and a psychologist.

The results obtained may be useful for coaches, sports psychologists, volleyball players and other interested parties.

**Key words:** volleyball; athletes; psychological training; methods of psychological training of athletes; training process.

DOI <https://doi.org/10.23856/6717>

### 1. Introduction

Volleyball, as one of the most dynamic sports, plays a key role in the ability of athletes to quickly adapt to constantly changing game conditions. They must instantly analyze the situation on the court, make informed decisions, choose the most effective tactical actions, and quickly move from one game activity to another. The game requires a high level of concentration, coordination, and well-coordinated teamwork, which allows players to maintain the pace of the game and respond to unforeseen situations.

The modern rules of volleyball require coaches to find new approaches to improve the game's performance. In this regard, a number of scholars and practitioners have formed a position on the need to optimize the system of training highly qualified athletes, in particular in the context of the importance of psychological training (*Glazyrin, 2018*). As noted



in the study (Artemenko, 2013): “Volleyball, compared to many other sports, is characterized by an extremely high level of emotional and intellectual intensity. Players often find themselves in situations that require not only physical endurance, but also quick decision-making, which requires a high level of cognitive activity.” This is due to the tactical thinking of the athlete, which involves prompt problem solving, critical analysis of their own actions and decisions, generalization of information and selection of the most effective tactical techniques at a particular moment of the game.

The emotional aspect in volleyball plays an extremely important role, as every game situation is associated with strong emotional experiences. These experiences can both contribute to performance by motivating athletes to achieve goals and have negative effects, causing loss of concentration and mistakes in key situations. That's why volleyball requires players to be not only physically fit but also have an appropriate level of psychological stability. Athletes must be able to control their emotions, maintain inner balance and keep their cool even in tense situations. Psychological training includes the development of stress resistance, the ability to quickly recover from unsuccessful actions, and maintaining team spirit, which is crucial for effective play (Oliynyk, 2020).

The purpose of psychological training of qualified volleyball players is to form a holistic personality of the athlete and psychological qualities necessary for the successful performance of training activities, preparation for sports competitions and successful performance in them.

## 2. Definition of “psychological training” in scientific works

In order to determine how psychological training influences the improvement of special physical training of qualified volleyball players, we will analyze the definitions of “psychological training” in the works of scientists.

The psychological preparation of a sportsman is defined as “an organized, controlled process of realization of his potential mental possibilities in objective results adequate to these possibilities” (Hassay, 2013). There are three main types of psychological preparation, which are interrelated but aimed at solving independent tasks: general psychological preparation, special psychological preparation for competitions, and psychological protection in a particular competition.

As noted in the monograph by N. Oliynyk and S. Voitenko, “...psychological training, as a key element of the training process, is becoming an important factor in achieving high results in competitions. In an environment where the rules of the game are constantly evolving and the level of competition is increasing, coaches must find new ways to adapt players to stressful situations, develop their internal motivation and ability to make quick decisions” (Oliynyk, 2020).

Psychological preparation of a volleyball player of the highest category is a pedagogical process, the success of which is conditioned by the observance of general pedagogical principles, among which the principles of educating, consciousness and activity, systematic and sequence, comprehensiveness and strength should be distinguished. These principles are interconnected and interdependent, so a high level of psychological preparedness of a volleyball player is provided by their unity (Hassay, 2013).

The term “psychological preparation” is most often used to refer to a wide range of actions of coaches, athletes and managers aimed at the formation and development of mental processes and personality qualities of athletes and are necessary for successful training activities and performances in competitions (Lysiuk, 2024).

Summarizing the above, we note that the concept of “psychological preparation” is an integral and equivalent component of the training process, which has a significant impact on the formation of the athlete's personality. Game sports place great demands on the mental qualities of the athlete, so achieving high and stable sports results is impossible without purposefulness, organization, endurance, confidence and determination in both individual actions and team interaction. With equal technical and tactical skills, the team whose players show a greater thirst and will to win wins.

### **3. Psychological and pedagogical measures of optimization of psychological climate in the process of physical training of qualified volleyball players**

The analysis of the results of modern scientific researches makes it possible to conclude that in order to optimize the psychological climate in a sports team and to increase the efficiency of psychological training of qualified volleyball players it is advisable to apply a complex of psychological and pedagogical measures, including

– *Psychological education.* Conducting systematic conversations, lectures and seminars aimed at forming knowledge of the psychological aspects of sports activity, in particular, the mechanisms of stress, emotional regulation, motivation, communication, team interaction, self-regulation and development of volitional qualities in qualified volleyball players. This helps to increase the psychological competence of athletes and a conscious attitude to their own psychological state.

– *Methods of indirect influence.* The use of methods of indirect suggestion, persuasion, creation of positive attitudes and formation of an optimistic attitude. It is also effective to use examples of successful athletes, stories of overcoming difficulties, positive affirmations and metaphors.

– *Learning self-regulation techniques.* Mastering the techniques of autogenic training, progressive muscle relaxation, meditation, breathing exercises, and ideomotor training. These methods allow athletes to consciously regulate their psycho-emotional state, reduce anxiety, improve concentration, and recover from physical and emotional stress. Ideomotor training helps to improve the technique of performing movements through mental reproduction.

– *Relaxation and recovery techniques.* The use of suggestive relaxation techniques, which involve creating a state of deep relaxation with a feeling of warmth in the muscles. This helps to relieve muscle tension, reduce stress, and improve overall recovery after training and competition. You can add elements of aromatherapy, music therapy, and other methods that promote relaxation.

– *Formation of pre-competition rituals.* Creating individualized pre-competition rituals to help athletes tune in to the competition, concentrate, and reduce pre-start anxiety. It is important that these rituals are positive and contribute to creating a sense of control over the situation, while avoiding the formation of negative rituals that lead to a deterioration in the psychological state of athletes.- Psychological counseling and psychotherapy (if necessary). Involvement of a sports psychologist to work with athletes individually to solve personal problems, overcome psychological crises, restore personal potential and improve sports performance.

– *Trainings.* Conducting special trainings aimed at improving interpersonal relationships in the team, building team spirit, developing communication skills and teamwork.

– *Individual approach.* Psychological characteristics, level of training, sport and other factors should be taken into account when developing psychological training programs for athletes.

– *Interaction between the coach and the psychologist.* The coach should support and encourage the use of psychological methods, and the psychologist should provide advice and recommendations to the coach on optimizing the training process, taking into account psychological factors.

The above-mentioned complex of psychological and pedagogical measures allows to create a favorable psychological climate in the team of qualified volleyball players, to increase the level of psychological readiness of athletes for competitions and to promote the achievement of high sports results.

#### **4. Interrelation of psychological and special physical training of qualified volleyball players**

The technique in each sport is characterized by high complexity and sophistication. In many highly coordinated sports, a significant part of the training process focuses on improving technical skills, mastering complex motor actions and automating them. Even in those sports where technique is not directly a criterion for evaluating the result, success largely depends on the continuous development of coordination, mastering the latest techniques, and adapting and individualizing the technique.

In team sports (soccer, basketball, volleyball), technique is the basis for performing tactical actions, so improving the technique of passing, receiving, hitting, and handling the ball allows the team to more effectively implement its tactical plans. In particular, in modern volleyball, where competition has reached incredible heights, the success of a team and an individual player depends not only on physical data and technical skills, but also on psychological readiness for competition.

The relationship between psychological and specialized physical training is a key factor in achieving high sports results. Intensive training and competitions are accompanied by significant psycho-emotional stress. The ability to control emotions, cope with stress, and recover quickly from physical and emotional stress is an important factor in successful special physical training (*Onishchuk, 2022*). Relaxation techniques, autogenic training, and psychological counseling help athletes develop stress resistance and emotional regulation. At the same time, successful special physical training has a positive effect on the athlete's psychological state, in particular, a sense of physical strength and endurance, awareness of progress in training helps to increase self-confidence and capabilities, and regular physical activity promotes the production of endorphins, which have a positive effect on the emotional state and help reduce stress.

The psychological preparation of athletes is inextricably linked to the management of training and competitive processes, since the psycho-emotional state of an athlete has a direct impact on his or her ability to demonstrate high sports results. The problem of psychological preparation of volleyball players of the age category 17–22 years is especially relevant in modern conditions due to the dynamism and variability of game situations faced by young players. In addition, a significant factor is the state of prolonged mental stress caused by the intensity and emotional intensity of competitive activity.

The development of an effective system of psychological training for volleyball players is an important condition for developing their ability to cope with stressful situations and neuropsychological stress that are characteristic and inevitable in the course of the game. This includes methods that help players maintain emotional balance, improve concentration, and prevent the occurrence of stressful conditions that can negatively affect the performance of competitive activities.

## 5. Conclusions

The analysis of a wide range of scientific sources on the studied problem allowed to establish that psychological preparation is an integral and significant component of the specialized training process of volleyball players, which is realized in interaction with other types of training of a sportsman, such as physical, technical, tactical and integral. The introduction of psychological training helps to optimize competitive activity, increase overall performance and ensure a stable level of performance under conditions of permanent physical and psychoemotional stress.

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## THE ROLE OF DIGITAL TECHNOLOGIES IN BLENDED LEARNING: FOREIGN EXPERIENCE AND CHALLENGES FOR UKRAINIAN HIGHER EDUCATION INSTITUTIONS

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### Summary

In the article, the author analyzes the definitions of “blended learning” and the role of digital technologies in its implementation. The author analyzes the experience of using blended learning in countries such as Canada, the Czech Republic and the Federal Republic of Germany, which demonstrate the effective implementation of digital platforms and technologies to improve the quality of the educational process. In particular, it focuses on the use of learning management systems (Moodle, MS Teams, Google Classroom), recording and distribution of video lectures, interactive simulations and forums to maintain communication between teachers and students.

The study identifies key aspects that Ukrainian higher education institutions can adapt from international experience: a flexible combination of synchronous and asynchronous activities, providing technical support for teachers, creating centers of pedagogical excellence, as well as state support for the digitalization of education. The main challenges, such as the lack of a unified digitalization strategy, the need to develop infrastructure and prepare teachers for the effective use of digital technologies and innovations, are outlined.

It has been determined that the application of innovative approaches to blended learning in Ukraine will improve the quality of educational services, ensure the flexibility of the educational process and promote the integration of national education into the world educational space.

**Key words:** innovation, educational process, higher education institutions, digitalization, blended learning, technology.

DOI <https://doi.org/10.23856/6718>

### 1. Introduction

The diversity of learning methods and strategies has always been a challenge due to the diversity of human personalities, their needs, abilities, preferences and interests. Today, the search for effective and convenient learning strategies in higher education institutions is becoming even more urgent due to the impact of local and global crises, as well as significant transformations in the world. Also, the Covid-19 pandemic has given a powerful impetus to the development of blended and distance learning technologies, contributing to the adaptation of educational processes to new conditions.

As noted in the study by Chykurova O., Boiaryshcheva T., Herych M., Kviatkovska A., Tymoshchuk O., the growing digitalization of society and the need for flexible approaches to learning encourage educational institutions to seek innovative solutions that take into account the diverse needs of students and the modern world (Chykurova, 2022). Modern education is

constantly evolving under the influence of digitalization, which is changing traditional teaching methods. Blended learning, which combines face-to-face learning with the use of digital technologies, has become an important trend in many countries around the world. This model promotes individualization of the educational process, provides flexibility in the acquisition of knowledge and meets the challenges of modern society. Blended learning is an innovative approach that offers new opportunities to optimize the educational process. By combining the advantages of traditional learning, such as direct interaction with students, with the potential of modern technology, the blended model allows for flexible and interactive learning environments. The results of numerous studies confirm that this approach contributes to the development of critical thinking, creativity and other key competencies of the 21st century.

## 2. The essence of the main definitions of “blended learning”

An analytical review of scientific research to substantiate blended learning in higher education institutions allows us to conclude that the works of V. Bykov, K. Reychuk and M. Kandemirova, Y. Kandemirova, and M. Kandemirova have had a significant impact on this aspect. Bykov, K. Buhaichuk, R. Gurevych and M. Kandemia, H. Tkachuk, L. Kartashova, Y. Trius, V. Kukhareno, N. Morse, V. Oliynyk, O. Spirin, K. Osadcha, A. Kviatkovska, A. Gruber, H. Stucker, B. Khan, etc. The concept of “blended learning” has undergone significant transformations due to scientific research. Scientists have not only clarified its definition, but also expanded the understanding of its capabilities and limitations, creating a solid theoretical foundation for its application in education.

Different authors use different terms to describe the same phenomenon. For example, J. Trius believes that the terms “blended learning”, “blended learning” and “hybrid learning” are synonymous and mean the integration of traditional and online forms of learning (Trius, 2012).

In her study, A. Kviatkovska notes that “Blended learning is the systematic use of methods and techniques of traditional and distance learning, in which educational material in any electronic form (audio, text, video, presentations, animations, webinars, etc.) is transmitted to students through digital technologies to achieve educational goals” (Kviatkovska, 2023).

The study by I. Shevtsova and V. Bondarenko notes that “Blended learning is a systematic process of acquiring knowledge, skills and abilities organized by educational institutions of various types within formal education. Part of this process involves the remote use of information and communication technologies and technical means that ensure the storage and delivery of educational materials, control measures, as well as interaction between participants in the educational process (consultations, discussions, etc.)”

The term “blended learning” can be found in a press release from EPIC in 1999: “...To date, the company has developed 220 e-courses covering a wide range of topics. These courses are available online and can be taken anytime, anywhere” (Collis, 2001).

## 3. Experience of foreign countries in blended learning and the use of digital technologies

The experience of foreign countries in blended learning and the use of digital technologies is an important benchmark for the development of the modern educational system. Many educational institutions around the world are actively implementing blended learning as an effective approach that combines traditional classroom instruction with online components. Let's look at the key aspects of this experience in different countries.

In the academic years 2003–2004, 2004–2005, and 2005–2006, the University of Konstanz (Germany) offered information literacy courses based on the blended learning model. This was made possible through the preliminary preparation of materials for face-to-face training and the creation of e-learning resources. Students were able to work with learning units, download all lesson materials (presentations, work instructions, etc.), and send their own work to teachers. A forum played a significant role in the learning process, as it was used to exchange questions between participants and teachers. This organization of training ensured the transparency of the course, so that participants had access to all materials at any time convenient for them.

Scientists T. Girmer and A. Heinrich conducted an empirical study at the University of Bamberg (Germany), which assessed the key requirements for using lecture recording solutions in the context of blended learning at the Faculty of Information Systems and Applied Computer Science. The study also analyzed possible ways to record and expand lectures, and based on the results, a conclusion was made about the relevance and prospects of digital technologies for blended learning.

It is worth noting that the COVID-19 pandemic has become a catalyst for the development of innovative approaches in higher education. The forced transition to distance learning at universities in Germany and other countries has stimulated the active use of new technologies, such as online platforms, video conferencing, and interactive learning materials. This has opened up new opportunities for personalizing learning, increasing its accessibility, and engaging students in active educational activities.

Analyzing the experience of Canada, it is worth noting Delhousie University, which offers innovative blended courses that combine the best practices of classroom and online learning. Thanks to a carefully thought-out combination of synchronous and asynchronous activities, students have the opportunity to learn at their own pace, choosing the optimal balance between interactive interaction with the teacher and classmates and independent work with educational materials. This approach provides a high degree of flexibility and personalization of learning, allowing each student to achieve the best results. Delhousie University, located in Nova Scotia, one of the provinces of Atlantic Canada, is a leading research institution in the region; it is ranked 10th among national higher education institutions in the ranking list of the British publication *The Times Higher Education*. This prestigious university is renowned for its innovative research, which has a significant impact on the development of various fields of knowledge, from medicine and natural sciences to the humanities and social sciences. Delhousie is a recognized leader in education and research, attracting talented students and faculty from around the world.

The experience of blended learning at the University of Waterloo, one of the top ten higher education institutions in Canada, ranked 12th in *The Times Higher Education*, will help to detail the vision of the blended learning concept, as it has its own individual features (*Lastochkina, 2022*). The organization of blended learning at the university is ensured by the Center for Pedagogical Excellence (CPE), which plays a key role in the development and implementation of relevant methods. On their website, they position blended learning as a thoughtful integration and alignment of classroom and distance interaction components. These components include lectures, seminars, labs, excursions, group work, and other types of classes. The Center for Pedagogical Excellence offers instructional materials, recommendations, and technical support for teachers, helping them to effectively combine different forms of learning. Particular attention is paid to adapting blended learning to the needs of different disciplines and student groups, as well as ensuring the flexibility of the educational process through digital technologies.



Thus, the experience of the University of Waterloo not only demonstrates the successful implementation of the blended learning concept, but also provides practical approaches that can be used by other educational institutions to improve their educational strategy.

A study conducted at the Higher School for Medical Staff in Olomouc, Czech Republic, makes it possible to note that the following digital platforms were used in the process of blended learning: Moodle, Google Classroom, Microsoft Teams, Zoom, as well as specialized medical simulators such as SimLife, iSimulate, Anatomage. For many universities in the Czech Republic, the blended learning tool is part of general education and represents a kind of continuum between traditional and pure online courses (Pavlisová, 2022). It is worth noting that the MS Teams platform has been recommended by the Czech Ministry of Education as a common tool for Czech educational institutions of all levels.

#### **4. Challenges for Ukrainian higher education institutions and recommendations for overcoming them**

Based on the analysis of scientific sources and pedagogical observations, we have stated that, despite the advantages, Ukrainian higher education institutions face the following problems in the implementation of blended learning:

1. Technical infrastructure. Many HEIs are not sufficiently equipped with modern technology and high-speed Internet.
2. Digital competence of teachers. Teachers often lack the necessary digital skills to effectively use innovative platforms.
3. Low student motivation. Lack of discipline and self-control in distance learning can reduce the effectiveness of the blended model.
4. Financial constraints. Insufficient funding for educational institutions makes it difficult to introduce the latest technologies.
5. Legal barriers. Unclear regulations on blended learning prevent its widespread use.

Pedagogical observations and own experience allow us to provide recommendations for overcoming the above challenges:

1. *Infrastructure development.* It is important to provide higher education institutions with modern technologies, high-speed Internet and access to licensed platforms.
2. *Professional development of teachers.* Organization of trainings, seminars on digital literacy, consultations, and attendance at modern professional development events will help to increase the level of digital literacy of teachers and research and teaching staff.
3. *Student motivation.* The introduction of interactive teaching methods that encourage active participation of students, such as interactive whiteboards, simulation programs, digital platforms, will help students increase their motivation to learn.
4. *Attracting additional resources.* Cooperation with business, government, and international organizations to finance digitalization in Ukrainian higher education institutions is important.
5. *Improving the regulatory framework.* The adoption of laws that clearly regulate the use of blended learning in higher education is necessary and important in today's conditions in Ukraine.

## 5. Conclusions

Ukrainian higher education institutions should focus on integrating modern digital platforms, introducing technical support for teachers, and using interactive tools in the educational process. This will improve the quality of education, provide flexibility in learning, and adapt to global educational challenges. It is important to consider the individual needs of students through personalized approaches, as Delhousie University does. The use of digital technologies allows flexible adaptation of the educational process to the characteristics of different groups of students. Ukrainian HEIs can apply the Canadian experience of combining synchronous and asynchronous activities: online lectures and seminars with students' independent work on materials, which will help ensure flexibility and personalization of learning.

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## ANALYSIS OF MODELING AND DESIGN TECHNOLOGIES OF SYSTEM-EDUCATIONAL FUNCTIONALS

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### **Summary**

The work presented for discussion by the pedagogical community discusses the technological algorithm of modelling and design procedures, as well as their identical or different characteristics, organizational features and resulting capabilities. Practically performing a single research function in terms of predictive analysis of the behavioural trajectory of a given system functional, the modelling and design processes have somewhat different end products: a model and a project. Thus, it is reasonable to recognize that while the model provides an opportunity to study a real system functional on the basis of its simplified model copy, the project provides for the compilation of an existing algorithmized technology for studying a real system functional with sequential execution of a set of tasks.

Considering the specific features of the application of modelling and design procedures in the education system, it makes sense to note that since this construct is classified as complex and multi-vector system organizations, the actual and full implementation of procedural modelling or design tasks in the field of educational activity looks like a difficult task, which will require a thorough study of the characteristic attributes and properties of an analogous object, the dynamics of its structural transformations and the influence on its activities of certain factors of endogenous or exogenous origin, the relationship and mutual influence of components and individual elements, the synergistic effect in the course of identifying the target capacity of such an object.

**Key words:** modelling, design, technology, system educational functionality, model, project.

DOI <https://doi.org/10.23856/6719>

## 1. Introduction

When studying the problems of modelling in the philosophical plane, it is appropriate to note that the meaning of the given technique is based on the impossibility of the human mind comprehending the variety of signs, features and characteristics of phenomena, processes and objects actually existing in the environment (*Kulchytsky, 2015:273*). Thus, in the course of cognition of the surrounding reality, human consciousness singles out the most accessible features of the studied phenomena, processes or objects, synthesizes them into a certain visual image and analyses it from the position of subjective utility. According to the above, the object of study acquires the configuration of an impoverished copy or model of a really existing formation (an analogue object), which significantly facilitates and accelerates operations regarding its essential cognition.

In the above trajectory, the concept of "modelling" should be understood as a method of perceiving the objective world, in which the object of study existing in the real environment is replaced by its abstract-imaginary copy or model (*Modern dictionary of foreign words, 2006:461*). The term "model" in the given context should be recognized as an artificial copy of some process, phenomenon, object in a simplified interpretation for the purpose of their study, research and/or explanation (*Dictionary of the Ukrainian language, 1973:776*). Accordingly, it is relevant to consider the system model as the so-called "provider" of information regarding a practically functioning system (its objects), with the help of which the researcher, who actually forms the model, based on the goals and objectives of scientific research, gains the opportunity to study the system object and form prognostic diagnoses regarding the stability, usefulness and effectiveness of the original system.

At the same time, the demand for design arises under such conditions when there is an expediency of transition from a functional model of a system object to a prognostic model, that is, to the development of a project, the implementation of which should allow for an increase in the qualitative characteristics of the system object in the long term. Thus, it turns out that design is a systematic scientific and practical activity in the trajectory of solving problem nodes of educational functionalities with the help of prediction and forecasting tools (*Ryabova, 2012:6-7*). In this way, projects, like models, are formed in sequential stages that provide for its compilation and implementation.

## 2. Characteristic features of modelling and designing

In the context of carrying out complex innovative and reformist transformations, it is important to choose such a prognostic and functional list of actions that would best correspond to the goals and objectives of the outlined local ideas or large-scale plans. According to the analysis of scientific and methodological explorations, mechanisms for step-by-step implementation of a set of ordered measures, which in a descriptive and practical sense have the ability to be characterized by the concepts of scientific benefit: "modelling" or "design", can act as a necessary research tool?

The direct modelling process is defined as a set of stages or steps to create a copy object similar in features and properties to the prototype object. The following system positions are generally recognized stages/steps: awareness of the task, formation of a model, verification of such a model for reliability, selection of a design method, etc. The final stage in modelling is the fact of organizing an effective, comfortable and practical model of the studied system-educational functionality.

At the same time, according to scientists, a system model of a complex original object, in order to facilitate its use in solving research problems, must meet such unique criteria as: stability, simplicity, adequacy, efficiency, universality, intellectuality, openness, flexibility, manageability, sensitivity, etc (*Hryb, 2019:65*). The mentioned properties of the system model will not only really contribute to increasing its consumer appeal, but will also enable the technologization of the illusory model in terms of developing a step-by-step algorithm for its construction or reconstruction.

When studying the problem of reorganization of the model in accordance with the procedure for reforming an analogue object, it is necessary to take into account the time factor, which in one way or another, due to the action of objective or subjective factors, has an impact on the functional capabilities of a really operating analogue object. Therefore, in order for the system model to maintain its current relevance and objectivity, it must be adjusted by the researcher through the transformation of its structure, content or form in accordance with those transformations that have had or are manifesting in the general space of the functioning of the analogue object. By ensuring constructive synchronization of the functionality of the original model and the construct of the copy model, it is always possible to achieve a decrease in the threshold of sensitivity of research results to transformations of system factors in real time, which actualizes the effectiveness of the involved model or design tools in the course of their systemic technologization.

When considering design as a specific type of human activity, modelling should be perceived in the form of its basic part (*Ryabova, 2012:6*). It follows that a comparison of the procedures of "modelling" and "design" reveals their interpenetration rather than their similarity. In other words, modelling is the primary and important link in the formation of individual models at different stages of design, while design itself can be extremely useful in considering the dynamics of model development.

The active use of design in educational activities is determined by the fact that, unlike the past or present time frame in which the modelling procedure should take place or is taking place, which is aimed solely and exclusively at reproducing a once functioning or currently actually operating process, phenomenon or object, the phenomenon of design activity in the education system is aimed at achieving the result that will be provided in the future on the basis of the developed project. At the same time, modelling is based only on past experience and proven achievements, while design, according to its designation, is engaged in the search for innovative ideas, modern methods and progressive technologies, which, in fact, determines the place of this scientific approach in educational practice.

### 3. Technologization of modelling and design

Modelling and design are effective means of studying environmental objects and are considered today the most substantiated and effective methods of studying phenomena or processes of any nature from the chosen field of social activity. At the same time, taking into account the global processes of technologization of various branches of human relations, the modelling procedure acquires the features of technological support, which finds its manifestation through a modern tool called "modelling technology".

Thus, it is beneficial to resort to the technologization of modelling or design in those situations when the spatial construct in which a real (material / virtual) object functions is a complex, dynamic and unstable formation. Therefore, the meaning of the word formation "spatial construct" is considered as a set of exogenous (external) and endogenous (internal) factors that can contribute to or hinder the effective functioning of the object under study. At the same time,

the external network of factors usually includes political, economic, environmental, social or territorial conditions of the object's existence, while the internal factors are relevant to include the structure, content and format of the system-object formation.

Thus, it is logical to recognize some similarity between the concepts of "technological modelling" and "project modelling", because the project approach, as well as the technological one, directs the researcher to search for an algorithmic sequence of actions in terms of creating effective mechanisms for organizing, ensuring and supporting some, actually operating, system functionality. Therefore, it makes sense to note that the project and/or technological approach interacts with the system approach, thus providing the central principles of systems theory, which relate to the integrity, hierarchy, certainty, reliability, completeness, variability and structuring of system formations.

By defining the fact that the design process involves the drawing or construction of something (*Dictionary of the Ukrainian language, 1976:177*) in the context of the formation of scientific knowledge and socio-production practice, as well as the exploration and practical implementation of effective ways of reforming complex systems and/or rational management of their structure based on modern information resources (*Bykov, 2009:177*), It makes sense to recognize the modelling action as a prerequisite for the project stage, because such an option organizes the ordering of information and establishes a particular scheme of the sequence of operations performed by the researcher during the preparation of socially significant projects, including in the conditions of designing system-educational functionalities.

#### 4. Conclusions

As a result of the consideration of modern procedures for modelling and designing system-educational functionalities, along with their essential similarity, it is necessary to recognize the dissimilarity of these tools in terms of existing information data and functional tasks performed. In this way, modelling has at its disposal past or present information about the characteristics of a real existing system object and tries to solve the problem of forming its artificial copy (model). Along with this, design operates in its activities with present information and future predictions about the functional capabilities of the system object and aims to solve the problem of its innovative modernization.

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## FORMATION OF THE LEXICAL-SEMANTIC FIELD OF MEDIA HYPE IN ELECTRONIC EDITIONS

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### Summary

The article is concerned about the mechanisms of impact of the linguistic and stylistic means of suggestion on the information perception by the audience of electronic editions and public opinion shaping. For this purpose, the content of newspaper articles, describing the tragedy of Genoa Bridge collapse in Italy, was analysed. The peculiarities of formation and structure of the lexical-semantic field of the media hype are determined. It was also stated that the field of the analysed sensational materials consists of four layers or levels: Collapse, Fallout, Sympathy, and Blame. The emotional background of such a field can redirect the perception of information in a certain way to shape public opinion. It is possible due to linguistic and stylistic means of suggestion. Within such suggestive methods and techniques as provocation, persuasion and fascination they are frequently used in the process of creating news content to inject additional meanings into the messages.

**Key words:** electronic edition, suggestion, linguistic means, stylistic means, public opinion.

DOI <https://doi.org/10.23856/6720>

### 1. Introduction

The relevance of the study of linguistic and stylistic means of suggestion, which are used to present information in sensational materials of English-language electronic newspapers is due to the fact that they reach a wide audience of Internet users and have a significant impact on the formation of certain ideas and points of view on important issues for society. The influence of means of suggestion in media content is studied by such scholars as Ye. L. Dotsenko, L. F. Kompantseva, D. Rashkoff, M. M. Prysiashniuk, N. V. Slukhai, O. S. Snytko (suggestion in the Internet environment), T. Borchers, L. Pavliuk (means of persuasion in the media), O. V. Dmytruk, I. V. Sukharuk, L. L. Ilnytska (suggestive technologies in modern media discourse) and others.

The study of the impact of media news content on public opinion is closely related to the theory of media hype, which is intensive reporting of a certain sensational event over a long period of time (*Wien, 2009: 185*). The news wave that arises as a result of a key or triggering event shapes the general mood and attitude of the audience to the event and the people involved not only through facts, figures, statistics and expert opinion polls, but also through the use of framing mechanisms and various linguistic and stylistic means of suggestion that contribute to the evocation of certain images. Thus, media persuasion is complemented by suggestion, which, unlike persuasion, is determined not only and not so much by the content of information as by its external form, expressiveness, and prestige of the source (*Trubitsyna, 2013: 126*). Suggestive technologies are capable of changing the state of consciousness, which results in a change in the way a person perceives information. According to L. F. Kompantseva, suggestion is a new function of linguistics in the information and communication society

(*Kompantseva, 2011: 213*). Sensational events related to social and political life, as well as high-profile tragedies that resulted in the death of people, especially if they are caused by the negligence and mistakes of the authorities, attract the most attention of the audience.

The formation of public opinion on these events is influenced by such aspects of framing as the emphasis on the emotional reactions of the characters, the search for answers to the urgent questions “who is to blame?” and “what can be changed to prevent tragedy in the future?”, the importance of which is related to the audience's personal interest in avoiding similar situations. P. Vasterman argues that media hype creates a spiral of expanding public attention that transforms individual cases into general social problems (*Vasterman, 2005: 514*).

The purpose of our article is to identify the linguistic and stylistic means of suggestion in the content of the electronic newspapers “USA Today”, “The Guardian” and “China Daily” related to the sensational news “Genoa Bridge collapse”. To achieve this goal, the following tasks were set: to conduct a content analysis of the materials of the electronic newspapers “USA today”, “The Guardian” and “China Daily” for August 2018; to identify linguistic and stylistic means within the main techniques of suggestion used in the textual materials of the media hype to influence the perception of the event “Genoa bridge collapse”; to determine the peculiarities of creating the lexical and semantic field of sensational news by means of suggestion.

The object of the study is the content of the electronic newspapers “USA Today”, “The Guardian” and “China Daily”, the subject of the study is linguistic and stylistic means of suggestion. The material of the study is the journalistic materials of the electronic newspapers “USA today”, “The Guardian” and “China Daily” related to the sensational news “Genoa Bridge collapse”, in total 42. The period of appearance of materials on the given topic is 2 weeks (August 14 – August 27, 2018). The main research methods are theoretical research method, qualitative and quantitative content analysis, content monitoring and framework analysis.

## 2. Suggestive methods of public opinion shaping

In the process of creating news content, the media are guided not only by the desire to inform, but also to shape public opinion, to influence the behavioural response of citizens, i.e. to encourage them to take certain actions. For this purpose, there are suggestive methods and techniques that are used to inject additional meanings into the content of a message. Manipulative verbal influence is carried out through the methods of simplifying thinking, substitution of the system of conceptual values and rating scale, semantic worldview changes, influences on the emotional sphere, increase in the amount of information, frequency of its presentation, special forms of messages (*Klymentova, 2009: 258*). These techniques are especially effective in materials with tragic stories, where the level of emotional reaction of the audience is high. Tragic events are covered and discussed in detail in many publications, turning into a media hype, such as the news “Genoa Bridge collapse”. The peculiarity of this story is that the tragedy was caused by the negligence of the authorities. That is why its coverage in the above-mentioned media outlets received a framing that included direct and hidden accusations, condemnation of various parties responsible for the construction, control and maintenance of the collapsed bridge, condolences to the families of the victims and a symbolic representation of fate in the stories of witnesses. These aspects of the message were particularly noticeable as they received more attention in the context of the event.

To enhance the suggestive impact on the audience's consciousness, the materials of the studied publications use clichés, in particular, stereotypes and labels characterized by emotional and evaluative orientation and conservatism. An example of this is the following quote:

"The stereotype of the Genoese is that they're mean traders: they are, it's said, tough seafaring folk" (1). The example uses emotionally labeled epithets and negative stereotypes about social strata of the Genoese population.

Within the framework of suggestive methods of provocation in the studied materials, we can distinguish the most numerous group of value judgments, as well as the means of irony, criticism, intensification of statements, and rhetorical questions. Here is an example of a value judgment: "A selfie-obsessed politician, he can't resist vanity projects, such as the endlessly debated bridge over the Straits of Messina" (1). A negative assessment of the image of a vain politician is formed by the epithets "selfie-obsessed politician" and "vanity projects". As an example of the technique of ridicule, we can cite a sarcastic statement: "And it's not as if Europhobes can offer anything approaching a convincing alternative plan for their countries – apart, that is, from a jump into the void" (10). The sarcasm is realized by a combination of the value judgment "anything approaching a convincing alternative plan" and the metaphor "a jump into the void". Other means of creating a comic effect are wordplay, phraseology, and antithesis. The arsenal of criticism includes such stylistic figures as idioms (e. g. come to grief), metaphors (e. g. a malaise at Italy's heart), as well as neologisms (e. g. nimbyism) and precedent-setting vocabulary (e. g. Trump-like pledges of protectionism). The intensification of the statement is achieved by a combination of exclamatory sentences with repetitions of modal verbs and similar elliptical constructions with emotional and evaluative vocabulary: "You can't, you mustn't die for negligence! For carelessness! For irresponsibility! For superficiality! For carelessness! For irresponsibility! For superficiality!" (4). Rhetorical questions provoke reflection, hint at an answer, and give rise to doubts. For example: "And what of the hundreds of people evacuated from their houses beside the wreckage site – where will they go?" (2).

Among the suggestive techniques of disguise in sensationalist materials, we found such as assertion or disguise of the author's intention as a well-known fact and mixing facts with reasoning about them. Modal verbs (need, should) and adverbs (no doubt, definitely) with a high degree of categoricity are used to assert facts. The technique of mixing facts with reasoning about them is realized by using exaggeration (e. g. the simplest explanation), euphemisms (e. g. leaves behind (after death)), hedging (e. g. It might be easy to forget), indefinite numerals (e. g. came in their thousands) and conditional sentences.

The use of persuasion is characterized by lexical and synonymous repetition of words, phrases, and parts of sentences. For example: "It came down, everything, the world came down" (4). Here, the repetition of the phrase "came down", creating a lexical rhythm, enhances the conveyance of the experience and despair of the witness of the tragedy. Effective means of this technique include comparison (e. g. like ribbons over the rocks), contrast (e. g. physically unharmed but psychologically traumatized) and generalization (e. g. culture of corruption has led to mediocrity everywhere).

Fascination techniques, such as empathy, reflection, intimidation, and intimation, are aimed at fixing the reader's attention and weakening the effectiveness of the filters of the perception system to enhance the speech impact. The essence of empathy lies in emotional narration and description using epithets, metaphors, and vivid artistic images. The effect of direct transmission of emotional states is enhanced in the content of publications by the use of illustrative materials, photos and videos. For example: "His voice shaking with anger, Battiloro said his son was the "victim of a cruel fate"..." (4). Describing the feelings of a bereaved person encourages sympathy and empathy. A reflection contains a more direct hint, advice, or suggestion about the desired actions and emotions of the recipient. The effectiveness of reflection is enhanced by the use of appeals, personal pronouns, emotional vocabulary, and forms of rhetorical or alternative

questions, as in the following example: "You need to decide – do you keep responding to these emotions, or guarantee security?" (9). In this question, the choice of answer is obvious to the reader. The intimidation technique is based on the principle of *argumentum ad consequentiam* (argument to consequences). This technique is most clearly realized in the form of conditional sentences that may have a tinge of ultimatum or prediction: "If things don't change, there will be a revolution and Italy will be finished" (6). As part of this technique, the textual materials about the "Genoa Bridge collapse" are also characterized by the use of negative vocabulary related to death and grief, which enhances emotional and intellectual reception. The intimation technique is aimed at building a relaxed speech through dialogization, the use of elliptical constructions, short incomplete sentences that imitate a live conversation, colloquial vocabulary and personal pronouns that express the concept of "circle of friends", and include linguistic structures of commonality and trust in the discourse. For example: "Salvini is like one of us, he doesn't hide... he comes to see us, speaks to us, takes photos with us" (9). In this way, the idea of a 'circle of friends' is suggested by the first phrase "one of us" and the subsequent repetition of the pronoun "us".

### 3. The structure of media hype

The linguistic and stylistic means of suggestive techniques in the sensationalist materials of the studied newspapers play an important role in shaping public opinion by creating frames and forming symbolic systems. They introduce key words and phrases into the text that become key ideas and are imposed on the audience through repetition in different contexts, highlighting certain aspects and reinterpretation. The peculiarity of the lexical and semantic field of the media hype "Genoa Bridge collapse" is the abundance of evaluative vocabulary to denote emotions of high valence (immense pain and emptiness), negative keywords characterizing the consequences of the tragedy (killed, injured, victims, dead, debris, rubble, mangled wreck, funerals, national mourning, fallout) and the event itself (disaster, catastrophe, tragedy, calamity, apocalyptic scenes), the core of which is the word "collapse". It has such meanings as fall, crash, catastrophe, disaster, failure, flattening, etc. The semantic capacity of the word includes a complete description of the situation: the collapse of the bridge, falling into the abyss, flattening and failure of cars, collapse of the surrounding infrastructure, and a national disaster. The lexical and semantic field of "Genoa Bridge collapse" is heavily loaded with symbols of bridge, fate and destiny common to many cultures: "A bridge is a symbol and should never fall, because when a bridge falls, walls go up" (3), "For many, the truck at the brink became a symbol of destiny and survival" (5). The last layer of the field includes vocabulary with different shades of meanings of the concept of guilt and violation of social norms (blame, suspicion, responsibility, condemnation, punishment, corruption, mafias), which is structurally located in the second part of the publications and aims to encourage readers to think about who is to blame and should be held accountable. In this way, the field is divided into four layers or levels: Collapse, Fallout, Sympathy, and Blame.

### 4. Conclusions

As a result of the study, we have concluded that the most frequent linguistic and stylistic means of suggestion in the sensationalist materials of the electronic newspapers "USA Today", "The Guardian" and "China Daily" are used within the suggestive methods of provocation (value judgments, criticism), persuasion (repetition) and fascination (intimidation). The lexical and semantic field created with the help of the means of suggestion generates an emotional background that can redirect the perception of information in a certain way.

A prospect for further research in this area is a comparative analysis of the impact on public opinion of the suggestive tools of media hype of national importance (elections, natural disasters) and media-generated pseudo-news (fakes).

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## WAR TRAUMA AND PERSONAL NARRATIVE IN “19 WOMEN: TALES OF RESILIENCE FROM SYRIA”

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### Summary

This article examines the representation of war trauma and personal narrative in Samar Yazbek's *19 Women: Tales of Resilience from Syria*, analyzing how the author combines documentary evidence with literary techniques to convey the experiences of Syrian women during the ongoing conflict. The study employs literary analysis through trauma theory and psychoanalytic approaches to investigate the narrative structure and psychological depth of women's testimonies. The research reveals how Yazbek effectively balances authenticity and artistic expression by preserving individual voices while creating a cohesive narrative that contributes to collective memory formation. The analysis demonstrates that the author's use of fragmentary narrative techniques, internal monologues, and powerful imagery reflects the psychological impact of war trauma on the protagonists. The study focuses on how the combination of autobiographical and documentary elements enhances the emotional resonance of the testimonies while maintaining their historical value. The research highlights the significance of women's war narratives in understanding the broader social and psychological consequences of military conflicts, drawing parallels with contemporary events such as the Russian invasion of Ukraine. The article argues that Yazbek's work serves as both a literary achievement and a crucial historical document, preserving individual experiences that might otherwise be marginalized in official historical accounts. The findings emphasize the importance of personal narratives in trauma literature and their role in shaping the collective memory of war experiences when literary texts serve as tools for resilience and historical documentation.

**Key words:** autobiography, collective memory, documentary, narrative, trauma, war.

DOI <https://doi.org/10.23856/6721>

### 1. Introduction

The war in Syria, which began in 2011 and did not yet reach a final solution, has developed into a deep humanitarian crisis. The consequences of this conflict include huge losses beyond the destruction of infrastructure – firstly, an enormous negative social and psychological impact. Women – the basis for society – have suffered from violence, repression and the loss of their loved ones to be found in a whirlpool of events that have changed their lives forever. In this regard, the issue of representing female war experiences in literature is crucial for deconstructing traumatic testimonies and understanding how they affect the formation of collective memory and social change. The formulation of the problem of women's war experiences in the context of the Syrian conflict is particularly relevant since women often become invisible victims and at the same time the driving force of change in society. Women's accounts of war, violence, repression, and loss provide a space for exploring individual tragedies that have become part of a collective experience. This approach to women's war narratives builds on Cooke's

foundational work on how women's stories provide unique perspectives on war experiences that challenge traditional military narratives and highlight the complexities of civilian survival (Cooke, 1996).

**The aim of the article** is to highlight how Yazbek conveys the representation of war traumas using a unique combination of autobiographical and documentary elements in her "19 Women: Tales of Resilience from Syria". Focusing on linguistic means, the author conveys the psychological state of the heroines, which is key to understanding the mechanisms of the impact of war on the inner world of women. Here it is appropriate to refer to the work *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History* of Shoshana Felman and Dori Laub on representing trauma in literature, which emphasizes the importance of language in the transmission of extreme experience (Felman & Laub, 1992).

**The relevance** of studying traumatic experiences and their literary representation is even more important in the context of the Russian military invasion of Ukraine in 2022, which is accompanied by large-scale destruction, violence, and losses among the civilian population, including women and children. The traumatic experience of military operations, both in Syria and in Ukraine, reflects the universality of women's testimonies about the consequences of war on mental health, social identity, and collective memory (LaCapra, 2014; Herman, 2015). Representation of trauma in literature allows us to highlight individual suffering, draw attention to collective processes of recovery and understanding of tragedies. Literary narratives have become a means of transmitting these experiences, which helps society preserve and rethink collective memory (Whitlock, 2006). Through personal testimonies, such as those presented in Samar Yazbek's book "19 Women: Tales of Resilience from Syria", a broader understanding of the role of women in civil conflicts and the processes that affect post-war recovery is formed. Similarly, the representation of women's experiences during the war in Ukraine becomes important for preserving the national memory of the war and influences the awareness of the role of women in resisting aggression and rebuilding society after the conflict.

Samar Yazbek's book is an important cultural and documentary text that combines elements of fiction and documentary testimony. This makes it unique, as the author not only recreates the real stories of women who participated in the war or suffered from it but also creates a narrative that simultaneously serves as a historical document. Autobiographical elements preserved in the speech of the heroines enhance the authenticity of the testimonies, allowing the reader to immerse themselves in the deep psychological processes that occur with each woman. As Golley demonstrates through analysis of Arab women's autobiographical writing, the act of telling one's story becomes both a personal testimony and a form of cultural documentation. This dual function is particularly evident in Yazbek's work, where individual narratives collectively construct a broader historical record of the Syrian conflict (Golley, 2003a).

## 2. Trauma Narrative and Psychological Impact in Literary Testimonies

The heroines of Samar Yazbek's book convey their traumatic experiences through very strong images, so readers can be immersed in the psychological state of women who find themselves at the epicenter of the Syrian war. Trauma is embodied in every testimony, demonstrating how war destroys the physical and mental components of life.

The testimony of a woman who witnessed the bombing and the unbearable loss of children is eloquent. She says: "No, I have already seen many dead bodies and human remains after another massacre or shelling, but the sight of very young girls with their school bags and severed limbs was unbearable. Such pictures cannot be described in human language!"

(Yazbek, 2021: 244). This episode conveys not so much physical destruction as deep psychological trauma when a woman is forced to witness the loss of childhood and innocence. The choice of words “unbearable”, “unspeakable” emphasizes powerlessness in the face of the horrors of war.

Zein, who studied pedagogics and was 20 when the Syrian revolution launched, describes her experiences after the torture: “I bit my lips, isolating myself from the world around me and focusing on myself, trying to calm down. I wanted to disappear, to dissolve in the air!” (Yazbek, 2021: 67). This description reflects a typical reaction to extreme trauma – a dissociation when a person tries to distance him or herself from reality to protect them from pain. The psychological consequences of these events are difficult to describe, but the text attempts to convey the intensity of emotions through the images of “dissolving in the air” and “biting my lips,” which indicate oppression and isolation from the world.

Fatima from el-Quneitra talks about her experience in prison: “The prison still remains somewhere inside me. I cannot stay indoors for a long time; I walk in circles and remember my time in the prison cell. I like to be alone, loneliness no longer hurts me” (Yazbek, 2021: 233). This excerpt shows how the trauma of prison continues to haunt the heroine even after her release. Loneliness and a break with reality reflect the depressive state that accompanies a woman who has suffered from violence and torture. The prison becomes a metaphor for internal imprisonment, which cannot be overcome without external help.

Traumatic experiences are also conveyed through the eerie images of the death of loved ones. Sara from al-Mu’addamiya revives in memory: “A man’s foot in a plastic bag! So, I still have nightmares. Most often in my dreams, I see tomatoes... A few days later, my brother, his wife, and children were killed by a shell. My mother still repeats: ‘If only I had given him those tomatoes...’” (Yazbek, 2021: 27). The symbolism of tomatoes, which become associated with blood and loss, enhances the emotional impact of the narrative. Through such details, the author achieves a strong psychological effect, indicating the impossibility of avoiding feelings of guilt and pain after losses.

Daima from Damascus, who was living at Harasta when the Syrian revolution began, describes the unbearable conditions of shelling and living under constant threat of death: “We were on the verge of madness because for a long time we were forced to hide in houses, waiting for death. Over time, we got used to sleeping during shelling, and many people died without waking up” (Yazbek, 2021: 59). This episode demonstrates how constant danger and stress become commonplace for residents of conflict zones. Loss of control over one’s own life, the expectation of death becomes a habitual state that destroys people’s psyche, but this is even not the very issue: “People were besieged by Asad forces, and, beyond that, we have been under fire of Russian soldiers” (Yazbek, 2021: 242). Fatin from Duma adds: “I witnessed the bloody massacre that occurred in Duma, and the most shocking in its cruelty was 15 December 2015. Russian aviation was shelling us day and night, the bombing was not paused at night, and with the beginning of the new day, MIG jets of Syrian Airforce joined them” (Yazbek, 2021: 243). Further events of the Russian invasion of Ukraine and the war crimes of 2022–2024 years show that the mentioned testimonies are not literary metaphors.

Zein recounts her horrific experiences during the famine and the harsh living conditions of the war, which evoke deep emotions. She recalls how people were so emaciated that they looked *like ghosts*, and children suffered: “The children who suffered the most, who developed anaemia due to lack of food, and the mothers who fed their babies with breast milk – it disappeared because there was nothing to eat” (Yazbek, 2021: 74). This description conveys the incredible exhaustion and suffering that became a daily reality for people, especially for



mothers who saw their children die from lack of food. The narrator uses the image of “ghosts” to convey the extreme degree of exhaustion. Caruth’s concept of trauma as an unclaimed experience helps explain how such testimonies reveal both the immediate impact of violence and its delayed psychological manifestations. The way Yazbek’s heroines struggle to articulate their experiences aligns with Caruth’s theory that trauma resists simple narration while demanding to be told (*Caruth, 1996*).

Fatima shares her harrowing experience of imprisonment: “I can’t stay indoors for long; I walk in circles and remember my time in the prison cell. I like being alone, loneliness doesn’t hurt me anymore” (*Yazbek, 2021: 233*). This episode conveys the consequences of the psychological trauma that the heroine experienced in prison. The description of her loneliness and fear of being indoors reflects classic signs of post-traumatic stress disorder (PTSD). The narrator emphasizes that she is no longer afraid of loneliness, as the prison experience has made her emotionally alienated.

Lina Muhammad, who worked as a journalist and survived a serious injury, speaks of her altered consciousness after the battle: “Death turned out to be much easier than I imagined, it is the easiest thing that can happen to a person in life” (*Yazbek, 2021: 158–159*). This quote shows how the war affected the heroine’s attitude towards death. She stopped perceiving it as something terrible, but on the contrary – as an easy release from torment.

The traumatic experience of war in Samar Yazbek’s text deeply influences the narrative structure of her work. A key peculiarity is the fragmentary nature of the narrative, which reflects the discontinuity and chaos of the heroines’ lives during the war. Fragmentation is not a mere stylistic device – it conveys the feeling of discontinuity in the heroines’ lives. Constant shelling, loss of loved ones, torture, and exile destroy not only the heroines’ lives but also the structure of the narrative. The heroines tell about their experiences in fragments, often shifting the chronological order of events. War turns the heroines’ lives into a continuous struggle with a sense of constant danger, which leads to emotional disorientation and fragmentation of their consciousness. Fragmentation reflects the disrupted rhythm of their lives when peace and security become unattainable. The discontinuity of the narrative also emphasizes the psychological state of the heroines. They are often forced to switch between real events and internal reflections, which creates an effect of incompleteness and discontinuity. This illustrates how traumatic experiences continue to affect life even after the external threat disappears. The discontinuity and emotional tension do not allow the heroine to find peace or stability. This fragmentation of narrative reflects what Alexander describes as the social dimension of trauma, where individual psychological wounds become part of a broader cultural narrative. The discontinuity in the heroines’ stories represents not merely personal disorientation but a collective experience of social disruption (*Alexander, 2012*).

Samar Yazbek uses various linguistic devices to convey the trauma and emotional state of the heroines. An important technique is symbolism. For example, the symbol of “tomatoes” represents loss and regret, while “ghosts” convey an extreme degree of exhaustion and alienation. Through this symbolism, the reader feels the depth of trauma and suffering that cannot be conveyed through direct description alone. The author also uses metaphors to convey a state of constant fear and survival, as, for example, in the phrase: “Waiting for death”, which emphasizes the hopelessness and fear of the heroines. As Higonnet demonstrates in her analysis of women’s roles during the World Wars, the psychological impact of war creates a unique narrative perspective where personal trauma intersects with collective experience (*Higonnet, 1987*).

The psychological depth and emotional intensity of these testimonies raise a crucial methodological question: how can such profound traumatic experiences be documented while preserving their authenticity and psychological impact? Yazbek faces a dual challenge – capturing both the factual reality of events and the complex psychological states of women who experienced them. Her response to this challenge demonstrates a sophisticated balance between documentary precision and literary expression, developing a unique methodology that preserves these vital testimonies in their most authentic and powerful form.

### 3. Literary Authenticity: Documenting Women's Voices on War Narratives

Having examined how trauma manifests in the psychological states and narrative structures of women's testimonies, we now turn to the methodological question of how such complex experiences are documented and preserved. The challenge of maintaining authenticity while creating a coherent narrative requires specific documentary and literary approaches, which Yazbek develops throughout her work. Beverley's theory of testimonio as a form that blends personal witness with collective memory is particularly relevant to Yazbek's method. Like the testimonios Beverley analyzes, these narratives function simultaneously as individual accounts and documents of collective resistance (*Beverley, 2004*).

In "19 Women: Tales of Resilience from Syria" Samar Yazbek uses a unique combination of documentary and autobiographical elements to recreate real events through the personal stories of the characters: "I was able to conduct a conversation with fifteen heroines only via Skype, the testimonies of four of them were included in this book. When I finished the interviews in mid-2017, the task arose to retell everything I heard in the language of a novelist and writer, because that is exactly what I did when creating my *In the Crossfire* and *Gateway to the Land of Absence*" (*Yazbek, 2021: 10*). The commentary illustrates how the author focuses on accurately reproducing the speech of her heroines to preserve their individuality, to give the stories a personal and at the same time literary look.

Each of the heroines has her own unique story, which reveals her own experience, as well as serving as part of a broader collective memory of the Syrian war. The author gathered testimonies from women from different regions of Syria, which allowed her to create a multi-faceted picture of the war through personal perspectives: "A total of nineteen stories selected for the final version present the life stories of people from different settlements. These are cities, towns, villages and settlements such as Ghouta, Harasta, Zamalka, Saqba, Douma, Darayya, al-Mu'addamiya, Idlib and its surroundings, Aleppo, coastal areas (Tartus, Latakia), Homs, el-Quneitra, Raqqah, Deir ez-Zour, Damascus, Hama, etc." (*Yazbek, 2021: 11*). The systematic nature of Yazbek's documentary approach reveals itself in her meticulous attention to both content and form of each testimony. Working through various communication channels, she carefully preserved not just the factual accounts but also the individual manner of expression, emotional undertones, and unique speech patterns of each woman. This methodological precision in documentation created what emerges as a polyphony of authentic voices, each contributing its distinct perspective to the collective narrative. The geographical diversity of the testimonies thus serves a dual purpose: it provides comprehensive coverage of the war's impact while documenting how different communities and social contexts shaped women's experiences of the conflict. Together, these stories create a mosaic of the traumatic experiences of Syrian women, and each of them adds something new to the overall picture. They serve as an important source for preserving the collective memory of the war and its consequences.

The balance between fiction and real testimonies is achieved by minimal interference with the testimonies of the heroines. Yazbek keeps their stories as authentic as possible, preserving the natural rhythm of speech and emotional intonations, and, in fact, there is no “fiction” in her book. The author and researcher explains her approach: “However, after reviewing the notes again, it seemed that it would be best to leave the language of each interlocutor as it is. This is more honest and gives broader powers to make the book the voice of those it is about” (*Yazbek, 2021: 10*). This approach provides the reader with a sense of presence and allows for deeper penetration into the inner world of each woman, without distorting real events and emotions. The author thus ensures a balance between documentary and literary stylization. Yazbek’s book is an example of how personal stories serve as a bridge between individual and collective experience, forming a complex picture of war that cannot be fully captured through fiction or dry documentary alone.

All the heroines have real prototypes, their stories were recorded either in person, via video or by phone communication, emphasizing the importance of documentary evidence in building the narrative: “Such a “field work” became the cornerstone in writing this book, since in this way the necessary factual material was obtained” (*Yazbek, 2021: 10*). The use of evidence adds credibility to the work, makes it an important social document. The authenticity of each heroine’s stories enhances the narrative power of the book. The author gives each heroine the opportunity “to speak in her own voice”, preserving the individual characteristics of speech (*Yazbek, 2021: 10*). This emphasizes that even literary processing does not destroy the realism of the testimonies, but only enhances their emotional and psychological impact. Thus, Samar Yazbek creates a unique balance between fiction and documentary, which allows her to preserve real testimonies and at the same time make them part of a broader literary narrative. Golley’s research on Arab women’s life writing demonstrates how personal narratives become vehicles for both individual and collective identity formation. This analysis of how Arab women writers navigate between personal truth and social representation helps explain Yazbek’s careful preservation of authentic voices while maintaining literary coherence (*Golley, 2003*).

Yazbek’s documentary approach extends beyond mere collection of testimonies to a careful preservation of each woman’s unique voice and perspective. Her methodology demonstrates a sophisticated understanding of how to maintain authenticity while creating a cohesive narrative structure. The power of this approach is particularly evident in how she preserves direct speech and internal monologues of her heroines. One example is the monologue of Leila from Homs, who recalls her feelings after her brother was killed by a sniper: “I knew: his life became the sacrifice that we laid on the altar of the execution of the dictator’s bloody plan unknown to us. There is no benefit for people from this war!” (*Yazbek, 2021: 119*).

The author’s decision to preserve the natural rhythm and individual characteristics of each woman’s speech serves a dual purpose: it maintains the documentary authenticity of the testimonies while creating a powerful literary effect. As she explains: “This is more honest and gives broader powers to make the book the voice of those it is about” (*Yazbek, 2021: 10*). Through such preservation of authentic voices, Yazbek allows the deep emotional resonance of the women’s experiences to emerge naturally, as evidenced in simple yet powerful statements like: “The mother still repeats: ‘If only I had given him those tomatoes...’” (*Yazbek, 2021: 27*).

This preservation of authentic voices contributes to the work’s value as both historical documentation and literary testimony. The careful balance between documentary precision and literary presentation allows the text to serve multiple functions: as a record of historical events, as a preservation of individual experiences, and as a contribution to collective memory.

Through this methodological approach, Yazbek creates a work that transcends traditional genre boundaries, establishing a new form of documentary literature that maintains historical accuracy and narrative power.

#### 4. Conclusions

The representation of war trauma in Samar Yazbek's "19 Women: Tales of Resilience from Syria" demonstrates how documentary testimonies can be effectively combined with literary techniques to create both a historical record and an artistically powerful narrative. The author's methodological approach of preserving authentic voices while maintaining narrative cohesion allows her to capture the factual reality of war and its deep psychological impact on women's lives. Through careful preservation of individual testimonies and experiences, Yazbek creates a work that serves multiple purposes: as documentation of historical events, as exploration of war trauma's psychological impact, and as contribution to collective memory. The fragmentary nature of narratives, use of symbolism, and preservation of authentic voices create a powerful testament to women's experiences of war.

The book makes a significant contribution to understanding women's roles in conflict zones, highlighting their experiences not as victims but as witnesses and agents of social change. Their testimonies provide crucial insights into the immediate impact of war and its long-term psychological and social consequences. Through a combination of real stories and literary skill, the author makes the voices of Syrian women an important part of the discourse on the war and its aftermath, preserving experiences that might otherwise be marginalized in official historical accounts.

Further research could explore comparative analyses of women's war narratives across different conflicts and cultures, particularly examining parallels between Syrian women's experiences and those of women in other war zones, including the ongoing Russian invasion of Ukraine. Such comparative studies would enhance our understanding of how war trauma is represented in literature and how personal narratives contribute to collective memory and historical documentation. Research devoted to the comparison of trauma narratives will allow us to identify common and distinctive features in the ways of representing war experiences in different cultures and countries, while helping to better understand the global impact of war on social identity, culture, and memory.

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## INTEGRATION OF HEALTH-SAVING TECHNOLOGIES INTO THE SYSTEM OF PHYSICAL EDUCATION OF HIGHER EDUCATION INSTITUTIONS

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### Summary

In today's conditions, the system of physical education in higher education institutions needs to be modernized in accordance with modern requirements and challenges.

The article investigates the theoretical foundations of integrating health-saving technologies into the system of physical education in higher education institutions in accordance with modern challenges and needs of preserving the health of student youth.

Based on a systematic analysis of scientific literature, the essence of health-saving technologies as a complex pedagogical process aimed at preserving and strengthening students' health is revealed. The main mechanisms for the implementation of health-saving technologies, which include five key vectors: professional orientation, theoretical and methodological training, practical competencies, emotional intelligence, and a system for monitoring and evaluating effectiveness, are identified and presented in the form of a structural diagram. Each of these areas is detailed through specific components that ensure the consistency and integrity of the implementation process. The peculiarities of creating a health-saving educational environment based on the principles of maintaining and promoting health are substantiated.

The theoretical significance of the study is to expand scientific understanding of the mechanisms of integration of health-saving technologies, clarify the conceptual apparatus of the problem and substantiate the organizational and pedagogical conditions for their effective implementation. The practical significance is determined by the possibility of using the developed theoretical provisions to improve the system of physical education in higher education institutions.

**Key words:** health-saving technologies, physical education, higher education institutions, health-saving educational environment, integration, implementation mechanisms, organizational and pedagogical conditions.

DOI <https://doi.org/10.23856/6722>

### 1. Introduction

The problems of preserving and promoting the health of students are of particular importance in the context of the current challenges of the educational environment, which include an increase in psycho-emotional stress and a decrease in physical activity, creating prerequisites for the deterioration of students' health.

The system of physical education in higher education institutions needs to be modernized in accordance with modern requirements and challenges. Traditional approaches to the organization of physical education do not fully meet the needs of today and do not ensure the formation of students' sustainable motivation to maintain their health. In this context, the introduction of health-saving technologies aimed at forming, preserving and strengthening students' health, developing their physical culture and forming health-saving competencies is of particular relevance.

The analysis of scientific literature shows a significant interest of researchers in the problem of health promotion in the educational process. Theoretical and methodological bases of introduction of health-saving technologies were considered in their works by N. Beseda (*Beseda, 2015*), I. Ivanyi (*Ivaniy, 2023*), M. Nosko etc. (Nosko, Harkusha, Voiedilova, Razumeyko, Bahinska, 2018), L. Rybalko (*Rybalko, 2022*), S. Shcherbyna (Shcherbyna, Malenkov 2022) and others. However, the issue of systematic integration of health-saving technologies into the process of physical education of students remains insufficiently studied.

The purpose of the study is to theoretically substantiate the integration of health-saving technologies into the system of physical education of higher education institutions.

## **2. Features of the introduction of health-saving technologies in higher education institutions**

Analyzing the peculiarities of the implementation of health-saving technologies in higher education institutions, it should be noted that the leading role in the formation of health-saving competencies and health culture of student youth belongs to the system of physical education of a higher education institution. A key figure in this process is a physical education teacher who has in-depth knowledge of health-saving technologies, modern methods and forms of organizing physical activity, and is able to form students' sustainable motivation to engage in physical education and sports, cultivate the values of a healthy lifestyle and rationally organize their leisure time, taking into account health-saving principles. A modern higher education institution has a strong potential to solve a set of problems related to the preservation and promotion of students' health, which can be realized through the creation of an integrated health-saving educational environment, the introduction of innovative forms of physical education and the formation of students' competencies in the field of health protection (*Bezkopylny, 2020*).

The analysis of modern scientific researches (*Hrynova, Dudka, 2015; Prysiazniuk, 2014; Javors'ka, 2020*) allows us to define health-saving technologies as a complex pedagogical process aimed at preserving, strengthening and improving the health of student youth. The key feature of this process is its integrative nature, combining the increase of intellectual and physical capacity by means of physical culture and sports with the formation of a stable motivation for physical self-improvement.

In the higher education system, health-saving technologies are implemented through a wide range of means that can be systematized into three main groups. The first group consists of various forms of physical activity, including systematic physical exercises, specially organized classes with elements of physical education, health trainings and outdoor games integrated into the educational process. The second group covers natural health factors, including the organization of outdoor activities, rational use of natural factors (sun, air, water), use of phyto- and aromatherapy methods, and balanced vitaminization. The third group includes hygienic factors, which include compliance with sanitary and hygienic standards in the educational environment,

ensuring an optimal daily routine, taking into account periods of study and rest, a balanced diet and sufficient physical activity.

Thus, the effectiveness of the implementation of health-saving technologies in higher education institutions is ensured by a systematic approach that involves the integration of health-saving technologies into all components of the educational environment. A key feature is the need to create a comprehensive system that combines educational, health and educational aspects, ensuring that students develop not only theoretical knowledge but also practical health skills.

The successful implementation of health-saving technologies is based on a clear understanding of their essence as a pedagogical process aimed at preserving and improving the health of students. At the same time, the professional competence of the teaching staff, their readiness to implement health-saving technologies and the ability to form a sustainable motivation for a healthy lifestyle in students are of particular importance (*Danylevych, 2018; Shcherbyna, Malenkov, 2022*).

The rational use of various means of health-saving technologies, including physical exercises, natural health factors and hygienic factors, should be carried out taking into account the individual characteristics of students and the specifics of the educational process in a higher education institution. An important aspect is the creation of a health-preserving educational environment that stimulates the development of a culture of health and promotes the formation of a responsible attitude to one's own health (*Beseda, 2015*).

The prospects for the introduction of health-saving technologies in higher education institutions are determined by their potential in the formation of a healthy, physically active and professionally competent personality capable of self-realization and continuous self-improvement in the face of modern challenges.

### **3. Creating a health-preserving educational environment**

Creating an effective health-preserving educational environment in a higher education institution is a complex task that requires a systematic approach and the readiness of the teaching staff to solve a wide range of problems. This activity involves not only the introduction of individual health-saving technologies, but also the formation of an integral system of organizational and pedagogical conditions aimed at preserving and strengthening the health of students. In the context of physical education, this requires teachers to be ready to implement a number of important functions: diagnostic (monitoring the state of health and physical fitness of students), design (development of individual trajectories of physical development), organizational (introduction of innovative forms of physical activity), motivational (formation of a value attitude towards health) and reflective (analysis of the effectiveness of health-preserving measures). Such multidimensional activity requires teachers not only professional competence in the field of health promotion, but also the ability to continuous professional development and implementation of innovative approaches in the educational process (*Danylevych, 2018*).

In the context of creating a health-preserving educational environment in higher education institutions, the implementation of a set of interrelated principles is of particular importance. The principle of health maintenance is an integrative component that combines the axiological aspects of a healthy lifestyle, systemic valeological knowledge and practical skills, as well as the formation of sustainable motivation of students for health-preserving activities.

The practical implementation of the principle of health maintenance is carried out through the integration of a health-saving component into the content of professional training



disciplines, which ensures that students have a deep understanding of the fundamental components of health and mechanisms for its preservation. An important aspect of the implementation of this principle is the organization of productive interaction of all participants in the educational process, during which a value-based attitude to health and awareness of scientifically sound ways to achieve and maintain it are formed (*Rybalko, 2022*).

The principle of health promotion in a higher education institution is realized through the systematic improvement of the adaptive capacity of the students' body and the expansion of their functional reserves. The effectiveness of this process is ensured by scientifically based dosage of physical and psycho-emotional loads that take into account the individual characteristics of each student, their level of fitness and functional capabilities of the body. Particular attention is paid to creating optimal conditions for the natural increase of health reserves through the rational organization of the educational process, the introduction of health-saving technologies and the provision of proper psychological support for educational activities (*Mazin, 2015*).

Thus, the effectiveness of the health-preserving educational environment in higher education institutions is ensured by the comprehensive implementation of the principles of health maintenance and promotion, which are embodied through the integration of the health-preserving component into all components of the educational process.

The creation of a health-preserving educational environment requires a systematic approach that involves the interaction of organizational and pedagogical, psychological and pedagogical, and medical and social conditions. An important aspect is to ensure scientifically based dosage of physical and intellectual activities that takes into account the individual characteristics of students and the specifics of their professional training (*Javors'ka, 2020*).

The key factors for the successful functioning of a health-preserving educational environment are the professional readiness of the teaching staff for health-preserving activities, the availability of appropriate material and technical support and the creation of a favorable psychological climate. A special role is played by the formation of a value-based attitude to health among all participants in the educational process and the development of their motivation for a healthy lifestyle.

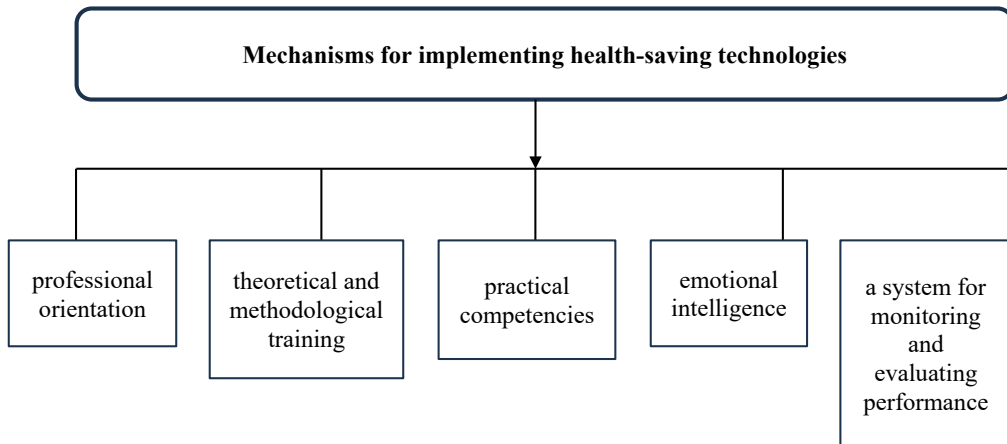
The above contributes to the growing need for constant monitoring of the effectiveness of the health-preserving environment and its timely modification in accordance with changing conditions and needs of students.

#### **4. Mechanisms for the implementation of health-saving technologies in higher education institutions**

The effective implementation of health-saving technologies in higher education institutions requires the development and implementation of a comprehensive mechanism that covers several key aspects of the professional training of physical education teachers and the organization of the educational process.

In order to systematize and visualize the mechanisms for implementing health-saving technologies in higher education institutions, we have developed a structural diagram (Fig. 1), which reflects the complex nature of the studied process.

The proposed scheme demonstrates five key vectors of health-saving technologies implementation: professional orientation, theoretical and methodological training, practical competencies, emotional intelligence, and a system of monitoring and evaluation of effectiveness. Each of these areas is detailed through specific components that ensure the consistency and integrity of the process of implementing health-saving technologies.



**Fig. 1. Mechanisms for implementing health-saving technologies in higher education institutions**

The priority is to form a clear professional focus on health-saving activities, which implies an awareness of the social significance of health care and the formation of a value attitude towards health as a fundamental human value. This creates the basis for the development of sustainable motivation for professional self-improvement in the field of health-saving technologies.

An important mechanism is to ensure a thorough theoretical and methodological training of teachers, including mastering the methodological foundations of health promotion, understanding their essence and specifics of application in higher education. This implies systematic updating of the scientific and methodological base, constant monitoring of modern research and implementation of innovative approaches in the practice of physical education.

The practical component of the mechanism for implementing health-saving technologies should ensure the development of teachers' professional competencies in the following areas: gnostic (ability to analyze and synthesize information on health), communicative (skills of effective interaction with students and colleagues), constructive (ability to design a health-saving educational environment), organizational (ability to coordinate various forms of health-saving activities) and design (ability to develop individual health trajectories).

Particular attention should be paid to the development of teachers' emotional intelligence as an important component of professional competence in health promotion. This includes the ability to empathize, understand students' emotional states, manage their own emotions, and create a positive psychological climate during classes. Developed emotional intelligence contributes to effective pedagogical communication and improves the quality of the educational process.

The mechanism for implementing health-saving technologies should also include a system for monitoring and evaluating the effectiveness of health-saving activities, which allows timely identification of problematic aspects and making the necessary adjustments. This ensures continuous improvement of the health promotion process and increase of its effectiveness in the conditions of higher education institutions.

Thus, the scheme pays special attention to the relationship between theoretical training and practical competencies, which reflects the need to integrate theoretical knowledge into practical activities. The presented model also emphasizes the importance of emotional

intelligence as an integral component of the successful implementation of health-saving technologies and the need to constantly monitor the effectiveness of the implemented measures.

## 5. Conclusions

The analysis of the problem showed that the integration of health-saving technologies is a complex process that requires a systematic approach and covers various aspects of educational activities. The effectiveness of this process depends on the creation of appropriate organizational and pedagogical conditions that ensure the integrity and consistency of the introduction of health-saving technologies into the system of physical education.

The study allowed us to identify the main mechanisms for the implementation of health-saving technologies, which include: the formation of teachers' professional orientation towards health-saving activities, ensuring their theoretical and methodological training, development of practical competencies, emotional intelligence and the creation of an effective monitoring system. An important aspect is the relationship between theoretical training and practical implementation of health-saving technologies.

The creation of a health-saving educational environment is based on the principles of maintaining and promoting health, providing an optimal combination of physical activity, psychological comfort and favorable conditions for the formation of a health culture among students.

The results of the study confirm the need for an integrated approach to the implementation of health-saving technologies, which involves: systematic updating of the scientific and methodological base, constant monitoring of the effectiveness of the implemented measures, individualization of approaches to the organization of physical education and the formation of sustainable motivation of students for a healthy lifestyle.

Promising areas for further research include the development of methodological support for the process of integrating health-saving technologies, studying the features of their implementation in distance learning, and exploring ways to improve the effectiveness of the health-saving educational environment, taking into account the current challenges and needs of students.

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## INDIVIDUALISM OF THE ARTIST AND FREEDOM OF CREATIVITY IN THE THEORETICAL CONCEPT BY MYKOLA YEVSCHAN

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### Summary

The article is devoted to the study of the theoretical heritage of Mykola Yevshan, one of the leading literary critics of the aesthetic and psychological trend in Ukraine of the early 20th century. He was a prominent representative of Ukrainian modernism and Nietzscheanism and a psychologically oriented analyst of art and artistic creativity. His critical studies are devoted to the study of the artist's creative personality, the study of art and the process of creativity. He defended the author's right to create freely and considered his personal freedom a necessary condition for creativity.

Mykola Yevshan was concerned with the problems of interaction between the artist and society, national peculiarities of creation and development of culture. He professed the idea of a «higher human» who is born in the process of creativity. His views are marked by the desire for secularism, modernity, and Europeaness. In the context of Ukraine's contemporary historical and cultural development, the article analyses many Mykola Yevshan's theoretical works that laid the foundations of avant-garde in Ukrainian theoretical science and literary criticism.

**Key words:** Mykola Yevshan, artist, creative process, creative individuality, literary criticism, modernism, aesthetic and psychological discourse.

DOI <https://doi.org/10.23856/6723>

### 1. Introduction

At the end of the 19th and the first decades of the 20th century, Ukraine had such a scientific base, such a wide range of philosophical, aesthetic-psychological and literary studies that we have reason to speak of a fundamentally new period of development in the history of Ukrainian science and culture, and hence the need for completely new psychological, aesthetic-literary approaches to its study. In this context, the theoretical work of the young Western Ukrainian theorist of modernism, publicist and literary critic, who lived and worked in Kyiv for a long time, Mykola Yevshan (1889-1919), is significant and very interesting. The theoretical legacy that M. Yevshan left behind gives every reason to speak of him as the first Ukrainian literary critic, who considered criticism to be his life's work, his profession and the only scientific genre based on which his abilities were realized.

During his short 30-year life and less than a decade of creative and scientific activity, M. Yevshan published over 170 literary-critical and journalistic works on the problems of artistic creativity, the role of the artist in the creative process, studies of the work of world classics and contemporary artists, translations into Ukrainian of a number of philosophical and literary works by Polish, Czech, German, and Italian authors. It can be stated with full responsibility that not a single noticeable phenomenon of the contemporary literary process passed by his attention.

**The purpose** of the study is the need to analyze in the context of modern theoretical approaches the creative and scientific heritage of Mykola Yevshan, one of the significant representatives of Ukrainian theoretical science of the modernist direction, a literary scholar with clearly structured psychological views.

**The scientific and research task** of the study is to increase knowledge in the field of Ukrainian studies, literary studies, psychology, aesthetics and criticism on the material of Mykola Yevshan's still significant for the cultural development of Ukraine's achievements.

**The methodology** for studying the concept of Mykola Yevshan is based on the principles of *subjectivity* in studying the process of artistic (literary) creativity, *aestheticism* in studying the creative process and *critical assessment* of the material that is in the focus of attention. The set of applied techniques, methods and scientific approaches in the study corresponds to the formulated goal and is determined by it.

## 2. Beginning of professional activity

While still studying at the Stanislav Gymnasium, the future literary scholar began his first "attempts of the pen" with several critical investigations and reviews published in the almanac "Na rozsviti". And as a nineteen-year-old young man and already an employee of the new literary biweekly magazine "Bdzhola", which was published in Lviv since 1908, M. Yevshan "brazenly spoke out" against Ivan Franko "with a reassessment of the work of Ivan Kotlyarevsky", which then stirred up the literary circles of Galicia. The criticism of the famous master brought Yevshan all-Ukrainian "notoriety" (*Encyclopedia of Ukraine, 1993*), but the Kyiv youth circle "solidarized" with the author of this bold public reproach "without publicity", congratulating him "not so much in terms of content as in terms of spirit" (P. Bogatsky).

A year later, when the first issue of the magazine "Ukrainian Khata" was published in Kyiv on March 24 (April 6, 1909), M. Yevshan would become its permanent author and there would be almost no issue of the magazine where his article or literary-critical investigation would not be published. Starting his work in "Ukrainian Khata" as a first-year student at Lviv University, still studying Ukrainian and German studies at the time, M. Yevshan was already so educated that it was not uncommon to hear comments that the novice critic wrote like a "privat docent" (M. Shapoval). In a few years, Mykola Yevshan would become a central figure among Ukrainian literary critics.

Having begun his career in the publication "Bzhola", he would publish in the magazines "Narod", "Nove Zhyttya", "Literature and Scientific Bulletin", "Buduchnist", "Ukrainian Khata", and later in the newspaper of the city of Stanislav "Respublika" (*Materialy z istorii natsionalnoi zhurnalistyky, 1999*). In 1909, his first substantial works on Ivan Franko and Mykhailo Drahomanov appeared in the magazine "Buduchnist". In 1910, having moved to Kyiv, the young critic met Mykhailo Kotsiubynsky, Lesya Ukrainka, visited Hanna Barvinok, Mykyta Shapoval (M. Sryblyansky) and other famous writers of that time.

It should be noted that the beginning of the publication in Kyiv of the literary, scientific and socio-political monthly "Ukrainian Khata" (1909-1914) caused a wide spread of that aesthetic, philosophical and literary-critical polemic, which had gradually matured since the last years of the 19th century. in Galicia and at the beginning of the 20th century. spread both in the central and northern (Kyiv) and eastern (Kharkiv) regions of Ukraine. Having rejected populism and realism as the ideology of the past, the directors of the magazine P. Bogatsky, M. Shapoval, its authors M. Yevshan, A. Tovkachevsky, O. Oles, Yu. Tyshchenko (Yu. Siry), M. Vorony, V. Skrypnyk, Y. Budyak and others promoted the "national-gradual-democratic" direction of their activities, basing literary criticism on the principles of aesthetics.

Aesthetic views, aesthetic and literary criteria and requirements were clearly defined in almost every critical and analytical study or work of Mykola Yevshan. Bright psychologism, the acquired newest artistic tendencies, progressive ideas of Jean Marie Guyot, Charles Baudelaire, Hippolyte Taine, Friedrich Nietzsche, Johann Fichte, Sigmund Freud, the influences of the theories of German romanticism, Young Hegelianism, positivism, psychoanalysis, etc. turned out to be a significant theoretical basis that shaped and gave conceptualization to the scientific views of the young Ukrainian researcher, publicist and literary critic.

In general, M. Yevshan adhered to cultural and historical traditions in the study of the works of classic and contemporary artists, including modernists. He promoted the cult of individualism, the unlimited freedom of the author in the creative process, and defended the independence of a self-sufficient, bright personality as a person of a new formation. The collections of his articles during his lifetime as a leading publicist and critic – “Under the Banner of Art. Literary and Critical Articles” (*Kyiv, 1910*); “Taras Shevchenko. Articles” (*Kyiv, 1911*); “Where Did We Come From?.. A Matter of Ukrainian Literature of 1910” (*Lviv, 1912*) – became “the foundations of the avant-garde in Ukrainian literary criticism” (*Vdovychenko, 2005: 129*) of the early 20th century.

### 3. Conceptualization of Mykola Yevshan’s views

Mykola Yevshan’s conceptual article “Problems of Creativity” was first published in the journal “Ukrainian Khata” in 1910 (No. 6, pp. 24-31). In it, he equates the problems of creativity with the problems of individualism, emphasizing that what is decisive in literature is not the result, but the process of creation itself, in which the personality of the artist and the peculiarities of his inner psychological world occupy a prominent place. One should agree with the opinion of the Ukrainian writer Solomiya Pavlychko, who considers such an approach to be rooted in the plane of individualistic discourse of F. Nietzsche, the ideas of most of whose works significantly influenced and “scandalized” the European public at that time (*Pavlychko, 1999*).

Freedom of creativity, individualism as an artist's artistic credo, and the deep psychologism of the creative process became the titular objects of research of Yevshan the theorist. Almost all his literary and critical studies are imbued with the idea of revealing the essence and ultimate tasks of creativity, its influence on both an individual and society. The critic concluded that achieving the ideal embodiment of a creative idea is possible only if the artist professes eternal universal human values integrated into the creative process. M. Yevshan carried out the search for criteria for maximum self-realization of the artist's personality in his work through analytical reading and isolation of the specifics of the author's style of the most talented of them: T. Shevchenko, I. Franko, L. Ukrainka, O. Kobylanska, V. Stefanyk, P. Kulish, M. Gogol, S. Botticelli, J.-J. Rousseau, R. Kipling and many others. A significant number of his aesthetic and literary studies are dedicated to their work.

Having directed his scientific interests to the plane of aestheticism and artistic culture, he professed the humanistic and cultural paradigm of art and saw its main mission in changing life and man himself for the better. “The world into which creativity takes us,” wrote M. Yevshan, “is a wide life... The intimate dream of all ages, all generations of people who were aware of their cultural aspirations appears before our eyes – the image of the best person, a person single-minded and harmonious in his feelings and deeds, who, without falling into collision with either the generality or himself, could be enough for himself, be happy by himself” (*Ievshan, 1998: 15*).

Comparing art and reality, M. Yevshan deliberately emphasized some points and stated: "A kind of abyss is thus created between a work of art and reality, they find themselves as if at completely opposite poles, built on completely different foundations and from different materials" (*Ievshan, 1998: 21*). The realization of this was more painful for him because "the separating abyss that arises between a man and his dream" can be overcome only "at the moment of creative inspiration", when the creation of an artistic image is able to embody a dream, but "in real life" it cannot come true. Obviously, these thoughts of Yevshan the aesthetician are completely determined by the experience and feelings of Yevshan the man as an extraordinary personality.

Polemically "contrasting his strong, unyielding individuality" which only an artist is capable of capturing, with all those "cursed questions" of "confused problems of ethics and philosophy that torment the artist" (*Ievshan, 1998: 416*), M. Yevshan called for the creation of his own religion, which would embody the natural essence, ideals and feelings of the artist, because "the word with which great poets address us is a deed" (*Ievshan, 1998: 79*). Inspiration, which illuminates only the work of selected critics, he called a religious source from which "that mood flows," which is born "from pure poetic ecstasy". Only creativity in its profound understanding can generate inspiration and insight. And creativity itself arises thanks to and because of insight and creative inspiration. "At that moment," verbalized M. Yevshan this unique creative state, - such an elevation of spirit, such a solemnity of mood occurs that every insincerity and falsehood in a person's word must give way, everything is leveled and harmonized. The dissonances and contradictions that exist in human nature disappear somewhere, and in one moment a feeling of such unity, depth and seriousness is born that a person involuntarily becomes face to face with eternity and feels himself lifted to such a height from which he begins to look at the world with different eyes, to understand its riddles and secrets" (*Ievshan, 1998: 25*).

#### 4. Art, creativity, artist as objects of psychological analysis

Mykola Yevshan was convinced that true creativity is like a true religious enlightenment, and the origins of artistic creativity have a transcendental character. "Religion here becomes the highest mood at the moment of creation", the critic wrote in "Shevchenko's Religion", "an organic need for pathos, prayer, holiness..." (*Ievshan, 1998: 28*). Hence, art and creativity should in no way be subordinated to any narrow, tendentious ideological or party guidelines. Their calling is "to serve only life, to raise its level" to satisfy and saturate "all the highest aspirations and needs" of man and all of humanity (*Ievshan, 1998: 25*). These sound thoughts of his formed the basis of the polemic that arose at the beginning of the 20th century between him and V. Vynnychenko, who "with all due honor predates Marxism in art", as M. Yevshan wrote about his views.

Formulating the intersection of the complex relationship between the artist and society as the central problematic factor of contemporary aesthetic thought, M. Yevshan recognized: only talent and the call to creativity are the driving force that structures the existence of creative individuality in the system of social relations "personality – society". And he especially emphasized: "We come to the idea that every creator as such has his own religion, carries in his soul an ideal that clearly tells him about his position in the universe, indicates his purpose and directs all his activities" (*Ievshan, 1998: 27*).

It is not difficult to notice in Yevshan's "religious-creative" concept his research interest as a psychologist: "When asking about the poet's religion, we ask about everything that constitutes the basis of his entire psyche, his entire individuality; we are looking for that "holiday of



saints” of his, which will open up before us every minute and will shine with the clear flame of the ideal...” (*Ievshan, 1998: 27*). Such a need to embody the ideal of an extraordinary harmonious person, the need to join the highest spiritual values, is capable, according to Yevshan, of uniting the Ukrainian intelligentsia with all educated Europe. The intelligentsia as the driving force of these searches will stand out as a separate powerful socio-cultural community, which will be subject to reforming and renewing social existence, and in return – creating the modern history of its country/state.

Crystallizing his theoretical views in the landmark article “Under the Flag of Art” (1910), M. Yevshan emphasized: man is inherent in creative altruistic vital forces, and the creation of beauty through art ennobles. Moreover, the process of this creation, in his opinion, is both a need and an imperative. It was for this reason that he rejected literary activity that did not raise the top aesthetic values, in fact lowered it to the level of journalistic pamphlets, instead he admired such writers as Vasyl Stefanyk, in whose works he found an organic combination of social aspirations with the aesthetics of composition.

M. Yevshan raised questions in his articles that provoked further discussions of a modern and artistic nature: what is and what can art be for man? How do art and life relate to each other? What is the main vocation of art and the main tasks of poetry? S. Pavlychko notes that in almost all theoretical and critical articles of M. Yevshan, in all the annual literary reviews he wrote for 1908, 1910-1913, in all the reviews of the works of individual authors, and in the articles about T. Shevchenko, he talks about the relationship of art to life.

Based on his own aesthetic concept of Ukrainian literature, exploring the problems of freedom of creativity, individualism of the artist, the realization of his talent, M. Yevshan also worked out the concepts of beauty, form and style, aesthetic ideal, artistic truthfulness etc. His critical and journalistic heritage cannot be characterized only by the stereotypes of “aestheticism” or “modernism”, as it is today. Especially given that modernism in Ukrainian literature is usually called the current of literary and public thought that was positioned by the magazine “Ukrainian Khata”. Today, from the point of view of historical perspective, Mykola Yevshan should be perceived as a theorist of Ukrainian modernism of the first decades of the 20th century, a creator of a higher aesthetic and individualistic culture, a defender of the nation and its unique “separateness before the whole world”, who defended the right of the individual to be himself.

M. Yevshan deeply respected O. Kobylyanska and highly appreciated her work. In his opinion, she was one of those Ukrainian artists who, precisely out of sincere love for her people, did not idealize them, did not elevate them to an imaginary pedestal, but worked conscientiously, bringing victory “in the fight against evil, uncultured, rudeness” closer. That is why their souls were so related, that is why Olga Kobylyanska and Mykola Yevshan can rightly be considered the forerunners of the “higher human” in the then country of “spiritual stagnation”.

Consistent in his call for an aesthetic revolution, principled in his demands for aestheticization as a modern trend of the turn of the century, the leading Ukrainian critic-publicist, literary and art historian of a new type appeared before his contemporaries as a true ideologist of the struggle of generations. Rejecting the “old brakes” of utilitarianism of the previous era, he professed new artistic and artistic values. Each theoretical study of M. Yevshan is imbued with psychologism and aestheticism, since he was convinced that the basis of any creative activity (style, method, direction etc.) is the aesthetic perception of reality.

Clearly defined artistic guidelines should model the creative process, the “cornerstone” and crown of which is the creative individuality of the artist. An authentic feature of M. Yevshan is also considered to be his so-called “militant aestheticism” – a completely independent and stable phenomenon. The existence of the “bold, ironic, contemptuous in his attitude to all

cultural taboos, modernly uninhibited and uncomplicated when it came to classics and traditions” (Pavlychko, 1999: 161) young Ukrainian critic revolved within the range of his own understanding of freedom as a phenomenon of human existence.

From the very beginning of the creation of the Western Ukrainian People's Republic with its capital in Lviv in 1918, Mykola Yevshan (real name – Fedyushka) became its defender, then served in the Ukrainian Galician Army and during this period wrote almost nothing. In November 1919, the young talented publicist and literary critic, while in the ranks of soldiers, prematurely passed away due to a typhus pandemic. A peasant boy, whose family farmed the land and lived in poverty, became “an aristocrat of the spirit, a preacher of aestheticism and a new view of the tasks of writing” (Bohatskyi, 1955).

## 5. Conclusions

So, the psychological and aesthetic-literary concept of M. Yevshan was based on three main provisions: firstly, *it is individualism, the talent of the artist, freedom of creativity, the “higher human”*. Secondly, *the national idea as the basis of cultural formation and state progress*; at the same time – the denial of Ukrainophilism and populism as ideologically limited, politically outdated, archaic artistic schemes. Thirdly, *the persistent desire for urban civilization, secularism, modernity, Europeanism*. All factors, according to the views of M. Yevshan, are consistent with each other and without each other are ineffective. This relationship was also emphasized in her study by S. Pavlychko: “individualism for Yevshan... is the basis of nationalism” (Pavlychko, 1999: 134). Meanwhile, he was certainly a “Westerner” (S. Pavlychko), and his “critical modern discourse was determined by a broad philosophical understanding of modernity and the era, nihilism, reassessment of canons, anti-populism, individualism, elitism, psychologism, feminism. All this is mixed with Nietzscheanism and nourished by it” (Pavlychko, 1999: 160).

M. Yevshan’s historical and philosophical understanding of the peculiarities of Ukrainian national cultural creation was based on a clear priority of aesthetic and artistic and artistic traditions. He recognized the leading European tendencies, based on which his own Ukrainian ones, devoid of populist and Ukrainophile views, should have emerged. This is precisely what explained Yevshan’s support for the ideological and creative searches of Ukrainian modernists, who became the inspiring force of the transformations of the new time. The integration of the processes of cultural progress of Ukraine into the European context was perceived by him as corresponding to the then world trends. But this did not mean the rejection of his own spiritual achievements: “Therefore, the main thing is that, entering into closer relations with foreign literatures, one should not waste the original features of one’s own and not force it to put on foreign costumes, no matter how attractive they may be, so that, instead of strengthening native literature with elements of foreign trends, one should not introduce decay and poison” (Yevshan, 1998: 312).

So, it becomes obvious: Mykola Yevshan is a mature, conscious and patriotically oriented critic-aesthetician of a “pro-European orientation” (V. Vdovychenko). The philosophical section of his concept is immersed in the natural, organic whirlpool of Ukrainian original culture: “New culture must be national, must emerge from the depths of the people’s soul, but it cannot be Ukrainophile” (Yevshan, 1998: 53). He rejected populism as an outdated and harmful phenomenon, instead striving for the free cultural development of Ukrainians as equals among other European peoples.

Thus, the extraordinary figure of M.Y. Yevshan, who conscientiously worked in the theoretical field of Ukraine at the beginning of the 20th century, marked with his activities the formation and further development of a fundamentally new aesthetic, artistic and artistic space. Thanks to the psychologism and scientific activity of the first Ukrainian literary critic, the theoretical base of the fields of journalism, journalism, professional criticism and translation was significantly replenished and was further based, including on his literary and art history heritage.

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## INNOVATION, WORK, SOCIETY

MAX SCHELER'S PHENOMENOLOGY OF EXPERIENCE OF VALUES  
AND THE FUNCTIONING OF WORLDVIEW**Andrii Budz**Postgraduate Student, Vasyl Stefanyk Precarpathian National University, Ukraine  
e-mail: andrii.budz@pnu.edu.ua, orcid.org/0000-0003-3514-9385**Summary**

The concept of the phenomenology of the experience of values in the views of Max Scheler in its connection with the functioning of the worldview is investigated in the article. It is established that values are based on the phenomenology of the experience of values. On the basis of the phenomenological axiology of Max Scheler, it is shown that the phenomenology of the experience of values is a reliable criterion for structuring and constituting values in the worldview. The phenomenology of the experience of values is also the foundation of the involvement of objects in the system of worldview values and is the basis of structuring of values into spiritual and material types. A negative or positive attitude toward some object, granting it the status of value, or its denial happens through the phenomenology of the experience of values within a worldview. It is emphasized that the realization of objective values in the real world is possible through Apriori emotional intentions, which are phenomenological acts.

**Key words:** phenomenological axiology, experience of values, phenomenological experience, worldview, emotional apriorism, phenomenological acts.

DOI <https://doi.org/10.23856/6724>

**1. Introduction**

Values are structural elements of a worldview, the elements of motivation of human behavior. The phenomenology of the experience of values is a criterion for granting various objects the status of value. In M. Scheler's views, such granting of the status of value happens based on the direct human experience of the value and the emotional a priori feeling of a value. Values are not simply abstract constructs in a human mind, but rather objective realities that are actualized in the real world through phenomenological emotional intentional acts. Scheler's phenomenology provides a significant insight into the experience of values, he emphasizes the role of emotions and intuition in the apprehension of values and the influence of such apprehension on worldview.

The object of research is the phenomenology of the experience of values of Max Scheler in its connection with the worldview. The goal of the article is to analyze the specifics of the functioning of the phenomenology of the experience of values in the structure of worldview through the prism of intentional emotional acts based on the example of the phenomenological axiology of Max Scheler.

Values and the phenomenology of their experience are studied in various aspects. Researchers grant values the status of structural elements of a social political and moral being of society (Lan et al., 2010; Sánchez Madrid, 2020; Rimkus, 2021). Some draw attention to the motivational dimension of values in behavior (Sagiv and Roccas, 2021; Russo et al., 2022). Several scientists perform studies in the direction of the phenomenology of values, in particular, M. J. Rohan (2000) analyzes the phenomenology of the connection of values and worldview. H. Helve (2015) analyzes the correlation between attitudes, values, and identity in the worldview. S. Roccas and A. Elster (2014) research the specifics of values in the religious worldview. P. Theodorou (2014) examines the phenomenology of values in the context of emotional perception. I. Vendrell Ferran (2022) analyzes the phenomenology of values in the context of the intentionality of feelings. A group of researchers draws attention to the connection between personal moral qualities and values (Roccas et al., 2002). H. Joas (2001) explores values in the experience of self-transcendancy when a person becomes a creator of values. D. Brax (2009) analyzes the hedonistic approach to the nature of values, where the criterion of becoming of value is pleasure, which is based on such distinct phenomenological quality as a feeling of liking. Similarly, O. M. Moen (2016) points out that pleasure is the only intrinsic value and pain is the only intrinsic disvalue. H. Andersson and Green Werkmäster (2021) analyze the degrees of the value of objects and emphasize that they are evaluated by two dimensions – the normative component and the attitudinal component, however, the latter should rather be used mainly based on the intensity of an attitude. C. Todd (2014) analyzes values in the context of emotions and emphasizes that emotions reveal, constitute, or create value. J. M. Müller (2017) thinks that emotions are ways of acknowledging values. G. R. Maio (2010) studies the phenomenology of social values and marks their connection with feelings, emotions, and beliefs. N. F. Barret (2014) studies the phenomenology of values in a religious worldview. K. C. Longest, S. Hitlin, and S. Vaisey (2013) draw attention to the phenomenology of individual values and individuals' value orientations in various contexts. Some researchers examine the phenomenology of personal values, which are subjective in nature, and reflect what people think and state about themselves (Sagiv et al., 2017) and study the connection between personal values and personality traits and subjective well-being (Sagiv and Schwartz, 2022). S. H. Schwartz (1999) studies the types of cultural values in their connection with different nations' attitudes toward the norms of work and its goals. S. Hitlin and J. A. Piliavin (2004) explore the connections between social structure and individual values and research associations between values in memory based on semantic relations among values (Pakizeh et al., 2007).

The article explores the interconnection of the phenomenology of the experience of values and its influence on worldview based on M. Scheler's phenomenological axiology, which investigates the nature of values and their actualization in the real world employing intentional emotional acts as primary a priori intentional acts that reveal the objective structure of the values, i.e., by direct human experience of values rather than abstract reasoning about them. Values are not just theoretical constructs of human thought in a worldview, they are substantiated by emotions and are revealed through emotional acts, which can be clearly traced in the views of M. Scheler. Understanding values through their personal phenomenological experience allows a deeper understanding of their hierarchical structure and moral implications, which are correlated with worldview.

## 2. Emotional intuition of the experience of values

In the views of Max Scheler, values are objective entities, he substantiates their objective existence, stating that “there are authentic and true value-qualities that constitute a special domain of objectivities” (*Scheler, 1973a: 15*). The method of realization of such objective values is through phenomenological acts of emotional intentions. Such a method makes values essential to individuals’ ethical and worldview orientation, serving as a connector between universal values that are experienced by humans similarly due to their Apriori nature and their personal experience. Structure and moral implications. In general, he talks about the creation of non-formal ethics of values which he bases on the critique of the ideas of I. Kant. He states: “I will attempt to develop a non-formal ethics of values on the broadest possible basis of phenomenological experience” (*Scheler, 1973a: 5*). Such non-formal ethics centers around the phenomenological experience of values by the individual on an emotional level. Unlike cognitive or abstract categories, values are apprehended through intentional feelings – emotional acts that unveil their reality and meaning to an individual. For M. Scheler, this process presupposes engagement with the essence of values, and their intrinsic worth for humans, which are comprehended through phenomenological experience. He claims that “phenomenological experience is “immanent” experience... Only phenomenological experience is in principle non-symbolic and, hence, able to fulfill all possible symbols” (*Scheler, 1973a: 51*) In this context, values can be accessed only through a uniquely human emotional capacity – intuition, which is “essential intuiting, or “phenomenological intuition”, or “phenomenological experience” (*Scheler, 1973a: 48*). Intentional feelings function as an intuitive intermediary through which values are grasped by humans. This emotional intuition transcends subjective sentimentality due to the Apriori perception of values, revealing their ontological dimension.

M. Scheler’s views on the experience of values showcase a new approach to the interpretation of values, which emphasizes the emotional aspects of values rather than the reason. According to Scheler, “One can never sift the being of values out of any form of real being, no matter if we are concerned with real deeds, judgments, or experiences of oughtness” (*Scheler, 1973a: 46*). Hence, values are directly intuited by the means of phenomenological intentional acts, which are emotions, rather than rational thinking or abstract principles. This perspective places emotions and intuition into the central focus of the comprehension of values. Emotional intuition involves a form of intentionality that reveals the quality and worth of values.

Scheler emphasizes that the experience of values through emotional intuition has an a priori nature, it is immediate and pre-cognitive. Emotional acts in such cases provide a vivid and true example of what values mean to us, their intrinsic worth, unlike rational analysis, which often just generalizes and uses abstract notions. The immediacy of the phenomenological intentional emotional acts enables individuals to perceive a rigid hierarchy of objective values, differentiating between higher values (such as love) from lower ones (physical pleasure). The difference in ranking between values is thus based on the phenomenological experience of a person rather than abstract theoretical speculation, which is often inherent in certain types of worldviews. In such a case, the theoretical constructions of worldview in the context of values have to be confirmed on the phenomenological level of the human experience of such values. It is also important to understand that worldview constructions can vary and often opposite, however, the phenomenology of the experience of values is similar to all humans, which can serve as the basis for the creation of a universal axiological worldview.

Moreover, Scheler introduces the concept of “preferring and postponing”, saying that “the fact that one value is “higher” than another is apprehended is a special act of value-cognition: the act of preferring... Such preferring is a priori” (Scheler, 1973a: 87). Such act of preferring is instinctive, it describes what individuals prioritize in their experience, and reflects the alignment or misalignment of one’s emotional life with the objective order of values. Scheler’s exploration of values is also tied to his conception of the human person. He describes the human being as an “ordo amoris” – an “objectively correct order of stirrings... of love and hate” (Scheler, 1973b: 98). This order of love reflects how the objective hierarchy of values is aligned with the person’s emotional life, shaping their ethical orientation. In such context, one can consider that M. Scheler’s idea of ordo amoris affects the formation of worldview.

### 3. Worldview and the phenomenology of the experience of values

One can argue that worldview is a ruling and directing “parameter” of the phenomenology of the experience of values. This means that initially ontological ideas as structural elements of worldview create the basis for the understanding of reasons for interactions between elements of being and form the “picture of the world” of a human. Therefore, there is an impression that based on the theoretical constructions of worldview, particularly based on its ontological ideas, a person’s self-consciousness and self-feeling are formed, and a person’s place in the world is evaluated. In such cases, values are derivatives of worldview and don’t function independently from the structure of worldview since they are its elements.

Based on these notions, I disagree with the definition of values proposed by S. H. Schwartz, who thinks that “...values are trans-situational criteria or goals (e.g., security, hedonism), ordered by importance as guiding principles in life” (Schwartz, 1999: 25), since values are correlated with a worldview that defines goals and priorities. Therefore, the idea that values are “guiding principles in life” is debatable. (Schwartz, 1999: 25). Also debatable is the following approach that “individual” values frame the appropriate means and ends for social action, provide motivational impetus for such actions, and are vital for self-definition” (Hitlin and Piliavin, 2004: 383). I also disagree with the thought that “according to the Theory of Basic Human Values, values are relatively stable, but not immutable, abstract goals which strongly influence peoples’ lives” (Russo et al., 2022: 692). In my opinion, values are elements of the structure of worldview, which first of all are correlated with ontological ideas, and based on that are systemically linked with other structural elements of worldview – preferences, norms, desires, emotions, feelings of satisfaction or dissatisfaction, social expectations, ideals, and motivation. In this aspect, for example, I. Vendrell Ferran (2022: 86) states that “...consciousness of value is better conceptualized in terms of intentional feeling...”. P. Theodorou (2014) expresses a similar approach, taking pain, pleasure, and the intentionality dimension of emotions as the basis of structuring and experience of values. At the same time, emotional phenomena are formed in the context of morality. But morality is a part of a worldview, therefore the emergence of emotions and values based on them, has a worldview reason.

Although values can have “...the dynamic structure of values as a motivational continuum...” (Sagiv and Roccas, 2021: 310), they do not act as an autonomous motivational impetus (Hitlin and Piliavin, 2004: 383) and don’t function as separate trans-situational criteria or goals or guiding principles in life (Schwartz, 1999: 25). Values are also not autonomous “abstract goals which strongly influence peoples’ lives” (Russo et al., 2022: 692). One can rather agree that “...values are more strongly connected to feelings than to past behavior or beliefs, and the types of emotion depend on the values” roles as ideal versus ought self-guides” (Maio, 2010: 2).

At the same time, C. Todd (2014) and J. M. Müller (2017) emphasize the connection between emotions and values, and G. R. Maio (2010: 36) points out that "...emotion plays a dominant role in judgments of value importance". To my mind, values do not perform the autonomous structuring or motivational function, which is independent of worldview. Values surely have a motivational goal (Russo et al., 2022: 692), however, the idea that "values work as a compass in people's lives" (Russo et al., 2022: 693) is debatable. Values are only elements of motivation, therefore motivation has a more complex character, since "the idea that motivations blend into one another is central to the value theory..." (Roccas et al., 2002: 798). To my mind, a true "compass of human life" is a worldview within which values are experienced, substantiated, and supported based on their phenomenological experience. Therefore, any change of values primarily anticipates the change of worldview beliefs, which in turn, can change based on phenomenological phenomena.

In this aspect, one should consider the thinking of H. Andersson and J. Green Werkmäster (2021: 532), who believe that "...the amount of value an object has is to be accounted for in terms of the intensity of the attitude that it is fitting to have towards the object", that is "...the intensity... of the attitude that captures the amount of value an object has" (Andersson and Green Werkmäster, 2021: 534). From this aspect values and degrees of values exist not independently. They depend on the intensity of humans' attitude toward that value (Andersson and Green Werkmäster, 2021), and such attitude has emotional and willful content, which is defined generally by the picture of existence.

One can interpret values in a hedonistic dimension, as do for example D. Brax (2009) and O. M. Moen (2016). I will note here that human direction towards hedonistic values is based also on the worldview, which points, for example, to the finiteness of human existence, particularly, in the context of antique atomism. However, for example, for the ascetic Christian worldview, the hedonistic values are absurd, because according to ontological ideas of Christianity, the body is sinful and mortal, and therefore bodily pleasures cannot be the meaning of the main values, on the contrary – such main values to human are spiritual values, which are linked with the spiritual primary basis of existence.

In this aspect, the most optimal approach regarding the correlation of values and worldview is the one proposed by M. J. Rohan, according to which he describes worldview "...in terms of a person's conscious beliefs – which are a function of that person's value priorities – about the way the world is or should be" (2000: 272), and therefore "...people's worldviews directly evidence their personal value systems" (Rohan, 2000: 269), hence "...the way people view their worlds is a function of their personal value priorities" (Rohan, 2000: 270). In this instance, in one way or another, the worldview is correlated with value priorities, and those are confirmed by the phenomenology of the experience of values, since without it, values as such are not possible, as claims, for example, M. Scheler.

A stable emotional and willful negative or positive attitude to an object has a worldview dimension. That is, a human wants to possess certain values or considers something to be a value and treats it as one depending on the phenomenological experience of values.

M. Scheler thinks that values function in the structure of phenomenology of the experience of values. The phenomenology of the experience of values is the main structural element of constituting values and moral norms within the worldview. Values can be identified with, e.g., moral ideals. For example, E. Rimkus (2021: 258) is close to identifying moral values and ideals since he believes that "...moral ideals (freedom, equality, justice, seeking of the common good) are the basic guide in the sphere of values for the social engineering directed to the creation of welfare state". Values create a complex phenomenological connection in the structure



of worldview with feelings (Maio, 2010: 2), or with value judgments since "...explicit value judgments provide an important tool for identifying value importance..." (Pakizeh, Gebauer, and Maio, 2007: 460). In this aspect, values are directly linked with the phenomenology of their experience in the structure of worldview, the elements of which are *feelings, emotions, preferences*, or other forms of negative or positive attitude to something or somebody.

From this perspective, taking into consideration M. Scheler's views regarding the influence of the phenomenology of the experience of values on the nature of values, one can argue that depending on the phenomenology of the experience of values a human: firstly, constructs a certain picture of the world and realizes one's place and meaning in existence; secondly, can experience a certain stereotypical system of values or, on the contrary, neglect them in their picture of the world; thirdly, apologizes the system of values and their hierarchy. The structural elements of worldview depend on the ontological ideas of worldview. That is, preferences, norms, desires, social expectations, will, emotions, feelings, and thoughts affect the formation of the phenomenology of the experience of values, which receives a negative or positive dimension, which apologizes an object or neglects and ignores it. In this aspect, the phenomenology of the experience of values affects moral and legal human behavior since values are included in the structure of moral and legal judgments.

From this, one can conclude the dependence of the phenomenology of the experience of values on the worldview, and on the other hand, one can conclude the influence of the phenomenology of the experience of values on the specifics of the worldview in its axiological dimension.

#### **4. Phenomenology of experience of material and spiritual values in worldview**

On the ontological level, values are material and spiritual benefits, which in the structure of worldview gain the status of aim and ideals, towards which a human aspires since they are "deficit" and provide human needs of material and spiritual character. Depending on the dominant phenomenology of the experience of values, values tend to belong to material and spiritual. Material values are directed at instantaneous benefit and pleasant feelings of satisfaction because human life in the context of materialism is short, temporary, and finite. Spiritual values are directed at a timeless perspective, and therefore they are characterized by the phenomenon of faith and hope in a better future and asynchronism with the current time, and vice versa – synchronism is characterized by eternal and transcendental basis of existence.

If towards the system of material values, there are no lasting discussions, then towards the system of spiritual values, such discussions are permanent. Material values often are associated with economic concepts, particularly with cost. Therefore, the status of material value is a thing that is being experienced as economically beneficial, and useful. The phenomenology of the experience of material values is based on sensuality, which is a criterion of attribution of things to material values, which bring use, benefit, and pleasure to humans. The goal of possessing material values is the satisfaction of material needs, and the criterion of such satisfaction is sensuality. Therefore that, which is perceived by humans as useful, beneficial, and pleasant has a chance to become a material value. In this aspect, for example, M. Scheler builds his material ethics of value emphasizing emotions of pleasure and pain that are at the core of "feeling of values". In such Scheler's sense, even material values are possible as the phenomenological experience of things and goods on the level of pleasure and pain, which points to the elements of the hedonism of his material ethics of value.

Argumentativeness of approaches towards spiritual values lies in that they do not bring direct visible benefit for humans, and therefore their importance often is doubted. Spiritual values do not fall under economic criteria of instantaneous benefit and thus need additional worldview substantiation that they really perform vital functions, and one cannot live without them. Consequently, spiritual values have a worldview dimension of their substantiation through belief, which indicates the existence of a spiritual primary basis of being, for example, God, with whom spiritual values correlate. The status of spiritual values is granted to objects through worldview, in which objects' axiological status is rationally substantiated depending on their correlation with a spiritual primary basis of being.

To substantiate that something is valuable to humans within a certain worldview, one should do so in substantial and existential aspects. That is, one should prove that this exact phenomenon is vital for human and their existence, because this phenomenon correlates with the primary basis of being. For something to be granted the status of a spiritual value, one should substantiate its existential and substantial significance for humans. Taking freedom as an example, it should be substantiated as the natural ability of a human without which the very human essence is lost. That is, a value should be such that substantially constitutes a person and is a necessary attribute of human existence in the context of certain expectations that are linked with the phenomenology of the experience of values, particularly the awareness of their importance and significance, as in the views of M. Scheler, for example.

Thus, the phenomenology of the experience of values on the level of pleasure and pain can be in the base of constituting of material values. Moreover, the feelings of ideality, holiness, perfection, and completeness are elements of the phenomenology of the experience of values, in particular religious. Mainly phenomenology of the experience of religious values is based on faith in the existence of God, which is a criterion of attribution of things to values. *Faith* in God creates a phenomenological basis for granting certain things ideality, absoluteness, holiness, perfection, importance, and completeness. That which is perceived as ideal, absolute, holy, perfect, important, and complete has the chance of becoming a religious value if it relates to an absolute being. In this aspect, for example, N. F. Barret (2014: 94) substantiates "...the value-centered approach to human experience and cognition..." and analyzes "...religion as a distinct sphere of values..." (Barret, 2014: 94) based on "... religion's evolutionary origins in terms that make value-rich engagement..." (Barret, 2014: 93). Hence, from N. F. Barret's (2014) point of view, values precede religion and structure it, although S. Roccas and A. Elster (2014: 199) note that "...religion can directly affect the development of values, through explicit and implicit value teaching and by encouraging behaviors that are consistent with the values endorsed by religion". But religion affects the development of values exactly in the context of faith in the existence of God, with whom these values correlate.

To my mind, the basis of the phenomenology of the experience of religious values is faith in the existence of transcendental phenomena, which perform fundamental functions in human life of help in difficult situations and future human salvation. That is, a true goal of possessing religious values is the satisfaction of needs of individual salvation and reaching future life, which is substantiated as possible based on the ontological ideas. Their basic experience is based on faith and hope in the existence of transcendental grounds, which will facilitate solving vital problems and the sense of life in general and will be a reliable method of personal salvation.

The feeling of justice, freedom, safety, social equality, social significance, a sense of being needed, social responsibility and duty, solidarity, and harmony are the elements of the phenomenology of the experience of spiritual values, particularly socio-political ones. Hence,

the phenomenology of the experience of socio-political values is based on moral and legal ideals. Herefrom, something that is evaluated as just, socially responsible, safe, significant, and needed – is being experienced as a socio-political value. But such experience of socio-political values is based on faith in human rationality as its species and existential foundation. Indeed, the understanding of humans as rational beings by their ontological nature creates the basis for the existence of morality and law. If a human by its nature is not an intelligent being, then the existence of morality and law, and consequently values that represent them, is put under question since a human can make a choice only on a rational basis.

Human activity happens based on the dynamic and synchronous system of the phenomenology of the experience of material and spiritual values. Such synchronization of the phenomenology of the experience of material and spiritual values is based primarily on feelings, emotions, feelings of pleasure and pain, which are important means of constituting values and reliable criteria of verification of values on their truthfulness in the context of a specific cultural-historical time.

## 5. Conclusions

The concept of correlation of the phenomenology of the experience of values and the worldview on the example of phenomenological axiology of M. Scheler is substantiated in the article. The article proves that on the one hand, values are derivatives from the phenomenology of the experience of values, and on the other hand the phenomenology of the experience of values is dependent on certain ideas in the structure of worldview.

Values are those elements of the worldview that have a systemic connection with other structural elements of the worldview – preferences, norms, desires, social expectations, will, emotions, feelings, beliefs, and thoughts. Based on the phenomenology of the experience of values a negative or positive attitude towards the object is formed, and an object is granted or refused the status of value. The phenomenology of the experience of values is a criterion of involvement of one or another object to the system of worldview values and creates the basis for the substantiation of the hierarchy of values. Based on the phenomenology of the experience of values the constituting of values into spiritual and material takes place, at the same time, their hierarchy in the system of values is correlated with the phenomenology of the experience of values.

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## LEGAL INSTRUMENTS AND GLOBAL AGREEMENTS CONCERNING TEMPORARILY OCCUPIED TERRITORIES

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### Summary

The purpose of the article is to analyze the legal mechanisms and international agreements regulating the issue of temporarily occupied territories in the context of modern international conflicts and the full-scale Russian-Ukrainian war. The relevance of the study is due to the growing number of territorial disputes that violate the principles of international law, in particular, sovereignty, territorial integrity and human rights. National legal acts of Ukraine determining the status of temporarily occupied territories, as well as international documents, such as the Geneva Conventions, the Rome Statute and UN resolutions, are considered in the work. The role of international judicial bodies, in particular the European Court of Human Rights, in protecting the rights of injured citizens is analyzed. Special attention is paid to the mechanisms of sanctions and their impact on Russia as an aggressor state.

The novelty of the research lies in a comprehensive approach to the study of the issue, in particular, in proposals for improving law enforcement practice. The results of the work are aimed at improving the effectiveness of international and national legal mechanisms, promoting the de-occupation of the Autonomous Republic of Crimea, Luhansk and Donetsk regions, and protecting the rights of the population in the occupied territories. Also, the article is part of the research topic «Consequences of the occupation policy in the activities of information institutions in the temporarily occupied territories».

**Key words:** regulatory documents, territorial integrity, consequences of the occupation policy, de-occupation, international cooperation.

DOI <https://doi.org/10.23856/6725>

### 1. Introduction

The novelty of the topic and the relevance of the scientific solutions of the article are due to the increase in the number of conflicts associated with temporarily occupied territories. Today, we have a real threat to the international legal order, the sovereignty of states and violations of the rights of the civilian population. The insufficient efficiency of the current international legal mechanisms will be analyzed using the example of Ukraine. The need to disclose the topic consists in a comprehensive analysis of modern legal instruments, their impact on the restoration of territorial integrity and strengthening of international cooperation.

Special attention was paid in the study to the implementation of international humanitarian law in modern conditions and the interaction of national and international legal systems. The article also suggests ways to improve existing mechanisms, which makes it relevant both for legal scholars and international institutions. Analyzing the Ukrainian experience, the work indicates the possibility of applying the developed approaches in other conflicts. Therefore, the research has both practical and theoretical significance for the modern study of legal documents related to temporarily occupied territories.

The purpose of the study is a comprehensive analysis of legal mechanisms and international agreements regulating the issue of temporarily occupied territories, in order to develop effective approaches to their application. The study is aimed at identifying the key problems of the implementation of international law in cases of occupation, particularly on the example of Ukraine.

## 2. National Legal Instruments

The state system is established by the main legal acts of Ukraine. Thus, Article 2 of the Constitution of Ukraine defines that «Ukraine is a unitary state. The territory of Ukraine within the existing border is integral and inviolable» (*Constitution of Ukraine, 1996*). That is, the Constitution of Ukraine defines the main principles on which territorial integrity is based. The precedents that led to the emergence of new documents were the events of September 2023, when the Russian Federation announced its intention to hold elections in the temporarily occupied territories.

The Central Election Commission of Ukraine adopted a legal act condemning such illegal actions. It is about the Resolution «On the invalidity of pseudo-elections in the temporarily occupied territories of Ukraine» No. 59 of September 14, 2023 (*About the invalidity of pseudo-elections in the temporarily occupied territories of Ukraine, 2023*). The text of the Resolution calls on citizens who remained in the «temporarily occupied territories of Ukraine to refrain from participating in any activities aimed at organizing the preparation and holding of illegitimate elections to the occupying authorities of the aggressor state, and foreign states, their election administration bodies and international organizations - to condemn the actions and decisions of the bodies of the Russian Federation and its occupation administrations regarding the implementation of such measures» (*About the invalidity of pseudo-elections in the temporarily occupied territories of Ukraine, 2023*).

Also, the Resolution once again emphasizes that such elections are evidence of encroachment on the integrity of the territory of Ukraine, our state system, which is enshrined in the aforementioned Article 2 of the Constitution of Ukraine. In turn, Article 133 of the Basic Law of Ukraine declares that «the Autonomous Republic of Crimea, Donetsk, Zaporizhzhya, Luhansk and Kherson regions, the city of Sevastopol are constituent parts of the territory of Ukraine» (*Constitution of Ukraine, 1996*). That is, the Resolution at the legal level not only indicates the violation of all legal national and international norms regarding the inadmissibility of such elections, emphasizing that «from February 24, 2022, a legal regime of martial law was introduced in Ukraine, the effect of which was repeatedly extended and continues to this day, under which the holding of any elections is prohibited (Article 19 of the Law of Ukraine «On the Legal Regime of Martial Law», Article 20 of the Election Code of Ukraine)» (*About the legal regime of martial law, 2015*).

In general, further analysis of the main laws regulating the status of temporarily occupied territories should be started from 2014, when the Verkhovna Rada of Ukraine adopts the Law «On ensuring the rights and freedoms of citizens and the legal regime in the temporarily occupied territory of Ukraine», in which it is said that contrary to all national and international legal norms, the Russian Federation temporarily occupied part of the territories of Ukraine. The main articles of the Law define the status of territories, features of management, the state and duties of the civilian population.

Article 1. The legal status of the temporarily occupied territory of Ukraine determines, what «the date of the beginning of the temporary occupation is 20 February 2014» (*On ensuring*

*the rights and freedoms of citizens and the legal regime in the temporarily occupied territory of Ukraine, 2014*). Later, Article 3. Temporarily occupied territory substantiates which territories of Ukraine are considered temporarily occupied from the specified period, in particular: «the temporarily occupied territory is defined as: land territory of the Autonomous Republic of Crimea and the city of Sevastopol, the internal waters of these territories of Ukraine; internal sea waters and territorial sea of Ukraine around the Crimean Peninsula, the territory of the exclusive (maritime) economic zone of Ukraine along the coast of the Crimean Peninsula and adjacent to the coast of the continental shelf of Ukraine, which fall under the jurisdiction of government authorities of Ukraine under the norms of international law, the Constitution and laws of Ukraine; subsurface resources under the territories specified in clauses 1 and 2 of this part, and airspace over these territories» (*On ensuring the rights and freedoms of citizens and the legal regime in the temporarily occupied territory of Ukraine, 2014*).

On April 21, 2022, the Law of Ukraine «On Amendments to Certain Laws of Ukraine Regarding Regulation of the Legal Regime in the Temporarily Occupied Territory of Ukraine» was adopted. The document elaborated both the legal status of the temporarily occupied territory and the legal regime. In addition, the Law «On Amendments to Certain Laws of Ukraine Regarding the Regulation of the Legal Regime in the Temporarily Occupied Territory of Ukraine» in Article 4, as in the previous Law «On ensuring the rights and freedoms of citizens and the legal regime in the temporarily occupied territory of Ukraine», determined the priority goals of state policy in the temporarily occupied territories. These goals are: «deoccupation of the temporarily occupied territory; ensuring the protection of the rights, freedoms and legitimate interests of individuals and legal entities to the extent prescribed by law; ensuring the independence, unity and territorial integrity of Ukraine» (*On Amendments to Certain Laws of Ukraine Regarding Regulation of the Legal Regime in the Temporarily Occupied Territory of Ukraine, 2022*).

Articles of normative legal acts are strengthened by the Law of Ukraine «On Sanctions», the first edition of which was adopted in August 2014. The Law analyzed by us actually helps to limit the economic and political activity of the aggressor, in particular, in the occupied territories. Article 5 of the Law defines the grounds used for imposing sanctions. In accordance with the armed aggression of the Russian Federation, sanctions are extended to «participation in decision-making regarding the creation, as well as in the creation, state financing and logistical support by the aggressor state of self-proclaimed bodies under its control, who usurped the performance of power functions in the temporarily occupied territories of Ukraine» (*On Sanctions, 2017*). Also, the law establishes the sanctioning of those persons who justify the invasion and seizure of Ukrainian lands. We are talking about the so-called glorification, that is, «glorification, glorification of someone or something» (*On Sanctions, 2017*).

We must emphasize that the Criminal Code of Ukraine provides for the responsibility of persons for glorifying the above-mentioned persons, starting from 2014. For the actions «responsibility in the form of correctional works for a term of up to 2 years or arrest for a term of up to 6 months, or imprisonment for a term of up to 3 years is provided (part 1 of Article 436-2 of the Criminal Code of Ukraine)». That is, today there is a valid legal framework that at one time contributed to the formation of the state's strategy regarding the temporarily occupied territories, legitimizes Ukraine's actions, and is based on the principles of protecting sovereignty and the return of territories.



### 3. International Agreements and Legal Frameworks

In addition to national, international law itself, at least through normative legal acts, regulates and determines the status of temporarily occupied territories. One of the central documents ensuring the protection of the rights of individuals in such territories is the Geneva Conventions of 1949. In August 1949, the Geneva Convention for the Protection of the Civilian Population in Time of War was signed. The then Ukrainian SSR ratified the Convention in 1954. The document establishes a legal framework for the conduct of the occupying forces, defines the rights of civilians and obligations towards the participating states. In particular, Article 6 states that «the Convention shall apply from the beginning of any conflict or occupation referred to in Article 2», which refers to cases of partial or total occupation.

One of the Geneva Conventions analyzed by us has a number of articles that deal with the protection of the rights of the civilian population under conditions of occupation (yes, Part III of the Convention contains provisions on the territories of the parties to the conflict and the occupied territories). Section III (Articles 47-78) is devoted to the occupied territories separately (*Geneva Convention for the Protection of the Civilian Population in Time of War, 1949*). Unfortunately, the practical application of the provisions of the Convention faces numerous difficulties. Russia, as an occupying power, evades its obligations by using legal or political loopholes. For example, in the modern context of the temporarily occupied territories of Ukraine, the Russian Federation is systematically ignoring the norms of international humanitarian law. Russia denies the very fact of occupation, calling it «inclusion into the state», which complicates the application of sanctions and legal measures at the international level.

In addition to the Geneva Conventions, it is worth paying attention to other international documents and institutions that play an important role in the issues of temporarily occupied territories. For example, the European Court of Human Rights hears cases related to violations in the occupied territories. In particular, the court has already considered a number of complaints against Russia for violating the rights of Ukrainian citizens in Crimea and Donbas. For example, cases «Ukraine and the Netherlands v. Russia» under No. 8019/16, No. 43800/14, No. 28525/20 (*Cases «Ukraine and the Netherlands v. Russia», 2022*). The complaints refer to "violation by Russia in the occupied territories of Donetsk and Luhansk oblasts of the rights of citizens guaranteed by the following articles of the Convention: 2 (Right to life), 3 (Prohibition of torture), 5 (Right to freedom and personal integrity), 6 (Right to fair court), 8 (Right to respect for private and family life), 9 (Freedom of thought, conscience and religion), 10 (Freedom of expression), 11 (Freedom of assembly and association), 14 (Prohibition of discrimination) in conjunction with 3 articles 3, 8, 9, 10, 11 of the Convention and article 1 (Protection of property rights) of the First Protocol to the Convention, Article 2 (Freedom of Movement) of Protocol No. 4 to the Convention. On November 8, 2019, the Government of Ukraine submitted a written position to the ECtHR for oral hearings in the case «Ukraine v. Russia (regarding eastern Ukraine)» under No. 8019/16 (*Cases «Ukraine and the Netherlands v. Russia», 2022*).

According to information provided in official sources, in June 2024, the Grand Chamber of the European Court of Human Rights published a decision on the interstate case «Ukraine v. Russia (regarding Crimea)». The case dealt with two applications submitted by Ukraine: Application No. 20958/14 related to numerous human rights violations that, according to Ukraine, took place in Crimea after its illegal annexation by Russia in 2014; Application No. 38334/18 concerned the imprisonment and other human rights violations of Crimean Tatars and other ethnic minorities who opposed the Russian occupation. Ilona Mylostiva, lawyer and advocate, in the article «The decision of the ECtHR on Crimea: what it means for Ukraine» of the

publication «Yuridychna gazeta online», rightly notes that «according to Article 33 of the Convention, the Court defines two main categories of interstate applications: one of the categories covers cases, when the applicant state complains about a violation by another contracting party of the fundamental human rights of one or more clearly defined or identified persons (individual), another category concerns cases raising general issues raised for the purpose of protecting public order in Europe (interstate). In light of the position of the Ukrainian side, the ECtHR decided that the claims in the applications clearly fall under the second category of interstate cases» (*Mylostiva I, 2024*).

Another important document is the Rome Statute of the International Criminal Court, which defines war crimes, crimes against humanity and genocide. Ukraine is not a full member of this statute, but cooperates with the International Criminal Court, providing evidence of crimes committed on its occupied territories. This makes it possible to prosecute those responsible for war crimes. In addition, the role of international arbitration, such as the Permanent Chamber of International Justice, is to settle disputes between states, although their decisions are often advisory in nature and not always implemented in practice.

Of course, it is necessary to emphasize the role of the United Nations Organization regarding the consequences of the temporary occupation. The United Nations is the leading international body responsible for maintaining peace and security. However, its role in settling the issues of temporarily occupied territories, such as Ukrainian Crimea and Donbas, in our opinion, causes ambiguous assessments. On the one hand, UN General Assembly Resolution 68/262 confirmed the territorial integrity of Ukraine, pointing out the illegality of the annexation of Crimea. On the other hand, the effectiveness of UN actions is often limited by the right of veto in the Security Council.

That is why the problems related to the activities of the UN can be characterized as structural. For example, Russia, as a permanent member of the Security Council, blocks any resolutions condemning its actions. This creates a situation where the international organization, designed to ensure compliance with international law, becomes hostage to the political interests of individual states. This state of affairs calls into question the ability of the UN to respond effectively to situations of occupation. Despite the existence of a significant number of international agreements and mechanisms, their effectiveness in matters of temporarily occupied territories is limited. The main reasons for this are the politicization of international organizations. As already mentioned, the right of veto in the UN significantly limits the opportunities for decision-making. Insufficient implementation of norms of international law. Many provisions of the Geneva Conventions remain declarative due to the lack of effective enforcement mechanisms. Weak interaction between international and national institutions. Governments of states whose territories are under occupation often face problems in using international legal instruments due to domestic political or legal constraints.

#### **4. Harmonization of National and International Law**

Temporarily occupied territories pose a difficult challenge for modern international law and national legal systems. Ukraine, faced with the illegal occupation of part of its territories, was forced not only to adapt domestic legislation, but also to strengthen cooperation with the international community. Now it allows more effective resistance to violations, as well as to ensure the rights of its citizens remaining under the conditions of occupation. Ukraine has actively adapted its legislation to solve problems related to the occupation. Thus, the Law of Ukraine «On ensuring the rights and freedoms of citizens and the legal regime in the temporarily

occupied territory of Ukraine» (2014) defines the legal regime of the occupied territories and guarantees for citizens living there (*On Ensuring Civil Rights and Freedoms, and the Legal Regime on the Temporarily Occupied Territory of Ukraine, 2014*).

Changes have been made to the regulatory legal system regarding criminal liability for collaborationism, violation of the legal regime, and support for occupation administrations. The Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine Regarding Establishing Criminal Liability for Collaborative Activities» defines punishment for those persons who voluntarily began to cooperate with the occupation regime. In general, collaborative activity is punishable by «deprivation of the right to hold certain positions or engage in certain activities for a period of ten to fifteen years» or «is punished by deprivation of the right to hold certain positions or engage in certain activities for a period of ten to fifteen years with or without confiscation of property» (*On amendments to some laws of Ukraine regarding the regulation of the legal regime in the temporarily occupied territory of Ukraine, 2022*).

The Constitutional Court of Ukraine has repeatedly confirmed the inadmissibility of changes in the status of territories without the will of the people of Ukraine. Ukraine effectively integrates international principles into its own legal system, cooperates with international organizations to document war crimes. This allows the use of international mechanisms to protect the rights of affected citizens. Ukraine initiated and supports international sanctions against Russia aimed at putting pressure on the aggressor to restore territorial integrity, actively uses the platforms of the UN, the Council of Europe, and the OSCE to draw attention to violations of international law.

Temporarily occupied territories remain a challenge to the international legal order, because their existence indicates non-compliance with key principles of international law. To overcome these violations, it is necessary not only to increase international pressure and sanctions, but also to develop more effective mechanisms to restore the sovereignty of the affected states and ensure legal protection of the civilian population in these territories. As we wrote above, in 2014 the Russian Federation illegally annexed Crimea and also contributed to the creation of separatist groups in the east of Ukraine. This became a flagrant violation of the norms of international law, in particular the UN Charter (Article 2), the Final Act of the 1975 Helsinki Conference and the 1994 Budapest Memorandum. Ukraine has adopted a number of legal acts regulating the status of these territories.

The West Bank, including East Jerusalem, are considered occupied territories under United Nations resolutions. Violation of humanitarian law, enshrined in the Fourth Geneva Convention of 1949, remains a major problem, especially in the construction of Israeli settlements. The conflict between Azerbaijan and Armenia regarding Nagorno-Karabakh is accompanied by the long-term occupation of part of Azerbaijan's territory. The UN Security Council has passed several resolutions (eg #822, 853, 874, 884) demanding the withdrawal of the Armenian armed forces from the occupied territories. After the military conflict in 2008, the Russian Federation actually occupied these regions, recognizing their independence, which contradicts the resolutions of the UN General Assembly on supporting the territorial integrity of Georgia.

International agreements and resolutions provide a legal basis for countering violations in temporarily occupied territories. Thus, Article 2 of the UN Charter enshrines the principle of sovereign equality of states and the prohibition of the use of force to seize territories. The annexation of Crimea, in particular, was condemned in UN General Assembly resolution No. 68/262 (2014). Geneva Convention IV (1949) regulates the protection of the civilian population during occupation, prohibiting deportation, forced resettlement, and changing the demographic structure of territories. The seizure of territory by aggression is a war crime under the

Rome Statute, which allows those responsible to be prosecuted. In the cases of Abkhazia and South Ossetia, as well as other occupied territories, Security Council resolutions emphasize the need to withdraw the occupying forces and restore the sovereignty of the affected states.

## 5. Conclusions

The issue of temporarily occupied territories remains one of the key challenges of modern international law and national legal systems. On the example of Ukraine, which underwent the illegal annexation of Crimea and the occupation of part of the territories of the Donetsk and Luhansk regions, we have a violation of international legal norms that pose a threat to the sovereignty and territorial integrity of our state. National legal acts, in particular the Constitution of Ukraine, legislation on the legal regime of temporarily occupied territories and sanctioning mechanisms, create a legal basis for fighting the occupation. The documents are primarily aimed at protecting the rights of citizens, ensuring territorial integrity and de-occupation of captured lands. At the same time, international law provides a universal framework for countering the occupation, in particular through the Geneva Conventions, the Rome Statute, as well as UN resolutions condemning violations of human rights and territorial integrity.

We must emphasize that the effectiveness of legal mechanisms remains limited due to insufficient implementation of international norms and the influence of political factors, for example, the right of veto in the UN Security Council. Despite considerable efforts, occupying regimes evade responsibility by using legal loopholes or denying the very fact of occupation. It is necessary to emphasize the importance of strengthening international cooperation, adaptation of national legislation to modern challenges and active use of international legal instruments. This requires the development of new mechanisms for holding the occupying regimes accountable, in particular through international judicial institutions, increased sanctions pressure, and monitoring of the implementation of the decisions of international bodies.

Therefore, an exclusively comprehensive approach, which includes the harmonization of national and international law, as well as the activation of the efforts of the international community, is capable of ensuring the restoration of the sovereignty of the affected states and the legal protection of their population. Ukrainian experience in fighting the occupation can be a useful example for other countries facing similar challenges. In turn, the prospects of further research in the field of legal mechanisms and international agreements regarding the temporarily occupied territories open wide opportunities for analysis and development of effective approaches to solving these problems. First, it is advisable to deepen the study of national legal instruments used to oppose the occupation and evaluate their effectiveness in different countries. Secondly, it is important to investigate the mechanisms of implementation of international humanitarian law in the context of modern conflicts, especially taking into account the practical difficulties of its application.

Further research could focus on improving international sanctions instruments aimed at stopping occupation actions, as well as on creating new legal mechanisms to strengthen the accountability of aggressor states. It is also important to study the role of international judicial institutions, such as the International Criminal Court and the European Court of Human Rights, in ensuring justice for aggrieved states and citizens. Particular attention should be paid to issues of information security and countering propaganda, which play an important role in strengthening occupation regimes. The analysis of Ukraine's experience in overcoming the occupation and the development of relevant legal norms can be a valuable contribution to the development of global practice.

Also, studies of the legal status of natural resources in the occupied territories and mechanisms of their protection are promising. An equally important direction is the study of the impact of occupation on human rights and the development of legal mechanisms for their restoration after de-occupation. In general, further research in this direction will contribute to the development of the international legal order, increasing the effectiveness of legal mechanisms for the protection of territorial integrity and the rights of citizens.

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## EXEMPTION FROM LIABILITY AND PROHIBITION OF GENERAL MONITORING OBLIGATIONS AS GUARANTEES FOR INTERNET INTERMEDIARIES' PARTICIPATION IN CIVIL RELATIONS

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### Summary

This article examines the legal regulation of internet intermediaries' participation in civil relations, focusing on the regimes of exemption from liability and the prohibition on general monitoring obligations. The study analyzes the historical preconditions and reasons for introducing these legal mechanisms and assesses their impact on the development of the digital economy and user rights protection. Particular attention is paid to key aspects of European Union legislation, including the E-Commerce Directive and the Digital Services Act, which establish the fundamental principles of intermediary liability.

Special emphasis is placed on analyzing the case law of the Court of Justice of the European Union, which clarifies the limits of monitoring obligations and ensures a balance between freedom of expression, intellectual property rights, and business interests. The article highlights the specific features of Ukrainian legislation, including provisions of the Law of Ukraine "On Electronic Commerce" and the updated Law of Ukraine "On Copyright and Related Rights."

The study substantiates that exemption from liability is a critical element of intermediaries' functioning. Together with the prohibition of general monitoring, these two mechanisms constitute essential legal guarantees enabling intermediaries' participation in civil relations. The author stresses the importance of further harmonizing Ukrainian legislation with European standards to ensure intermediaries' effective participation in legal relations.

The findings can be utilized to improve the legal regulation of internet intermediaries and to develop new approaches for governing the digital environment in Ukraine.

**Key words:** internet intermediaries, exemption from liability, liability of internet intermediaries, "safe harbour" regime, prohibition of general monitoring, CJEU case law, Ukrainian legislation, Digital Services Act.

DOI <https://doi.org/10.23856/6726>

### 1. Introduction

The modern digital economy and the development of the Internet have significantly altered the approach to regulating internet intermediaries' activities, while the fundamental need to maintain certain guarantees for intermediaries' full participation in civil relations remains unchanged. The relevance of this research is determined by the necessity to strike an optimal balance between the interests of users, rights holders, and intermediaries. This is driven by technological changes, the increasing volume of information, and the influence of the digital environment on the legal sphere. The novelty of the topic lies in studying the principles of exemption from liability and prohibition of general monitoring as indispensable guarantees of intermediaries' participation in civil relations, considering the international experience and Ukrainian legislation.

The research aims to define the legal regime for intermediaries' exemption from liability and the prohibition of general monitoring as essential guarantees for their participation in civil relations. To achieve this aim, the following tasks have been identified: 1) general analysis of the historical preconditions and reasons for intermediaries' exemption from liability; 2) assessment of changes in the principle of prohibition of general monitoring within the context of recent European and Ukrainian legislation; 3) a brief overview of key case law relevant to the study.

The methodology of the research is based on the analysis of legal norms, comparative legal studies, data systematization, and case law analysis. The logical presentation of the material is grounded in a step-by-step disclosure of historical aspects, legal context, and practical implementation of the principles under discussion.

## **2. Internet Intermediaries' Exemption from Liability Regime: General Preconditions and Reasons for Introduction**

Considering the essence of internet intermediaries as market participants, especially given the functions they perform, absolving them of liability for the content they transmit or store appears logical and fair. Otherwise, their participation in civil relations would be significantly complicated by the need to constantly monitor the content they handle. During the emergence and initial development of e-commerce and the Internet, this would have implied low efficiency of intermediary services, excessive costs for intermediaries, and, consequently, an inability to develop the network and digital market technologically and economically. At the same time, complete exemption of intermediaries from liability would make it impossible for users to effectively protect their infringed rights. Legislative and scientific-practical efforts in this area have aimed to find an optimal legal regime that ensures a fair balance between the rights and obligations of civil relations participants while avoiding negative impacts on innovation and the development of internet technologies. This search continues, given the need to adapt legislation to changes driven by the Internet and the digital market's evolution.

Western legal science has comprehensively substantiated the regime of intermediaries' exemption from liability. As J. Riordan writes, "to hold intermediaries liable for all harms facilitated by their services would impose an impossible monitoring burden, given the rate at which new information is uploaded and transmitted" (*Riordan, 2013: 8*). Indeed, platforms process enormous amounts of data. For example, as of December 2022, more than 500 hours of video were uploaded to YouTube every minute (*Oxford Economics, 2022*). Imposing liability and monitoring obligations on intermediaries under such circumstances would be unfair and require disproportionate investments to detect and block illegal content. Riordan also highlights risks to freedom of expression and privacy associated with excessive monitoring by intermediaries. Finally, he emphasizes that "conscripting intermediaries to police content was seen as inconsistent with their technical status as neutral conduits" and "limiting liability was thought to encourage innovation and economic development, since unlimited liability might deter firms from investing in network infrastructure and online services which created positive externalities." (*Riordan, 2013: 9*).

Recognizing their role in facilitating online publications, internet providers and hosting platforms quickly realized the high risks of potential liability for content. Consequently, in the 1990s, their appeals for immunity from such liability significantly influenced the development of legal protection mechanisms. This led to the creation of immunity enshrined in Section 230 of the Communications Act of 1934, 47 U.S.C. § 230, as well as liability limitations in the



U.S. Digital Millennium Copyright Act (DMCA) and Directive 2000/31/EC (the “E-Commerce Directive”, “ECD”), Articles 12–15.

According to the OECD, intermediaries’ concerns were divided into three main categories: 1) the potential negative impact of liability on development and innovation; 2) the lack of effective legal or technical control mechanisms; 3) the unfairness of holding intermediaries liable when they act solely as “mere conduits.” (*OECD, 2011: 73*).

Regarding the first point, while the proliferation of illegal activities has posed challenges to legitimate business models, there were concerns that imposing liability for content created by third parties on providers and hosting platforms could hinder development and innovation. Given that the growth of e-commerce and the internet economy relies on a stable and expanding Internet infrastructure, the regime of immunity or “limited liability” has been and remains in the public interest. An important aspect is also the aspiration to preserve the open and decentralized architecture of the Internet, which continues to develop actively.

Regarding the second category, the OECD explains that, according to internet intermediaries, they are unable to manually verify the legality of all materials passing through their network routers or servers. Such verification may be impossible or could involve interference with the privacy and confidentiality of their subscribers (*OECD, 2011: 73*). The case of *LICRA v. Yahoo!* (2000) became a turning point in the issues of liability for online content. The defendant argued that it was technically impossible for Yahoo!, an American company, to completely block access to pages selling Nazi memorabilia “to all individuals in France.” The French court referred the question of technical feasibility of filtering to a special subcommittee, which concluded that Yahoo! could identify and restrict access for 90% of French users by utilizing mechanisms already employed for targeted advertising. As a result, the company was ordered to implement the blocking. This decision concerned content blocking based on geographical criteria. In this case, sellers manually classified the goods, but in the context of automated classification, internet intermediaries faced challenges, as automatic filtering of unwanted content at the time was technically limited and financially burdensome. An additional risk arose from content authored by third parties with whom intermediaries had no contractual relationships. The case also raised concerns among civil society about the impact of such decisions on freedom of expression.

Finally, the third category of concerns, according to the OECD, related to the fact that internet intermediaries act solely as channels of communication rather than content providers, and therefore holding them solely liable is unjust. They sought to be treated similarly to postal or telephone companies, which in the United States are not held liable for the transmitted content and are obligated to maintain confidentiality. Internet intermediaries avoided being classified as publishers due to the risks associated with liability for published content (*OECD, 2011: 73*).

An analysis of the conditions and circumstances under which internet intermediaries operate, as well as the specifics of their activities, suggests that exemption from liability is an essential condition for their participation in civil relations. This immunity is also a factor in the normal functioning of the modern digital economy. One of the key reasons for such immunity is the promotion of innovation, as intermediaries form the backbone of technological infrastructure. Exemption from liability allows them to focus on developing services without the risk of numerous lawsuits. The liability exemption regime is further justified by the principle of neutrality, as internet intermediaries do not create content but merely provide the technical means for its transmission or storage. Another critical factor is the scale and complexity of monitoring: given the vast volumes of information transmitted and stored by internet intermediaries, monitoring every piece of content is practically impossible. Granting immunity avoids excessive

costs that could hinder the operation of digital services. Moreover, the immunity of internet intermediaries contributes to protecting freedom of speech, fostering an environment for the free exchange of information without the risk of excessive censorship. At the same time, this exemption establishes a regulatory balance: it is accompanied by obligations such as promptly responding to notifications about illegal content.

Since the mid-1990s, internet intermediaries in the United States, Europe, and other countries have successfully advocated for limited liability under certain circumstances. In the U.S., Section 230 and the DMCA of 1998 introduced the "safe harbor" regime to protect providers from liability for content created by third parties, particularly in cases of copyright infringement.

In Europe, the European Commission initially questioned this concept, considering the possibility of providers controlling online pornography, spam, and defamation. However, by 2000, a general consensus had emerged. It was acknowledged that providers perform diverse functions and require specific responses, but they should be granted limited liability if they cooperate in removing illegal or copyright-infringing content. These liability regimes, established in the U.S. (DMCA) and Europe (ECD), have become critically important for internet services, e-commerce, and industries reliant on user-generated content.

### 3. The General Features of the Liability Exemption Regime

Various countries worldwide have adopted different approaches to defining the criteria for exempting internet intermediaries from liability, which are often combined and borrowed. Ashley Johnson, a researcher at the Information Technology and Innovation Foundation (ITIF) (USA), identifies three main approaches applied to intermediary liability in countries other than the U.S.: the awareness or "actual knowledge" criterion (Australia, India, Japan, and the Philippines), the "notice and takedown" procedure (New Zealand, South Africa), and the "mere conduit" concept (EU, South Africa, India) (*Johnson, 2021*).

In the EU, the E-Commerce Directive introduced a fundamental principle that provided internet intermediaries with the possibility of exemption from liability for the content and consequences of disseminating information by users of their services – a "safe harbor" regime. According to T. Madiega, this regime was characterized by the following key features: 1) it could be applied in cases where the intermediary lacked knowledge of the illegality of the content; 2) the intermediary was required to take active measures to stop the violation, including responding to relevant requests from individuals whose rights had been infringed; 3) the intermediary was prohibited from being obligated to conduct active monitoring of users' online content; and 4) self-regulation was strongly encouraged to remove and disable access to illegal information (*Madiega, 2020: 3*). An important condition for applying this regime was the "passive" role of the internet intermediary: according to paragraph 42 of the Preamble to the E-Commerce Directive, its activities must have a "purely technical, automatic, and passive nature, meaning that the provider of information society services neither has knowledge of nor controls the information transmitted or stored." Currently, one of the most distinctive features of intermediary liability is its transformation—a partial shift from the initial "safe harbor" regime, where the intermediary role of e-commerce entities was considered entirely passive (directly affecting the application of liability), to the recognition of the active role of intermediaries and the imposition of obligations on them to participate in regulating the circulation of intellectual property objects and goods, as well as controlling other data flows to

enhance safety and compliance of the digital environment with applicable laws. The "horizontal approach" to intermediary liability introduced by the E-Commerce Directive has been preserved in the new Digital Services Act, while other sectoral acts expand and complement this approach.

Ukrainian legislation has adopted the "horizontal" approach to liability exemption, borrowed from the E-Commerce Directive. For instance, the Law of Ukraine "On Electronic Commerce" (hereinafter referred to as the "E-Commerce Law") does not impose limitations on the type of liability to which the granted immunity applies: "...[an internet intermediary] is not liable for the content of transmitted or received information or for damages caused by the use of the results of such services..." (Part 4, Article 9). Damages resulting from an offense may arise not only in contractual relationships but also in cases involving the infringement of intellectual property rights. In European legal doctrine, this is confirmed by case law, as illustrated in the case of *Sotiris Papasavvas v O Fileleftheros Dimosia Etaireia Ltd and Others* (C-291/13). Thus, the court interpreted the provisions of the E-Commerce Directive in a defamation case as follows: "The limitations on civil liability set out in Articles 12-14 of Directive 2000/31 may apply in proceedings between individuals concerning civil liability for defamation, provided that the conditions specified in these articles are met." Consequently, the nature of the activity performed by a particular entity and compliance with the criteria (conditions) for exemption from liability are significant. The wording of Article 9 of the E-Commerce Law also does not explicitly establish limitations regarding the type of liability or the nature of the violation. Therefore, providers of intermediary services are potentially exempt from any liability, including liability for copyright infringement, trademark violations, and other civil rights violations.

#### 4. On the Prohibition on General Monitoring Obligations

The principle of prohibiting the imposition of a general monitoring obligation was introduced by the E-Commerce Directive as a guarantee of the liability exemption regime. European Union legislation explicitly stipulates that internet intermediaries cannot be required to conduct general monitoring of their services to detect and prevent illegal activities by users. This provision is reflected in Article 15 of the E-Commerce Directive and reaffirmed in Article 8 of the Digital Services Act and Article 17(8) of the Directive (EU) 2019/790 on copyright and related rights in the Digital Single Market (the "DSM Directive"). Researchers Martin Senftleben and Christina Angelopoulos emphasize that the prohibition on general monitoring is grounded in several fundamental rights enshrined in the Charter of Fundamental Rights of the EU, including the right to protection of personal data (Article 8), freedom of expression and information (Article 11), and freedom to conduct a business (Article 16). Additionally, this principle supports the free movement of goods and services within the EU internal market. These legal safeguards serve as a common foundation for applying the prohibition on general monitoring in secondary legislation. (*Senftleben, Angelopoulos, 2020: 2*).

The prohibition of general monitoring as a principle of internet intermediary regulation was introduced based on several key factors outlined in the European Commission's Communication "A European Initiative in Electronic Commerce" (1997), the Resolution of the European Parliament (1998), and the First Report on the Application of the E-Commerce Directive (2003), which can be consolidated as follows:

1) Technical limitations – During the early stages, internet intermediaries lacked the capacity to effectively monitor large volumes of information.

2) Unfairness of obligations – Imposing such a burden on intermediaries, who act merely as passive transmitters of data, was deemed unjustified.

3) Industry stimulation – Avoidance of excessive regulation that could hinder the development of online commerce within the EU.

4) Risk of excessive blocking – The potential restriction of lawful content and violation of the principle of free flow of information.

5) Risk of limiting freedom of expression – Erroneous blocking or automated systems could lead to infringements on freedom of expression.

At the same time, Article 15(1) of the E-Commerce Directive covered only the prohibition of general monitoring and did not exclude the obligation to conduct monitoring in specific cases. Paragraph 47 of the Directive's Preamble emphasizes that national courts have the right to require intermediaries to take measures to prevent violations, and Member States may impose obligations on hosting providers to detect and prevent certain types of illegal activities. This position is upheld in Article 8 of the Digital Services Act.

The prohibition of general monitoring has been repeatedly interpreted by the European Court of Justice (ECJ) in a series of landmark cases that have established significant legal positions for national courts in EU Member States. The case of *L'Oréal v. eBay* (2011) was the first in which the ECJ addressed the appropriateness of an injunction imposed on an online marketplace to prevent future trademark infringements by platform users. The ECJ determined that such a preventive injunction, which would require eBay to perform "active monitoring of all data from each of its clients to prevent any future infringements" of L'Oréal's trademark rights, would effectively constitute general monitoring. This was contrary to the provisions of Article 15(1) of the E-Commerce Directive, which prohibits imposing general monitoring obligations on internet intermediaries.

The interpretation of the principle prohibiting general monitoring was later elaborated in the cases of *Scarlet Extended v. SABAM* (2011) and *SABAM v. Netlog* (2012), where the Court of Justice of the European Union examined the compatibility of Article 15(1) of the E-Commerce Directive with judicial injunctions requiring a communications service provider and a hosting service provider to implement permanent filtering systems to prevent copyright infringements. These filtering systems were designed to identify copyrighted works from the repertoire of the Belgian copyright collection society SABAM and prevent their unlawful use. The ECJ concluded that performing such functions would require active monitoring of all information transmitted or stored by all users, which would amount to general monitoring. Specifically, in the case of *SABAM v. Netlog*, the court stated that the provisions of the relevant directives on the prohibition of general monitoring "...must be interpreted as precluding a national court from issuing an injunction against a hosting service provider which requires it to install a system for filtering: (i) information which is stored on its servers by its service users; (ii) which applies indiscriminately to all of those users; (iii) as a preventative measure; (iv) exclusively at its expense; and (v) for an unlimited period, which is capable of identifying electronic files containing musical, cinematographic or audio-visual work in respect of which the applicant for the injunction claims to hold intellectual property rights, with a view to preventing those works from being made available to the public in breach of copyright".

Similarly, in the case of *McFadden v. Sony Music* (2016), the Court of Justice of the European Union (CJEU) examined the compatibility of a judicial injunction requiring a communications service provider ("mere conduit") to monitor all information transmitted through its channel to prevent copyright infringements by third parties. The court determined that such an injunction, aimed at protecting specific works owned by Sony and covered by copyright, would effectively require general monitoring of all information transmitted by all users.

In the case of *Glawischnig-Piesczek v. Facebook* (2019), the Court of Justice of the European Union allowed a judicial injunction requiring a hosting service provider to remove identical or substantially unchanged defamatory content that had previously been declared unlawful by a national court. The court also mandated that clear instructions be provided to providers to avoid them having to independently assess the legality of the content. Given the dynamic nature of social networks, which facilitates the rapid dissemination of information, the CJEU found monitoring focused solely on individual users to be insufficient and allowed active oversight of all information uploaded to the platform to prevent repeated infringements. This decision, while diverging from previous precedents, takes into account the specifics of defamation cases, where effective protection of rights requires a broader approach to monitoring. This case serves as an example of permissible "specific" monitoring as opposed to "general" monitoring, the prohibition of which remains in effect.

In another landmark case, *Petersons/Elsevier v. YouTube/Cyando*, the Court of Justice of the European Union expanded the permissible scope of monitoring to cases of copyright infringement, allowing judicial orders for the removal and prevention of the dissemination of illegal content. The CJEU noted that such measures are permissible provided that the provider has been previously notified of the infringement by the rights holders. This allows online intermediaries to avoid litigation costs by responding promptly to violations, thereby preventing involvement in legal proceedings and the imposition of judicial injunctions and associated excessive expenses.

Finally, in 2022, in the case of *Poland v. European Parliament and the Council of the European Union* (C-401/19), the Court of Justice of the European Union (CJEU) examined the request to annul Article 17(4) of the DSM Directive. This provision imposes obligations on online content-sharing services (a type of hosting service provider) to make their best efforts, in line with high industry standards of professional diligence, to prevent copyright infringements, provided that the respective service providers have received sufficiently substantiated, relevant, and necessary information from rights holders about specific copyright infringements. First and foremost, the court concluded that the requirement for "best efforts in line with high industry standards of professional diligence" to prevent copyright infringements obliges very large content-sharing services, which receive thousands or millions of uploads daily, to conduct pre-emptive checks and filtering of online content using automated recognition and filtering tools. However, the court also noted that this obligation becomes applicable only after the service provider receives sufficiently substantiated notification of a specific infringement or relevant and necessary information about a copyrighted work, enabling the provider to identify illegal content without conducting a legal assessment. The court reiterated that, as a rule, service providers cannot be required to prevent the upload and public availability of content that requires an independent assessment of its legality, taking into account information provided by rights holders, as well as any exceptions or limitations to copyright, as this would amount to imposing a general monitoring obligation.

The case law of the CJEU has established the so-called "fair balance test," which provides a set of criteria and methods to determine the permissible limits of imposing monitoring obligations for specific content without amounting to a general monitoring obligation, prohibited under EU law. This test takes into account the balance of rights, obligations, and interests of all parties involved, including fundamental human and civil rights, such as the right to conduct a business, the right to freedom of expression, and the fair distribution of financial burdens, among others.

The principle of general monitoring prohibition is not only an essential component of the liability exemption regime but also a guarantee of internet intermediaries' participation in legal relations. Without the implementation of this principle, the burden of societal obligations would be overwhelming for businesses and would contradict the very nature of intermediaries as market entities. Therefore, this principle should be preserved, even considering the improved technical capabilities of modern content moderation and filtering systems.

### **5. The Digital Single Market: A Shift in the European Paradigm of Liability Exemption**

With the adoption of the revised Directive on Audiovisual Media Services in 2018 and the DSM Directive in 2019, the fundamental principles of internet intermediary liability established by the E-Commerce Directive in the areas of copyright and audiovisual content regulation were shaken. While the guarantee of a prohibition on general monitoring was maintained in the DSM Directive, its implementation involves imposing additional obligations on online platforms, which may, in practice, require the use of content monitoring, filtering, and moderation tools to ensure compliance with the Directive's provisions. As Giancarlo Frosio explains, "In order to ensure the functioning of licensing agreements and prevent the availability of infringing content, the proposal would impose to hosting providers the use of effective content recognition technologies, such as YouTube's Content ID or other automatic infringement assessment systems. The proposal would de facto force intermediaries to develop and deploy filtering systems. In turn, such an obligation would impose general monitoring obligations as to the end of filtering unwanted content, all content must be monitored" (*Frosio, 2017: 10*).

According to Article 17(4) of the DSM Directive, online content-sharing service providers that have not obtained authorization from rights holders are required to: 1) make their best efforts to prevent the availability of specific copyright-protected works based on information provided by the rights holders; 2) promptly remove infringing content upon receiving a substantiated notice and take measures to prevent its re-upload. The assessment of "best efforts" is based on high industry standards of professional diligence, taking into account the type and size of the service, its audience, available technologies, and their cost. New services operating in the EU for less than three years, with fewer than 5 million unique visitors per month and annual turnover below 10 million euros, are exempt from this requirement. Article 17(8) of the Directive ensures that these obligations do not create a general monitoring requirement. The European Commission and the CJEU have agreed that automated filters, such as Content ID, may be used to detect specific infringements identified by courts or rights holders, provided safeguards are in place to protect freedom of speech and the right to appeal (Case C-401/19).

The described changes indicate a trend toward a gradual narrowing or limitation of the guarantee against general monitoring (and conditions for liability exemption) concerning specific types of internet intermediaries and content in the EU. At the same time, it cannot be unequivocally stated that this trend is negative or will have a significant detrimental impact on the ability of intermediaries to participate in civil relations. Firstly, the strict provisions of the DSM Directive are explained by the "value gap" between copyright holders and online platforms: the latter derive significantly greater financial benefit from the use of copyright-protected content than the rights holders themselves. The Directive's provisions aim to improve control over content use and enhance the caution and responsibility of online platforms to help reduce this "value gap." Secondly, these provisions respond to new types of intermediary activities and their

specific forms (e.g., online platforms), as well as innovative technical tools that have become more accessible for reducing illegal content on intermediary platforms. Finally, the new Digital Services Act has preserved the immunity and prohibition of general monitoring for internet intermediaries, maintaining the relevance of earlier CJEU case law and the fair balance test for enforcement.

Until recently, the prohibition of a general monitoring obligation for providers of intermediary services in the information sphere was entirely absent in Ukraine, despite the fact that the relevant provisions of the E-Commerce Law had partially implemented the norms of the E-Commerce Directive, taking into account the provisions of the Association Agreement between the European Union and its Member States, of the one part, and Ukraine, of the other part (2014) (the "Association Agreement"). Thus, the E-Commerce Law, adopted in 2015, failed to fulfill the requirements of Article 249 of the Agreement to fully implement Section 2 into national legislation within 18 months of the Agreement's entry into force. The new version of the Law "On Copyright and Related Rights" dated March 23, 2017, which supplemented this law with provisions on the duties and responsibilities of hosting service providers regarding copyright objects, also did not include a prohibition on the obligation of general monitoring. According to Part 1 of Article 248 of the Association Agreement, "The Parties shall not impose, on providers of services covered by Articles 245, 246 and 247 of this Agreement, a general obligation to monitor the information which they transmit or store, nor a general obligation actively to seek facts or circumstances indicating illegal activity." The new version of the Law of Ukraine "On Copyright and Related Rights" of 2023 finally includes a corresponding prohibition in Part 3 of Article 58: "In the absence of information received from copyright holders and/or holders of related rights regarding violations of rights to specific objects of such rights, content-sharing service providers are not required to conduct general monitoring of content, i.e., to search for facts and circumstances indicating copyright and/or related rights violations." However, this provision is insufficient to meet the implementation requirements of the Agreement, as the prohibition on imposing a general monitoring obligation should apply to all internet intermediaries, not just to content-sharing service providers and those in the copyright sphere.

## 6. Conclusions

The study allows several important conclusions to be drawn. First, the exemption of internet intermediaries from liability and the prohibition of general monitoring are key guarantees of their participation in civil legal relations. These guarantees operate and evolve to balance the need to stimulate innovation with the protection of users' rights, as well as the interests of internet intermediaries as businesses with the civil, constitutional, and intellectual property rights of users.

Second, international experience (particularly European legislation) demonstrates the effectiveness of imposing limited obligations on intermediaries, which supports the growth of the digital economy. At the same time, the gradual expansion of monitoring obligations must respect the boundaries maintained in recent EU legislation regarding the prohibition of general monitoring, as guarantees in a democratic society must remain inviolable and consistently robust.

Finally, it should be noted that the adaptation of Ukrainian legislation to European standards shows progress but requires further refinement to ensure the comprehensive implementation of European approaches to regulating internet intermediaries.

Future research perspectives include analyzing the impact of new automatic monitoring technologies on legal regulation and developing mechanisms to integrate these technologies while minimizing risks to users' rights and freedoms.

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## PROBLEM ASPECTS OF FORMING A PROFILE OF A TERRITORIAL COMMUNITY AS A TOOL OF LOCAL ECONOMIC DEVELOPMENT

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### Summary

The article examines the problematic aspects of forming a profile of a territorial community as a tool of local economic development. The community profile is considered as a complex information and analytical tool that provides systematization of data on the socio-economic state of the territory, its natural, infrastructural and human resources. It is proven that the development of a profile is an important stage of strategic planning that contributes to the adoption of effective management decisions and the implementation of investment projects. The legal framework regulating the process of forming a community profile was analyzed and its insufficient detail was revealed, which complicates the practical implementation of this process. Key problems were identified, in particular, the lack of a unified methodology for creating a profile, a low level of data digitalization, limited access to relevant information, and insufficient competence of local authorities in the field of data analysis. Particular attention was paid to the lack of integrated approaches to forming a profile, which include the participation of the public and business. A number of recommendations were proposed to improve the process of forming a profile of territorial communities. In particular, the need to develop a unified methodology, implement modern information and communication technologies, create open-access databases, and train personnel was emphasized. The importance of integrating the community profile into the strategic planning system in order to increase the effectiveness of local economic development was emphasized. The results of the study may be useful for local governments, experts in the field of regional development, and scientists involved in strategic planning and socio-economic analysis.

**Key words:** economic development, territorial communities, sustainable development, local development, community profile.

DOI <https://doi.org/10.23856/6727>

### 1. Introduction

Formation of a territorial community profile is one of the key tools of strategic management and local economic development. The community profile provides a comprehensive assessment of the socio-economic state of the territory, its resource potential, demographic characteristics, infrastructure, environmental condition and other important aspects that affect the viability of the territorial community. However, in the context of decentralization and increased competition between territories for resources and investments, the process of creating a profile faces a number of problems.

Firstly, the lack of a unified methodology for developing a profile complicates its integration into the overall strategic planning system. Different communities use their own approaches, which leads to data incompatibility and the complexity of their further use at the regional and state levels.

Secondly, a significant problem is the insufficient level of digitalization and access to up-to-date information. Many communities lack effective databases that could ensure systematic collection, analysis and updating of information. In addition, access to key statistical and analytical data is often limited.

Thirdly, the problem remains the low level of competence of local self-government bodies in the field of strategic analysis, the use of modern information and analytical technologies and the involvement of stakeholders in the process of forming a profile. This reduces the effectiveness of management decision-making and the implementation of investment projects.

Thus, the relevance of the topic of forming a profile of a territorial community is determined by the need to solve the above-mentioned problems in order to increase the competitiveness of territories, ensure sustainable development and strengthen the economic potential of communities.

The issue of forming an economic profile of territorial communities is covered in the scientific literature mainly in the context of the methodology for planning long-term development of territorial communities. Scientists focus on studying the analysis of the internal and external environment, as well as factors of community development when creating strategies for socio-economic development. In these works, the category of “profile” is usually considered superficially, as an initial component of the analytical stage of strategic planning of territorial entities.

The research mainly summarizes the practical experience of implementing a number of programs and projects of international technical assistance in Ukraine, such as the USAID program “Competitive Economy of Ukraine”, the Swiss-Ukrainian project DESPRO “Support to Decentralization in Ukraine” and the project “Partnership for Urban Development” (PROMISE). A significant contribution to the study of this issue was made by such scientists as O. Berdanova, V. Vakulenko, I. Valentyuk, G. Vasylichenko, I. Hryshchenko, N. Yermenko, I. Parasyuk, A. Tkachuk and others. Their work is based on supporting strategic planning processes in individual territorial communities. Despite the value of the developments, the problem of forming the economic profile of a community requires further research, in particular, the development and justification of a unified methodology for its creation, which would take into account the specifics of territorial communities and modern challenges of socio-economic development.

The purpose of the article is to study the problematic aspects of forming a territorial community profile as a key tool for local economic development, to develop scientifically based approaches and recommendations for improving the process of creating a profile, taking into account modern challenges, community needs and strategic planning requirements.

This involves:

- analysis of the current regulatory framework and methodologies for forming territorial community profiles;
- identification of the main problems and obstacles that affect the quality and effectiveness of profile development;
- justification of the role of the community profile in ensuring sustainable economic development and attracting investments;
- development of practical recommendations for local governments on the use of modern information and analytical tools, methods of data collection and analysis, as well as integration of the profile into the system of strategic territorial management.

## 2. Challenges and prospects of local economic development in the context of war and post-war recovery

February 24, 2022 was a turning point in the history of Ukraine. The war created a new reality for territorial communities, posing new challenges for local governments. In the context of the daily struggle to ensure the viability and sustainability of territorial communities, it is critically important to mobilize efforts and reorient activities to stimulate local economic development (*Hryshchenko, Horbata, 2024; Horbata, Synelnyk, 2023*).

This is a process of interaction between local governments, business, civil society organizations, institutional partners and active community residents, aimed at sustainable socio-economic development and improving the quality of life of the population (*Gryshchenko etc., 2024*).

Local economic development should become a priority for communities. The key tasks of local governments include:

- effective use of territorial resources, in particular human capital, financial resources and land;
- supporting the functioning of local and relocated businesses;
- creating new jobs;
- contributing to increasing local budget revenues.

The current situation has led to the involvement of new subjects in the process of economic development – Internally displaced persons (IDPs) and relocated businesses. This has led to the emergence of new forms of cooperation, communications and an increase in the importance of the security factor for economic development stakeholders.

The main tasks of local governments in wartime are:

- preserving and restoring the economic potential of the community;
- supporting local businesses and residents;
- integrating IDPs and relocated businesses into the community economy;
- ensuring interaction with displaced persons and relocated enterprises.

Local economic development planning should be closely linked to the community development strategy. Decisions on economic development should be integrated into the operational goals and objectives of this strategy.

This approach involves end-to-end planning, which includes:

- strategic goals defined in the community development strategy;
- an action plan for implementing the strategy;
- local economic development program;
- local target and budget programs.

This allows to ensure consistency of results – from strategic indicators to specific indicators of implementation of budget programs.

The Local Economic Development Program is an important document for the community. It should include a number of specific projects designed for the medium term (2–4 years), the implementation of which will help achieve the economic development goals defined in the Community Development Strategy. The development and implementation of this program is carried out by the Local Economic Development Working Group, which includes representatives of various stakeholders.

During the development of the Local Economic Development Program, instruments of various nature are identified. The implementation of these instruments creates conditions for the development of the community economy, in particular for creating new jobs, starting

new businesses, implementing entrepreneurial initiatives of residents and IDPs, strengthening and expanding existing enterprises, as well as improving the quality of life (*Storonianska et al., 2022*).

### 3. Community profile as a tool for promoting local economic development

In academic circles, it is generally accepted that local economic development is a process that combines the efforts of the public, private and non-governmental sectors to strengthen the competitiveness of a territorial community, stimulate its economic growth, attract investments, create new jobs and improve the quality of life of residents (*Makmallin, 2016*). Among the numerous tools for promoting local economic development, the community profile is particularly important. It provides access to key information about the development potential of a municipal entity and investment opportunities within a territorial community. The concept of a community profile is relatively new to Ukrainian science. This concept is mostly covered in practical manuals developed for local self-government bodies of the basic level, mainly for cities. Such literature mainly reflects international experience in strategic planning of local economic development. The idea of a community profile is borrowed from the strategic planning practice of the European Union, Canada, and the USA, where the profile is considered an analytical document that includes comprehensive and objective information about the local economy, its potential, competitive advantages, and development prospects (*Berdanova et al., 2017: 52; Vasylychenko et al., 2015: 53*). As a rule, the formation of a territorial community profile precedes the development of a socio-economic development strategy.

At the legislative level of Ukraine, the concept of “community profile” has not yet been defined. At the same time, many researchers believe that the community profile is similar to the socio-economic analysis, which is an integral part of the development strategies of administrative-territorial entities. It is important to note that we are talking only about the similarity, not about the complete identity of these concepts or documents.

Common features of the community profile and socio-economic analysis include information on the history of the municipality, its geographical location, natural resource potential, climatic conditions, demographic situation, labor market, economic development dynamics, infrastructure status, business environment development, environmental situation, and local development management system. These data are the basis for planning and assessing the economic potential of the community.

At the legislative level in Ukraine, the elements of the community profile are partially taken into account as a component of regional development strategies, in particular in the description of the main trends and challenges of regional development (*Methodology, 2020*). They are also used in strategic and socio-economic plans for community development as an analytical part of these documents.

Despite this similarity, it is important to emphasize their differences. The main difference lies in the purpose for which information is collected, processed and presented in the analytical document, as well as in the circle of users. The socio-economic analysis serves as the initial information for creating a territorial community development strategy, its users are mostly members of the working groups preparing the relevant document. This information is not always available to a wider range of stakeholders.

In contrast, the community profile is based on socio-economic analysis, but has a different purpose. It serves as a tool for making management decisions by businesses, investors, community residents, grantors and other stakeholders. The community profile allows you to

identify key issues and conclusions based on statistical data that help assess community development, identify problems or identify priority areas for intervention and correction of undesirable trends.

It is the difference in the end users of the profile and socio-economic analysis that emphasizes the importance of developing a specialized methodology for creating a profile for territorial communities.

The methodology for forming a community profile is defined as a set of interrelated methods and techniques for collecting, systematizing and analyzing information that covers all key aspects of the functioning and development of an administrative-territorial unit. It should include a definition of the concept of a community profile, the sequence of its development and structure.

It is proposed to understand a community profile as an analytical document that contains information in analytical and statistical form (tables, graphs, diagrams and text comments). This document highlights key aspects of community life, indicates areas of activity that require additional attention, and identifies promising areas of local economic development.

The main purpose of such a document is to answer the questions:

- At what stage of economic development is the community?
- What resources does the community have to achieve strategic goals?
- What are the opportunities for entrepreneurship and investment in the community?
- How attractive is the community to potential investors and donors?

The achievement of this goal is ensured by performing the following tasks:

- analysis of the structure of the local economy, interrelationships between industries, potential and prospects for the development of the territorial community;
- assessment of local indicators, identification of the dynamics of their changes, successes and problems;
- comparison of local indicators with similar indicators of other communities, regional and national average indicators;
- determination of the competitive positions of the community, its specifics at the local and regional levels.

Identifying the unique characteristics of a territorial community, which can become its advantages or cause potential threats, is an important stage in forming the economic profile of a united territorial community.

The process of creating a territorial community profile includes the following main steps:

1. Identification of responsible entities that will be involved in developing the profile.
2. Formation of a data set for conducting an analytical study.
3. Analysis of statistical indicators and processing of survey results.
4. Preparation and compilation of an analytical document.

The profile of a territorial community can be compared to its “business card”, so its development should begin immediately after the decision to create a community is made. The primary interest in this document is the local government bodies of the newly formed community, which are the main subjects of its creation. However, it is extremely important to involve business representatives, public organizations and specialists in the field of local economic development planning in the process.

As a rule, a territorial community combines the potential of the administrative-territorial units that are part of it. Therefore, the profile should take into account the historical, geographical, economic, social, environmental, ethnic, cultural and other features of these territories, as well as the ability of local government to effectively address issues of meeting the needs of the population.

The main sources of information for creating a profile are official statistical data, information from local government bodies, local enterprises, business associations, as well as the results of sociological surveys and interviews. It is also important to take into account the opinions of community residents through questionnaires, surveys or public discussions.

This approach is based on the principle of complexity, which ensures comprehensiveness and quality of analysis. Comprehensive diagnostics of the current state of the community includes three levels of research:

- statistical analysis (analysis of key statistical indicators of the community);
- sociological analysis (assessment of the state of the territorial community based on surveys of local residents and businesses);
- strategic analysis (study of the current state of the community taking into account trends in socio-economic development, setting priorities and readiness for change).

The set of indicators for analysis is determined by the developers of the profile and should cover at least a five-year period to identify sustainable trends. Cartographic materials, economic and geographical maps, cadastral documents, photographic materials and other illustrative means can be used in the work.

The formation of the database should take into account the following principles:

- identification of information needs and effective ways to meet them;
- objective reflection of the processes of using community resources (land, labor, financial);
- unity and consistency of data from different sources with minimization of information duplication.

This approach allows you to create a high-quality analytical document that will become the basis for strategic planning and effective management of the development of the territorial community.

It is worth considering that in many administrative-territorial units the potential for economic development remains insufficiently explored. For small settlements, access to statistical data is often limited, since a significant part of the necessary information is available only at the district level. This complicates the search for data and may require additional calculations.

Since the community profile is an analytical document that includes various data, tables, graphs, diagrams and text comments, its structure should be clear, convenient for analysis and provide logical connections between different blocks of information (*Smentyna, 2020*).

The recommended structure of the community profile includes the following sections:

1. General characteristics of the community. This section contains basic information about the territorial community: the date of its formation, a list of settlements, area, borders, population, share of agricultural land. It is also advisable to include a brief historical background, key events that have influenced the economy of the community, its traditions and social ties. Particular attention should be paid to the role of the community at the regional, oblast or national level, comparing its main indicators (area, population, density, etc.) with neighboring communities, subregion or country. In addition to the section, geographical maps can be included.

2. Local economic environment. This section describes the economic attractiveness of the community for business. Priority sectors of the economy, availability of natural resources, state of the land fund, level of business development, production volumes, export/import data, budget revenues and expenditures are considered. Information is also provided on investment activity plans in the territorial community.

3. Population. The section characterizes the demographic situation, which is an important indicator of community development. The dynamics of population changes, natural and

migration growth, age, educational, gender and ethnic composition are analyzed. Forecasts of demographic development and comparison of migration processes with similar communities help determine the prospects for community development or identify challenges.

Demographic trends are also an indicator of the quality of life of the population, therefore their analysis lays the foundation for further strategic planning.

People remain to live in the community provided there is decent work, affordable housing, a safe environment, coziness and comfort. At the same time, they decide to leave the territorial community if they find better opportunities for life, livelihood and employment.

Demographic processes are a key factor for making management decisions regarding the development of territorial communities. They serve as the basis for planning socio-economic processes, organizing production and consumption, housing construction, infrastructure development, workforce training, forecasting budget expenditures, social payments, and financing educational and medical institutions.

4. Section “Labor Market”. This section of the community profile analyzes the employment of the population, including the structure by type of activity, income level and wages (by business size and economic sectors), as well as the unemployment rate (with distribution by age, education, duration of unemployment). In addition, the structure of the labor force by professions, industries and the availability of vacant jobs is considered. When analyzing unemployment, the difficulties of obtaining objective data should be taken into account. In particular, regarding self-employed persons and part-time workers should be taken into account.

5. Section “Economic Infrastructure”. The business entities of the community are described: the number and types of businesses, small enterprises, main employers, as well as key indicators of entrepreneurial activity (employment, production volumes, sales of products, investment flows). The analysis is performed for the full range of business entities, including legal entities and individual entrepreneurs.

It is also important to take into account the limitations of official statistics, which do not always provide a complete picture of economic processes in the community. Local governments are recommended to independently collect the necessary information for an objective assessment.

6. The “Social Infrastructure” section contains information on medical, educational and social services, public organizations, sports and cultural facilities, as well as the social capital of the community.

7. The “Physical Infrastructure” section. The condition of the housing stock, housing provision, accessibility of utilities, opportunities for construction and accommodation of guests, as well as the development of engineering networks and transport infrastructure are assessed.

8. The “Governance” section analyzes the organization of local government, the interaction of the head of the territorial community with the local council, the structure of executive bodies and the efforts of the authorities towards economic development.

And in the version proposed by the SURGe project team, the community profile consists of the following sections:

- general information about the community. Contains basic data: area, population and settlements, number of internally displaced persons (IDPs), as well as the security situation. These indicators provide an overview of the community;

- community features. Includes key facts that distinguish the community from others, as well as its main achievements. For example, entering the TOP-100 leaders of digital communities, having the largest winery in Ukraine, or a large share of forestry land (55%);



- restoration and development projects. A list of implemented projects supported by international partners that contributed to the restoration and development of the community is presented. This demonstrates experience in cooperation and a commitment to achieving results;
- strategic vision of the community. Describes the vision and strategic goals of the community, confirming the systematic approach to change management and development outlined in its strategy;
- priority areas of cooperation. Focuses attention not only on the needs of the community, but also on its strengths. Defining clear priorities contributes to more effective cooperation with potential partners. Partnerships should be based on mutual trust and common interests;
- contacts. Providing up-to-date contact information is an important element of the profile. It is recommended to use a professional email address created specifically for international contacts. Contact persons must be fluent in English, which will ensure effective communication with international partners;
- a quote-call from the head of the community. A motivational address that reflects the community's readiness for cooperation. This is a personal element that introduces potential partners not only to the community, but also to its representatives;
- profile images. It is important that the photos are high-quality, relevant and reinforce the content of the text. If using third-party images, the source must be indicated, observing copyright;
- QR codes. Placing QR codes that lead to the official community website, DREAM profile, strategic enterprises or tourist locations. This provides quick access to additional information and attracts potential partners and investors.

Preparing a community profile begins with collecting the necessary information. For this, communities fill out a questionnaire developed by SURGe experts. Most of the data is also contained in community development strategies. Based on these strategies, profiles were created for 4 of the 19 pilot communities of the SURGe project. The project team also helps with the design of the document and translation of the profile into English (*Community Profile, 2024*).

This concise and informative presentation of the community opens up new prospects for international cooperation, and also contributes to its restoration and development. It can be used for the following purposes:

- placement on the official community website. An English-language profile provides international partners with quick access to key information about the community. This approach has already been implemented by the Blyznyukivska, Shabivska, Kholmyska and Savynska territorial communities, where anyone can view their profiles;
- creating profiles on platforms for searching for international partners. For example, on the portals Cities 4 Cities / United 4 Ukraine, Interreg Europe, etc. These platforms usually have their own requirements for the information structure, and a ready-made community profile allows you to quickly fill in the necessary data. Thus, the Blyznyukivska territorial community has already posted its profile on Interreg Europe and is actively looking for opportunities for partnership projects;
- participation in international conferences and forums. The profile acts as a calling card for the community during events with a large number of donors and potential partners. For example, the Blyznyukivska community plans to use its profile at the international exhibition and conference REBUILD UKRAINE 2024 to present achievements and establish new contacts;
- participation in grant competitions. The profile helps to effectively present the community, especially focusing on successfully implemented projects that demonstrate its experience

and capabilities. Even if it is not possible to add a profile to the application, you can provide a link to it, which will facilitate access for experts;

– cooperation with twin cities. The exchange of profiles helps to identify common interests, plan and implement joint projects, as well as build partnerships. This practice is used by Buchanan and Irpin territorial communities (*Community Profile, 2024*).

The profile of a territorial community is an important tool for assessing its socio-economic status, identifying problems, potential and prospects for development. This document contributes to attracting investments, forming strategies and supporting business development. The information contained in the profile may be of interest to investors, entrepreneurs, local residents, and guests of the community.

#### 4. Conclusions

Thus, the effective use of the community profile involves a comprehensive approach that includes not only economic, but also social, cultural and institutional aspects of development. Given the above, we can draw the following conclusions:

1. To form an effective profile of a territorial community, it is necessary to take into account not only the available economic resources, but also human capital, infrastructure, social ties and opportunities for entrepreneurship development. This allows creating favorable conditions for attracting investment and developing local business.

2. One of the key aspects of forming a community profile is a deep analysis of current needs and development potential. Collection and systematization of data on the demographic, economic and social characteristics of the community allows predicting development directions, which is critically important for effective planning of local strategies.

3. The community profile should take into account both global and local problems that affect economic development. In war conditions, for example, mechanisms for recovery, integration of displaced persons and relocated businesses, as well as adaptation of the local economy to new conditions are of great importance.

4. For the formation and implementation of the community profile, interaction with various stakeholders is important – local residents, local governments, the business community, public organizations and state institutions. The joint efforts of these participants allow to achieve synergy in economic development.

5. An important component of the community profile is the integration of innovative technologies and approaches to development. This may include creating conditions for the development of digital technologies, investments in sustainable development and modernization of infrastructure.

Therefore, the profile of a territorial community is an important tool for local economic development, which allows taking into account the specifics of each community and directing efforts to achieve sustainable and balanced development. And since the process of forming a territorial community profile is dynamic, further research should pay attention to the influence of external factors, such as changes in the state's economic policy, changes in global markets, as well as the adaptation of the profile to changing social and technological realities.

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## PRACTICES OF RISKY CONSUMER BEHAVIOR IN THE DYNAMICS OF LIFESTYLE STYLIZATION DURING WARTIME: RESEARCH OUTLINE

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### Summary

In the context of a prolonged military conflict, consumer practices in frontline cities of Ukraine, such as Kharkiv, undergo significant transformations, becoming important indicators of social change. This article presents the exploratory stage of research aimed at studying "risky" consumption as a means of stylizing life under conditions of heightened threat and instability. We focus on such functions of consumption as anxiety management, maintaining collective and individual identity, and reconstructing everyday life through symbolic, including adaptive, mechanisms. Based on expert interviews, the main practices of "risky" consumption are systematized, including symbolic presentation, social adaptation, innovative approaches, and resilience-building.

The theoretical framework of the article encompasses the sociology of risks and the sociology of consumption, including concepts by P. Bourdieu, A. Giddens, Z. Bauman, and E. Shove's theory of practices. We propose the formation of a compensatory consumption model, which manifests itself in the desire to reproduce pre-risk everyday life and symbolically (re)construct a deformed reality. Ultimately, we hypothesize the compensatory and hyper-adaptive nature of these practices and propose a methodological framework for their further study, including observations, in-depth interviews, and "walking" methods adapted to analyze urban and commercial spaces.

This article lays the foundation for a multi-stage study aimed at identifying and analyzing changes in the stylization of life in urban communities under high-risk conditions, as well as their impact on the dynamics of social transformations.

**Key words:** risky consumption; frontline cities; sociology of risks; lifestyle; consumer practices; symbolic reconstruction; identity; war.

DOI <https://doi.org/10.23856/6728>

### 1. Introduction

Contemporary urban spaces under crisis conditions become unique laboratories for analyzing changes in consumer practices. The Ukrainian context, in this regard, is particularly indicative because, during the prolonged military conflict, consumer models have not only

taken shape but have deeply rooted themselves in urban communities, thereby determining potential vectors of their development. One of the key characteristics of such crisis spaces is heightened riskiness, defined by the instability of socio-economic and political circumstances. Against this background, not only basic consumption models transform, but also the functional aspects of lifestyle stylization, expressed in shopping practices. In the conditions of frontline cities, the consumption of goods and services ceases to be merely a tool for satisfying basic needs, acquiring new social functions. These functions may include reducing anxiety levels, expressing collective solidarity, maintaining identity, and seeking "normality" in conditions of anomie. Under the conditions of war and the associated social instability, not only basic needs change, but also approaches to consumption, which acquire new functions. Shopping practices, previously perceived as part of routine or leisure, become means of social adaptation, anxiety management, and identity maintenance. Under conditions of heightened riskiness, war creates a new reality: social structures and everyday practices are destroyed, and hybrid and adaptive behavioral models emerge in their place. Consumption in frontline cities fulfills functions that go beyond utilitarian tasks, becoming an indicator of social changes, including transformations in identity, habitus, and social solidarity.

The relevance of this article stems from the limited academic literature on the issue of consumption under wartime conditions. Most current studies of wartime society are devoted to macroeconomic and macrosocial aspects, issues of humanitarian aid, or social (re)integration, while everyday practices, reflecting more subtle social shifts, remain on the periphery of scientific interest. Nevertheless, it is precisely these micro-practices that provide an opportunity to understand how people adapt to crises, construct new forms of social connection, and form new symbolic systems through everyday and routine practices such as the consumption of goods and services. The specificity, if not uniqueness, of the Russo-Ukrainian war compared to previous wars lies in the fact that its primary arena has become a country with fully developed consumer capitalism (at least in major cities and regional centers). The core of the problematic situation, in our opinion, lies in the fact that the critical increase in risks associated with hostilities hypothetically affects such a society very differently than societies of the countries involved in World War II or wars of the last three decades in Yugoslavia, Iraq, Libya, or Syria, none of which were, in the full sense, examples of consumer capitalism. The dynamics of most social fields, and especially consumption fields under such conditions, may prove to be unique, which makes their study particularly relevant. The relevance of studying consumption under wartime conditions is determined by several main directions, which, at this stage of studying the problem, can be depicted broadly:

1. **social perspective.** War transforms social interactions, influencing value systems and cultural preferences, provoking tectonic shifts in everyday life, and affecting both individual and collective forms of interaction. Under the influence of extreme conditions, value and cultural patterns change, and studying such changes during a crisis is often quite challenging due to its dynamic nature, which in turn often prevents the academic community from responding with due attention. Nevertheless, such a semi-anthropological cross-section of individual spheres of everyday life can provide an opportunity for not only current but also retrospective analysis. In this case, studying changes in consumer practices serves as a domain that allows conclusions to be drawn about broader social shifts, such as the axiological sphere or culture;

2. **psychological perspective.** In conditions of crisis, when the usual structures of life are disrupted, psychological pressure on individuals increases. Consumption becomes not only a way to meet basic needs but also a mechanism of psychological adaptation that helps manage anxiety and restore a sense of control over the situation. This phenomenon is particularly vividly

manifested in Ukrainian frontline cities, where certain consumer practices become strategies for coping with anxiety and a means of symbolically returning to "normality." Consumption acquires functions related to the sense of security and reducing uncertainty. People try to satisfy basic and symbolic needs, which give a sense of preparation for possible risks. For example, in many Ukrainian cities, residents stockpile long-shelf-life products (canned goods, grains, water) and medicines, creating home reserves. These actions help alleviate anxiety related to potential supply disruptions or escalating situations, even though there are currently no real logistics problems in frontline cities (of course, this does not apply to territories that are under occupation or in zones of direct active hostilities);

**3. economic perspective.** Local and digital markets become arenas of adaptation as well as business resilience under wartime conditions. The crisis transforms economic systems and consumption mechanisms, affecting both traditional and digital markets. Amid the destruction of usual infrastructure, disruption of supply chains, and reduced purchasing power of the population, businesses and consumers are forced to adapt. Local and online markets become key platforms for maintaining economic activity and social survival. Local production in these circumstances is considered the foundation of survival—the value of agricultural and artisanal producers providing essential goods such as food, hygiene items, and fuel increases, while serving as the basis of economic activity. For example, despite the risk of shelling, farms continue to operate, ensuring food security. Local producers help sustain economic activity during wartime, preventing a complete collapse of the economy in frontline regions. At the same time, the digitalization of trade has significantly intensified as online platforms provide opportunities to make purchases even under physical danger or infrastructure destruction, restructuring the market in line with the idea of "marketing at one's fingertips."

These perspectives not only reflect the specifics of life under wartime conditions but also demonstrate profound processes of social and cultural transformation that go beyond the local context, revealing universal mechanisms of society's adaptation to extreme conditions.

The general goal of the research, which we envision as comprehensive and multi-stage, is to identify possible directions of changes in the stylization of life in high-risk societies. The research focus of the article is the development of a foundation for analyzing shopping practices as a tool for stylization and an indicator of social shifts under wartime conditions.

## 2. Theoretical Foundations

The Risk Theory vision. Our understanding of risks and riskiness aligns with the traditional sociological interpretation of risk as a product of globalization but complements it by shifting the focus to the micro-level. We consider the relationship between risks and benefits dialectical: they are products of the same social production process within a late-capitalist society. At first glance, it may seem difficult to consider the benefits produced by social progress as sources of risks in modern frontline Kharkiv. However, this difficulty arises only under a straightforward understanding of progress. If one rejects linearity and interprets this relationship within, for example, historical sociology, it no longer appears contradictory.

Possible objections may arise: for instance, Charles Perrow does not include war in the list of "normal accidents" (*Perrow, 2007*), and according to Niklas Luhmann's "threshold of catastrophe" logic (*Luhmann, 1991*), war should deprive individuals of a propensity for risk, making the lens of risk sociology inapplicable to wartime situations. However, we do not share these objections. We do not claim full conceptualization in this article, but schematically point to the following reference points for sociological consideration of life in a frontline city through the prism of risk theory.

1. War can be considered a "threshold of catastrophe" for peaceful society. However, after its onset, when its duration (in Ukraine's case—two and a half years at the time of writing) turns it from a point event into a process, it is no longer valid to say that people are no longer aware of risks due to the "catastrophe." A prolonged catastrophe loses its status as an exception and produces a risk order where risks become normalized.

2. Since war encompasses not only the present but also the (near) future, it may seem that decision-making about the future is no longer accompanied by risk awareness. Nevertheless, war absorbs non-military risks without erasing them (or negating their awareness), becoming a shell for them. Awareness of the macro-level risk of war's impact on all aspects of life modifies the awareness of micro-level risks.

3. War as a point event can be considered an external source of damage to an individual, and its impact can then be interpreted not as risk but as danger, according to Luhmann. However, war as a process produces risks. A member of "war society" (we use this concept as an instrumental designation of any (part of) community located in that part of the social space that is engulfed in war; (re)conceptualization of this concept is a separate task for the future) a resident of a frontline city, practically loses the ability to forecast near-future events and take them into account when constructing life trajectories. They become accustomed to the fact that any social action produces risks simply because it is carried out within a risk order; this risk order forces consumers to accept the rules of risk producers (*Yanitsky, 2000*).

4. The future created by war is fundamentally opaque to individual consciousness. It can be assumed that individuals can only colonize it, as per Giddens, using risk-awareness. However, since war minimizes the effectiveness of tools for overcoming risks, as the living environment itself becomes a producer-shell of risks, risk-awareness is applied to the present, relying on the past as support.

5. Both macro-risks and micro-risks produced by "war society" and all its co-producers (external and internal) are processed by individuals at the micro-level. Overcoming existential macro-risks is inaccessible to individuals, leading to a specific transfer, adapting the task of overcoming them to the micro-level.

6. Since the present for a resident of "war society" is normalized risk, their consciousness turns to the past as an alternative to the current risk order. Here, we hypothesize not a nostalgic reaction but at least a tactic for overcoming micro-risks, which is built on risk-awareness of the present using available means. Such a means is compensation (since we are talking about the present, not the future, prevention and avoidance of risks are inappropriate, and overcoming is an overly ambitious task, as macro-risks have also been transferred to the micro-level) through the reproduction of pre-risk everyday life.

Such compensation can simultaneously be seen as a breach of the discourse of current reality or an unveiling of hegemony (*Lytovchenko, 2011*): opposing the restrictive practices imposed by war, pre-war consumption practices (e.g., shopping) are reclaimed, allowing individuals to step outside the crisis order of "war society." Without the ability to influence the macro-reality of war, individuals refuse to reformat their micro-reality according to the rules of wartime social order, shifting their consumer practices into the realm of the past. However, while this interpretation appears sociologically promising, it is only applicable when war is viewed as a point event, not as a process—and not in a socio-historical vacuum.

Far more precise would be to define war itself as a breach of pre-war everyday reality, which logically and chronologically may claim the status of a "normal" reference point. Here, we can already discuss the breach of reality at all levels of order – material-factual and symbolic (rather than just the symbolic level of discourse or hegemony, as in the case of

reproducing pre-risk everyday life). This breach was carried out – from the perspective of Ukrainian citizens – externally, and resistance to it appears to be a socially justified reaction of individual consciousness. This logical framework better accommodates the compensatory model of consumer lifestyle stylization described above—as a means not of breaching but repairing a breached everyday life, not of deconstruction but reconstruction of the original reality from its deformed image.

### 3. The Consumption Sociology vision

As defined earlier, we propose analyzing consumer practices as dynamic and adaptive processes that reflect changes in social structures. From this position, the ideas of Anthony Giddens are valuable, as he analyzes how macro- and micro-social processes interact under conditions of modernization and crisis within his theory of structuration. In this specific case, Giddens' claim that social structures do not exist separately from human actions – they both constrain and are created by these actions – is critical. In the context of frontline cities, this helps to understand how individual practices interact with social and economic structures. Giddens describes late modernity as an era where traditions give way to reflexivity. This means that people actively reinterpret their actions in response to changing conditions (*Giddens, 1991*). In frontline cities, where risks and uncertainty define daily life, consumers become particularly reflexive: consumption helps manage risks, express identity, and even becomes a form of political manifestation – in general, extending far beyond the satisfaction of basic needs. Personal identity becomes a project that individuals construct through their routine activities, including consumption. During war, consumption emerges as one of the tools for maintaining identity and constructing a symbolic "life project."

Elizabeth Shove, Mika Pantzar, and Matt Watson further develop this theme, shifting focus to everyday routines and social practices that form the fabric of daily life. While Giddens describes how structure and agents mutually influence one another to create new social patterns, Shove and colleagues argue that for understanding and managing social change, it is essential to study practices as dynamic systems shaped by the interaction of resources, skills, and meanings. This opens up new approaches to studying daily life, including consumption. Practices as units of analysis are presented as the sum of three elements: 1) materials (objects and technologies), 2) competences (knowledge and skills), and 3) meanings (symbolic and cultural content). These elements exist both as stable entities and as actions that are constantly reproduced. Changes occur when elements of practice are transformed or newly combined. Stability is maintained through the repeated reproduction of routine actions. The authors practically reject ideas based on rational choice, individual preferences, or external pressures, emphasizing that social changes are embedded within the practices themselves. Inspired by Anthony Giddens' theory of structuration, the authors see practices as resulting from the interplay between individual actions and social structures. They argue that practice theories hold potential for analyzing complex societal changes, such as climate crises, health issues, and inequality (*Shove, Pantzar, & Watson, 2012*). While the authors were not specifically interested in questions of consumption, their proposed logic nevertheless demonstrates the potential of routine practices for reflecting changes in social structures.

Continuing the discussion, it is worth mentioning the works of Pierre Bourdieu, who, in his theory of habitus and practices, emphasizes the role of social context in shaping individual behavior. Bourdieu highlights that consumption is determined not only by economic opportunities but also by cultural capital, social norms, and symbolic structures that regulate everyday



actions. This assertion becomes particularly relevant in times of crisis, when established norms and structures undergo transformation. Consumer practices can be viewed as manifestations of habitus adaptation to extreme conditions, where consumption becomes a means of preserving social identity and reconstructing social reality (*Bourdieu, 1984*).

Another significant contribution to the sociology of consumption was made by Zygmunt Bauman with his concept of the consumer society, in which consumption becomes a key factor in identity formation. Bauman describes how, under conditions of uncertainty and instability, people use consumption to create an illusion of control and stability. In the context of Ukrainian frontline cities, consumption fulfills a similar function, serving as a means of acquiring symbolic security and resilience amidst constant threats (*Bauman, 2007*).

Ulrich Beck, the author of the concept of the "risk society," also provides a useful framework for analyzing consumer practices during wartime. Beck notes that in risk societies, individuals are forced to make decisions under conditions of high uncertainty and potential threats. War intensifies this dynamic, transforming consumption from a routine action into a survival strategy. Under heightened risk conditions, as Beck points out, people develop new forms of social and individual reflexivity, enabling them to adapt to extreme circumstances (*Beck, 1992*).

Additionally, attention should be given to the works of Adrian V. Franklin and Sharon Zukin. Franklin, in his research, emphasizes the role of cultural and social meanings attributed to objects of consumption (*Franklin, 2002*), while Zukin examines "landscapes of consumption," showing how urban spaces shape and organize consumer behavior (*Zukin, 1998*). These ideas can be applied to the analysis of how frontline cities transform their commercial and public spaces in response to crises, creating new forms of social organization and cultural expression.

From a global context perspective, it is also worth mentioning the approaches of Daniel Miller, who studies consumption as a form of social and cultural practice. Miller emphasizes that consumption forms the "social fabric" and reflects broader social changes. In the context of war, his concept can be used to analyze how consumption contributes to maintaining social cohesion and symbolically reconstructing normalcy (*Miller, 1998*).

To emphasize: we accept the thesis on the role of consumer practices in constructing personal identity, but we do not endorse an absolutization of this thesis. We are fully convinced of the need to focus on the symbolic significance of consumer practices, yet we do not reduce them exclusively to their symbolic dimension, nor do we consider personal self-construction to be the exhaustive goal of consumer practices. Such a view would disregard the meso- and macro-level readings of consumer practices, as unjustified as excluding the material-object layer from socially significant aspects of consumer practices. Even within the scope of this specific article, focused on consumer practices as a tool for lifestyle stylization, we do not reduce their sociological understanding to an identity-centric vision.

#### 4. "Risky" Consumption

We define "risky" consumption as forms of consumer behavior that arise in response to extreme conditions of heightened threat or uncertainty associated with social, economic, political, or environmental factors. It is characterized by adaptation to an unstable reality, where consumption acquires new, non-utilitarian functions, such as anxiety management, maintaining identity and social order, and compensating for the loss of a familiar environment.

"Risky" consumption is not synonymous with either the production of risks – the creation of systemic threats that are byproducts of industrial and post-industrial society (e.g.,

environmental pollution, economic crises, etc.) – or the consumption of risks – the acceptance or use of products or services associated with known risks. The latter includes actions such as purchasing and using high-emission vehicles or consuming unhealthy food, where individuals voluntarily accept potential negative consequences. “Risky” consumption differs in that it does not arise from voluntary choice but as a reaction to pre-existing external threats. It is an adaptive practice aimed at minimizing the consequences of risks or compensating for their impact.

Each of these categories has different points of application for research efforts: the production of risks is studied to understand structural changes, industrial processes, and their societal consequences; the consumption of risks relates to individual rationality, culture, and preferences, which are important for research in behavioral economics and cultural anthropology; “risky” consumption – the focus of our study – reflects how individuals and groups adapt to extreme conditions. This is crucial for understanding models of social survival, solidarity, and new forms of social organization in crisis conditions.

Differentiating these concepts is necessary for developing effective policies and strategies. For example, a detailed investigation of specifically risky consumption is essential for creating adaptation strategies in crisis zones – this may include supporting local production, ensuring the availability of essential goods, or establishing social support systems. Recognizing the conceptual differences between “risky” consumption, the consumption of risks, and the production of risks is vital for a deeper understanding of social changes and adaptive strategies under conditions of instability. It allows for distinguishing macro-level processes related to the production of threats from micro-level practices formed in response to these threats – practices that are driven not only by rationally calculated responses but also, and primarily, by symbolic reactions of stylization.

## 5. Preliminary systematic analysis of the object

As we indicated at the beginning of the article, our goal at this stage is to lay the groundwork for a comprehensive, multi-stage study of “risky” consumption under conditions of macro-social shifts, specifically shopping practices as a tool for stylizing life in a “war society.” Above, we outlined the theoretical framework of the future research; we now move on to formulating hypotheses and defining the methodological framework.

We conducted a pilot research, comprising five unstructured expert interviews with a sociologist, an anthropologist, a cultural theorist, an economist, and a journalist residing in Kharkiv. We were interested in the broadest possible set of probable consumer commodity practices that could be considered specific to a frontline city. The experts talked about consumer practices in general; we identified commodity practices ourselves post factum. The specificity of these practices was determined independently of whether these practices were new, arising only in connection with the war, or whether they were specifically transformed from previously existing practices. Based on the results of these interviews and our own observations, we compiled a list of specific consumer practices – both newly emerged and transformed – characteristic of Kharkiv in 2022–2024. We recognize that it is not appropriate to generalize practices across two years with very different events, and we do not intend to do so in a full-scale empirical study. The list is heuristic and exploratory in nature, does not constitute research finding, and is part of the purely exploratory stage. For clarity, we have conditionally categorized the practices by their functions as follows.

1. **Symbolic presentation:** Consumption transcends utilitarian goals and becomes a tool for managing generalized anxiety, maintaining (counter)identity, and fostering solidarity.

Practices include purchasing goods with contributions to the Ukrainian Armed Forces or military volunteers (the so-called “economic front” – indirect financial participation, where the significance lies not in the volume or actual allocation of funds, but in the act itself); purchasing goods with front-line themed emblems—plush toys of the Patron dog, stamps, tote bags, postcards, keychains, T-shirts with military or ersatz-military slogans, and other “combat merchandise.” At the same time, the same function is fulfilled by excessive consumption typical of peacetime (or even exaggerated in volume and scale), such as buying unnecessary, duplicate, or completely nonfunctional items as a way of demonstrating to oneself that the war does not dominate one’s personal world, in which everything (i.e., consumption) remains as it was, including one’s own identity.

**2. Social adaptation:** Transformation of consumption in response to war as a macro-level crisis accompanied by the destruction of infrastructure and social ties. This consumption also involves anxiety management, but of a more specific nature. Practices include mass purchases of generators, charging stations (e.g., EcoFlow, noting that such devices have risen in price by 500% since the beginning of the war), creating irrationally large household reserves of food and water, acquiring specialized survival items (e.g., parachute cords), and so forth; equipping wood-burning stoves and solid-fuel boilers in private homes and purchasing autonomous heating systems—even in the absence of gas supply issues, and so forth.

**3. Innovation:** Local solutions that strengthen the local economy and support networks. Practices include purchases from the “De-occupation Shop” (a volunteer initiative selling agricultural products grown by residents of territories de-occupied in September 2022) and the use of digital platforms for remote shopping. It is worth noting that the reinforcement here is more symbolic in nature, as the defining characteristic of these practices is their public and presentational aspect. At the same time, these practices differ from simple symbolic presentation in their niche, somewhat exclusive character—not yet “elite,” but no longer “mass.”

**4. Ensuring resilience:** Consumption demonstrates how residents adapt specifically to conditions of instability, minimizing risks and maintaining social order. Unlike adaptation, resilience is focused on short-term problem-solving with minimal changes. It arises as a crisis response involving temporary use of reserves, whereas adaptation is geared towards the long term and implies implementing new models that can function in prolonged crisis conditions. Practices include consumer preferences for farmers’ markets, where urban residents can buy fresh products directly from local producers; urban farming, such as planting gardens within high-density residential areas; and community self-organization for joint procurement of fuel, food, or medications, which helps reduce costs and increase accessibility. Resilience here should be understood symbolically rather than in a straightforward rationalist sense: it refers to the resilience of the symbolic social order rather than the resilience of need satisfaction—at least primarily.

We observe in all these practices a common, albeit variably expressed, orientation toward the reconstruction of the past. This orientation is realized through different templates, yet in all cases embodies a logic of lifestyle stylization, whose distinguishing feature we consider to be compensatory in nature.

It is worth noting that “risky” consumption in the context of modern Ukraine, and Kharkiv in particular, is shaped by material-factual constraints and symbolic shifts. For instance, the very possibility of consumer behavior is limited by several external and internal factors: 1. Unpredictable shelling and bombings create both actual and hypothetical threats; 2. Stores close frequently due to air-raid alerts, which can last ten or more hours; 3. Retail chains and outlets withdraw from frontline cities as owners avoid risking employee safety; 4. Product

assortments shrink and prices rise due to supply disruptions and inflation; 5. Personal incomes decline as a result of economic downturns; 6. Aggressive activity by military recruiters (“military enlistment offices”) leads men aged 25 to 60 to restrict their movement around the city; 7. A moral-emotional barrier against excessive consumption, rooted in a sense of solidarity and shame toward fellow citizens entirely deprived of such opportunities—such as soldiers on the front lines or residents of settlements where active combat occurs directly in residential areas.

In summary, we propose the hypothesis of the dominance of a compensatory model (with varying objects of compensation) of consumer lifestyle stylization in the “war society” of a frontline city. In this model, consumer practices serve as a tool for the “repair,” or reconstruction, of everyday life deformed by war. An alternative hypothesis can be formulated as follows: “risky” consumption, particularly shopping practices, embodies models of integration into a disrupted everyday life, relying on hyper-adaptability. Testing these hypotheses requires conducting a comprehensive study using a combined methodology, including observation (both participant and non-participant), a variation of Michel de Certeau’s “walking through the city” method adapted for supermarkets and retail chains, and in-depth interviews. Based on the results of the first stage of research, the feasibility and potential of conducting a mass survey of active consumers (e.g., users of online shopping platforms and marketplaces) will become clear.

## 6. Conclusions

Thus, the risk theories discussed above demonstrate how war transforms the perception of risks: a prolonged conflict turns them from exceptional situations into everyday norms, forming what is referred to as a “risk order.” Under such conditions, macro-level threats are recognized by society and are processed into everyday practices using compensatory mechanisms. This leads to a shift in focus from future planning to managing the present. Everyday actions, such as consumption, become not only a means of meeting basic needs but also a tool for reconstructing social reality and creating a sense of normalcy. Ultimately, risk theory underscores the importance of adaptive strategies based on familiar actions to overcome existential threats.

The perspective of the sociology of consumption highlights the changing functions of consumption during a crisis. It becomes not only utilitarian but also a symbolic means of adaptation and identity maintenance. Cultural and social capital play an important role in determining an individual’s ability to adapt to new conditions. Urban spaces and infrastructure are being transformed, creating hybrid forms of social organization where consumption serves as a mechanism for expressing solidarity and maintaining control over the situation. These changes illustrate how everyday practices, as described through the theories of Bourdieu, Bauman, and Miller, reflect deeper social transformations and act as indicators of a society’s resilience during a crisis.

This allows us to anticipate that the comprehensive study of “risky” consumption practices in a frontline city, as proposed here, will not only provide valuable data for specialized sociological disciplines but will also open opportunities for broad conclusions about the dynamics of lifestyle stylization as a reflection of major social changes. The testing of the hypothesis about the dominance of a compensatory model in the “risky” consumer stylization of life in a “war society” will be the focus of further articles on this topic.

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## COUNTERING CYBER THREATS IN THE CONTEXT OF DIGITAL EDUCATIONAL TECHNOLOGIES IN THE HIGHER EDUCATION SYSTEM OF UKRAINE

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### Summary

The article is dedicated to analyzing the implementation of distance learning in higher education institutions in Ukraine, as well as the challenges and prospects associated with this process. It discusses the main distance learning platforms used in Ukrainian higher education institutions such as Moodle, Google Classroom, Microsoft Teams, Coursera, EdX, Prometheus, and the National Distance Learning Platform. Each of these platforms has its own features and advantages, ensuring accessibility and flexibility in education for students and educators. In addition to the advantages of distance learning, the article also focuses on cybersecurity issues, which are becoming increasingly relevant with the growth of online education. The main cybersecurity threats are analyzed, including software vulnerabilities, personal data protection, network security, and the low level of user awareness. Approaches to managing innovations for protection against cybercrime and stimulating investments in cybersecurity are discussed, highlighting their effects on educational institutions, the country, and society. The article highlights ways to enhance cybersecurity in HEIs, including implementing modern security technologies, developing strict data access policies, and increasing cyber literacy among students and faculty. The legislative framework of Ukraine regulating data and information protection is also discussed, with particular attention to the laws «On Personal Data Protection» and «On Information Protection in Information and Telecommunication Systems,» as well as recent changes in copyright legislation emphasizing the protection of intellectual property in the digital environment. The article concludes that distance learning in Ukraine has great potential but requires improvements in cybersecurity and updates to legislation for the digital age. The implementation of cybersecurity measures and the modernization of the regulatory framework will help create a safe and effective learning environment.

**Key words:** distance education; digital educational platforms; professional development of teachers; cybersecurity measures.

DOI <https://doi.org/10.23856/6729>

## 1. Introduction

The educational process is a complex system consisting of a large number of disparate subsystems and generally lacking a clear formal definition. A systemic approach allows us to analyse the peculiarities of the functioning and development of the educational system, taking into account the key requirements of the state, society and citizens in both the short and long term.

Digital educational platforms play a key role in modern higher education, providing tools for distance learning, process management and interaction between students and teachers. The digitalisation of education in Ukraine meets modern challenges and trends, improving the quality and accessibility of education. The integration of technologies makes the process more flexible and personalised, which contributes to the competitiveness of Ukrainian universities in the global market.

Implementation of digital solutions requires a systematic approach: training of teachers, modernisation of infrastructure and updating of materials. Ukraine uses international and domestic platforms that support various formats: distance and blended learning, online courses, and virtual laboratories. These forms contribute to the flexibility and accessibility of education, although they require careful organisation and cybersecurity. The Law of Ukraine 'On Higher Education' defines distance learning as an individualised process using modern technologies and remote interaction (On Higher Education 2024).

It is worth noting that in recent years, higher education systems around the world, including Ukraine, have been significantly developed under the influence of digital technologies. The rapid development of information and communication technologies (ICTs), as well as recent global challenges such as the COVID-19 pandemic and subsequent martial law in Ukraine, have significantly accelerated the transition to distance learning. Under these conditions, educational institutions were forced to quickly adapt to the new realities by introducing various platforms for organising the distance learning process.

Ukrainian and foreign scholars are actively researching the topic of distance learning. The studies presented in this paper detail the use of modern technologies in vocational education and distance learning.

Ukrainian and foreign scientists are actively researching the topic of distance learning. The presented studies detail the use of modern technologies in vocational education and distance learning. In particular, Desamsetti H. (Desamsetti 2016) identifies the main problems of cloud computing technologies and ways to minimise their impact in the process of education. On the other hand, Reghunadhan R. (Reghunadhan 2022) analyses the historical stages of the development of the global cyber threat, as well as considers the problems and opportunities of cyber defence in the context of global development and deepening international relations. Tytarchuk M. V. (Tytarchuk 2020) compares distance learning in Ukraine and abroad, highlighting its flexibility, accessibility and individual approach. Dudnik V., Tukhtarova T., Kucher R. (Dudnik V., Tukhtarova T., Kucher R. 2020) analyse the peculiarities of organising distance learning under martial law, emphasising the priority of security. Fadziso T., Thaduri U. R., and Desamsetti H. studied aspects of cybersecurity, the main threats and directions of its counteraction in higher education institutions (Fadziso, Thaduri, & Desamsetti 2023). Nashynets-Naumova A., Buriachok V., Korshun N., Zhylytsov O., Skladannyi P., Kuzmenko L. (Nashynets-Naumova, Buriachok, Korshun, Zhylytsov, Skladannyi, & Kuzmenko 2020) analyse the issues of information and cybersecurity in higher education institutions, emphasising the importance of protecting information systems. Kuzmenko O., Kubálek Y., Bozhenko V., Kushneryov O., Vida I. in their works highlighted the main aspects and approaches to managing innovations

to protect against cybercrime in various sectors of economic and social life (Kuzmenko, Kubálek, Bozhenko, Kushneryov, & Vida 2021). Yang, A., Kwon, Y. J., and Lee, S. Y. T. investigated the impact of legislative norms in different countries towards effective cybersecurity information sharing (Yang, Kwon, & Lee 2020). Wessels M., Van den Brink P., Verburgh T., Cadet B., & Van Ruijven T. considered the main directions for understanding the incentives for investment in cybersecurity and the subsequent effects of such investment (Wessels, Van Den Brink, Verburgh, Cadet, & Van Ruijven 2021).

In general, the studies cover a wide range of issues related to distance and innovative learning, including the impact of technology on the educational process, problems and prospects for the development of distance education in Ukraine and abroad. At the same time, some aspects, such as the peculiarities of implementing distance learning and cyber threats in the context of digital learning technologies and cybersecurity of the distance higher education system, remain insufficiently disclosed and require further research.

This study aims to provide an analysis of the key platforms for distance higher education used in Ukraine, their functionalities, advantages and disadvantages. Particular attention is paid to the aspects of cybersecurity and learning management in distance learning and the development of a structured system for ensuring cybersecurity of students and teachers when working with distance learning platforms in Ukrainian universities.

## **2. Digital learning technologies as the future of the educational process and their forms**

Today, distance learning opens up many opportunities for students and teachers. It allows access to educational resources regardless of geographical location, provides flexibility in learning, promotes individualisation of the learning process and supports continuous professional development. For Ukraine, as well as for many other countries, these advantages are becoming especially important in the context of constant changes and challenges facing the higher education system. Today, there are many platforms for distance learning, each offering its own unique features and functionality. In Ukraine, as in other countries, educational institutions use different platforms, adapting them to their needs. Let's take a look at the most widely used platforms for distance learning in Ukrainian universities:

– Moodle is the most widely used platform for distance education in Ukrainian universities. It is used to create online courses, conduct tests and organise communication through forums and chats. The main advantage is that it is free, which makes it cost-effective for universities. Moodle can be easily adapted to the needs of institutions, supports various content formats, and is available on different devices and languages. In Ukraine, Moodle is actively used for distance learning, providing quality education even at a distance. It is a powerful and flexible tool that meets the modern requirements of the educational process (BeamStacks Blog).

– Google Classroom is a free web-based learning management platform from Google. It simplifies the creation, distribution and assessment of tasks, improves interaction between teachers and students, especially in distance learning. Key benefits include integration with Google Docs, Sheets, and Drive, a simple interface, and accessibility across devices. Although the platform is less functional than specialised systems such as Moodle and requires a Google account, it is actively used in Ukrainian universities to organise online classes and distribute learning materials (Google Sites). Google Classroom facilitates the learning process by providing convenient access to materials and assignments, as well as effective interaction between participants.



– The third distance learning platform is Microsoft Teams. This is a communication platform designed to organise collaboration, information exchange and interaction in the work environment. Its advantages include ease of use due to its intuitive interface and integration with other Microsoft services, such as Office 365. Users can create group chats, hold video conferences, share files, and work on joint projects in real time. In addition, Teams provides ample opportunities for organising workflows, such as task management and meeting scheduling (Raymond 2023). Microsoft Teams is widely used in higher education institutions in Ukraine, as this platform allows teachers and students to conduct the learning process remotely, share materials, conduct online lectures and seminars, and organise group projects. By integrating with other Microsoft services, such as OneDrive and SharePoint, Teams makes it easy to work with documents and collaborate on them.

– Coursera is one of the most popular online learning platforms founded in 2012 by Stanford University professors. It offers courses, specialisations and certificates from leading universities and companies, providing access to quality education from anywhere. The benefits include high quality content, interactive assignments, video lectures and forums. The platform covers a wide range of topics and allows you to obtain certificates that improve your professional level. Specialisations consist of several courses for in-depth study of specific areas. Coursera cooperates with institutions such as Stanford, Yale, Google, and IBM (Tamm 2023). The disadvantages are paid access to some courses and difficulty for beginners due to the wide range of functionality. Overall, Coursera is a convenient tool for learning at your own pace.

– EdX is a leading online learning platform founded in 2012 by MIT and Harvard that offers courses, certificates, MicroMasters programmes, and online degrees from the world's best universities. It provides access to quality education, regardless of where you live, and promotes professional development. EdX benefits include high-quality content, interactive assignments, forums, and the opportunity to earn a certificate that enhances your professional profile. MicroMasters programmes offer in-depth knowledge in a chosen field and can be counted as credits. The platform cooperates with leading universities such as MIT, Harvard, and Microsoft, guaranteeing high quality education (Review of Coursera, EdX, and Udacity: What's Good and What's Bad). The downside is the high cost of some courses, which can make it difficult for students to pay for them.

– Prometheus is a leading Ukrainian platform for massive open online courses, founded in 2014. It offers free courses from Ukrainian and international universities, experts and companies. The main advantage is the availability of quality education in Ukrainian for a wide audience. Course topics cover business, IT, medicine, law and other disciplines. Learning includes interactive assignments, video lectures, tests, and forums. Prometheus has disadvantages, such as a limited budget and a smaller selection of courses compared to Coursera or EdX (Prometheus). The platform's uniqueness lies in its emphasis on Ukrainian content and partnerships with local universities, which makes the programs relevant to Ukrainian students. The platform also supports civic initiatives by offering civic education courses.

– The National Distance Learning Platform is an initiative of the Ukrainian government to ensure access to quality education. Launched during the COVID-19 pandemic, it offers free resources and courses adapted to the national curriculum, with support for the Ukrainian language. The platform ensures accessibility regardless of place of residence or financial status and covers a wide range of disciplines, from school subjects to university programs. Interactive assignments, video lectures and tests contribute to effective learning. The disadvantages are less interactive content and technical problems compared to international platforms.

Thus, it is important to note that educational platforms play a key role in providing distance and blended learning and offer a large number of benefits. In particular, they enable access to learning material at any convenient time and from any place, facilitate individualised learning and effective communication between teachers and students, encourage independence in learning, and provide access to a wide range of learning resources and tools to improve the quality of education.

It should be emphasised that without the use of software, it is impossible to achieve the ultimate goal of informing the educational and research activities of higher education institutions. At the same time, each higher education institution uses software such as Microsoft Windows operating systems, Microsoft Office document editors, modular object-oriented dynamic learning environment Moodle and ESET anti-virus software in its educational and research activities. In practice, this software is used in different ways (Shapoval, Kotlyaria, Medvedieva, Lishafai, Barabash, & Oleksyuk 2021).

The role of software is to manage the hardware components of various equipment (devices) and to create, process, transmit, store and cyber-secure information (data) circulating in the information space of higher education institutions (Kavak, Padilla, Vernon-Bido, Diallo, Gore, & Shetty 2021). In addition, hardware and software are interdependent and complementary. When analysing software, the following main characteristics (indicators) of its impact on the cybersecurity of higher education institutions can be identified

- software installation (availability);
- adequacy of the software (relevance);
- software maintainability;
- software configuration (Gunduz, & Das 2020).

As in the case of hardware, the inconsistency of at least one of the characteristics of software impact on the cybersecurity of an HEI creates preconditions that reduce the cybersecurity of the HEI, i.e. create vulnerabilities in the information space (Guembe, Azeta, Misra, Osamor, Fernandez-Sanz, & Pospelova 2022).

The decomposition allows us to identify the main characteristics of the impact of external and internal factors on the cybersecurity of higher education institutions:

- 1) the impact of external factors on the cybersecurity of higher education institutions:
  - the implementation of various types of cyberattacks depends on the quality of development and production of hardware and software of the respective foreign manufacturer, i.e. the presence of vulnerabilities (intentional or unintentional);
  - in terms of the severity of the impact of external factors on the cybersecurity of higher education institutions, the most dangerous compared to other external factors are emergencies (natural disasters) (it is almost impossible to reduce the effectiveness of their impact) (Guembe, Azeta, Misra, Osamor, Fernandez-Sanz, & Pospelova 2022);
- 2) the impact of internal factors on the cybersecurity of higher education institutions:
  - In particular, the quality of a higher education institution's cybersecurity policy, topology (architecture) of the information space, hardware and software depends on the competence of its specialists. At the same time, the future cybersecurity policy of a higher education institution may also indirectly affect the training (education) of staff through the establishment of legislative requirements for the continuous formation and development of knowledge, skills and competencies in the field of cybersecurity;
  - Given the importance of the impact of internal factors on the cybersecurity of higher education institutions, staff training (education) is also of particular importance and should be systematic (without knowledge, it is impossible to solve all existing problems, especially the problem of ensuring cybersecurity in higher education institutions).

Thus, the analysis of external and internal factors is a prerequisite for understanding the current state of cybersecurity in higher education institutions and making appropriate management decisions to improve it (Hina, & Dominic 2020).

### 3. Cyberthreats and countermeasures

However, along with the benefits, distance learning brings a number of challenges. Key among them is the need to ensure cybersecurity, maintain the quality of education, manage online communications, and effectively use technology to create an interactive learning process. The problem of cybersecurity in Ukrainian universities, especially in distance learning systems, is relevant and urgent. Low user awareness creates significant risks to data and network security. Many students and teachers may not have sufficient knowledge of threats such as phishing attacks or the use of weak passwords. This leaves them vulnerable to cybercriminals. The use of platforms such as Moodle, Google Classroom, Microsoft Teams, Zoom, Coursera, EdX, Prometheus, the national distance learning platform, etc. requires a serious approach to data protection and privacy. Thus, it is important to choose the right platforms that can meet the needs of educational institutions and ensure safe and effective learning. The security of these platforms is critical, as they contain a large amount of personal data and learning materials. Attacks on these platforms can lead to disruption of the educational process, data leakage and financial losses.

Another problem is the vulnerability of e-learning platform software due to outdated versions and security flaws when used in Ukrainian universities. This can lead to attacks by intruders and leakage of confidential information. Insufficient updates of software systems and security flaws can be an easy target for hackers and intruders, threatening the confidentiality and integrity of data. Protecting users' personal data is also critical. A large amount of confidential information stored in e-learning systems can be subject to cyberattacks. Finally, insufficient network security can make it difficult to detect and prevent cyber threats.

Unfortunately, today, a large number of higher education institutions have limited resources to effectively protect their networks, which makes them vulnerable to cybercriminals. As already mentioned, this can lead to the leakage of confidential information and disruption of distance learning systems. We believe that in response to these threats, universities should improve their data protection systems and implement strict access policies. Malware protection is a key aspect of distance learning. Downloading malicious files can corrupt systems, steal data, or gain access to devices. Poor user awareness of cybersecurity issues, such as complex passwords or phishing detection, increases the risk of attack.

Distance learning platforms are also vulnerable to DDoS attacks, which can disrupt services, particularly during exams or thesis defence. Limited resources make it difficult to implement state-of-the-art security measures, increasing the risk of data breaches that could undermine the institution's credibility and violate the law.

The war in Ukraine, which began in 2022, has had a significant impact on higher education, making distance learning critical to ensure continuity. The hostilities forced educational institutions to urgently switch to an online format, accelerating digital transformation. Students and teachers, often displaced by the hostilities, used digital platforms as their primary way of learning, regardless of their location.

Increased risks of cyberattacks required enhanced cybersecurity, including the introduction of two-factor authentication, regular system updates, and user training. Securing communications, such as email and video, has become important to protect information and ensure

confidentiality. Adaptation of teaching materials to the new teaching environment took into account the technical and psychological challenges of students, although it also raised issues of copyright and plagiarism.

International organisations support Ukrainian institutions by providing access to platforms and resources, as well as offering exchange programmes. Raising cybersecurity awareness among teachers and students remains important to reduce vulnerability to threats.

#### **4. Conclusions and prospects for further research**

Thus, cybersecurity in the Ukrainian higher education system faces many challenges, from protecting personal data and educational materials to ensuring the security of communications and managing IT infrastructure. Despite the many challenges, Ukrainian educational institutions have managed to adapt to the new environment, continuing to provide quality education and support students in this difficult time. Ensuring effective cybersecurity in Ukrainian higher education institutions requires a comprehensive approach that includes user training, software enhancements, personal data protection, the development of strict security policies and strengthening network defences. The 2022 war in Ukraine has had a major impact on the higher education system, making distance learning a vital tool for ensuring the continuity of the educational process. Distance learning platforms such as Moodle, Google Classroom, and Microsoft Teams have played a key role in this transition by providing flexible, affordable, and secure solutions for students and teachers. Successfully overcoming these challenges requires a comprehensive approach that includes technical, organisational and educational measures.

In general, ensuring cybersecurity for distance learning platforms in Ukrainian universities is a complex task that requires constant monitoring, user education, and the implementation of modern security technologies. This is the only way to guarantee data security and the continuity of the educational process. Therefore, we believe it is necessary to develop a structured cybersecurity system for students and teachers when working with distance learning platforms in Ukrainian higher education institutions (HEIs) that would include several key components. This system should ensure reliable data protection, prevent unauthorised access, and guarantee the confidentiality and integrity of the educational process. We propose the following structure of methods to counter cyber threats in the Ukrainian higher education system:

1. Implementation of a clear cybersecurity policy that covers all aspects of distance learning, this policy should be mandatory for all participants in the educational process. This should include the establishment of clear rules for accessing learning resources, including the use of complex passwords and two-factor authentication;

2. Regular trainings and educational programmes to raise awareness of cybersecurity threats and ways to protect cybersecurity among participants in the educational process, such measures will help maintain an appropriate level of knowledge, skills and abilities to ensure cybersecurity of information and its importance for the educational process. In addition, it is important to create a culture of security among students and teachers through regular reminders and training activities;

3. Technical measures, which include the implementation of tools to protect information systems and data. This includes network security measures, encryption of data transmitted over the Internet, installation, maintenance and timely updates of anti-virus software on all devices, and regular updates of software and operating systems to close known vulnerabilities;

4. Develop organisational procedures to ensure compliance with cybersecurity policies. Here, it is important to pay attention to three components: incident management,

i.e. the creation of procedures for responding to cybersecurity incidents, including a data breach action plan, the implementation of monitoring systems to detect and analyse suspicious activity, as well as regular audits of security systems and evaluation of their effectiveness;

5. Ensuring that the educational process complies with legislation and regulations in the field of cybersecurity, as well as supplementing these documents with the specifics of cybersecurity in the educational environment;

We believe that the implementation of the proposed measures will ensure reliable protection of data and information systems in Ukrainian higher education institutions that use distance learning platforms for the educational process. Only the systematic implementation and support of these measures will help create a reliable and secure educational environment that can effectively withstand modern cyber threats. It is important to regularly review and update security policies and measures in line with new threats and technologies.

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## ACCELERATING THE LEARNING WITHIN THE UKRAINIAN ARMED FORCES (2014–2024): ADAPTING IN WAR

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### Summary

The article provides a military-historical analysis of the evolution of organisational learning within the Ukrainian Armed Forces throughout the Russo-Ukrainian War (2014–present). It investigates the key changes in lessons learning and strategies applied to accelerate its cycle across three phases: Adjustment (2014–2018), Modernization (2019–2022), and Transformation (2022–present). The research utilized a combination of general scientific approaches and the historical-systematic method. To measure the efficiency and pace of the lessons learned process its mean duration was used focusing on analysing, deciding, and sharing phases while excluding highly variable implementation timelines.

The findings indicate a significant improvement in the learning capability within the Ukrainian Armed Forces, demonstrated by a consistent reduction in the average duration of the learning cycle from nearly three months to approximately one month. Despite these advances, challenges persist, including the absence of a centralized Lessons Learned Portal, inconsistencies in analysis, and limited awareness of organisational learning among military personnel. Future research should aim to optimize further the lessons learned process to enhance the adaptability of the Ukrainian Armed Forces to counter ongoing Russian aggression.

**Key words:** organisational learning, adaptability, learning cycle, lessons learned process, information sharing, NATO, Russo-Ukrainian War.

DOI <https://doi.org/10.23856/6730>

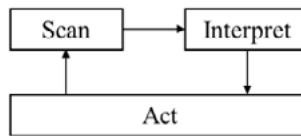
### 1. Introduction

Military organisational learning and the adaptability of armed forces are inherently interconnected, as the ability to respond effectively to evolving threats and operational environments based on the collective capability to learn from experiences and integrate new knowledge into practice. Notably during the wars adaptability «is, and has always been, an essential attribute of successful armed forces» (*Barno, D., Bensahel, N. 2020: 3*) and it is chiefly a result of effective military learning.

Organisational learning extends beyond understanding what went wrong and why, it necessitates establishing robust mechanisms to guarantee that essential, right lessons are energetically transformed into remedial actions aimed at reducing the risks of repeating mistakes and increasing the chances of achieving success and victory in the future (*Dyson, T. 2019; Leavitt 2011; NATO 2018; NATO 2022*). It is especially valuable in the complex and rapidly changing conditions of wartime, when operations experiences need to be expertly collected, analysed, implemented, and disseminated and not just rapidly, but as quickly as possible, faster than the adversaries (*NATO 2018: 4*). Thus, during the war organisational learning must be accelerated to keep pace with rapidly evolving challenges while still maintaining its high effectiveness.

One of the key central elements of successful learning is a properly organized lessons learned (LL) process «to learn efficiently from experience and to provide validated justifications for amending the existing way of doing things, to improve performance» (NATO 2022: 14). Different organisational learning theories and practices utilize diverse models and methodologies of applying the LL procedures. The simplest model of the ‘ever-repeating’ learning cycle (Fig. 1) includes three phases (Baird, L., Henderson, J., Watts, S. 1998; Davidson, J. 2010: 22–23):

- 1) Scan – capture and submit observation from action.
- 2) Interpret – manage the collected information, analyse it (identify main cause and recommended measures), and make decision.
- 3) Act – execute remedial actions and actively disseminate lesson learned.



**Fig. 1. Simple military learning cycle**

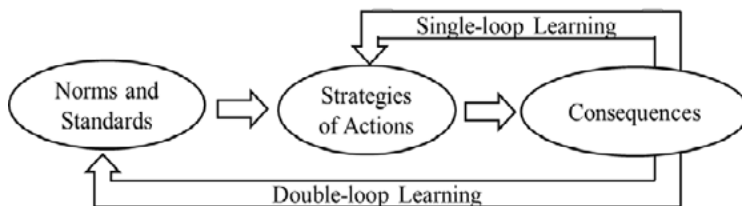
(Baird, L., Henderson, J., Watts, S. 1998; Davidson, J. 2010)

Similar to the above model, lessons learned process can be represented by the following three basic stages (NATO 2022: 10):

- 1) Identification – collect knowledge from experiences.
- 2) Action – take actions to change existing ways of doing things based on the analysis of obtained knowledge.
- 3) Institutionalization – share the change with the organisation.

As stated in some scientific studies (Argyris, C., Schön, D. 1996; Basten, D., Haamann, T. 2018; Hoffman, F. 2021) the learning can be focused on «strategies and assumptions» and/or «values and norms», and accordingly include (Fig. 2):

- 1) Single-loop learning – make changes in strategies of actions adjusting to organisational norms and primarily to solve short-term problems.
- 2) Double-loop learning – adapt the established norms and develop entirely new approaches and standards mainly employing cross-functional teams (CFT) with appropriate subject-matter experts.



**Fig. 2. Single-loop and Double-loop learning**

(Argyris, C., Schön, D. 1996: 22)

Depending on the models of organisational learning it can be divided into three distinct types each with corresponding LL processes (Lynch, J. 2019):



1) Method Optimization focuses on refining existing practices without challenging their broader validity, relies on a bottom-up process, and includes reviews and feedback mechanisms.

2) Method Selection evaluates whether the chosen approach is the most effective for achieving the objectives and involves iterative procedures with comparing techniques and measuring outcomes against defined goals to identify the best methods.

3) Goal Selection assesses the feasibility of objectives within the operational environment and demands subjective judgment, creativity, and leadership to reevaluate overarching goals in response to dynamic conditions.

The learning process can also be viewed as consisting of four successive dynamic components (Cohen, W., Levinthal, D. 1990; Dyson 2019):

1) Knowledge Acquisition – gathering and examining data from past experiences to extract potential lessons and best practices.

2) Knowledge Management – organizing, storing, and maintaining the collected information to make it accessible and usable for decision-making and future learning.

3) Knowledge Dissemination – sharing the acquired knowledge across relevant parts of the military organisation.

4) Knowledge Transformation – adapting the shared knowledge through remedial actions to improve organisational performance and align with evolving needs.

The first three elements form the ‘potential absorptive capacity’ and the last generates ‘realized absorptive capacity’ (Cohen, W., Levinthal, D. 1990; Dyson 2019).

The LL processes can incorporate different forms of informal, semi-formal, and formal learning practices that have been constantly evolving especially over the past 110 years. During the First World War, the German and British militaries began to use semi-formal LL procedures (Dyson, T. 2019). Since the mid-1980s learning has been presented by the widespread application of formal LL processes.

They mainly differ from semi-formal practices in that they are characterized by using structured methodologies, strict documented procedures, and formal reporting structures. Today NATO institutionalizes the LL procedure (Fig. 3) which is «a part of a formal approach to organisational learning that deliberately processes observed issues arising from an activity until either a lesson learned is reached, or the lesson is rejected/noted for various reasons» (NATO 2022: 17).

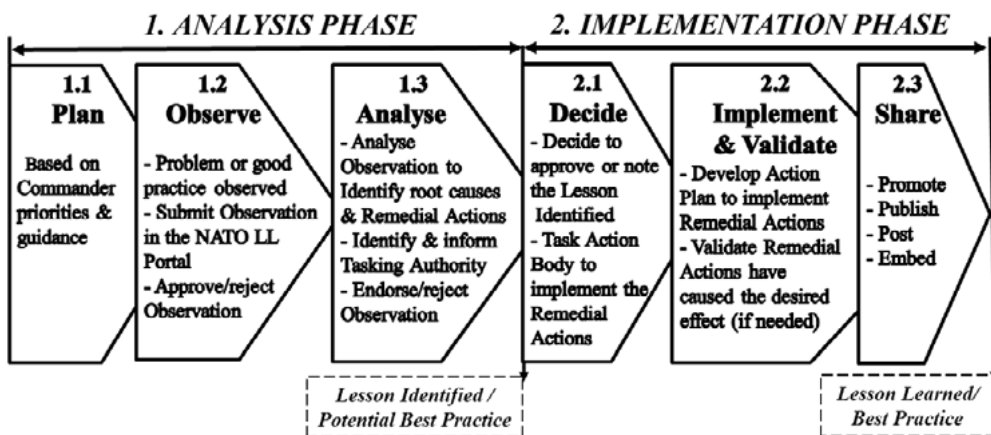
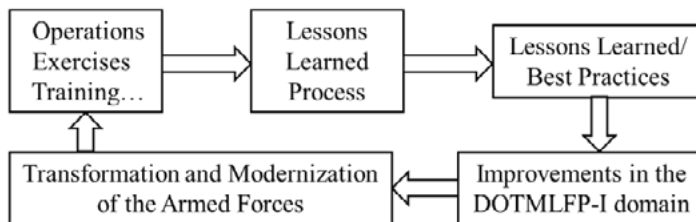


Fig. 3. The NATO Lessons Learned Process (NATO 2022: 18)

It comprises two phases (*NATO 2022: 18*): ‘Analysis’ (the main result – lesson identified or potential best practice) and ‘Implementation’ (the final product: lesson learned or best practice). Also, it consists of six consecutive steps: 1.1. Plan, 1.2. Observe, 1.3. Analyse, 2.1. Decide, 2.2. Implement and Validate, 2.3. Share. In fact, the LL process is not linear, as depicted in Fig. 2 (*NATO 2022: 22*). For example, auxiliary sub-cycles for this process should be recognized in case of insufficient information in the submitted observations or poor-quality LL analysis, etc.

Taking into account the key purpose of learning, its inputs (operations, exercises, training, experiments, and day-to-day staff work), and main outputs (lessons learned or best practices), we can consider the LL process as a part of the complete adapting cycle (Fig. 4). This full loop also includes refining the DOTMLFP-I elements (Doctrine, Organisation, Training, Learning, Materials, Leadership, Personnel, Facilities, and Interoperability) and executing corresponding reforms in the armed forces.



**Fig. 4. Model of complete adapting cycle**

The above models offer a generalized framework for interpreting various approaches to the learning cycle, the right organisation of which plays a crucial role in ensuring the fast and effective adaptation of military forces. The decade-long war launched by Russia against Ukraine in 2014, continuing to this day, has profoundly underscored the importance of accelerating the LL process within the Ukrainian Armed Forces (UAF) to enhance their capability in countering Russian aggression. In this context, three principal research questions emerge:

- 1) What forms and models of the LL processes were implemented in the UAF in wartime?
- 2) How was the acceleration of the LL processes within the UAF practically achieved during this period?
- 3) What else needs to be done to increase the pace of the learning cycle and reach the standards of the world’s leading countries?

This topic remains insufficiently explored within the scientific community, necessitating a comprehensive and detailed study. Accordingly, **the article aims** to examine the key transformations in military learning within the Ukrainian Armed Forces during the Russo-Ukrainian War (2014–present), analyse the strategies employed to accelerate the lessons learned process and enhance the adaptability of Ukrainian troops to deter Russian aggression.

The research was grounded in principles such as historicism, systematicity, contextualization, abstraction, and objectivity. A variety of general scientific approaches were applied including analysis, synthesis, induction, and deduction, alongside specialized methods such as the historical-systematic approach. The last proved particularly useful in structured studying the LL processes within the UAF during wartime, highlighting how they were implemented and adapted in the UAF.

To evaluate the pace of the LL process and the degree of its acceleration, the average duration of the learning cycle (ADLC) was utilized. This metric represented the meantime measured from the bottom-up submission of observations to the delivery of lessons identified and potential best practices to the relevant stakeholders. The ADLC captured the time required to complete the following LL procedures (Fig. 3):

1.3. Analyse: analysing observations to identify root causes and necessary remedial actions, identifying the tasking authority, and endorsing or rejecting observations.

2.1. Decide: making decisions to approve or note the lesson learned/best practice and tasking an action body to implement remedial actions.

2.3. Share: promoting, publishing, posting, and embedding the LL information.

At the same time, the following assumptions were made:

1) Phase 2.2 (Implement and Validate) was excluded from consideration due to its highly variable duration, which depends on the specific nature of remedial actions and the availability of necessary resources.

2) Sharing of the proper LL information is an ongoing activity that can occur at every phase of the LL process, not solely as the concluding step (*NATO 2022: 22*). In the UAF, analysed and generalized information about operations (combat) experiences, including lessons identified and potential best practices, was consistently disseminated in the LL bulletins.

3) The dataset used to calculate the ADLC was based on records accumulated at the National Army Academy from 2015 to the present, along with documents from 2016 to 2020 provided by the LL cell of the Ukrainian Army Command (*MSR 2020*). The obtained data featured a symmetric distribution and minimal outliers, ensuring appropriate representativeness across the entire UAF, as the Army is their largest component. Additionally, the distribution of reporting times was relatively consistent, except for urgent reports from military units, which had the highest priority in analysis, implementation, and dissemination.

## 2. Accelerating the learning within the Ukrainian Armed Forces (2014–2024)

In 1991 the UAF inherited not only a large number of troops and weaponry from the Soviet Armed Forces but also the Soviet organisational approaches to learn and implement the obtained experiences. Throughout the ‘peacetime’ period (1991–2014) preceding the onset of the Russo-Ukrainian War, the UAF experienced stagnation and a noticeable decline in military learning. Russia’s annexation of Crimea, its armed aggression in eastern Ukraine in 2014, and the large-scale invasion of Ukraine in February 2022 served as powerful catalysts for reforming and accelerating the UAF learning processes. These developments can be categorized into three distinct periods:

1. Adjustment (2014–2018): Focused on initial reforms in military learning to adapt to the immediate challenges posed by the conflict.

2. Modernization (2019–2022): Emphasized implementing formal LL process and incorporating modern learning methodologies.

3. Transformation (2022–present): Marked by comprehensive restructuring to address the demands of large-scale warfare.

### 2.1. Adjustment of Learning Cycle (2014–2018)

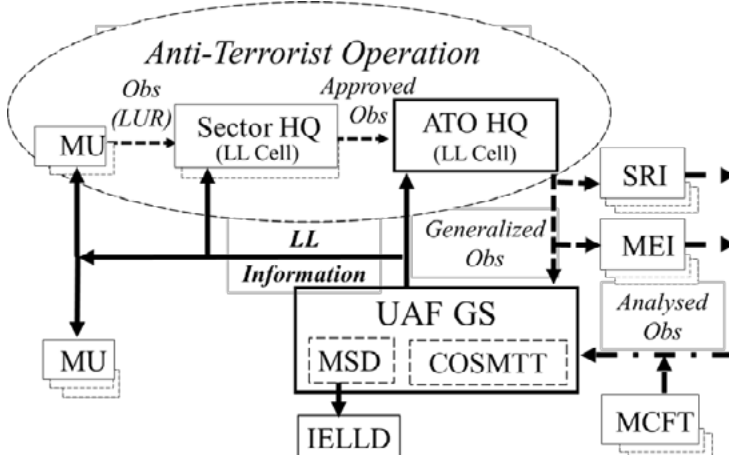
The first key reforms in organisational learning were initiated in August 2014. Temporary LL Standard Operating Procedures (SOP 2014) were implemented to enhance the semi-formal LL process within the Anti-Terrorist Operation (ATO: April 13, 2014 – April 30, 2018) and the

first LL cell, comprising 2-3 LL staff officers (LLSO), was established in the ATO Headquarters (HQ). In June 2015, the LL cells were formed in the HQs of ATO sectors (*MSR 2020*). The LL points of contact (LLPOC) have almost not been appointed in military units (MU) until 2019.

Starting from October 2014, each military unit (MU) participating in the Anti-Terrorist Operation (ATO) was required (*MSR 2020*):

- 1) To maintain a register of combat experience, where any servicemember could freely record their observations. The obtained data had to be subsequently analysed and reported to the commander every week.
- 2) To submit periodic (daily and monthly) reports through the command chain regarding observations (Obs) captured during the ATO, following the formalized List of Urgent Reports (LUR) approved by the UAF General Staff (GS).

In January 2015 the UAF scientific and research institutions (SRI) and military educational institutions (MEI) were tasked with producing monthly LL bulletins analysing critical operation experiences (*MSR 2020*). These bulletins were then sent to the Centre for Operational Standards and Methods of Training Troops (COSMTT) for further processing. Additionally, due to the low level of observation assurance and poor quality of LL analysis, mobile cross-functional teams (MCFT) were introduced in November 2014. Reports generated by these teams were also submitted through the command chain and forwarded to the COSMTT (*MSR 2020*). Besides, the Interactive Electronic LL Database (IELLD) was launched on 31 October 2017 within the secure network. Military-scientific department (MSD) at the UAF GF was assigned to upload LL data to the IELLD. It is worth noting that the MSD and COSMTT primarily functioned as informational hubs and lacked the authority to coordinate the LL process within the UAF. Based on the analysis of all collected LL information, the UAF GF made decisions regarding its dissemination (primarily lessons learned and best practices) and the implementation of acquired knowledge. A schematic representation of the learning cycle established in the UAF by early 2018 is depicted in Fig. 5.



**Fig. 5. Schematic representation of the UAF learning cycle (April 2018)**

As a result of the reforms, the ‘potential absorptive capacity’ was enhanced primarily by improving the ability to acquire knowledge during the ‘Analysis’ stage while the ‘realized absorptive capacity’ remained low (*Dyson, T. & Pashchuk, Y. 2022: 152*). Another indicator

of the low effectiveness of organisational learning within the UAF from 2014 to 2019 was the relatively high ADLC value of 86.7 days, nearly three months (*MSR 2020*). The following key causes for the ‘slow’ LL process can be highlighted:

- 1) The use of complicated learning structures involving long chains of information transfer.
- 2) The dissemination of information about experiences was primarily carried out through printed and electronic periodicals as well as urgent LL bulletins.
- 3) Complex and poorly defined formats of reporting documents for submitting observations, as well as inefficient data collection and reporting structures.
- 4) Unsatisfactory classification and archiving of the LL information. The outdated IELLD lacked functionalities for submitting observations and their automated processing and tracking. It failed to provide the right users with reliable and quick access to needed LL information.
- 5) Low LL awareness of all UAF personnel and inadequate leadership engagement in the learning process.

## 2.2. Modernization of Learning Cycle (2019–2022)

Five years of enduring Russian aggression (2014–2018) has revealed an urgent need for cardinal improving the UAF LL capability. The corresponding LL Roadmap was developed in November 2018 and included four dominant aspects (*Plan 2018: 1–4*):

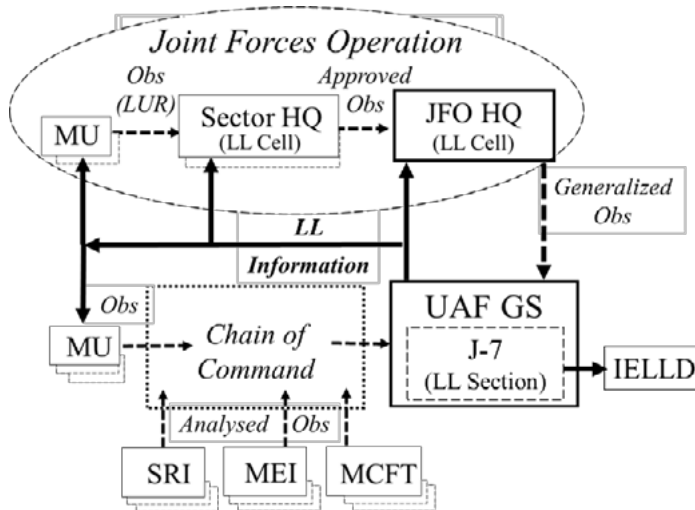
- 1) Forming a three-tier LL structure, which comprised LLSOs and LLPOCs at all organisational levels, along with an LL section in the J-7 (UAF GS) serving as the primary coordinator of the learning process (by December 30, 2019).
- 2) Implementing NATO formal LL process (by December 30, 2019).
- 3) Establishing national LL courses (by December 30, 2019).
- 4) Creating LL Portal (by June 30, 2021).

The expansion of the LL structure was completed promptly. However, the second and third objectives faced significant delays, and the launch of the LL Portal remains incomplete to this day. The adoption of the LL guidelines (*Doctrine 2020, SOP 2020*) in July 2020 marked the final transition from a semi-formal to a fully formalized approach to organisational learning, not only within the Joint Forces Operation (JFO: April 30, 2018 – February 24, 2022) but across all UAF branches. In 2021, two national LL courses were conducted with the graduation of 19 LLSOs and 20 LLPOCs.

As a result of the reforms implemented between 2019 and 2022, the learning process was significantly improved (Fig. 6), and the UAF’s LL capability was substantially enhanced. This progress is particularly evident in the reduction of the ADLC to 63.4 days, about two months.

The primary factors contributing to these advancements include:

- 1) The Electronic Document Management System, introduced in mid-2018, became fully operational, significantly improving the efficiency of managing and sharing LL documents across the UAF (*Pashchuk Y., Pashkovskiy V. 2023*).
- 2) The launch of the formal LL process across the entire UAF (not only in the JFO) in mid-2020, incorporating a simple and clear ODCR (Observation, Discussion, Conclusion, and Recommendation) format (*Doctrine 2020: 29*).
- 3) The establishment of a centralized LL structure with a LL section in the UAF GS becoming the primary coordinating centre of organisational learning.
- 4) An increase in the number and tasks of MCFTs, staffed with personnel greatly experienced in gathering observations and conducting high-quality analysis.



**Fig. 6. Schematic representation of the UAF learning cycle (January 2022)**

However, there remained a low level of LL awareness among UAF personnel. Specifically, according to a survey conducted in 2020 and 2021, only 18.9% of respondents, primarily officers, and UAF employees directly involved in the LL process demonstrated a right understanding the organisational learning (Dyson T., Pashchuk Y. 2022). The growth in the speed of the learning cycle was also hindered by the absence of an LL Portal and the extremely low efficiency of the IELLD. In this context, it is important to note that the LL Portal Infrastructure Development Program (*Doctrine 2020: 19-21*) was flawed. For example, the planned creation of separate LL databases across various UAF commands, as well as in SRIs and MEIs with differing information exchange complicated the further integration of these resources and their management. Additionally, the issue of simplifying LL reporting documentation and aligning it with NATO requirements remained unresolved (*NRU 2020: 10*).

### 2.3. Transformation of Learning Cycle (2022–present)

In February 2022, at the onset of the full-scale Russo-Ukrainian War, the UAF learning capability was challenged by a significant increase in the number of submitted observations and LL information due to expanded operations. By April 2022, three operational-strategic groupings (OSGs), comprising nine operational-tactical groups (OTGs) and additional Territorial Defence Forces, were actively countering Russian aggression, compared to just two OTGs involved in the JFO in January 2022 (Pashchuk Y., Pashkovskiy V. 2023). However, a lack of LL experts and the de-prioritization of the LL process due to initial wartime uncertainties posed considerable challenges.

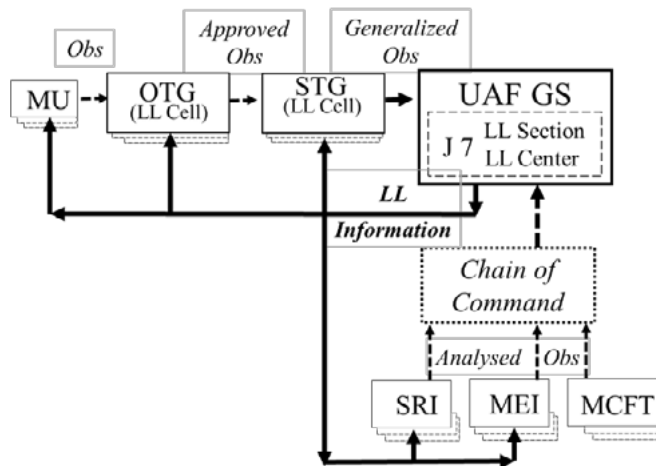
To address these issues, the UAF GS strengthened the LL structure at the strategic level by establishing an ad hoc LL Centre in March 2022 alongside the existing LL Section in the J-7 Department. By spring 2023, further transformations in organisational learning were implemented (Pashchuk Y., Pashkovskiy V. 2023: 28-31), which included:

1) Expansion of the LL structure. A unified representation of LL bodies was established at all levels, mandating the appointment of both LLSOs and LLPOCs across all UAF organisations.

3) Reform of MCFTs operation. Their number and scope of tasks were increased, enhancing the overall efficiency and pace of the learning cycle, particularly during the ‘Analysis’ stage.

4) Streamlining the LL process. Key inefficiencies in the learning cycle were identified, and strict timeframes were established for the processing of ‘bottom-up’ LL data and dissemination of ‘top-down’ LL information. In addition, military units were allowed to submit critical observations directly to J-7.

These reforms significantly reduced the ADLC, which dropped to 35.8 days by 2023, reflecting a marked improvement in the effectiveness of the learning cycle within the UAF (Fig. 7).



**Fig. 7. Schematic representation of the UAF learning cycle (December 2024)**

Despite significant progress in accelerating the LL process, outcomes still fall short of the standards achieved by leading militaries worldwide and in NATO joint multinational operations. The key issues include:

1) Lack of the LL Portal. The centralized LL Portal has not yet been established. The Portal is essential for the instant dissemination of captured observations, monitoring progress through the learning cycle, and imperative sharing key lessons and best practices. It would also enable authorized users to access LL information reliably and efficiently, significantly enhancing the overall learning capability.

2) Insufficient classification and archiving of LL Information. A significant portion of disseminated LL information remains unclassified and inadequately archived (*Dyson T., Pashchuk Y. 2022*). Especially, critical lessons from the ongoing Russo-Ukrainian War must be categorized appropriately, as their uncontrolled sharing in open networks risks compromising operations and exposing strengths and vulnerabilities to the enemy.

3) Poor LL analysis. The quality of observations analysis remains inconsistent, delaying the effective learning cycle and often necessitating further investigation. This issue arises partly from unfilled vacancies in LL bodies and insufficient LL training for appointed personnel. Additionally, LLSOs and LLPOCs frequently face distractions from their primary LL responsibilities, further undermining the efficiency of the learning process.

4) Low awareness of organisational learning. Even though from mid-2021 to date, more than 400 officers have been trained in the LL courses (stationary, mobile, and online), a critical challenge is the lack of widespread mutual understanding of the LL process within the UAF. Military education institutions have not yet introduced LL programs for cadets. Regular LL courses, offered in various formats, should target not only LL personnel but also the military leadership.

Addressing these issues is vital for intensifying the LL process, improving learning capability within the UAF, and achieving alignment with NATO standards.

### 3. Conclusions

Accelerated military learning ensures that forces can evolve their strategies, tactics, and decision-making processes, and modernize armaments, doctrine, and organisational structures at a pace that matches or exceeds the speed of the adversary's adaptations. The study highlights the pivotal transformation of learning within the UAF over the Russo-Ukrainian War. It indicates a marked acceleration of the LL process, evolving through three distinct phases: Adjustment (2014–2018), Modernization (2019–2022), and Transformation (2022–present). The improvements have significantly enhanced the UAF's adaptability and operational efficiency in countering Russian aggression.

The average duration of the learning cycle decreased from nearly three months to approximately one month, reflecting substantial progress in organisational learning. Key achievements include the transition to the formal NATO LL process, the establishment of a centralized LL structure, the introduction of national LL training courses, and the upgrading of observation data collection, analysis, and sharing mechanisms. These efforts have improved the learning capability to rapidly identify, process, and disseminate lessons and best practices across the UAF.

Despite these advancements, several challenges persist. The absence of a centralized LL Portal, inadequate classification and archiving of LL information, poor quality of lessons analysis, and low awareness of organisational learning within the UAF personnel hinder the realization of the best LL practices. Addressing these gaps is crucial for enhancing the speed, reliability, and impact of military learning within the UAF. The research stresses the importance of continuous modernization of lessons learned frameworks to strengthen Ukraine's defence capability.

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## PARLIAMENTARISM IN A DEMOCRACY. INTERNATIONAL EXPERIENCE

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### Summary

The article analyses parliamentarism as a key element of a democratic political system. The article examines its historical development, starting from ancient times, through the formation of parliamentary traditions in the UK, France, and other European countries, and to modern models of parliamentarism in the world. Particular attention is paid to the functioning of parliaments in different political systems, such as parliamentary republics, parliamentary-presidential models, and mixed forms of government. The paper examines the global experience that allows us to assess the effectiveness of parliamentary institutions in different cultural, social, and economic conditions. The article focuses on the current challenges facing parliamentarism, such as the rise of populism, distrust of political institutions, the impact of digital technologies and global issues, including climate change and pandemics. The authors analyze the causes of these challenges and suggest ways to overcome them. It is determined that the success of parliamentarism depends on the ability to adapt to new realities while preserving democratic principles, as well as on strengthening international cooperation and improving parliamentary oversight mechanisms.

**Key words:** democracy, globalisation, international cooperation, parliamentary systems, political stability, populism, public trust, digital technologies.

DOI <https://doi.org/10.23856/6731>

### 1. Introduction

Parliamentarism in a democracy is one of the key topics of modern political science, which is becoming especially important in the context of global changes and challenges. The system of parliamentary governance ensures effective interaction between state bodies, the people, and the government, which is the basis for the stability of democratic processes. The topic of parliamentarism in a democracy is not only theoretical but also practical, as the issues of the effectiveness of parliamentary institutions, mechanisms for ensuring the rights and freedoms of citizens, and the fight against corruption remain relevant in many countries.

Today, when most countries have chosen the democratic path of development, the issue of the effectiveness of parliamentary representation is becoming even more relevant. Studying the global experience in this area allows not only to compare different models of parliamentarism,

but also to understand which mechanisms work most effectively, taking into account the cultural, social and economic conditions of different countries. In this regard, the consideration of the topic of parliamentarism is necessary for a deeper understanding of modern political processes and the search for ways to improve them.

At different historical stages, the issues of parliamentary functioning and parliamentarism have attracted the attention of such prominent thinkers as J. Locke, S. Montesquieu, J.-J. Rousseau, J. Madison, T. Jefferson and others. Modern researchers, including constitutionalists, comparative lawyers, political scientists and sociologists, are also actively studying these issues. However, to date, scientific developments related to current trends in the development of parliamentarism and constitutionalism, in particular in the context of digital changes, remain underdeveloped. Certain aspects of this topic are covered by such scholars as S. McLean, D. Siqueira, B. Van Wesel, M. Kostytskyi, A. Krusian, N. Kaminska, M. Baimuratov, N. Bocharova, J. de Gregorio, E. Lvova, N. Omelchenko, S. Chukut, V. Shapoval and others.

## 2. The origins and evolution of parliamentarism

Parliamentarism, as a form of organisation of state power, has deep historical roots that date back to ancient times. One of the first examples of parliamentary practice was the Athenian democracy of the fifth century BC, where the people's assembly, or 'ekklesia,' was the main body of state governance. However, although at that time, parliamentary practice had not yet been formed in its modern form, the principles of representation and collegiality laid the foundations for the further development of this institution. In Athens, every citizen could participate in political processes, which gave rise to the ideas of democracy and participation in decision-making.

The real heyday of parliamentarism came after Great Britain, where in the 17th century, parliament became the main body that limited monarchical power and played a key role in shaping a democratic political system. The English Revolution of 1642-1651 and subsequent political reforms led to a constitutional monarchy, in which the parliament gained real levers of control over the government. An essential step in this process was the Bill of Rights of 1689, which enshrined the principles of parliamentarism in British law and became an essential part of the European democratic tradition.

In the 18th century, after the French Revolution, parliamentarism received a new impetus for development. France, like Great Britain, introduced parliamentary principles into the basis of its political system, although with some differences. In France, after the fall of the monarchy, a legislative body was created, which became the basis for the formation of a republican model of government. Thus, the concept of parliamentarism began to be implemented not only in monarchies but also in republican forms of government, which contributed to the spread of the idea of democracy throughout Europe.

As V. Kreidenko rightly notes, in the XX century, parliamentarism became global, becoming an essential element of the political systems of many countries. The transition to parliamentary and parliamentary-presidential forms of government in several countries allowed for an optimised distribution of powers between the legislative, executive and judicial authorities. This has contributed to ensuring effective control over the activities of governments, as well as the development of public policy based on democratic principles and procedures. The parliamentary systems that emerged as a result of significant political changes have become the basis for the establishment of stable democracies, in particular through the principle of election

and accountability, which guarantees popular representation and control over the authorities (*Kreidenko, 2024: 59*).

The period after the First World War (1914-1918) gave a special impetus to the development of parliamentarism. The emergence of new nation-states formed after the collapse of major empires, such as the Austro-Hungarian, Ottoman, and German, contributed to the introduction of parliamentary forms of government as instruments of stabilization and political governance in the context of social transformations and post-war chaos (*Hoshovska, 2019*).

After the Second World War (1939-1945), parliamentarism gained a new impetus, especially in the context of global democratisation and the process of decolonisation. Many countries that had previously been colonies of European powers gained independence and, in particular, introduced parliamentary or parliamentary-presidential systems. An illustrative example is India, which became a parliamentary republic in 1947, as well as numerous African and Asian countries that were formed after the collapse of the colonial empires of Great Britain, France, and others.

It can be noted that modern models of parliamentarism retain the basic principles that were laid down in history, but are adapted to new realities. In the European Union, for example, mixed models are used, where parliaments simultaneously elect governments and oversee their activities, which allows for more efficient governance. In addition, an important aspect is the role of parliaments in ensuring the rights and freedoms of citizens, which is critical for the functioning of democratic states in the 21st century.

### 3. Analysis of the world experience of parliamentarism

Modern parliamentarism refers to a system of government in which the executive derives its legitimacy and authority from the legislature, commonly known as the parliament. This structure has evolved over the centuries, with different countries adopting different models based on their unique political, historical and cultural contexts. Despite these differences, modern parliamentary systems share common principles, such as the separation of powers in decision-making and the accountability of the executive to the legislature.

According to O. Bodnar: 'The institution of parliamentarism in the political system of a given society can be defined through the status and powers of the parliament as the highest representative and legislative body' (*Bodnar, 2018: 35*).

The United Kingdom is a classic example of parliamentarism. The supremacy of parliament in the English system of separation of powers is manifested in the following aspects

- precedence of legislation;
- the right to approve the state budget and set taxes;
- collective responsibility of the government to the parliament;
- the right to approve judges;
- lack of competition from other authorities.

It should be noted that the Westminster system is characterized by the merger of the executive and legislative branches of government, with the prime minister being both the head of the executive and a member of the legislature. This system emphasizes accountability through mechanisms such as parliamentary questions, debates, and votes of no confidence, such as the 1979 vote that brought down the Labour government and brought Margaret Thatcher to power.

In addition, the model of a parliamentary republic is implemented in countries such as Germany and India. These systems have a similar structure, where the head of state is usually the president, and the head of government is the prime minister, who is the leader of the largest party or coalition in the legislature.

The German Bundestag, with 736 members as of the 2021 federal elections, elects a chancellor who has executive power and is accountable to parliament. Germany's system is based on proportional representation, which ensures a more diverse representation of political parties. For example, in the 2021 elections, the Green Party received significant support, making it a key player in coalition negotiations.

In contrast, India's parliamentary system exists in a federal structure, with the Lok Sabha (People's House) consisting of 545 elected members. The largest party or coalition elects the prime minister, who heads the government. India's parliamentary system allows for dynamic governance, but can also lead to instability, especially in coalition governments where the prime minister must balance the demands of several political parties.

It should be noted that the Scandinavian model, which is practiced in countries such as Sweden, Denmark, and Norway, is another type of parliamentary democracy that is distinguished by a system of proportional representation. For example, Sweden uses a mixed-member proportional representation system with 349 seats in the Riksdag, the Swedish parliament. The prime minister is usually the leader of the party or coalition that holds the majority of seats, although coalition governments are the norm. The Swedish system, like that of other Scandinavian countries, is known for its high level of political participation, with voter turnout consistently exceeding 80% in recent elections.

We emphasise that these countries emphasise coalition governments, where the prime minister and cabinet ministers must negotiate and cooperate with smaller parties to form a stable government. For example, the Social Democrats in Sweden have often worked with the Green Party to form a governing coalition. However, the system is not without its problems. Sweden's 2018 general election resulted in a fragmented parliament with no clear majority, which delayed government formation and highlighted the potential instability of coalition politics in parliamentary systems (*Ihalainen etc., 2018*).

It is worth noting that the mixed model of parliamentarism, which can be found in countries such as Poland or Italy, combines the characteristics of both parliamentary and presidential systems. In such countries, the president is elected either in direct elections or in parliament, but his or her powers are limited compared to classical presidential republics such as the United States. At the same time, the government is formed by the parliament and is responsible for it. In such systems, the ability of presidents and prime ministers to effectively cooperate and coordinate their activities is important to ensure stability and balance between the branches of government.

For example, in Poland, which has a mixed model, the president has the power to veto legislation, but this veto can be overridden by parliament. At the same time, the president also has significant powers in the areas of foreign policy and defence. In turn, the Prime Minister of Poland, as the head of government, is appointed by the president, but the prime minister's powers are significantly limited by parliamentary control over government activities. The Polish model in particular demonstrates how different forms of government can be effectively combined to ensure both political stability and mechanisms of control over the executive branch.

In our view, the role of the legislature in holding the executive to account is a key feature of modern parliamentarism, and it manifests itself in a variety of ways, including motions of no confidence, parliamentary inquiries and budget approval. In the United Kingdom, for example, the government's annual budget must be approved by parliament, and the Chancellor of the Exchequer sets fiscal policy. If the government loses a vote on the budget or other key legislation, it can trigger a general election. In Germany, the Bundestag has the power to vote on the federal budget, and a vote of no confidence can force the Chancellor to resign, as happened in 1972 when Willy Brandt resigned.

Global experience shows that an important aspect of modern parliamentarism is the growing participation of political parties outside the traditional system, such as populist and non-institutional movements. The rise of populism in Europe, for example, has contributed to the fracturing of traditional party systems. In Hungary, the rise of the Fidesz party and its leader, Viktor Orban, has led to significant changes in the political landscape.

Likewise, in Italy, the populist Five Star Movement gained significant support in the 2018 elections, leading to its eventual coalition with the far-right Lega party. These changes have made it more difficult to form stable governments and have challenged traditional parliamentary accountability mechanisms, as populist parties often seek direct mandates from the people, bypassing traditional legislative channels.

However, it is important to understand that each of these models of parliamentarism has its advantages and disadvantages. Parliamentary systems typically ensure close interaction between the legislative and executive branches of government but can be less stable due to frequent changes in government. Parliamentary-presidential systems allow for stability through a strong president but can lead to conflicts between the president and the parliament. Mixed models allow for a combination of different forms of government to strike a balance but can be difficult to manage because of the need for close cooperation between the president and parliament.

#### **4. Current challenges to parliamentarism in a modern democracy**

The peculiarity of the present is that current challenges to parliamentarism in a modern democracy arise against the backdrop of dynamic changes in political, economic and social processes, as well as as a result of globalisation trends. Modern parliamentarism faces various problems that call into question the effectiveness of its functioning in democratic countries. One of the main challenges is the growing distrust of political institutions, including parliaments, among citizens. According to Transparency International's research, the level of trust in parliaments in many countries is constantly decreasing, which is explained by significant political polarisation and scandals related to corruption or mismanagement.

Another important challenge is the threat of the rise of populism, which has become a political factor in social life in many countries. By focusing on simple solutions to complex problems, populist movements often undermine the credibility of traditional parliamentary institutions. Over the past decades, populist parties in Europe and North America, such as Alternative for Germany or the United Kingdom Independence Party (UKIP), have been actively criticizing parliamentary systems, proposing instead 'direct democracy' or other forms of governance that may well weaken parliamentary powers.

Instead, another significant challenge is the technological revolution and the impact of digital technologies on the political process, as noted by E. Zaiets in his article (*Zaiets, 2024*). The Internet and social media have become important tools for citizen mobilisation and political campaigns, but they also pose new risks to parliamentarism.

Disinformation, fake news and manipulation of public opinion have become a reality of modern political processes. As the 2016 US election and the Brexit referendum in the UK have shown, digital platforms can have a significant impact on election results, and this calls into question the ability of parliaments to reflect the will of the electorate based on accurate and fair information.

Speaking about current challenges, we cannot ignore the conclusions of T. Franz-Jakovec, who in his article noted that one of the most significant paradoxes of modern parliamentarism is the contradictory attitude of citizens to the bodies of popular representation that

they elect through general elections. On the one hand, parliaments and their representatives are formed by the people, but on the other hand, these bodies often face the lowest level of trust among other political institutions. Although parliaments are elected by popular vote, they may lose a significant share of popular support over time (*Frantsuz-Yakovets, 2018: 12*).

One of the reasons for the low efficiency of parliaments is also the problem of political fragmentation. In countries where there is no stable political majority, the formation of governments can take a long time, making it difficult to pass important legislative initiatives. This is the case in many European countries, where the growing number of political parties in parliament leads to difficult coalition negotiations. For example, the Netherlands and Belgium have repeatedly experienced long periods without governments, which has had a negative impact on political stability and social development.

In addition to a number of other pressing issues, we also highlight the problem of global climate change, which naturally and rightly poses new challenges to parliamentarism, requiring prompt and effective solutions. However, in the context of political disputes and national interests, legislative bodies are often unable to respond effectively to these threats.

For example, the issue of climate change remains a subject of ongoing debate in many countries. In the United States, despite scientific evidence confirming the dangers of climate change, political disputes between the Democratic and Republican parties often lead to the blocking of important legislative initiatives (*Ganghof, 2021*).

At the same time, another important problem is the lack of global coordination to overcome pandemics, as was the case during COVID-19. In the early stages of the pandemic, the legislatures of many countries were unprepared for such crisis situations. For example, in Italy and Spain, which were among the first epicenters of the outbreak, legislatures failed to quickly introduce measures to help fight the virus. This resulted in significant human and economic losses and showed how unprepared parliamentary systems are to deal with global crises without international cooperation and coordinated action.

To summarise, the challenges for parliamentarism in modern democracies are multi-faceted and require adaptation to the changing realities of the globalised world. The answer to these challenges depends on the ability of parliaments to reform and adapt to new political conditions, while maintaining the basic principles of democratic governance.

## 5. Conclusions

We believe that parliamentarism is a key element of a democratic political system that provides mechanisms for people's representation and control over government activities. An analysis of international experience shows that parliamentarism can have different modifications, depending on the political traditions, historical conditions and socio-economic realities of each country. The success of parliamentary systems often depends on the ability of parliamentarians to maintain effective interaction between the legislative, executive and judicial branches of government, as well as on the level of public trust in these institutions. However, despite the achievements in the development of parliamentary systems, there are serious challenges related to globalisation, political polarisation and problems of effective international cooperation.

While parliamentarism continues to be an important element of the democratic governance model, current challenges such as climate change, pandemics and global geopolitical processes are challenging its ability to respond quickly and effectively to these threats. Political instability, lack of coordination between parliaments of different countries, and internal political

controversies can lead to delays in making necessary decisions. Therefore, for the further development of parliamentarism in a modern democracy, it is necessary to strengthen international cooperation, improve parliamentary oversight mechanisms and ensure greater transparency and accountability of legislatures.

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## PRACTICAL ASPECTS OF JOURNALIST COMMUNICATION IN THE MODERN UKRAINIAN CYBERSPACE

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### Summary

The article is devoted to the peculiarities of conducting journalistic communication in modern Ukrainian cyberspace, in particular: models of interaction with the audience ("war chronicles" and "war emotions"), the functioning of war narratives in the media space and the interaction of leading online mass media with the readers in social networks. An attention is also paid to creating information cyberspace in times of war – specific media vocabulary related to the Russian invasion of Ukraine.

The author provides recommendations on thorough approaches and methods of conducting journalistic communication in the cyberspace. It is argued that the communication space of Ukrainian online media, which is created in wartime conditions with the help of strategic narratives, is primarily an environment for the production of meaning for the new Ukrainian e-journalism. Its standards are being revised from the perspective of the so-called effectiveness of waging information warfare against the enemy, consolidating Ukrainians, and facilitating the transmission of wartime "infoise" by the military and the civilian population.

**Key words:** journalistic communication, cyberspace, internet media, e-journalism, journalistic narrative, social media.

DOI <https://doi.org/10.23856/6732>

### 1. Introduction

The current trends in the development of the Ukrainian information society place high demands on journalistic communication in cyberspace, including social media. Internet journalism, which carries out networked practices of professional communication, has emerged as a new type of media that makes the most of the latest technologies, as well as a cultural and civilizational phenomenon.

Modern network practices of Ukrainian journalists are primarily aimed at producing the meanings of a victorious nation that is able to withstand the Russian invader, as well as at maintaining a comfortable information field for the patriots of Ukraine that promotes positive self-identification and self-preservation of the nation.

Such a responsible mission makes it important to conduct a deep and comprehensive study of the practical aspects of journalistic communication in cyberspace. Therefore, the **purpose of this article** is to characterize the peculiarities of journalistic communication in the Ukrainian web space, in particular, related to the war topics.

Achieving the purpose involves completing such the following **tasks**, as:

- an analysis of the specific features of the communication space of media in wartime;
- a review of war narratives in the media space;

- an analysis of the communication tools of national cyber media, included in the “white list” of the Institute of Mass Information: “Suspilne”, “Hromadske”, LIGA.net, “Radio Svoboda”, “Babel”, NV, etc,

The *novelty of the research* is the author's recommendations for thorough approaches and methods of conducting journalistic communication in the online space. Descriptive-analytical and comparative methods were used as main in the research.

## 2. Communication space of media in wartime

The communication space of online media, the regularities of which were discussed in the previous sections of the study, responds flexibly and dynamically to social changes. As K. Nastoishcha (2018) rightly notes, the transformation of the communication space (in social networks) is associated not only with the exercise of a certain influence on the personality of the network actor, but also with the restructuring of this space as a whole. First and foremost, communication sense production is changing, such as defining, labeling, and declaring certain meanings. This is especially true of the confrontation between hostile and Ukrainian narratives, which is quite expressive and dynamic in the online communication environment.

H. Zhukova understands communication practices as “ways of interaction aimed at transmitting information and generating meanings, creating, reproducing and transforming social reality, generating a sense of involvement in interaction with others, and, therefore, cohesion and identification of communities and self-identification of individuals” (Zhukova, 2022: 15). She also notes, that first of all, the harsh conditions and course of struggle during the military conflict, as well as reflection on events are documented. This applies not only to information materials directly related to military topics.

In times of war, a journalist, including an online media author, acquires a special status of a communicator. A. Chervinchuk defines two main ways to communicate with their audience in terms of “war chronicles” or “war emotions”. These two modes of representation have different communication goals. The “chronicles of war” are primarily focused on the eventuality with its factual, documentary accuracy in order to provide readers (viewers, listeners) with an idea of the causes and consequences (context) of events. The communicative intentions of the representation of the “war emotion” are to feel the tragedy of war through subjective perception of events, to demonstrate the emotional experiences of specific people dealing with war “here and now,” and to convey their stories to a mass audience (Chervinchuk, 2022: 240).

The communication space of Ukrainian online media in wartime, which is created with the help of strategic narratives representing “war chronicles” and “emotions of war,” is primarily a medium for the meaning production of the new Ukrainian e-journalism. Its standards are being revised in terms of the effectiveness of information warfare against the enemy, consolidation of Ukrainians, and facilitating the transfer of military and civilian “infoshoom” to the military. At the same time, the communication function of journalism is increasingly integrated with the information function, and professional journalism is integrated with amateur journalism created by eyewitnesses and participants in military events.

## 3. War narratives in the media space

One of the main means of constructing the media communication space in the context of the Russian-Ukrainian war is media narratives. The Doctrine of Information Security of Ukraine (2016) describes a strategic narrative as a specially prepared text, the purpose of which

is to be verbally presented in the course of strategic communications for information influence on the target audience. In a general sense, a strategic narrative can be called a story and a narrative, and in another interpretation (citing an analytical note by the National Institute for Strategic Studies), it is the basis of ideology (*Lebid, 2022: 296*).

Among the most widespread Ukrainian narratives, the scholar identifies the following:

1) “the second army of the world”, “the Russian army is an army of homeless people and looters” – calling a spade a spade, talking directly about the crimes of racists against Ukrainians;

2) “the president of Russia is a bunker grandfather” – debunking the myth of “imperial greatness” of Putin's ambitions, demonstrating the inadequacy of the behavior of the head of the Russian Federation towards not only Ukrainians, but also representatives of his own people;

3) “to take Kyiv in three days” – the discrepancy between propaganda and the real capabilities of the invaders;

4) “Russia is a terrorist country” – information fixation of the fact that the enemy deliberately commits crimes against peaceful and defenseless people, destroys Ukrainian infrastructure, and commits genocide;

5) “Ukraine is an invincible country” – a reminder of the phenomenal resilience of Ukrainians in the fight against a rather powerful and ruthless enemy;

6) “The West is Ukraine's partner and helper” - countering the hostile narrative of the world's alleged non-recognition of Ukraine;

7) “Glory to the Armed Forces!”, “Glory to the Heroes!” – honoring the exploits of Ukrainian soldiers, which are devalued and infernalized in the Russian media in every possible way;

8) “Ukraine is united” – as opposed to racist narratives about the confrontation between the Ukrainian West and East, etc. (*Lebid, 2022: 297–299*).

From our point of view, war narratives in the media are primarily important for building “communication of like-minded people” with the audience, creating a common language of the media space that would unite Ukrainians and provide them with an additional psychological resource to overcome the military crisis. Military narratives are successfully combined with other narratives that are equally important for the survival of Ukrainians.

Closely related to the narratives is another tool for creating information cyberspace in times of war – specific media vocabulary related to the Russian invasion of Ukraine: rashists, horde, orcs, cotton, holy heimars, swamps, dondon, graving, chmobiks, Pushkinopad, Belgorod People's Republic, etc. Such thematic lexemes can be considered communication markers (or linguistic tools for structuring communication discourse). V. Teleutsia (2018) calls communication markers “an important component of national identity”. Since a military conflict is always a difficult and critical stage in the continuous formation of national identity, communication markers of the media play a special role in this process. Using this communication tool, the media contribute to the creation of a living and modern Ukrainian folklore, which, as in previous eras, contributes to the consolidation of the people and their survival in difficult times.

#### 4. Communication tools of national cyber media

The online media, included in the “white list” of the Institute of Mass Information (*The Institute of Mass Information, 2024*), are represented in many social networks. For example, the journalists of “Suspilne” have pages on Facebook, X (formerly Twitter), Instagram, YouTube; they also have accounts on Viber and Telegram. Users are also offered XML coding, which allows them to embed fragments of the publication's publications on their own

websites. The official website emphasizes that the media outlet belongs to Ukrainian society (“The socio-political online information publication “Suspilne Movlennya” (registration ID R40-01992) belongs to Ukrainian society and is financed by citizens' taxes”), which creates the image of a “people's” publication with direct and honest communication. It is emphasized that the website does not publish advertising, which is also likely aimed at increasing the loyalty of the audience tired of advertising speculation on the war (*Holovna. Suspilne. Novyny, 2024*).

“Hromadske”'s approach to forming communication with the reader is more “informal” and devoid of pretentious rhetoric: “Support Hromadske. We work for you and because of you. Be our friend”. While “Suspilne” builds communication with the audience from the position of a “business information partner,” journalists of “Hromadske” choose the role of “comrades” who share relevant news. Unlike “Suspilne”, “Hromadske” is very active not only in the social media used by its competitor, but also in TikTok (*Holovna. Hromadske, 2024*).

“Liga” (LIGA.net) does not use calls to ‘friend’ on its main page, but encourages the audience to communicate by emphasizing its own competitive advantages. For example, when offering to subscribe to the publication's Telegram channel, a virtual actor-bot says that it has “only the latest news without spam” (*Holovna. LiGA.net. Since 1997, 2024*). The website of “Radio Svoboda” also promises the same thing: “Get notifications only about the most important news, without spam!” (*Radio "Svoboda", 2024*). While “Liga” focuses on the consumer of the information product, for whom the efficiency of journalists is of primary importance, the editorial staff of “Radio Svoboda” is concentrated on the importance of what will be communicated to them.

In addition to Facebook, X, Instagram, and YouTube, the online media “LIGA.net” is represented in Threads, a link to which neither “Suspilne” nor “Hromadske” offered on their pages at the end of April 2024. On the other hand, the publication does not offer its readers Viber communication, which is a significant problem for using all the opportunities to influence the Ukrainian-language communication space. After all, according to a survey by the IT magazine AIN.UA, Viber became the second most popular messenger in Ukraine after Telegram in 2023, with 18.5% of Ukrainian respondents choosing it (*Hrytsyk, 2023*).

Ukrainian online media, which are equally recognized by the quality authoritative ratings of the Institute of Mass Information, show varying degrees of readiness for continuous and full-fledged communication with their audience. Most likely, this is due to the technical difficulties of maintaining social media pages and messenger accounts, maintaining forums and other resources for communication between journalists and their audiences on media portals, and ensuring quality moderation of reader content.

Quite a few publications directly encourage their readers to engage in discussion, debate, and co-creation in improving journalistic materials. These include “Babel”, “New Voice” (NV), and “Radio “Svoboda”.

In general, communication tools are used by the media as complementary to the means of information influence. This is logical and natural from the point of view of rational use of editorial resources (technical, time, and human), but it often forces professional media to yield influence to amateur e-journalism and anonymous social media publics, which prioritize gaining reader loyalty through communication.

## 5. Conclusions

Based on the above analytical study of the applied aspects of journalistic communication in the modern Ukrainian-language cyberspace, the following recommendations can be made to the domestic media

- to form and to develop transparent and clear strategies of communication with their own target audience, adapting the experience of “The Washington Post”, “The Financial Times”, “The Guardian” and other leading world publications to Ukrainian conditions;
- to balance the use of “war chronicles” and “emotions of war” in publications as complementary ways of representing events and phenomena, and presenting personalities;
- to avoid “jeans”, sexism and other reputational risks;
- to promote positive pro-Ukrainian narratives and communication markers of victory in publications to maintain and strengthen the information field that is comfortable for Ukrainians;
- to create accounts for journalists and media and actively interact with the audience in promising social networks and messengers: LinkedIn, TikTok, YouTube, WhatsApp, Discord, Threads, etc;
- to test the formats of newsletters (“information portfolios”), which include a selection of podcasts and publications;
- to introduce and to apply artificial intelligence technologies that will simplify the rapid preparation of media content on social networks;
- to research the audience's requests, preferences, and reactions to publications using AI;
- to communicate with the audience on websites and portals (forums, correspondence, comments, blogs, etc.).

As amateur operational journalism, common on social media, is gaining more and more popularity among the Ukrainian audience, it is important to gradually introduce professional journalistic standards. To do this, it is necessary to develop the trend of an active reader as a co-author and co-creator of content, in particular: publish the most meaningful and relevant comments from social networks on the websites of publications, encourage substantive discussions and debates, respond promptly to readers' criticisms and improve the work of the media based on their wishes.

**The prospects for further research** on the topic can be outlined in: application of artificial intelligence capabilities to optimize journalistic communication in cyberspace; development and implementation of professional standards for the quality of e-media communication; further development of social media tools by Ukrainian journalists, in particular Discord, Threads, and LinkedIn, etc.

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## COMPARATIVE LEGAL STUDIES ON WOMEN'S RIGHTS IN THE GULF COUNTRIES: RELEVANCE AND IMPORTANCE TO GLOBAL AND UKRAINIAN LEGAL DISCOURSES

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### Summary

This article is highlighting the critical role of comparative legal studies in understanding women's rights in the Persian Gulf region and their broader implications for international legal discourses. The study aims to explore how legal systems in these states navigate the complexities of domestic traditions, Islamic principles, and international human rights obligations. By analyzing key developments and challenges, the paper highlights the broader implications of these legal reforms for international legal science and provides insights applicable to other national contexts, including Ukraine.

For the research comparative and analytical methods were used, focusing on regional legal systems and their evolution in addressing gender equality. Methods used include analysis and synthesis to evaluate legal frameworks, comparative techniques to identify similarities and differences among Gulf Cooperation Council (GCC) states, and contextual analysis to assess the interaction between local customs and global norms.

Key findings include the identification of gradual, culturally sensitive approaches to reform that align domestic laws with international standards. The paper also discusses the relevance of these findings for Ukraine, emphasizing the importance of balancing traditional values with human rights commitments. By bridging regional specificities and international principles, this article contributes to a deeper understanding of women's rights and the global challenges of harmonizing legal frameworks with evolving societal needs.

**Key words:** gender equality, legal reforms, human rights, comparative law, women's empowerment, international law, Persian Gulf, legal systems, Middle East.

DOI <https://doi.org/10.23856/6733>

### 1. Introduction

Protecting human rights, particularly women's rights remain a pivotal challenge and area of reform in the Persian Gulf countries. The region, with its diverse legal systems grounded in civil law, Islamic law (Sharia), and customary traditions, presents a unique context for examining the evolution of rights within a legal and cultural framework. Comparative legal studies provide an essential tool for understanding how different countries in the Persian Gulf region navigate these complexities, balancing domestic priorities with international commitments.

This article explores the significance of such studies in analyzing human rights and particularly women's rights across the region. It highlights the progress and challenges in countries of the Persian Gulf while demonstrating the broader implications of these developments for international legal science and national legal systems, including Ukraine.

Comparative legal studies provide an important framework for analyzing these dynamics, allowing scholars and policymakers to identify patterns, challenges, and opportunities in the development of human and women's rights. This article explores the relevance of such studies in understanding the evolving legal landscape of the Persian Gulf countries. It also considers the implications for international legal science and the potential lessons for Ukraine and other nations navigating similar challenges.

## 2. Human rights in the Persian Gulf: A regional overview

"Gulf countries" is a general term with multiple possible meanings. In its most fundamental form, "gulf countries" refers to the countries of the Persian Gulf/Arabian Gulf region of the Middle East, including some or all the nations on the Arabian Peninsula that connects Asia to Africa. However, exactly which of those countries are and are not considered "gulf countries" often depends upon the source and context. Of particular importance is whether one is grouping the countries by geographical location or by political or cultural similarities.

Geographically speaking, "gulf countries" typically refers to the eight countries that border the Persian Gulf. In socio-political terms, it may refer to the seven Arab Gulf States (Arabic-speaking countries that border the Persian Gulf), or to the eight members of the intercontinental Arab League that are located in the region. Finally, the term may also refer to the six members of the Gulf Cooperation Council (GCC), a regional intergovernmental union.

Many of the Gulf states share very similar cultures, values, and lifestyles. All Gulf countries are Muslim-majority states and part of the global south. Most are also Sharia Law countries and many rank among the world's most conservative countries (*Gulf Countries, 2024*).

The Persian Gulf region, with its unique blend of traditional Islamic values and contemporary legal reforms, presents an intriguing case for examining the intersection of human rights and particularly women's rights. The region's six member states of the Gulf Cooperation Council (GCC)—Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (UAE)—each offer distinct approaches to balancing cultural heritage with the demands of modernization and international human rights commitments (*Usman, 2011*).

As mentioned above, the Persian Gulf states share a common reliance on Sharia as the foundation of their legal systems, but with different degrees of integration into national laws. Despite this shared foundation, the region has significant diversity in the scope and pace of legal reforms aimed at improving human rights in general and particularly women's rights.

Speaking about Saudi Arabia we can observe that Vision 2030 plan has started a wave of legal reforms, particularly in areas related to women's rights. Landmark changes include lifting the ban on women driving, allowing women to travel abroad without a male guardian's permission, and increasing women's participation in the workforce (*Vietor and Sheldahl-Thomason, 2021*). However, Human Rights Watch notes that while these reforms are significant, structural barriers such as incomplete guardianship laws and limited access to justice remain obstacles to full gender equality (*World Report 2024: Rights Trends in Saudi Arabia, 2024*).

Qatar's legal reforms reflect its aspiration to align with international human rights standards while preserving its cultural identity. The country has made steps in improving labor rights, particularly for migrant workers, many of whom are women. However, family law continues to favor male guardianship, limiting women's autonomy in key areas like marriage, divorce, and child custody. Qatar's reservations to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) underscore the challenges of reconciling Sharia with international norms (*Qatar, UN join forces for women empowerment, 2024*).



United Arab Emirates has introduced progressive legal reforms, including decriminalizing premarital relationships and enhancing protections for domestic workers. The country has established a civil law framework for non-Muslim residents, providing an alternative to Sharia-based family law. This dual legal system demonstrates the UAE's modern approach to accommodating its diverse population, but the same time they are putting an effort into maintaining traditional values for its Muslim citizens (*Human Rights in the UAE, 2016*).

Oman and Bahrain have adopted more cautious approaches to legal reform. Oman has focused on improving women's participation in the workforce. Bahrain has made advancements in nationality rights, allowing Bahraini women married to foreigners to pass their citizenship to their children (*The evolution of the legal system in the Kingdom of Bahrain, 2023*). However, both countries continue to face criticism for restrictive family laws and limited political participation for women.

Kuwait has a relatively active civil society and political freedoms. Women have the right to vote and run for office. Despite these achievements, deeply ingrained cultural norms and a lack of comprehensive anti-discrimination laws slow the development of broader gender equality in the country. Women still face legal restrictions in areas such as inheritance and family law, reflecting the enduring influence of traditional interpretations of Sharia.

### 3. Outcomes for international legal science

Comparative legal studies play an important role in analyzing human rights in general and women's rights in particular in the Persian Gulf. By comparing legal systems and practices across these countries, researchers can better understand what drives or obstructs legal reform efforts in the region (*Hasic, 2017*).

A regional comparison highlights common issues, such as balancing international human rights commitments with domestic interpretations of Islamic law. For instance, all GCC states have signed the CEDAW but maintain reservations to provisions they see as conflicting with Sharia law. Studying these shared challenges can point to effective approaches for addressing such issues (*Alrasbi, 2024*).

Legal reforms in countries like Qatar, UAE, and Saudi Arabia offer lessons for implementing changes within culturally appropriate frameworks. For example, the UAE's dual legal system and Saudi Arabia's steps toward easing guardianship laws show how reforms can strive for aligning local customs with international standards. These cases and many other examples show the value of gradual, well-adapted legal changes that consider cultural sensitivity.

Some Gulf states have advanced significantly in reforming legal protection mechanisms for women and others face barriers such as limited political will or resistance from society. Comparative legal research can expose these gaps and suggest ways to address them, including fostering regional partnerships and seeking support from international bodies.

Speaking about outcomes of such research we should mention that the Persian Gulf region's legal developments contribute to broader discussions in international legal science, particularly regarding the universality of human rights and the role of cultural relativism.

The experiences of GCC countries highlight the challenges of applying universal human rights standards in culturally diverse societies. For example, Qatar's attempts to reform labor laws, but the same time aims for preserving traditional family roles demonstrate the complexity of aligning international norms with local cultural values. These cases show that achieving balance requires tailored approaches that respect cultural contexts. Deep research of the legal system and, specifically, human rights development in some counties in the region could be used

in other countries with similar backgrounds. For example, innovative legal strategies employed in the region, such as the UAE's use of a dual legal system, serve as instructive models for other nations addressing similar issues (*Schaer, 2021*). These examples underscore how creative legal frameworks can promote rights protections while maintaining cultural identity, offering valuable lessons for both regional and international legal systems.

Finally, comparative legal studies in the Gulf region can inform global policy discussions on topics such as labor rights, migration, and gender equality. As many Gulf countries are key players in international migration and labor markets, their legal reforms have implications far beyond their borders. Understanding these dynamics helps with building international law's capacity to address global challenges in a way that respects cultural contexts while promoting universal human rights. By exploring the legal evolution in the Persian Gulf, international law gains not only a deeper understanding of regional practices but also valuable perspectives for advancing rights protections worldwide.

#### 4. Relevance to Ukraine and other national contexts

Despite progress on gender equality, the ratification of most pertinent global conventions, and the adoption of relevant legislation, Ukrainian women continue to face barriers to their meaningful economic, civic and political participation, hindered further by risks of economic fragility, poor health outcomes and exposure to violence for some of the most vulnerable groups. Traditional values and patriarchal views that condone discrimination and violence against women and girls remain widespread, while existing gender inequalities are continuously compounded by the humanitarian crisis caused by Russia's full-scale invasion of Ukraine in 2022 (*Gender equality and women's empowerment in Ukraine, 2022*).

There is wide range gaps and areas for improvement which could be researched in terms of women's rights protection in Ukraine. For example, even where domestic violence is specifically criminalized in Ukraine, burdensome legal hurdles often leave survivors without effective protection and access to justice. To meet the threshold of a criminal offence, survivors in Ukraine must prove that the abuse they suffered has been "systematic". In practice, proving the systematic nature of domestic violence can often be an insurmountable challenge. To qualify as systematic, the "administrative" offence of domestic violence has to be documented as being committed at least twice within the year prior to the third offence and must result in the physical or psychological suffering or deterioration in health and the quality of life of the survivor. Only then, criminal charges are brought against the perpetrator. Imposing such hurdles to triggering criminal accountability effectively nullifies survivors' ability to exercise their rights under the law (*Violence against women in Eastern Europe and Central Asia: Protect women from violence during crisis and beyond, 2022*).

The legal reforms and human rights initiatives in the Persian Gulf region are relevant for Ukraine, particularly as it seeks to modernize its legal system while addressing challenges specific to its cultural and historical background. While Ukraine's legal tradition is rooted in civil law and European human rights standards, examining the Gulf states' strategies provides valuable insights into navigating the delicate balance between tradition and international obligations.

Of course, historical and religious background of Ukraine and Gulf region countries are very different. But one of the key parallels lies in the challenge of aligning domestic laws with international human rights treaties. Some Gulf states have ratified international conventions like the CEDAW but have entered reservations to provisions they perceive as conflicting with Sharia principles. Similarly, Ukraine often faces difficulties in implementing

international obligations, particularly when they intersect with sensitive areas of national identity or deeply ingrained social norms. Lessons from the Gulf's gradual and culturally sensitive reforms could inform Ukraine's strategies in advancing gender equality or addressing contentious family law reforms.

The Gulf's ability to integrate international best practices into domestic legal systems without undermining cultural identity offers practical examples for Ukraine to consider. This could apply to areas such as workplace equality, combating discrimination, and enhancing protections for vulnerable groups. Furthermore, the Gulf's tailored solutions, such as Qatar's labor reforms or Bahrain's nationality law amendments, demonstrate the potential for innovative reforms that resonate with local values while meeting global expectations.

A deeper understanding of human rights and women's rights protection in the Persian Gulf is also important for Ukraine's future diplomatic and economic relationships with the region. The Gulf countries are becoming increasingly influential in global affairs, and mutual respect for legal and cultural frameworks will be essential for productive cooperation. (*Dazi-Héni 2023*). By studying the specificities of human rights in the Gulf, Ukrainian policymakers and legal professionals can better engage with their counterparts in the region, ensuring that future partnerships are built on informed, respectful, and culturally sensitive foundations.

Finally, the Gulf region's experience is particularly relevant as Ukraine continues to navigate post-conflict reconstruction and societal transformation. Like the Gulf states, Ukraine must reconcile historical and cultural legacies with the demands of modernization and human rights commitments (*World Report 2024: Rights Trends in Ukraine, 2024*). Comparative studies in the Persian Gulf offer practical insights into managing these transitions, fostering inclusive legal frameworks, and building resilient institutions that reflect both domestic priorities and international standards.

## 5. Conclusions

The legal reforms and challenges faced by countries of Persian Gulf demonstrate the importance of contextualizing human rights within specific cultural and legal traditions. Significant progress has been made in some areas, such as labor rights and family law reforms, but some barriers are still present. We can see that it is underscoring the complexity of aligning international human rights norms with domestic legal systems rooted in Sharia and traditional practices.

The insights derived from this analysis offer valuable information not only for the Gulf countries but also for other nations, including Ukraine. Despite differing historical and religious contexts, both regions grapple with the challenge of harmonizing domestic laws with international human rights obligations. The gradual and culturally sensitive legal reforms observed in the Gulf serve as models for addressing similar tensions in Ukraine, particularly in the areas of gender equality and family law especially in terms of implementation and effective mechanism. Such research could be used for the greater understanding in the future cooperation and relationships between above mentioned countries and Ukraine. Comparative approach contributes to a deeper understanding of human rights implementation in diverse legal and cultural settings. It is fostering global dialogues that respect cultural nuances and positively influencing advancing universal rights protections.

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## THE COMPARATIVE ANALYSIS OF THE PECULIARITIES OF DEACONESS MINISTRY IN THE EASTERN AND WESTERN HAGIOGRAPHY OF THE ANCIENT CHURCH

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### Summary

The article shows that Ancient Churches, independently of each other, in different regions worked on a general idea of women's church ministry, which could be called differently, but everywhere had common features. Deaconesses were the only institutionalized women's community within the Ancient Church, which developed around III–IV centuries in the East. Their powers, despite the peculiarities rites of initiation were never associated with sacred religious service – in terms of status, deaconesses were close to subdeacons. In the West, deaconesses as women with practical responsibilities properties disappeared very quickly.

In the hagiographic tradition, the center of the narrative was a specific person and his spiritual life. In the course of research we have analyzed the examples of the lives of deaconess of the Ancient Church. In these texts there is a special importance was attached to miraculous events, characterization in relief and detail the virtues and high status of holy women were promoted.

**Key words:** saint, tradition, Byzantine era, ordain, nun, ascetics, feminine nature.

DOI <https://doi.org/10.23856/6734>

### 1. Introduction

Women's ministry in the Ancient Church was closely connected with the position that women occupied surrounded by the Savior, the apostles and the first fathers of the Church, and their status, which was formed in the Christian tradition.

The New Testament, on the one hand, proclaims the important idea of the equality of women and men in the matter of salvation, and on the other hand, women are excluded from direct participation in the priesthood from the very beginning. This fact, in the context of already established social ideas about women in antiquity, presented for the Ancient Church the problem of integrating the active work of Christian women into the prevailing conditions of church life. In connection with the above, an important question seems to be related to how in the Ancient Church the initial activities of women were gradually institutionalized, namely, what the developing institution of Deaconesses represented in terms of status and form of activity in the Eastern and Western Churches. The ministry of women in the Ancient Church is one of the actively debated topics in the scientific historiography of New and Contemporary times.

The scientific study of the issue is presented by representatives of the German historical theological school of the late 19th – early 20th centuries. (H. Achelis, L. Zscharnack, L. Stocker, A. Kalsbach), who created fundamental works on women's ministry. It is impossible not to note the work of the Catholic priest A. Martimort, who wrote about the impossibility of deaconesses performing any liturgical functions, including deacons (*Martimort, 1982*). Among the authors of general works on the problems of women's ministry, one should highlight the Greek scientist

E. Theodoru, who was one of the first to put forward the point of view according to which the rite of consecration of deaconesses was closely connected with their sacramental ministry, which, in his opinion, occupied a middle position between deacons and subdeacons (*Theodoru, 2017*).

The scientific relevance of this study lies in the need for modern theological and historical science to summarize source and historiographic data on this problem, which regularly appears on the agenda for the Orthodox community in connection with the development of the so-called “female ordination” in Protestant denominations and the discussion of the revival of the ancient women's ministries.

The main goal of the research is to characterize the specifics of the position and the development of deaconess ministry using the example of the lives of the saints of the Ancient Church.

The methodological basis of the research is the principles of historicism, comparative-historical and intertextual analysis.

To ensure completeness in the work, the maximum number of the amount of historical evidence known in modern historiography reports on women's ministry in the Ancient Church.

## **2. The features of the ministry of deaconesses in the Eastern hagiography of the Ancient Church**

The ministry of deaconesses in the Eastern Churches became widespread by the 4th–5th centuries, as evidenced by the not very numerous lives of saints with the mention of deaconesses, the historical subjects of which relate mainly to this. In modern historiography, quite a lot of works are devoted to various aspects of women's hagiography related to the study of the biographies of specific saints, source study problems or options for textual interpretations.

Despite the fact that a fairly large number of studies have been devoted to the ministry of deaconesses in the Ancient Church, there are not very many of them actually about the deaconesses of the Byzantine era – they are not related to hagiography, but to private aspects of their service in Hagia Sophia, the peculiarities of their dedication and role in worship, while there are currently no specialized publications on deaconesses specifically in Byzantine hagiography (*Theodoru, 2008*).

The dedication of deaconesses is recorded in the lives, but not described in detail. It is performed by a bishop and, judging by the terminology, through ordination, and in a number of cases it is considered as the completion of a woman's ascetic path. St. Euphemia, or Xenia of Rome, was ordained a deaconess by Bishop Paul. In the life of St. Euphemia's Bishop Autrey ordained his mother Dionysia as a deaconesses (*Ysebaert, 1991*).

In the apocryphal “Acts of St. Matthew the Apostle” tells how the apostle, after the baptism and ordination of the Ethiopian king as a priest, ordained his daughter-in-law (his son's wife) as a deaconesses.

In the lives, the characteristics of the personal piety of female deaconesses come to the fore as a stable topos. They act as strict ascetics who maintained virginity, constantly remained in prayer, and indulged in various ascetic deeds, such as the future deaconess St. Euphemia (Xenia) Rome, who observed strict fasting all her life and sprinkled the bread she ate with ashes from the censor (*Niglio, 2017*).

The “masculinity” of women is considered as a special virtue: Palladius testified that Olympias was a man in appearance; the abbess of the Tavna monastery, Deaconess Theodula, strengthened the maiden Eupraxia, who entered here, in the fight against temptations, urging her to behave like a man.

The desire to protect virginity and conceal special ascetic deeds became the reason for dressing in men's clothes of St. Susanna, who hid her gender. This case can be compared with another, when on the eighth day after Baptism the pupil and goddaughter of Deaconess Romana, St Pelagia, secretly left the deaconess, retiring to a place near Jerusalem, where she hid under the guise of a eunuch.

The ascetic life was the basis for receiving special spiritual gifts. St. Domnica during the reign of Theodosius the Great, leading a strict pious life, received from God the gift of miracles and prophecy about emperors, patriarchs, and many others. Deaconess Theodula, prophesying, predicted the death of Eupraxia's mother (Niglio, 2017).

The lives provide very little information about the status and direct activities of deaconesses, who could either one-time or systematically engage in charity. St. Xenia was a Roman, the daughter of a senator, who fled to Kos, distributing her property. St. Justina gave alms to the poor and donated to the temple.

In a number of lives, deaconesses appear as nuns and abbess of women's ascetic communities or monasteries. St. Euphemia (Xenia), after being ordained as a deaconess, headed a new convent in Milas. St. Irene of Cappadocia was dedicated to St. Patriarch Methodius of Constantinople to deaconesses and abbess of the Chrysovalantou monastery.

St. Domnica, during the reign of Theodosius the Great, arrived in Constantinople from Carthage – after Baptism and ordination to the deaconess by Archbishop Nektarios, she founded a monastery in honor of the prophet Zechariah (Malingrey, 1968).

Due to their advanced age and ascetic experience, deaconesses could have spiritual and catechetical functions in relation to women who turned to them for advice. In the lives of Galaktion and Epistima, a very elderly deaconess, who had been a monk for ninety years, is mentioned, who unsuccessfully dissuaded Epistima, who turned to her, from going to torture.

St. Porfiry of Gaza, who lived in the 4th century, tonsured the orphan maiden Salafta as a nun and entrusted her to the care of the deaconess Manarida-Photina, who was supposed to take care of her future life.

Of the special facts found in the lives, important are references to the feat of Saint Thekla, who was not considered a deaconess in church tradition. Nevertheless, she is seen as a role model for female deaconesses: this is the most ancient life in which the woman appears as a strong and independent person, to the point that she even dared to baptize herself, and then other people (Davis, 2001).

The only historical figure who was a deaconess about whom a voluminous block of information has been preserved that goes beyond the exclusively hagiographical tradition is St. Olympias, who came from a noble family, possessed significant property and gained fame as an associate of St. John Chrysostom. Her life and history of veneration are a topic separately covered in the literature, so it seems important to consider the activities of this ascetic specifically as a deaconess in the context of her high social position and within the framework of communication with St. John Chrysostom.

According to Palladius, St. Olympias was the bride or, for a short time, the wife of the deceased prefect of Constantinople, Nebridius. Sozomen testified about her noble origin and wealth, putting into the mouth of St. John Chrysostom's admonition to Olympias, who was wasting her property, that she should moderate her zeal and engage in charitable giving more judiciously. Justifying herself in court before the city prefect that she was innocent of setting the temple on fire, she claimed that she used her enormous fortune to renovate the temples. However, there is a number of other evidence about the wealth and nobility of the Olympics (Malingrey, 1968).

It is noteworthy that, being a deaconess and, obviously, a fairly independent figure in the church life of Constantinople at the time of St. John Chrysostom, Olympias was not afraid to accept the monks unjustly expelled by Archbishop Theophilus. This fact, reproduced by Palladius in the dialogue between the deacon and the bishop, is considered as an ambiguous act associated with a violation of church subordination, but indicating the independence of the actions of the Olympias.

St. Olympias became the closest interlocutor of St. John Chrysostom, as illustrated by the letters addressed to her. If we try to characterize in general terms the relationship between these two saints by correspondence, we can highlight several features. First, there is no mention in the letters of Olympias' institutional ministry as a deaconess. This side of the activity was of no interest to the archpastor as a reason for edification. Secondly, the saint addresses her, in essence, as a cell attendant, privy to the nuances of his own everyday life. Thirdly, as a confidant, Chrysostom entrusted Olympias with matters related to the management of the Church and, obviously, church politics. In particular, he asked her to help the bishop detain the envoy of the king of the Goths, who asked for the ordination of a new bishop. Fourthly, the edifications of Olympias as a cure for sorrows were aimed at dispelling her despondency, which was natural in exile, and exalting her virtues.

The status of a deaconess for the saint was primarily linked to the spiritual exploits of a woman who labored in fasting, prayer, non-covetousness and virginity – a mandatory attribute of Chrysostom's preferred path to salvation. For the saint, the main feat of the deaconess is the ascetic monastic life, which allows one to overcome the weakness of female nature. This assumption fits well with the evolution of the powers of deaconesses that took place in the early Byzantine period into the monastic work of women who devoted themselves not so much to practical church activities as to ascetic deeds.

### **3. The features of the ministry of deaconesses in the Western hagiography of the Ancient Church**

The images of deaconesses were almost not reflected in Western hagiography, which did not develop the veneration of women in this particular status.

Obviously, this is due to the rather early ban on the rank of deaconesses in Western Churches and with the fact that their title began to be attributed only to special nuns or abbess of monasteries. In particular, St. Radegund (VI century), wife of the Frankish king Chlothar, wanting to dissolve the marriage and become a nun, she turned to Bishop Medard of Noyon with a request to ordain her as a deaconess. It is obvious from the context that she is becoming a nun, since she begs Bishop Medard to change her attire and, having entered the sacristy, before being ordained dresses in monastic clothes (*Coates, 1998*).

St. Sigolena, who lived in the 7th century in the south of Gaul, having become a widow, she was ordained a deaconess by the Bishop of Arles. After her dedication, Sigolena founded the monastery of Troclar in Lagrave, in southern Gaul.

Deaconess Theodula, who led Saint Eupraxia, in the Latin version of her life was called deaconess, abbess, mistress – obviously a title deaconess in the Latin-speaking tradition was taken as an honorary title for the abbess of a monastery.

In the life of St. Nilus the Younger of Rossano (910–1005) a certain deaconess as the abbess of the monastery is mentioned. She met him at the entrance to Capua along with the virgins subordinate to her. A similar topos is present in the earlier life of Pope Leo III: it mentions the deaconesses who, along with noble matrons and citizens and nuns, came out to greet him when he returned to Rome in 799.



Modern researchers, based on the interpretation of the 73<sup>rd</sup> canon of the Council of Worms in 868 note the fact that in the West the title of deaconesses could be awarded to princesses or queens who entered a monastery.

Thus, in the short Western hagiographical tradition, references to deaconesses are always associated with the special status of exclusively nuns, sometimes abbess of monasteries.

Topos inherent in holy women “masculinity” in this context will also be present, in particular, in relation to the ascetic experience of St. Radegund, according to S. Coates, formed the new social ideal of his era – the “third gender”, identified with the clergy (Coates, 1998).

St. Sedulius, in his Epistle to Macedon, prefaced by the “Easter Song” (beginning of the 5th century), spoke of St. Syncleticia, possibly a deaconess, as a priest in whose body there was a “male spirit.”

And it was logical in this context to turn to the feat of St. Thekla, to whom Radegund was like in patience, according to Venantius Fortunatus. The image of Saint Thekla is quite popular in Western church literature, when her life turned into a set of topos and edifying examples that spread in Western hagiography.

#### 4. Conclusions

Thus, in the initial period of the existence of the Ancient Church, it developed the idea of women’s ministry being outside the apostolic succession; however, this ministry did not exclude the development of its own institutionalization.

Church tradition certainly traced the beginning of the ministry of deaconesses to the apostolic era. Ordination to deaconesses by bishops usually assigns them the monastic status of leaders of communities of virgins or convents – abbess assigned to the church.

Deaconesses are virgins of a high spiritual level of life, overcoming the weakness of feminine nature. In this context, dressing in men's monastic clothes in lives is also considered as a special kind of asceticism. Although the above functions and qualities were not characteristic exclusively of deaconesses, hagiographic literature illustrates the idea of ascetics having an honorary title and virtues that go beyond feminine nature. The title of deaconesses often reflected not so much the affiliation of women to a church institution, but was an additional epithet to describe the outstanding qualities of saints, whose authority in itself was significant for their contemporaries.

Women's ministry in the West has generally not been developed in the same as in the East, and perhaps did not exist at all in similar forms, as evidenced by the extremely insignificant information about the obligations of deaconesses.

The study does not cover all aspects of the problem. The issues of causes of termination of deaconesses ministry are awaiting further study.

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**HEALTH, ENVIRONMENT, DEVELOPMENT****PRACTICAL APPROACHES TO EDUCATION  
IN THE INTERNSHIP IN THE SPECIALTY “SURGERY”****Olexandr Usenko**

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**Summary**

Post-graduate medical education in Ukraine has seen many changes due to an ongoing war and perspective integration into the European medical space. These conditions demand the training of new surgeons, who can combine fundamental theoretical knowledge, mastery of modern innovative technologies, and high-quality surgical practice. One of the consequences of a full-scale Russian invasion is a steady decrease in the quantity of trained medical specialists, which can be explained by an external migration. That is why questions of post-graduate education of future doctors acquire state significance in Ukraine.

The purpose of this paper is to analyze the state of postgraduate surgical education in Ukraine and explore the ways of enhancing it, by deepening the practical orientation and evaluating the experience of the world's leading systems of training medical specialists.

The authors analyzed the system of post-graduate training in surgery, carried out a detailed description of the modern three-year internship, indicating the peculiarities of training at a specific surgical department. The transition to the European model of postgraduate education in surgery through internship and residency is seen as promising. This system is declared in the statute of postgraduate medical training in Ukraine, preference should be given to training in large scientific and practical centers, with the possibility of internship and practice in surgical centers abroad.

**Key words:** internship, residency, surgical residency, medical education in Ukraine.

DOI <https://doi.org/10.23856/6735>

## 1. Introduction

The task of modern post-graduate medical education in the specialty of "Surgery" is to ensure the appropriate application of acquired knowledge and skills in practical medicine. By the means of daily clinical work with constant improvement of professional skills and knowledge in the specialty.

Special attention is paid to the acquisition of theoretical and practical skills, taking into account the specifics of surgical work and emergency medical care. (Voronenko Y.V., 2016, Volosovets O.P., 2020). In the setting of a surgical field – a fatal mistake by a practitioner of this specialty can immediately cost the patient's life. That is why problems of postgraduate education of future doctors, especially surgeons, in public healthcare institutions of Ukraine are of primary importance (Holovko N.G., 2011). The need for qualified specialists with a high level of education and professional knowledge is growing in Ukraine, as in most modern countries. An increasing shortage of personnel in the field of healthcare is felt in the countries of the European Union. This negative trend is confirmed by the results of the EURES report on labor shortage and surplus for 2023 (Kolosovych I.V., 2023). In the work of Voronenko et.al., the authors describe a deficit of healthcare workers in EU countries by 2020 of more than a million persons: 600.000 nurses, 250.000 doctors and 150.000 other categories of hospital employees (Kolosovych I.V., 2023). Healthcare minister of Ukraine Viktor Lyashko states that the strategy of WHO anticipates global medical staff shortage by the year 2030. The risk extends to most countries of the world, especially those with armed conflicts. Ukraine, unfortunately, is in a very dangerous situation because the country is in a state of war and there is constant external migration and mobilization into the armed forces. Reservation from the military draft is troublesome because of the rotational basis of jobs, offered by the Ministry of Health (Lyashko V.K., 2023). The described risks of medical staff shortages are increased by the potential status of Ukraine as an EU member, which would multiply the external migration of people with medical education to other EU countries.

## 2. Discussion

According to the current Model Curriculum and the training program for the specialty "Surgery", the main goal of the surgical internship is to gain and improve professional skills in the diagnostics and treatments of common surgical diseases, mastery of surgical skills and stages of operations by graduates of higher educational institutions, prepared according to the program of a general practitioner and reflected in the educational and qualification characteristics of a surgeon.

Training of surgical interns at the Department of Surgery and Transplantology takes place in accordance with the educational program of internship training, approved by the Academic Council of the P.L. Shupyk on December 21, 2022 (Pheleshtinsky Y.P., 2022).

The educational program is based on the provisions of the Constitution of Ukraine, laws of Ukraine "On Education", "On Higher Education", "On Professional Development of Employees", Order of the Ministry of Health of Ukraine dated July 14, 2022 No. 1219 "On Approval of Exemplary Internship Training Programs by Specialties: "Obstetrics and Gynecology", "Internal Medicine", "Pediatric Surgery", "Epidemiology", "Neurology", "Ophthalmology",

"Orthopedics and Traumatology", "Pediatrics", "Psychiatry", "Surgery", "Dentistry", "Medical psychology", "Emergency medicine", "Infectious diseases". Order of the Ministry of Health of Ukraine No. 1254 of June 22, 2021 "On approval of the Regulation on internship and secondary medical (pharmacological) specialization", registered in the Ministry of Justice of Ukraine on August 17, 2021 under No. 1081/36703; Order of the Ministry of Health of Ukraine dated March 16, 2022 No. 493 "On Amendments to Order No. 1254 of the Ministry of Health of Ukraine dated June 22, 2021", Order No. 805 of the Ministry of Health of Ukraine dated May 13, 2022 "On Amendments to the Order of the Ministry of Health of Ukraine dated June 22, 2021 No. 1254", Handbook of Qualification Characteristics of Professions. Issue 78 "Health Care"; The statute of the National Institute of Health of Ukraine named after P. L. Shupyk and other local normative documents regulating the qualification improvement and training of specialists in the field of knowledge "Health care" at the post-graduate stage.

Duration of internship training: 33 months (5940 hours) (198 ECTS credits). Educational part: (institutions of higher or postgraduate education) 9 months (1620 hours, 54 ECTS credits), three months annually (18 ECTS credits per year).

Practical part: (training base) 24 months (4320 hours, 144 ECTS credits.).

The program is based on modern scientific results and principles of evidence-based medicine in the field of surgery. The program ensures the acquisition and improvement of a high level of knowledge and professional skills in matters of diagnosis and treatment of major surgical diseases, mastering and assimilation of basic surgical skills, and stages of surgical interventions. Coordinated with similar programs in Europe and the USA.

Conducting classes with intern doctors at the department is planned according to the individual-group method. At the beginning of the lesson, in the introductory part, the teacher briefly justifies the relevance of the topic and defines the objectives of the lesson. On the basis of an oral or written survey, as well as by solving situational problems presented in the "KROK-3" program, the initial level of knowledge of interns, acquired during the study of previous disciplines and independent training, is clarified. The main time of the class is devoted to professional training: an examination of patients, implementation of surgical methods of diagnosis and treatment "at the patient's bedside", in the dressing room, and operating room.

A distinct feature of training in an internship at the Department of Surgery and Transplantology of the National Medical Academy of post-graduation education of Ukraine is that the clinical base of the department is the flagship of Ukrainian surgery: "National Scientific Center of Surgery and Transplantation named after O.O. Shalimov to National Academy of medical science of Ukraine"

In the structure the NSCST named after O.O. Shalimov there is a modern clinic with 560 beds, which consists of 20 scientific and clinical departments, an operating block with 12 operating theaters equipped with the most modern anesthetic and surgical equipment, and an outpatient clinic.

The interns of the department have the opportunity to learn from the best scientific specialists, and practicing surgeons, and get an opportunity to assist in unique operations, including operations of the highest level of complexity on the digestive organs (esophagus, stomach, intestines, liver, bile ducts, pancreas), cardiovascular system (heart, aorta and its branches, peripheral arteries, venous vessels), thoracic cavity (mediastinum, lungs, bronchi, trachea); transplantation of organs and tissues (kidneys, liver, pancreas, heart); The latest techniques of minimally-invasive surgery, diagnostics, and treatment standards, based on up-to-date protocols are implemented in the clinical process.

From December 2024, an additional clinical base will be added to the clinical training. It is situated in the Department of General and Emergency Surgery of Kyiv City Hospital № 6, which is the city's specialized center for surgical treatment of acute intestinal obstruction, with a division of septic surgical pathology, which provides highly qualified assistance to patients with surgical infections.

All teachers of the department are experienced pedagogues, surgeons of the highest qualification category, who are actively engaged in medical and diagnostic work in the clinic.

Considering the capacity of the clinical bases at the Department of Surgery and Transplantology, there is an opportunity for comprehensive training of a qualified surgeon. The department has implemented an active rotation of interns in departments of various specialties (abdominal, vascular, microvascular, cardiac surgery, surgical infections, etc.) with an emphasis on the last year of training in the internship of the basic department, taking into account the intern's wishes, the medical staff recommendations and further prospects independent practical work.

In the clinic, the vast majority of interns see for the first time the real threat posed by surgical pathology and feel the need for sufficient knowledge and skills to provide adequate care. Understanding real clinical situations is the best motivation to acquire theoretical knowledge and practical skills.

In the "Centre of Surgical Innovations" based in NSCST, interns may acquaint themselves with the newest methods of minimally invasive operative methods at their own pace. This is unique for our country, modular educational system involves theoretical and practical knowledge: training on modern simulators, practicing basic surgical skills on biological material, as well as in the operating rooms of the experimental department in the NSCST, which are equipped with modern surgical instruments for open surgical procedures as well as endoscopic ones. Classes are regularly held in the style of a "discussion club" where topics and reports are formed and presented by the interns themselves under the guidance of a mentor - an experienced surgeon. The topics presented in the discussion club, most of the time, go beyond the educational program and involve an active discussion based on modern international trends in surgery, the latest scientific publications, and practical (technical) aspects of the work of a modern surgeon (types of suture devices, advantages, and disadvantages of different types of surgical energy devices, etc.)

Therefore, modern internship training should orient the future specialist to possible ways of further development, within the framework of which a professional and scientific career is possible. Preference should be given to training in large scientific and practical centers, with the possibility of internship and practice in surgical centers abroad.

Educational systems should be oriented towards the use of special information technologies using clinical protocols, expert systems, and databases in order to optimize and increase the efficiency of the diagnostic and treatment process.

Such an approach forms specialists with different clinical thinking, one more common in Western clinics. Form a strategic style of thought, capable of generating innovative technologies, teaching, conducting research in the field of surgical care and allowing interns to quickly adapt to working conditions in the most modern clinics of Ukraine and abroad after graduation.

### 3. Conclusions

For adequate professional training of a surgeon, a complex, practical-oriented approach should be taken, which would secure the mastery of basic surgical knowledge.

For a surgical intern, it is important not to just understand the information on a given topic, one should acquire the methods of practical implementation, clinical thinking, and be capable of independent decision-making. In such an environment it is justified to decrease the amount of theoretical information given directly, in favor of providing more innovative, interactive forms and methods of education, a complete patient curation under the guidance of a surgical mentor.

Education of surgical interns in large surgical centers allows them to become well-rounded specialists, who are comfortable dealing with most problems they can encounter in the field.

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