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LANGUAGE, CULTURE, COMMUNICATION

INNOVATION, WORK, SOCIETY

HEALTH, ENVIRONMENT, DEVELOPMENT

TECHNOLOGY, CREATIVITY, IMPLEMENTATION

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 68 (1) (2025)!

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 linguistics, translation, intercultural communication, and education research. Alina Bilous and Iryna Rozghon explore how encouragement can significantly enhance motivation among learners, proposing strategies to foster a more supportive learning environment. Oleh Borodenko analyzes the intersection of legal symbols and myths, discussing their implications on societal understanding and the functioning of law. Viktoria Hetman examines how video content is utilized in major news outlets like BBC and CNN, emphasizing its effectiveness in engaging audiences and delivering news. Yuliia Hlavatska shares practical experiences in cultivating critical thinking skills among students lacking a philological background, highlighting effective pedagogical approaches. Zhanna Honcharova analyzes the use of imperative verb forms in the poetry of Vasyl Stus, focusing on their morphological characteristics and emotional impact. Liliya Karmazina investigates the use and adaptation of IT terminology in informal Ukrainian online interactions, reflecting on language evolution in digital contexts. Svitlana Kiyko studies the intercultural homonymy of adjectives in German and Ukrainian, contributing to understanding linguistic nuances across languages. Tamara Komarnytska explores phonetic features of vowel reduction and shortening in Japanese popular culture, shedding light on linguistic trends in contemporary media. Moreover, among the interesting findings are current trends in media content creation, focusing on the integration of creativity within media practices and methods for fostering stress resistance in high school students, which links it to their overall success in life. In the sphere of translation, Svitlana Ostapenko and Daria Lishchyshyna analyze how proper names are translated in the Ukrainian version of the beloved book, assessing fidelity and creativity in translation.

Education topics include the psychological aspects underlying religious education, exploring how faith is nurtured and developed through various mechanisms; the impact of digitalization on higher education in Ukraine, discussing its benefits and challenges; investigating how naïve art serves as a vehicle for emotional expression in modern visual design, emphasizing its unique aesthetic and how graphic design elements enhance the visual impact of slogans used in war posters, while exploring their effectiveness in communication; and the historical context and factors leading to the decline of the deaconess ministry within the early Christian church. Daria Kononova and Olena Kobus emphasize the importance of implementing DMARC (Domain-based Message Authentication, Reporting & Conformance) in educational settings to enhance cybersecurity. Liudmyla Peretyaha and Romana Sirenko explore the development of inclusive online educational spaces using AI technologies, focusing on accessibility for diverse learners.

These articles encapsulate each article's main themes and findings, providing an overview of diverse topics ranging from education and linguistics to media and religious studies.

Academia Polonica also highlights the current problems of modern society. The section presents a collection of scholarly articles that explore various themes relevant to innovation and societal development. Notable contributions include an analysis of Ukraine's national diplomatic traditions as a cornerstone for its revival and a discussion on the critical role of attorneys in mediation, highlighting alternative dispute resolution methods. Additional articles examine the effects of global crises on the hospitality sector, the gender-role socialization of youth, and an exploration of post-colonial India's political, economic, and cultural landscape. The challenges and prospects of military digital business are addressed, alongside suggestions for enhancing the digitalization of financial technologies in Ukraine.

Lastly, this issue touches on the risks posed by inconsistencies in compliance, law, and trade-tariff regulations on an international scale, the circular economy: concept, principles, and prospects for implementation at passenger transport enterprises in Ukraine.

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

ENCOURAGEMENT AS A MEANS OF FORMING POSITIVE MOTIVATION FOR LEARNING

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Summary
Learning activities are aimed at achieving specific goals and objectives, so their efficiency and effectiveness are extremely important. Any activity achieves higher efficiency and quality of results if a person has a strong motivation that encourages him or her to act actively, purposefully, and with maximum efficiency. Accordingly, learning will be successful if a student is highly motivated to learn.

The article analyzes scientific research on the essence of motivation for learning, identification of key motives, the optimal structure of the motivational sphere of students, sources and sustainability of learning motivation. Particular attention is paid to the role of motivation as a factor influencing the effectiveness of the educational process and its results.

The directions of pedagogical influence aimed at improving students' academic achievements are considered. The structure of motivation is analyzed, which is a complex, multi-level system that includes needs, motives, interests, ideals, aspirations, attitudes, emotions, values and norms.

The scientific novelty of the results obtained is to determine the essence of encouragement in the educational process and the mechanism of its influence on the formation of motivation to learn. The peculiarities of using incentives in teaching a foreign language, taking into account the age characteristics of students, are investigated. The key stages of the teacher's work on the use of various types of incentives in order to form a positive learning motivation are determined.

The practical significance of the research results lies in the development of recommendations for teachers, in particular young professionals, on the effective use of incentives in the educational process. The data obtained can be used for self-education of teachers, preparation of methodological activities in secondary schools, as well as in the training of future teachers in the study of the disciplines "Pedagogy", "Fundamentals of Pedagogical Excellence" and "Foreign Language Teaching Methods".

Key words: educational process, learning activity, motivation, motive, pedagogy, psychology, student.

1. Introduction

Today, most participants in the educational process have a low level of interest in learning. Creating motivation for learning is an important task for teachers, which requires an understanding of the nature of motivation and the factors that shape it. At the same time, the problem of learning motivation is complex from both theoretical and practical perspectives. Modern pedagogy and psychology do not offer an unambiguous interpretation of the concept of motivation in general and motivation to learn in particular, which creates theoretical difficulties. The practical problem is that educational institutions are mainly focused on the transfer of knowledge, but students often remain indifferent to the learning process itself.

In our opinion, one of the most effective ways to increase students' motivation is to use rewards. The issue of using rewards in pedagogy has been studied by many well-known scholars, but there are still many contradictions – from an overly broad interpretation of the concept of "reward" to its complete rejection. In addition, encouragement is mostly seen as a method of education, and its role in the learning process remains insufficiently studied.

The topic of rewards in the learning process is relevant to pedagogy and psychology, and many researchers have studied it from different perspectives. Among them are John Dewey, Carl Rogers, Thomas Gordon and Vasyl Sukhomlynsky.

Thus, despite the considerable interest of scholars in the problem of encouragement, its role in increasing motivation to learn requires further theoretical substantiation.

The purpose of the study is to theoretically define the essence of encouragement as a factor in the formation of positive motivation for learning.

In the course of the study, the following theoretical methods were used: analysis and generalization of scientific and pedagogical literature, synthesis and comparative analysis to assess the level of study of this problem.

The article analyzes scientific research on the essence of motivation of learning activities, determination of priority motives, optimal structure of the motivational sphere, sources of motivation, and sustainability of learning motivation. The motivation as a factor influencing the effectiveness of learning and the success of the educational process is considered in detail.

Based on the analysis of methodological literature and own practical experience, recommendations have been developed to increase the motivation of students to study, taking into account the stages of organization and conduct of the lesson (preparatory, basic, as well as the stage of consolidation of knowledge and skills), as well as in extracurricular activities. The effectiveness of the educational process largely depends on the development of the incentive sphere, which requires a targeted pedagogical impact. The main way to form motivation for learning is to promote the transformation of the general motives of students into a mature motivational sphere with an established structure and the dominance of individual motives. It is proved that motivation is a key factor in improving the academic performance of schoolchildren. It is an integral part of any activity, in particular educational. The success of training directly depends on the orientation and level of development of the motivational sphere of students.

2. The Role of Encouragement in Student Motivation

Modern realities indicate that traditional approaches to stimulating and motivating learning activities often fail to produce the expected results. In our opinion, this is due to several factors.

First, modern students are constantly in a whirlwind of information flow, the main source of which is the Internet. The information available in the online space is diverse and voluminous, allowing children to meet their cognitive needs outside of school. As a result, learning is losing its appeal, and interest in academic knowledge is significantly decreasing. Traditional methods of stimulation are becoming less effective: for example, playing computer games, taking quizzes, or getting information on the Internet is more exciting for students than going to class. This reduces the relevance of education, which seems secondary to them.

Second, attempts to stimulate learning through duty and responsibility often fail. This is because today's students often have a low level of respect for education, educational institutions, teachers, and their work. Teachers' requirements are often ignored, and many students have little or no sense of responsibility for their learning outcomes. In such circumstances, there is a need to use additional incentives.

One of the key advantages of the learning process in the digital age is live, personal communication. This aspect can be effectively used to stimulate students' learning activities, in particular through the use of incentives that help to form a positive motivation to learn.

According to the Ukrainian dictionary, the term «encouragement» has several meanings:

1. It is a form of stimulation to any activity based on positive influence, support or reward *(Dictionary, 1970-1980: 76)*.

2. It is also a praise or reward aimed at reinforcing certain behavior, achievements or successes *(Dictionary, 1970-1980: 76)*.

John Dewey emphasized the creation of conditions for active learning, where encouragement is a key element that promotes the development of students' interest and independence *(Dewey, 1938)*. Skinner B.F. in his theory of operant conditioning, he described positive reinforcement as an important means of shaping behavior and skills *(Skinner, 1968)*. Vasyl Sukhomlynsky considered encouragement as a tool for moral and intellectual development, emphasizing its personality-oriented nature *(Sukhomlynsky, 1977)*. Carl Rogers emphasized the importance of positive support in «creating a favorable learning environment» *(Rogers, 1969)*. Thomas Gordon saw encouragement as «a way to preserve students' initiative and create a favorable classroom atmosphere» *(Gordon, 1974)*.

In a broad sense, incentives encompass all means and methods that promote and sustain desired behavior or activity through external stimuli. Given that learning is one of the main forms of activity for students, rewards can be seen as an external stimulus aimed at motivating them to learn, based on the evocation of positive emotions. Using this approach, a teacher can help students develop a positive attitude toward learning and increase their motivation to acquire knowledge.

3. The history of the use of encouragement in pedagogy

To understand how encouragement can contribute to the formation of positive learning motivation, we need to explore the history of the use of encouragement in pedagogy and study the psychological characteristics of the mechanism of encouragement's impact on students, taking into account age-specific pedagogy.

Indirect confirmation of the expediency of using encouragement in education (based on its definition) is, in our opinion, the work of leading philosophers and educators who argue that the starting point for teacher-student interaction should be the child's specific need and problem. Thus, according to Socrates (469–399 B. C.), the task of the teacher is to help the student feel capable of creating his or her own knowledge. Jan Comenius (1592–1670) believed that the

task of a teacher is not so much to teach a student as to help him or her improve. John Locke (1632–1704) named three main actions of an adult that are necessary when communicating with a student: protection, support, and assistance. Jean-Jacques Rousseau (1712–1778) saw the essence of education in the awakening of a child's own intention and self-esteem. In his opinion, the teacher should not impose his or her opinion on the child, but create conditions for development, organize the educational and learning environment in which the child can accumulate life experience and realize natural inclinations. I. Pestalozzi (1746–1827) defended the intrinsic value of childhood and considered the main goal of education to be the development of morality and intelligence in children based on the possibilities inherent in nature. He talked about the real possibilities of creating conditions for a teacher to help a child develop a desire for independence. D. Dewey (1859–1952) argued that the teacher should not be a "lesson-giver" but rather a guide, a consultant to the student's independent activity, i.e. to understand the student in his/her self-development, to interact with him/her without pressure and coercion. Rudolf Steiner (1861–1925) added support and interaction between the teacher and the child to the list of important pedagogical methods. Maria Montessori (1870–1952) saw the essence of education in the organization of an environment that best meets the needs of the child. Her method is to stimulate the child to self-education, self-learning, and self-development.

The first use of incentives as a factor in increasing the effectiveness of education and upbringing began in a number of European countries and the United States in the late nineteenth century. This was due to the beginning of an active search for methods of influencing students that could provide an alternative to physical punishment. The purpose of this system was to help the younger generation stand out from the crowd, to foster initiative and the ability to overcome difficulties. Encouragement, according to the American educator D. Counts, best contributes to the implementation of the most important principle of the US school – the principle of individual success. Individual rewards included honorary diplomas for good students, first places in classrooms and other school facilities, letters of commendation, writing names on marble plaques, bows in girls' schools, orders or something similar in boys' schools, and appointments to honorary school positions.

Psychologists' research on the mechanism of rewarding can also support the use of rewards in education. Thus, the American psychologist E. Torydyke concludes that rewards tend to maintain and strengthen any connection that leads to them, that the feeling of satisfaction caused by rewards is much stronger than the feeling of dissatisfaction caused by punishment. In addition, whereas punishment only stops bad actions, reward focuses on good ones and reinforces them. When studying the essence of encouragement, it is necessary to understand that encouragement should evoke positive emotions in the student, only in this case it will be effective. No amount of reproach or punishment will make school more attractive to a child. But if you praise and encourage your child for every small success, you will hope that he or she will study with pleasure and full dedication.

4. The Importance of Motivation in Learning

Learning motivation is a process that initiates, directs, and sustains efforts to complete learning tasks. It is a complex system consisting of various motivations, goals, reactions to failure, resilience, and attitudes of the learner.

Motivation is a key component of the organization of the educational process and educational activities. It can have both external and internal origin in relation to activity, but always remains an internal characteristic of the personality – the subject of this activity.

The effectiveness of motivation depends on the development of the incentive sphere, which requires a targeted pedagogical impact.

Modern psychology considers motivation as a multi-level and complex system that regulates human activity. According to Kaniuk S. S., «the human motivational system is much more complex than a simple set of fixed motivational elements. It covers a wide range: from automatic installations and actual aspirations to the ideal sphere, which, although not relevant at the moment, performs an important function. This sphere provides a person with a semantic perspective for development, without which everyday affairs lose their significance» *(Kaniuk, 2002: 3)*.

This approach allows us to define motivation as a complex, heterogeneous system that includes needs, motives, interests, ideals, aspirations, attitudes, emotions, values and norms. At the same time, this gives grounds to speak about the polymotivation of human activity and behavior, as well as about the dominant motive in their structure. Scientists consider motivation as a separate motive, as an integral system of motives or as a special sphere that unites needs, goals, interests and motives in a complex interweaving and interaction.

In general psychology, motivation is interpreted as a complex set of driving forces that manifests itself for a person in the form of needs, interests, goals and ideals that determine his behavior and activity. The motivational sphere or motivation in a broad sense can be considered as a central element of the personality, around which such characteristics as orientation, value orientations, attitudes, social expectations, emotions, volitional qualities and other socio-psychological characteristics are formed.

Educational activity is understood as a specific form of personality activity, which is aimed at mastering social experience, cognition and transformation of the surrounding world. It includes the mastery of cultural ways of both external, objective actions and mental operations *(Makarevych, 2006: 5)*.

In didactics, motivation is considered as a process of formation and consolidation of positive motives of learning in schoolchildren. It affects not only the educational activity of the student, but also his cognitive sphere, in particular, activity in such processes as perception, thinking, imagination and memory.

The process of forming learning motivation involves the transition from general motivations to the creation of a stable motivational system with clearly defined dominant motives.

Thus, motivation is a necessary component of any activity, including learning. Its level and focus determine the success of learning activities.

5. Effective Strategies for Student Motivation

The analysis of methodological materials and practical experience allowed us to formulate factors that contribute to the formation of motivation, including:

– creation of a general atmosphere of positive attitude to learning and professional knowledge;

– active participation of students in joint learning activities through pair or group work;

– establishment of positive relationships between teacher and students, creation of success situations and application of various methods of stimulation;

– interest of students due to the original presentation of new material;

– use of bright, figurative language and creation of positive emotions in the learning process;

– use of cognitive games, discussions, solving problematic situations;

– studying the material through the prism of life situations, the experience of teachers and students;

– developing students' independence and self-control in learning activities, setting goals, implementing them, and finding non-standard ways to solve learning problems *(Volkova, 2007: 112)*.

The study of the essence of encouragement, the mechanism of its action, the types of encouragement used in education, and our own experience allow us to identify forms of encouragement that can be used in education:

1. Mimicry and pantomime (teacher's smile, encouraging look, etc.). According to statistics, a person receives only 8% of information verbally. The rest of the information is transmitted non-verbally, with the help of facial expressions, gestures, gaze, voice modulations, and the position of the interlocutors relative to each other. It is not uncommon for a teacher to call on a student to answer, but not look at him or her while filling out a journal or looking for something in their papers. The student perceives such behavior as inattention, indifference on the part of the teacher, and as a result, the student will not try to respond to the lesson or do the best he or she can because they are not listening anyway. Nonverbal communication is an important factor that teachers should always keep in mind.

2. Verbal. Verbal types of encouragement are the most diverse in quantitative and qualitative terms. They are simple and easy to use, and the teacher can easily dose them and direct them in the right direction. They range from a single word to an elaborate explanation and stimulate a specific activity.

3. Tangible rewards require additional effort from the teacher. They can include a favorable note in a notebook or diary, presentation of certificates or other awards, writing on a board of honor, etc.). Materialized types of rewards can also include solving a difficult task or completing a separate task prepared by the teacher in advance.

4. Changes in the rights and obligations of students: completion of additional tasks (or tasks of increased complexity) or, conversely, exemption from completing tasks.

5. A mark as a form of encouragement. Usually, a mark is a statement of the fact of success or failure. But sometimes a teacher can use a mark as a means of encouraging a weak student to engage in learning activities by giving a higher mark than he or she deserves.

At the stage of lesson preparation, it is recommended to take into account the following aspects to increase learning motivation:

1. Creating a positive emotional and psychological atmosphere through the formation of trusting relationships between teachers and students, as well as harmonious relationships in the classroom.

2. Avoiding the forced imposition of learning objectives. It is important to gradually teach students to set a variety of goals – short-term, long-term, simple and complex. The key is to make these goals achievable and realistic.

3. Choosing a democratic approach to classroom management by the teacher.

4. Psychologically supportive interaction when communicating with students: greetings, attention through eye contact, a smile or a slight nod of the head.

6. Strategies for Enhancing Student Engagement

The following recommendations are recommended for the main stage of the lesson:

1. Teacher's formulation of questions that emphasize contrasts, novelty, significance and other features of the object of study.

2. Creating problematic situations, stimulating active cognitive activity of students, which involves finding and solving complex problems that require updating knowledge, analysis, and the ability to see the essence and patterns behind specific facts and phenomena.

3. The use of didactic and educational games, exercises, as well as the use of technical learning tools and multimedia technologies.

4. Use of systematic exercises and tasks aimed at developing basic cognitive abilities: reaction speed, different types of memory, thinking, attention and imagination.

5. Ensuring that learning tasks are appropriate to the age characteristics of students and have an optimal level of difficulty.

6. Connecting new material with the knowledge already acquired to increase students' interest in learning.

The following approaches can be used at the stage of consolidation and review:

1. Recognizing even minor achievements of students.

2. Assessment of the majority of students' successes.

3. Focusing on the dynamics of students' competence development.

4. Use group forms of work to test knowledge: work in pairs, mutual testing, use of signal circles, discussion of tasks with each other.

5. In case of failure, emphasize the lack of effort, not the mistake, while indicating to the child that his or her general level of ability is sufficient to complete the task.

6. Avoiding competitive situations. It is better to teach students to analyze and compare their own results and achievements.

7. Analyzing the causes of errors together with students and finding ways to correct them.

8. Evaluating a specific answer without criticizing the student's personal qualities.

9. Focusing students on further progress and on the feeling of success from completed tasks.

In extracurricular activities, it is important to consider the following aspects:

1. Accepting students as they are, regardless of their academic achievements.

2. Constantly emphasizing that interaction in the team depends not only on academic success, but also on the student's social activity and civic position.

3. Study of children's interests.

4. Organizing subject – specific competitions and extracurricular activities.

5. Involving students in subject-specific project activities, creating creative works, developing projects and presentations.

6. Assisting students in establishing links between schooling and their personal interests.

7. Conclusions

The analysis of psychological and pedagogical literature highlights differing perspectives on the role of encouragement throughout the history of educational thought. Research into the theoretical foundations of pedagogy and psychology has helped to clarify the concept of encouragement, leading to the conclusion that its application in education is justified. This conclusion stems from the mechanism of encouragement, which relies on positive emotions to reinforce completed actions and foster a desire to repeat them. Consequently, the use of rewards in teaching plays a significant role in developing positive learning motivation.

Motivation is a crucial element of human activity, directly influencing its development and effectiveness. In educational contexts, motivation involves cultivating and solidifying positive motives for learning in students. It not only drives students' academic engagement but also impacts their cognitive processes, such as perception, thinking, imagination, and memory. Educational motivation serves as a process that initiates, directs, and sustains efforts toward achieving academic goals. It represents a complex system shaped by motives, objectives, responses to challenges, persistence, and individual attitudes.

Thus, motivation is an integral component of any activity, including education. It is a key factor in achieving success in learning, making the question of its formation and enhancement especially relevant.

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SYMBOL AND LEGAL MYTH

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Summary

The aim of this paper is to prove the hypothesis: symbol plays a decisive role in the process of legal myth-making; it occupies a central place in the structure of the legal myth. Nowadays, the role of the symbol in the structure of legal myth has not been sufficiently studied in Ukrainian and foreign science, which explains the relevance of our research. Symbol and legal myth have much in common, for example: sociocultural characteristics; timelessness; the ability to combine opposites. Every legal myth is a combination of legal reality and the unreal. Legal myths and mythologemes are rooted in the collective consciousness, but they also manifest subconscious intentions. Based on the analysis of some legal myths common in modern Ukraine and the world (myths about the omnipotence of the state and law; myth about the inevitability of punishment; myth about the inviolability of legal norms), it is shown how the set of key symbols (symbolic field) forms the primary structure of the myth. Thanks to symbolic reduction in the process of myth-making, the main thing is separated from the secondary. The evolution of the legal myth in time and space consolidates and develops "eternal" mythologemes and "eternal" mythical plots. Methods used in the study: general scientific (analysis, synthesis, induction, deduction); methods of theoretical research (from abstract to concrete), historical method, philosophical methodology (phenomenological method, dialectical method, anthropological approach).

Key words: philosophy of law, legal myth, legal consciousness, symbol, symbolization, symbolic field, symbolic reduction.

1. Introduction

The *object* of our research is the legal myth. The *subject* of the research is the symbol as a component of the structure of legal myth.

The *relevance of the problem* is explained by the fact that in modern philosophy of law and jurisprudence, far from all aspects of legal myth have been studied. In particular, the role of the symbol as a decisive factor in the formation of legal mythology and legal consciousness has been analyzed very insufficiently.

A large number of scientific works are devoted to the problems of myth (works by M. Müller, W. Wundt, O. Losev, C. Lévi-Strauss, M. Eliade, R. Barth, K. Hübner) and the search for the essence of the symbol (E. Cassirer, J. Baudrillard, A. De Suznel, K. Svasyan, Ukrainian philosophers A. Osypov, Ya. Bilyk, O. Kyryliuk and others). Various aspects of the legal myth are discussed in the works of A. Ceglarska, D. Coscun, R. Fitzpatrick, N. Rouland, V. Bachynin, O. Balynska, Y. Oborotov, Y. Tishchenko. We use some of the theoretical findings contained in their scientific works.

The *purpose of our research* is to show the role of the symbol in the process of myth-making, as well as the place of the symbol in the structure of legal myth. Achieving the research

goal should confirm our *hypothesis*: symbol plays a decisive role in the processes of legal myth-making; it occupies a central position in the structure of the legal myth.

We used several philosophical methods. Our work uses a *phenomenological method,* which makes it possible to reveal the essential features of the legal myth and symbol, the content of the legal myth as a component of human existence and culture, the essence of timelessness, eternity of the myth and symbol.The *anthropological approach* allows us to understand the existential need of man for myths and myth-making, for symbols, as well as the essence of symbolization and myth-making as anthropological phenomena. The *dialectical method*, as one of the main methods of philosophy, is used by us to compare the rational and the irrational, the real and the unreal, the objective and the subjective in the legal myth. This method makes it possible to characterize a symbol as a combination of opposites, a meeting of idea and image, immanent and transcendent.

2. Legal myth: a combination of the real and the unreal, the objective and the subjective

Legal myth is a type of myth whose content is legal reality, that is, the legal world of man, a part of human existence that is formed by man and in which man lives and acts. It is rooted in legal discourse, legal consciousness, mentality, and traditions; "in the myths themselves specific laws are described and established – many mythical events represent precisely the constitution of political norms and rules" *(Ceglarska: 55)*. Time and space are the coordinate system that determines the vectors of the spread of legal myths. As N. Rouland notes, "rules regulating life in society are born from myths: moral, religious, legal"; that is why "a careful reading of myths allows one to create an idea of the content of legal norms and customs characteristic of a particular society" *(Rouland: 56)*.

But what is *legal reality*? Does any myth fit into the framework of reality with its iron and unbreakable laws? Here we encounter the phenomenon of culture as a special form of reality – *cultural reality*. As Y. Tishchenko rightly believes, "a legal myth is a part of legal culture, a form of holistic mass experience and interpretation of legal reality with the help of sensory-visual images, which are considered independent phenomena of legal reality" *(Tishchenko 2006: 33)*. The author proposes to study the legal myth in two aspects: "first, as a hypothesis, ideal beliefs regarding legal phenomena that appear to their bearer as undeniable, uniquely true and self-evident; second, to look at the myth from the inside <…>, to consider the myth from the point of view of the bearer of mythical beliefs, as a living reality" *(Tishchenko 2006: 33)*.

In modern legal science and philosophy of law, the legal myth has not been studied fully. This is primarily explained by the fact that most scholars rely in their research on the canons of classical jurisprudence, which are based on the principles of rationality and logic. The presumption of logic and objectivity still dominates legal research today[1]. The vast majority of scholars consider law to be a rigorous science. That is why they associate the concept of "legal myth" exclusively with something irrational, with something that has long been an element of folk art and is rooted in fantasies and subconscious images. This fundamentally contradicts the prevailing view of law as an objective reality, which is considered in the positivist paradigm. "In the infinite

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[1] The question is topical and important in a methodological sense: "Is jurisprudence a science (according to the criteria of scientific rationality) or knowledge in the spirit of the hermeneutic tradition?" *(Tarasov: 71)*. This is a fundamental question, the answer to which depends on "whether lawyers have the right to discuss their theories, research results, and legal knowledge in the category of truth, as is typical of positive science, or whether this should be done in the style of hermeneutic traditions in terms of goals and intentions, finalist ideas" *(Tarasov: 71)*.

arrogance of modernity, myth is made to correspond with the static and closed in meaning and social ordering whilst modernity is equated with progress and a fecund openness. <…> Modernity, in short, is opposed to myth". But, nevertheless, "no matter what its relevance to socalled primitive and ancient worlds, myth is vibrantly operative in modernity" *(Fitzpatrick: ix).*

An important feature of legal myths is that they "are simultaneously in the context of the rational and the sensual, that is, simultaneously in two planes of perception of law, which, in turn, allows the myth to be reflected in various structural elements of legal consciousness" *(Tishchenko 2020: 19).* In general, any myth (not only legal) exists on the border between the sacred and the everyday, the real world and the imagination, rationality and feelings, the conscious and the subconscious. This transitional nature makes every myth (including legal myth) a *transcendental phenomenon.*

We can give some examples of the most common legal myths in modern Ukraine. These include, in particular:

– the myth that an increase in the number of laws and regulations inevitably leads to a decrease in cases of offenses;

– the myth of the power and absolute justice of the state;

– the myth that all international obligations from foreign states and partners regarding Ukraine will certainly be fulfilled;

– the myth about the influence of the number of deputies on the effectiveness of the parliament;

– the myth about democracy – a political regime that opens up unlimited political and social opportunities to every citizen;

– myth of the "eternal" nature of legally formalized property rights, such as land ownership rights[2].

3. Symbol and myth

Symbol plays a big role in the formation of any myth. What explains this? The fact is that a symbol is an important component of culture and all cultural processes: "the idea of a symbol lies at the heart of all cultural creativity, since the model of a new cultural cosmos is always born as a *"proto-symbol" (Shumka: 3).* Symbols are rooted in the human subconscious; they are, according to C. G. Jung, archetypes of the subconscious *(Jung 1971: 484).*

Jung believed that the symbol performs the functions of memory of a special kind. It contains the hidden secrets of things; it "does not encompass or explain, but recalls what our modern language cannot adequately express" *(Jung 2009: 360–361).*

Since mythology is a manifestation of subconscious intentions and an essential component of human culture, the symbol performs important myth-making functions. Jung includes mythology and sacredness in the symbolic sphere as the older structures of mental functioning *(Jung 1964: 62).*

At the same time, Jung's idiosyncratic definition excludes the possibility of considering symbols as simple signs *(Colman: 190).* We can say that a symbol is a *mythologeme embodied in an image.*

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[2] Numerous political cataclysms of the last century demonstrate the fallacy of this belief. The problem is that any legal system is part of the existing political system, the demise of which destroys the existing legal order. Representatives of some African tribes (for example, the Agni tribe) have a more realistic attitude towards property rights. They know the rule: "It is not man who owns the land, but the land who owns the man." *(Olawale: 196).*

A significant number of researchers point to the social functions of a symbol. Due to its integrative nature, a symbol is not only a cultural but also a social phenomenon. As A. Whitehead notes, since ancient times, a symbol has always been *a socio-cultural phenomenon*, a factor in regulating various aspects of social life, it contributes to the consolidation and development of society, including, of course, the legal sphere *(Whitehead: 35).*

According to E. Cassirer, myth is the most unscientific method of cognition[3]. Developing this idea in volume 2 of "Philosophy of Symbolic Forms" and in some other works, the German philosopher argues that myth is a special symbolic form from which all other symbolic forms are born – such as science, art, language. That is why interpreting the essence of myth is the key to understanding the essence of all humanities, including law. According to Cassirer, the essence of myth is not in the simple reflection or reproduction of reality, but in "a special typical way of constructing an image, in which consciousness goes beyond the simple reproduction of sensory impressions, but begins to resist it" *(Cassirer 1955 Vol. 2: 27).* In other words, myth is one way of knowing reality as *a symbolic reality.*

S. Langer, a follower of E. Cassirer, draws attention to the fact that myths are born from subjective symbols rooted in our imagination *(Langer: 141).* "Because it presents, how ever metaphorically, a world-picture, an insight into life generally, not a personal imaginary biography, myth tends to become systematized" *(Langer: 143).* Such generalization, the desire to construct a holistic picture of the world, becomes possible thanks to the integrative function of myth, which brings myth closer to symbol. Myth is also similar to a symbol in that mythical characters are not specific individuals, they are the embodiment of the traits of many people, and mythical events are a reflection of many events of different times: "Perhaps this transition from subjectively oriented stories, separate and self-contained, to the organized and permanent envisagement of a world-drama could never be made if creative thought were not helped by the presence of permanent, obvious symbols, supplied by nature" *(Langer: 146).* A symbol, like a myth, has the ability to combine, overcome the disunity of natural phenomena and human destinies, and in doing so construct a new world, which is actually a counterpart of our real world. Symbolism is truly a world of rich eidos, which, in the spirit of Plato's philosophy, is opposed to the world of real things. And each symbol can be considered as *an image charged with an idea[4].*

4. The role of the symbol in the formation of legal myth and legal consciousness

We showed in the previous section that symbol plays an important role in the process of myth-making, occupies an important place in the structure of each myth. In fact, symbol is one of the main factors in the process of myth-making. As noted above, the specificity of the legal myth is that it exists simultaneously in the realm of the real and the unreal, it is simultaneously shaped by real events and images of the subconscious. The symbolism of a legal myth (i.e., the set of symbols that underlie it) is also born as a reflection of real events and phenomena of reality and the sphere of the surreal/unreal. In this way, a *symbolic field* is formed – the entire set of symbols that form the core, the center of legal myth. Each myth has its own symbolic field; like a magnetic field, it powerfully acts on the electric charges of human imagination and fiction, combining them with images of reality in a single context of a mythical narrative. A symbol,

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[3] Symbol, as E. Cassirer wrote, is "the sensual embodiment of the ideal," "the meaning that resides in the sensual, the purest and freest fiction that is built by cognition in order to master the world of sensual experience" *(Cassirer 1955 Vol. 1: 87).*

[4] "It is a characteristic of presentational symbolism that many concepts may be telescoped into one total expression, without being severally presented by its constituent parts. The psycho- analysts, who discovered this trait in dream-symbolism, call it "condensation."" *(Langer: 155).*

without losing its depth and imagery, embodies the essence of complex phenomena in a simplified form. In the process of symbolization, *symbolic reduction* occurs. Its peculiarity lies in the fact that symbol cuts off the secondary, leaving the main thing – that which most successfully, most fully conveys the essence of a phenomenon, the essence of an event or relationship.

Let's consider the symbolism of some legal myths that are common in our time.

The ideological doctrine, which has been spread for a long time by the authorities and the media in Russia, is based on legal myths: the myth of the "artificial nature" of Ukrainian statehood; the myth of the "gifted Crimea"; the myth of the defining hostility of Ukrainians towards Russians, hatred of everything Russian. This set of myths stems from the ancient myth of Russia as the "older brother" and Ukraine as the "younger brother" who must be taught and punished in case of disobedience. At the heart of these myths lies symbolism, which is a complex symbiosis of historical, legal, and political realities[5], as well as fantasies, images born of imagination, and outright lies and self-deception. Some symbols have their origins in folk tales – for example, *"older brother"* and *"younger brother"*, which were commonly mocked; the symbol of *"gift"* as a pledge of eternal humility (the one who gives shows kindness and sincerity, and the one who receives the gift must be grateful and humble); the myth of the legal status of *language* (language is not only a cultural phenomenon, but to a greater extent a political one). The development of the myth of language led to the actual identification of language and territory, language and statehood by the authorities of modern Russia.

Numerous legal myths with their symbolism are widespread in modern Ukraine.

Thus, one of the most common myths is *myth of the state* as the guarantor of citizens' rights. Indeed, this is how it should be; it is enshrined in the Constitution and laws. But in a difficult period of statehood formation, transformations, and a deep political and economic crisis, is this really possible?

The Ukrainian word "state" comes from "to hold, to sustain", which has Sanskrit origin (dheregh– "to hold firmly"). Therefore, the basis of legal myths about the state is *symbol of power*. This symbol combines both realities (indeed, the state has real means to protect, punish, and exert pressure) and human dreams, hopes, and illusions. Any symbol cannot tolerate emptiness. Therefore, the deepening crisis of state institutions gives rise to huge dreams and hopes that are embodied in the symbol.

Myth about law. The Ukrainian word "law" comes from the Old Slavic "*конъ"* – tradition, custom. Often the word "law" is associated and synonymous with *"faith"*. The legal myth that a rapid increase in the number of laws (this phenomenon was observed in Ukraine in the 1990s) will automatically lead to order and stability in the state grows out of the symbolism of "law" as a symbiosis of traditions, customs, and faith (not in the religious sense). Indeed, in post-Soviet Ukraine there was a certain cultural deficit – old folk customs were forgotten by that time, and new ones had not yet been born. Therefore, in the collective consciousness, this gap had to be filled by laws – rules and rituals of behavior, recorded in legal documents and mandatory for implementation.

The legal myth of the inevitability of punishment is full of interesting symbolism. It has been widespread throughout the world since ancient times. It embodies human desires and hopes, ideas about *good* and *evil*. Good and Evil are a binary opposition that is very common in world mythology. Good and Evil oppose each other, always face to face, and wage an eternal

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[5] We mean the long stay of Ukrainian lands as part of the Russian Empire, then in the USSR, the management of all processes from Moscow, the dominance of the Russian language in the eastern and southern territories of Ukraine, and so on.

fierce battle. *Справедливість/ Justice* (this Ukrainian word comes from the words "truth", "to know"), which is legally enshrined in the structure of every legal norm, is also a symbol. Justice is a judge who resolves a dispute between two parties. But, like any impartial judge, Justice must establish the truth, the true picture. This judge must always be on the side of Good, and this is understandable. The question is: what is good and what is evil? Who is right – the prosecution or the defense? The investigator, "the one who follows the trail," also seeks justice and truth. If any crime is a perversion, a departure from norms and morality, an injustice (a crooked, indirect path), then the investigation and the court symbolize a straight path, directness of actions. It is precisely such directness that should ensure the inevitability of punishment.

5. Conclusions

Legal myth is a unique cultural phenomenon; it is also an anthropological and legal phenomenon. Legal mythology is born and exists, on the one hand, as a rational product, and on the other hand, as an expression of irrational, subconscious images.The objective and subjective, the rational and the sensual, the sacred and the everyday find their expression in the legal myth. These features bring it closer to the symbol. Every legal myth (like every myth in general) is saturated with symbolism. The integrative nature of the symbol makes it the core of the mythical structure. Moreover, the set of symbols that make up the symbolic field form the structure of the legal myth; they are its "matrix. "Thanks to the phenomenon that we have called symbolic reduction, secondary, superficial elements of the mythical narrative are cut off. At the same time, deeper images remain, which are saturated with the idea and become mythologemes – the constructive components of the myth.

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THE USE OF VIDEO MODALITY IN BBC AND CNN TOP NEWS

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Summary
The article highlights the main peculiarities of the videos which are an integral part of the contemporary online news articles and offer a fertile ground for the exploration of meaning making processes. The majority of top news articles analyzed within the scope of this study make use of videos as their key structural component. News videos are designed to deliver information quickly and effectively in a short and engaging format. The main pragmatic functions of the video abstracts are to illustrate the events, to support evidence to the facts, to explain or interpret the data, to appeal emotionally, to persuade the audience, to encourage some actions, etc. From a compositional perspective the videos as texts are a combination of visual, audio and textual elements. The relations between different modalities within the videotext reveal the correspondences between the verbiage (words, phrases, sentences) and visual depictions of the information transmitted via video modality. The descriptive qualitative approach was employed to analyze the data presented hereby.

Key words: online representation, information, videotext, multimodality, overlaid text.

1. Introduction

The study of news has long been on the top of scholars' attention due to the exclusive mission of news in society – to inform timely about the latest events happening worldwide. Given this role, it is hardly surprising that the news is considered to be an autonomous, self-contained type of discourse. In linguistics, news discourse has become an object of intensive research more than 35 years ago, starting with early classics, such as van Dijk (1988), Bell (1991), Fowler (1991), moving further with the works of Montgomery (2007), Richardson (2007), Cotter (2010), Bednarek & Caple (2012), Busa (2013) to name a few, and proceeding with the myriad of current inquiries in versatile news discourse fields.

The leading medium of news dissemination still remains the internet due to technical capabilities of which the transmission of information becomes more efficient, continuous and dynamic. That is why today's online news is typically spread in a multimodal form which can exploit the web resources to the best possible degree. The multimodal perspective of modern meaning making process is of great interest for many scholars – Kress & van Leewen (2020), Jewitt (2014), O'Halloran & Lim (2014), Bateman et al. (2017, 2023), Wildfeuer (2020), Yefymenko (2024), Serafini (2024), Martinec & Salway (2005), Stöckl et al. (2019), Cheema et al. (2023) etc.

The online news is instantiated via various presentation modalities including text, image, audio and video. The object of this study is the video modality represented through videos used in BBC and CNN online top news.

2. The role of videos in a meaning making process

Video materials are indisputably an integral component of most BBC and CNN news. Wide range of modern recording, processing, and transmitting processes, new technologies of storing and reproducing visual and audiovisual content allow video recordings to be of the highest quality, timely, informative, educational, etc.

The main advantages of videos in comparison to other presentation forms are as follows:

– they can simultaneously combine visual, auditory, and verbal resources;

– they can provide the most reliable facts by showcasing and documenting events, phenomena, etc.;

– they can create a dynamic product that has the potential to engage large audience.

Videos also have a significant pragmatic effect over the viewers. They reveal new channels of influence at various levels including emotional, argumentative and manipulative ones. While watching video content, the viewers immerse into the flow of events, experience the things they see, travels in time and space, visually acquire new knowledge, and gain a deeper understanding of the surrounding world. Moreover, the current visually-dominated digital reality confers videos with this almost exclusive role of perceiving information.

The vast majority of videos accompanying BBC and CNN news are short, typically lasting two to five minutes. Therefore, they are not burdensome, relatively easy to comprehend, and users can even choose whether to watch them or not.

3. The main video types

All the BBC and CNN top news videos represent informational and analytical genres. Here we suggest distinguishing three common types: newsroom videos, video reports, and video interviews/discussions.

Newsroom videos significantly resemble television news broadcasting; the news is delivered by anchors in the studio supported by live reports covering the events. Also, the direct speeches of people affected by the news are included to these videos. This video format is often found in CNN articles, where condensed video information is further presented in the article itself in a more detailed form. The videos used in the following articles illustrate the above mentioned – Poland-Belarus: Tensions high on NATO's border with Belarus after Wagner troops move closer | CNN; Travis King: US officials try to piece together why soldier crossed into North Korea | CNN Politics; Manipur state, India: Shocking video emerges of sexual assault amid ethnic violence | CNN; Inside efforts to avert environmental 'catastrophe' in the Red Sea | CNN.

Video reports hold a special place among other video fragments due to their exceptional dynamism, achieved through the step-by-step disclosure of events. In addition to it, video reports reveal the information in a deeply engaging way by attracting attention to such details as facial expression, gestures, clothing, people's behavior, etc. It produces the "effect of presence and involvement," allowing viewers to feel as if they are actively participating in the events being broadcast.

The standard composition of a video report includes:

– Introduction where the events, phenomena or other important issues are generally described, providing the viewer with background information.

– Main part where a detailed presentation of events takes place; key facts, specific aspects, arguments, etc. are provided.

– Conclusion which is the author's summary of the covered events.

Based on the presentation style, BBC and CNN video reports can be categorized as follows:

1) Event-based reports. Here a video narrative showcases the events in a timeline order. Reporters depict the actual events selecting the most striking elements and tense moments to enhance the impact. They portray people's behavior, describe the surrounding environment, provide context, show a lot of compelling details, etc. This type of video content is widely represented in BBC and CNN news materials, as the primary function of news is to inform and visually support the facts (e.g. Israeli lawmakers to vote to weaken Supreme Court amid protests, as Netanyahu leaves hospital | CNN; Pittsburgh synagogue gunman gets death penalty – BBC News).

2) Informative-thematic reports. These are the reports based on a thorough and comprehensive investigation of a specific topic. This type of report goes beyond merely describing events; it delves into the subject matter in depth, providing analysis, expert opinions, background information, and context. Such reports are designed to educate the audience, to show another perspective of the situation by offering a broader interpretation of complex issues rather than just covering breaking news (e.g. Niger coup: Junta shuts airspace citing military intervention threat – BBC News; Donald Trump faces further charges in Mar-a-Lago documents inquiry – BBC News; Moscow drone attack: Zelensky says war 'returning to Russia' after Kremlin accusations | CNN; Moscow drone attack: Zelensky says war 'returning to Russia' after Kremlin accusations | CNN).

3) Analytical reports present not only factual data but also seek to analyze, provide commentary, and determine its underlying causes by interpreting, evaluating and drawing conclusions from the data. This involves incorporating relevant facts, statistics, case studies, expert opinions to offer a deeper and well-structured comprehension of the issue. Analytical reports go beyond mere observation, aiming to explain the significance and implications of events (e.g. William Lai: Taiwan will 'never back down' to China threats, presidential candidate says during US transit | CNN).

4) Documentary reports combine elements of both an informative-thematic report and a cinematic storytelling. Their aim is not only to inform, explicate or interpret, but also to fully immerse the viewers into the subject by appealing to their emotions, feelings, perceptions, etc. The cinematic storytelling includes sharing personal experiences, showing everyday life, mixing music, sound effects and voiceovers (e.g. BBC Africa Eye: Elderly caned at Kenya's PCEA Thogoto Care Home for the Aged – BBC News, Inside a secret bunker, hear what soldier noticed about Russian soldiers | CNN).

Video Interviews/Discussions provide viewers with the opportunity to watch a conversation between the anchor person and invited studio guests. These guests are typically experts of versatile fields, renowned public figures, or political leaders. The discussion revolves around one or several key statements, which the guests comment on, express their own opinions; or the discussion takes a form of an interview and guests are asked questions. This video format may have quite a positive impact on the audience, as expert opinions enhance the credibility and value of the news. By offering informed perspectives and in-depth analysis, such discussions help viewers better understand complex issues and form their own opinions based on authoritative insights (e.g. Why Trump's latest indictment will reverberate for years to come | CNN Politics; Trump set to return to Washington for monumental court date – but a national catharsis is unlikely | CNN Politics).

It is also suggested to define video materials reflecting direct footage from the scene of events into a separate group. The primary goal of such videos is to show the event as it unfolds, capturing the most significant moments of the news story.

A key feature of these videos is the absence of special effects; the focus is placed purely on raw footage. They may include reporters' or eyewitnesses' commentaries, on-screen statements to provide context, but the emphasis remains on authentic, unaltered visuals that allow viewers to experience the event as realistically as possible (e.g. Ukraine war: Wheat prices soar after Russia threatens ships – BBC News; Hawaii wildfires burn historic town of Lahaina to the ground – BBC News; China floods hit 'northeastern granary," fueling food security concerns | CNN; Chandrayaan-3: Historic India Moon mission sends new photos of lunar surface – BBC News).

So, the main functions of video materials used in BBC and CNN online top news are as follows:

1) To demonstrate/illustrate the events by providing visual representation to complement news reports.

2) To corroborate the events by capturing and verifying real-time occurrences as evidence.

3) To explicate/interpret the concepts, facts, and phenomena by offering context, background, and expert insights.

4) To analyze the events by examining causes, consequences, and implications through expert discussions and investigative reports.

4. The ways of constructing online videotexts

All the BBC and CNN videos could be regarded as multimodal texts due to rich variety of semiotic resources employed to create specific meanings via video modality.

Further on we will be elaborating on those semiotic means and their cross-modal inter-relations.

It goes without saying that the moving image, as a series of frames played rapidly to create the illusion of motion, is the fundamental element of the "videotexts". All the other components are added to it such sound, music, wording etc. As a result of this combination, a richly varied and complex multimodal ensembles are created, the holistic perception of which depends on the communicative and cognitive settings of the sender and the recipient's ability to interpret them.

The following models for constructing online videotexts can be distinguished:

1) Images + overlay text (simple phrases or simple sentences).

The video to the article Ukraine 'hits Russian missile boat Ivanovets in Black Sea' captures the moments of Ukrainian sea drones destroying russian warship in the Black Sea. The video itself does not include anchor's commentaries or any audio effects, just an overlaid text that helps to interpret the moving image:

The video to the article Firefighters battle huge blaze near Los Angeles as winds pick up depicts the mammoth blazes spreading near Los Angeles, and the overlaid text indicates the location and explicates the change of video frames.

2) Images + music + overlay text.

The video footage in article Boats, planes and armoured train: How Kim Jong Un travels abroad shows the exclusive time-honoured train of North Korean leader Kim Jong Un. The train consists of 21 bulletproof carriages, equipped with luxury items, representing the traditions of their dynasty. The content of the video is conveyed through the rapid change of relevant images accompanied by music, along with full text divided into separate syntagms displayed on the screen in a large font size, allowing the viewer's eye to instantly grasp the essence of the text and integrate it with the moving image.

These two models of videotexts creation are characterized by equal interdependence of verbal and non-verbal modes, with the verbal component being in semantic "connection" with the non-verbal.

3) Images + music + aural representations of anchor person/reporter/news correspondent/commentator/protagonist of news events/layperson + overlay text.

Within this model the verbal overlaid component performs following functions:

– Identifies "people in the news".

The overlaid verbal text is often the only way chosen by video creators to convey a person's name, field of occupation, or area of expertise.

In the article video Ukraine offensive could have only 30 days left – US Army chief the heads of the UK Armed Forces and the U.S. Army are discussing the Ukrainian counteroffensive. The verbal inscription helps to identify these individuals. The inscription is rendered in a large font size, while the job title is capitalized and marked with a red line.

– Generalizes the main points of the video story.

In the video to the article US airlines' 16-year safety record ended with tragedy. There were warnings ahead of the crash | CNN Business the key item of the video message is summarized and displayed on the screen in the form of a simple syntactic construction, written in bold with the letters capitalized to emphasize the presented text.

Sometimes, the additional information is given below the main one, unfolding further with the primary idea. This additional information is displayed in a smaller font size, which visually reinforces its subordination to the main thesis as demonstrated in the video to the article Exclusive: Russia producing three times more artillery shells than US and Europe for Ukraine | CNN Politics.

Since all the video reports are grouped according to some particular topics, this overall thematic focus is also reflected in the video materials by means of the overlaid verbal text. The articles videos exemplify it: Russia-Ukraine war: Blinken looks to reassure Zelensky as he visits Ukraine | CNN; Biden administration privately warned by American diplomats of growing fury against US in Arab world | CNN Politics. The video snapshots demonstrate the onscreen text where the general topic is presented in capital, white letters on a red background. Meanwhile, the specific theme of each report is displayed in capital, black letters on a white background. Thus, the font and color differentiate the structural elements of the written texts.

– Announces the upcoming events.

In the videos to the articles Fulton County DA acknowledges personal relationship with lead prosecutor on Trump case, but says it doesn't disqualify her | CNN Politics; Sergei Shoigu: Putin replaces Russia's defense minister with a civilian as Ukraine war rages and defense spending spirals | CNN the overlaid texts is advertising the events that will soon be featured on news websites.

– Transmits the meaning.

The verbal component acts as a "meaning transmitter" in situations when direct protagonists, laypeople, or bystanders affected by the events communicate in their native language to preserve authenticity and enhance the pragmatic impact of the video messages. The overlaid text provides the English version of the speakers' words allowing the audience to understand their responses (e.g. Nagorno-Karabakh: Fuel depot blast kills 20 as refugee count rises).

– Duplicates the audiovisual content.

There are many BBC and CNN videos where the text displayed on the screen fully matches the anchor person's words. The overlaid text illustrates the oral message, intensifies it or enhances its comprehension (Narges Mohammadi: Iranian woman jailed for rights work wins Nobel Peace prize)

The interrelation between the verbal and audiovisual components within the third model of the videotexts construction could be described as those of "additive synergy" where the over-laid text provides additional aspects to better video message perception.

4) Images + direct speech of the video narrative individuals + overlay text + marking of the object/subject.

The video from the BBC article Canada's House Speaker apologises for praising Ukrainian who fought for Nazis illustrates this model: while the speaker is mentioning a person, a red circle appears pointing this person out of the numerous members of parliament. Additionally, the name of the person is displayed on the screen in a bright white rectangle. It endows the news followers with the opportunity to receive the information using versatile modes.

5. Conclusions

In this paper we have shown 4 main models of constructing multimodal videotexts used in BBC and CNN news coverage. Overall, each of the video stories features one of those models, the choice of which primarily depends on the news communicative and cognitive strategies, thematic focus and purpose of the specific news report.

All the constitutive components of the video materials (moving images, sound effects, speeches of "people in news", written texts) come in close interaction. Verbal and visual modes integrate, overlap and merge to form a cohesive multimodal videotext. The meaning conveyed through one mode can be supplemented, repeated, or represented differently by another mode while still preserving the intended message.

The verbal component is present in most of the videos in the form of an overlaid text. Ranging from single lexemes to complete sentences, these verbal inscriptions often play a pivotal role in content creation. Their chief functions include identifying "people in the news" indicating locations, presenting key messages, structuring the information, announcing the upcoming events.

The perception of verbal elements is significantly influenced by their mode of representation. The use of typographic techniques such as font variations, letters size, formatting, and color usage allows to capture the audience's attention, emphasize specific words or entire statements, and intensify the conveyed meaning.

Thus, all these elements together contribute greatly to the dominant goal of the news production – to effectively communicate messages to a colossal number of news readers.

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THE DEVELOPMENT OF NON-LINGUISTIC STUDENTS' CRITICAL THINKING SKILLS: PRACTICAL EXPERIENCE

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Summary

Critical thinking is an essential issue and one of the main goals of higher education, forcing modern domestic and foreign educators to use its strategies in English classes to form students' general and professional competencies. The "Business English" for non-linguistic graduate students is no exception. A step-by-step presentation on the topic "Recruitment and Selection" is an example of one practical session to utilise new vocabulary in speaking, reading, listening and reviewing grammatical material. Three parts introduce the topic: "Recruitment", "Applying for a Job" and "Selection Procedures". This article discusses integrating new information and strategies for developing critical thinking skills at each stage of the lesson. Such strategies as "Forecasting Using Key Words", "Question-Answer", "Thin/Thick Questions", "Keywords", "Listing", "Matching", "Mind Map", "Clustering", "Crossword", "Ordering and Sorting", "Replacing" are demonstrated in their practical application. It has been stated that among the skills and abilities related to critical thinking are flexibility in adapting to life situations, independence in decision-making, skills to generalise and systematise knowledge, professional thinking, the ability to use information resources, and the capacity to seek and acquire new knowledge, etc. Practically every lesson stage is supported by graphical images and tables, particularly self-assessment tables. The research results will help educators improve the use of critical thinking strategies in English lessons at higher educational institutions. Furthermore, the article may serve as a valuable resource for students aiming to critically reflect on fundamental theories, principles, methods, and concepts in their academic pursuits and professional practices.

Key words: Business English, graduate students, recruitment, selection procedures, applying for a job, strategies, phonetic and reading skills, listening and speaking skills.

1. Introduction

Modern education pays increasing attention to the development of critical thinking and analysis, active learning strategies and creativity, originality, initiative, design and programming technology, comprehensive problem-solving, emotional intelligence, and evaluation. These are general trends in educational development, regardless of the student's future speciality. Considerable attention is paid to developing critical thinking when mastering the humanities and social sciences. One of the major topics to be investigated in this field is in what way to develop non-linguistic students' critical thinking, how to apply the up-to-date teaching methods when teaching "Business English", and how to revamp the current lesson in "best practice". "Studies show that active classes, so long as they are purposeful and well organized, are often the ones in which students learn the material most fully and usefully" *(Crawford, 2005).* H. A. Baluta maintains that the product of critical thinking is knowledge and the individual itself – their

future; thus, the concepts of critical thinking are organically integrated into educational theories *(Baluta, 2019: 72)*.

Our pedagogical practice in activating and structuring knowledge on the conversational topic "Recruitment and Selection" for graduate students is focused on developing skills and abilities related to critical thinking, such as flexibility in adapting to life situations, independence in decision-making, the development of skills to generalise and systematise knowledge, professional thinking, improving the ability to use information resources, and the capacity to seek and acquire new knowledge; fostering cognitive interest, independence, and the ability to overcome challenges.

The chosen research topic is closely related to the curricula of Kherson State Agrarian and Economic University, to the syllabus of the course "Business English" in particular. The successful study of "Business English", emphasizing developing critical thinking skills, contributes to forming the students' general and professional competencies. Moreover, critical thinking plays a significant role not only in the students' academic life but also in their real life.

2. Literature Review

Many Ukrainian and foreign authors have discussed the issue of critical thinking in the literature. A recent review of the literature on this matter found that attempts are being made to substantively define critical thinking, its criteria, practical strategies for its formation, and the typology of approaches to understanding its form and content.

The subject of integrating tasks and learning outcomes related to the development of critical thinking into the educational process of general secondary education in Ukraine, considering the complex structure of this phenomenon, is being addressed by such contemporary educators: O. Pometun *(Pometun, 2012; Pometun, 2018)*, O. Nikitchenko, O. Tarasova *(Nikitchenko, Tarasova, 2017)*, N. Kharchenko *(Kharchenko, 2018)*, S. Lutsiv *(Lutsiv, 2016)*, etc. It is worth noting that the issue of developing critical thinking skills among higher education students is the focus of attention of K. Sovach *(Sovach, 2024)*, M. Pochynkova *(Pochynkova, 2020)*, O. Sadovnikov, V. Vasylchenko *(Sadovnikov, Vasylchenko, 2023)*, and other scholars.

Much work on the potential of critical thinking has been carried out on its connection with mastering language skills. Quite a lot of academic papers have an experimental nature. Scholars pay attention to various strategies they use in their pedagogical activities *(Boroushaki, 2015; Iman, 2017; Sharafi-Nejad, 2016; Wibowo, 2017)*: vocabulary strategies *(Sharafi-Nejad, 2016)*; speaking *(Iman, 2017)* and writing strategies *(Tamara, 2021)*.

Our field of scientific interest also encompasses non-linguistic students' developing critical thinking *(Hlavatska, 2024)*. We continue to study this issue's theoretical and methodological foundation, and we are trying to implement its technologies in the educational process.

3. Subject, object, aim and tasks of the paper

The object of the paper is critical thinking and its various strategies.

The subject of the paper is ways for students' developing critical thinking skills aimed at developing key language competencies in listening, speaking, and reading.

The case study is the topic "Recruitment and Selection".

This paper aims to describe the strategies for developing non-linguistic students' critical thinking skills in conjunction with the enhancement of monologic speaking skills, listening comprehension, and adequate understanding and reproduction of what has been heard;

activating and systematising knowledge on the conversational topic "Recruitment and Selection" based on knowledge of basic lexical units, and deepening the acquired understanding of grammar – Present and Past Simple Tenses.

To achieve the aim, the following tasks have been set:

– to describe the step-by-step mechanism for introducing new vocabulary related to the lesson topic, focusing on the three main blocks: RECRUITMENT, APPLYING FOR A JOB, SELECTION PROCEDURES;

– to show how contact with new information occurs and how it is processed using critical thinking development strategies at each stage of the lesson;

– to demonstrate integrating critical thinking strategies with developing key listening, speaking, and reading language competencies.

4. A step-by-step presentation on the topic "Recruitment and Selection"

A step-by-step presentation on the topic "Recruitment and Selection" is an example of one practical session to utilise new vocabulary in speaking, reading, listening and reviewing grammatical material. The introductory textbook is "Business Vocabulary in Use" *(Mascul, 2012)*.

Step 1. Introducing the topic. Strategy "Forecasting Using Key Words"

The teacher announces the new topic of the lesson, noting that the main question that needs to be addressed today is: *What is recruitment and selection?* (this question is written on the board in case of an offline class or presented in an online format for an online class). About 70% of graduate students are currently employed, have had such experience, or intend to find a suitable job; the teacher asks them to anticipate, using keywords, what will be the subject of discussion in the lesson. That is, the teacher is modelling a situation to activate the students' knowledge, and the students, in turn, formulate their initial hypotheses.

Teacher: *We will deal with the topic "Recruitment and Selection". It corresponds to the syllabus of our course "Business English". We'll focus our attention on new lexical units related to the topic, pay attention to the phonetic peculiarities of these words, and try our best in listening and reading. Moreover, we should try to develop our critical thinking skills. I guess the topic is very relevant as most of you have already found the job, but someone is looking for it now. Express your opinion on what we are going to deal with today.*

Student 1: *We will know what recruitment is and if it differs from selection.*

Student 2: *We will be dealing with some selection procedures.*

Student 3: *Probably, some instructions will be given for applying for a job.*

The teacher guides the students on three main parts of the lesson: **A. RECRUITMENT, B. APPLYING FOR A JOB, C. SELECTION PROCEDURES.**

Step 2. A. RECRUITMENT. Contact with new information. Integration of "Question-Answer" strategy with monologic statements and improvement of the ability to utilise informational resources

The teacher asks three questions: *What is meant under recruitment? How do you understand the meaning of the term "selection"? Is there any difference between recruitment and selection?* The teacher recommends the students use phrases expressing their opinion (*I think, I guess, To my mind*, etc). The students are offered to search the internet and find the answers.

Student 1: *I think recruitment is the process of actively seeking out and attracting candidates for a job (What is Recruitment, 2025).*

Student 2: *Selection, to my mind, is the process of choosing the best candidate from a pool of candidates who have applied or been recruited (Recruitment, 2025).*

Student 3: *As far as I know the difference is that recruitment is the first step towards the hiring process. Selection is the second step towards the hiring process after recruitment (Recruitment and Selection Process, 2025).*

The teacher explains the difference between recruitment and selection, paying the students' attention to their meaning, objective, nature and sequence (Fig. 1).

Difference between recruitment and selection

Basis	Recruitment	Selection
Meaning	It is the process of stimulating people to apply for a vacant job position in the organisation.	It is the process of selecting the best candidate from those who have applied for the job.
Objective	The objective of recruitment is create a pool of eligible candidates for the purpose of selection.	The objective of selection is to get the best candidate selected for the job.
Nature	It is a positive process as it attracts people towards the organisation.	It is a negative process as it involves rejection of candidates at every stage of it.
Sequence	It takes place before selection.	It takes place after recruitment.

Fig. 1. Difference between recruitment and selection
(What is meant by recruitment, 2025)

Step 3. A. RECRUITMENT. Contact with new information. Integration of "Key Words" strategy with the development of phonetic and lexical skills (quizlet)

The formation of phonetic skills enables students to carry out linguistic operations within the context of communication on the lesson's subject. To this end, the teacher selects "key" lexemes according to Part A *(Mascul, 2012: 14)*, along with their phonetic transcription. This can be done in two ways: traditional presentation – word-transcription-translation or using an educational tool for memorization via flashcards – Quizlet *(Quilet, 2025)*.

It should be noted that the Quizlet on the topic "Recruitment and Selection" is designed for 39 words and covers the lexical items of all three parts of the lesson – A, B, and C. Accordingly if the teacher uses the first method, the students write down the lexemes (phrases) and pronounce them. In the case of the second one, they pronounce the proposed lexical items (the teacher chooses the memorization mode by himself/herself: "Teacher – Student", "Student – Student", "Teacher – Students"). The students are provided with a link to Quizlet *(Quilet, 2025)*. Thus, the students' preparation for engaging in foreign language communication occurs at the stage of presentation and practising the phonetic pronunciation of basic lexemes.

Step 4. A. RECRUITMENT. Contact with new information. Integration of "Thin/ Thick Questions" strategy with the development of reading skills

We consider it necessary to note that "Thick and Thin Questions" is a method of organising a survey (mutual inquiry) on the topic, whereby a "thin" question requires a straightforward, reproductive answer (usually "yes" or "no"). In contrast, a "thick" (problematic) question demands deep reflection on the task, rational consideration, the search for additional knowledge, and the analysis of information. The students are invited to read Part A *(Mascul, 2012: 14)* and provide answers to the following questions: *Is recruitment a process? A process of what?*

Is "hiring" an American English variant for recruitment? Who is a recruit? Who employs recruits? Are recruitment and employment agencies outside recruiters? Headhunters, what are they? What is their function in recruitment?

Step 5. A. RECRUITMENT. Control of understanding of the grammar topic. Integration of the strategy "Discussion" with the development of grammar skills

It should be stated that the students are already familiar with the rules for forming and using the tense forms of the Simple verb group (Present and Past). To analyse the acquired experience, the teacher suggests finding sentences in Part A in which the Present Simple is used. The students not only search for such sentences, but also analyse them (*Why this particular sentence?*), provide assessments (*What markers highlight the use of the Present Simple?*), express their own opinions (using communicative phrases such as *I think*, *In my opinion*, etc.), and formulate conclusions. The teacher might suggest that the students divide into small groups and engage in discussion in such a manner, addressing the analysis of the acquired "grammar" experience.

Step 6. A. RECRUITMENT. Contact with new information. Integration of "Mind Map" strategy with searching for and learning new knowledge and the development of listening skills

At this stage of the lesson, the students are offered to watch the video "What is recruitment and selection?" *(What is Recruitment and Selection, 2025).* D.R. Tamara and Rusfandi are sure that "videos have some advantages if they are appropriately used for teaching. The first advantage is that videos can be more motivating for students because they can attract students' attention and curiosity about the materials to be taught. Second, videos can be entertaining and give an enjoyable experience for learners. Third, videos also provide training on students' listening skills. Lastly, videos provide more detailed information about an object…" *(Tamara, 2021: 53–54).*

The teacher's assignments for the students are the following: 1. Watch the video. 2. Make your vocabulary for the topic. 3. Do it in a Word document (online class). 4. Then share your screens in Zoom (online class). In the offline class, the students perform the task in their copybooks. To develop critical thinking skills such as independence in decision-making, the ability to seek out and assimilate new knowledge, and to foster cognitive interest and autonomy, the teacher purposefully suggests making one's own choice regarding the completion of point 3 from the tasks mentioned above. That is, the students can create their glossary on the topic of the lesson in two ways: either by straightforwardly creating a Mind Map using Word tools or by simply writing down two keywords ("Recruitment" and "Selection") and listing words, phrases, and terms that closely correlate with them in a column. Here, the teacher will see which students are taking the path of least resistance.

After the task has been completed, the teacher presents the students with the Mind Map, developed personally using the resource *spiderscribe.net* (Fig. 2). The teacher requests the students to register on this resource and create their mind maps (this type of assignment is set for independent study). Figure 3 shows a mind map created by one of the students. The students share their glossaries.

Step 7. A. RECRUITMENT. Contact with new information. Integration of "Thin/Thick Questions" strategy and the development of speaking skills (monologic speech)

After watching the video, with an active vocabulary on the topic in their arsenal, the students must use it in a monologic statement. To this end, the teacher poses a series of questions: *What is the definition of recruitment? Why is recruitment important? What are the benefits of employers using recruitment agencies? What are the benefits of recruitment agencies*

for candidates? How do recruitment agencies work? What is the recruitment process? Consequently, the students are already clearly aware of recruitment and personnel selection. We now move on to processing Part B.
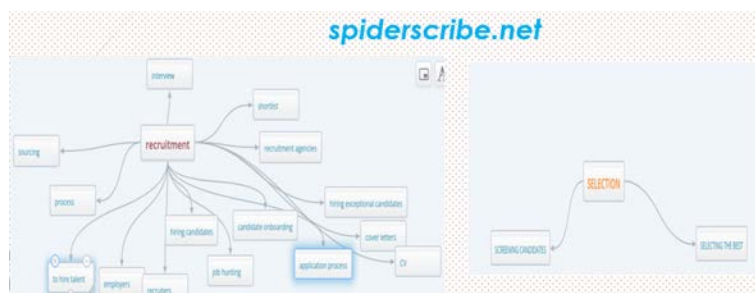
Fig. 2. Mind Map "Recruitment and Selection" (created by the teacher)
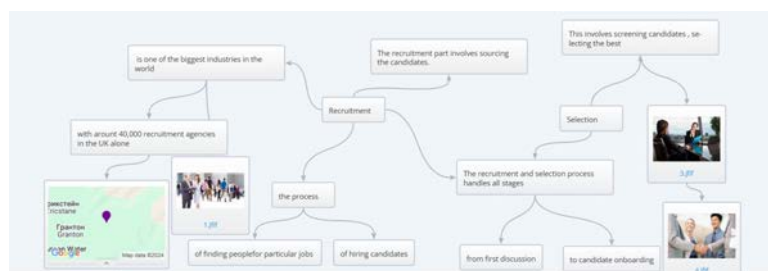
Fig. 3. Mind Map "Recruitment and Selection" (created by the student)

Step 8. B. APPLYING FOR A JOB. Contact with new information. Integration of "Question – Answer" and "Listing" strategies with vocabulary extension – making a list of words

The vocabulary block is presented on several slides. It should be noted that it is also included in Quizlet *(Quizlet, 2025)*, allowing the students to visualise new lexical units, pronounce them, and add them to their list of new words. This type of activity can be conducted in the modes of "Teacher – Student", "Student – Student", or "Teacher – Students". Alongside introducing new words and phrases, such questions are provided: *Did you address the media for vacant situations? When did you do it? Did you apply for a job? When did you do it? Have you ever filled out an application form? When did you do it? Have you ever written the curriculum vitae? Have you ever written a covering letter? Was it difficult for you? What position are you holding now?*

Step 9. B. APPLYING FOR A JOB. Monitoring the understanding of the grammar topic. Integration of "Discussion" strategy with the development of reading and grammar skills

The students are advised to read Part B *(Mascul, 2012: 14)*. To analyse the acquired experience, the teacher encourages them to find sentences used in the Past Simple tense. The students not only engage in searching for such sentences but also analyse (*Why this particular sentence?*), evaluate (*What markers highlight the use of the Past Simple?*), express their own opinions (using communicative phrases such as *I guess, To my mind,* etc.), and formulate

conclusions. The teacher may suggest that students divide into small groups and discuss specifically in this mode, resorting to analysing the acquired "grammar" experience.

Step 10. B. APPLYING FOR A JOB. Contact with new information. Integration of "Key words" and "Listing" strategies with searching for and learning new knowledge and the development of listening skills. While-listening stage

The teacher offers to watch the video "Learn English Job Vocabulary and Job Phrases" *(Learn English Job, 2025)* and tick words and phrases from the video coinciding with the vocabulary for the topic. The following instructions are given: 1. Watch the video. 2. Look attentively at your new vocabulary for the topic and tick the words or phrases from the video which coincide with our list. 3. Do it in your copybooks. 4. Then, be ready to name these words/phrases. The teacher mentions that there is a requirement for six coincidences. We should state that detailed information is obtained better using audio-visual media. Moreover, the advantage of such a usage is that it helps "the students develop ideas and improve their vocabulary usage" *(Tamara, 2021: 58)*. The instruction to listen for and record six matches encourages the students to extract linguistic material from the text subject to study.

Step 11. B. APPLYING FOR A JOB. Processing new information. Integration of "Matching" strategy with after-listening stage – Use of English

The students are encouraged to listen to the video *(Learn English Job, 2025)* a second time and complete the matching exercise: match phrases 1–10 with their definitions A-J (1–10) (Table 1).

Table 1

The Sample of After-listening Exercise for Matching

1. contract	A be given a job by an organization
2. I got the job!	B submit a cover letter and a résumé to try to obtain a job
3. apply for a job	C not have a job after having worked
4. laid off	D written agreement between a person and an organization
5. résumé	E what a person says with great joy when he is hired
6. be hired	F meeting when you are asked questions
7. hear back	G not have a job
8. unemployed	H list of your education and work experience
9. job posting	I advertisement for a job
10. job interview	J receive a call or email with information (a job offer)

The process of performing such a task involves the engagement of thinking skills from all previous levels, meaning that when carrying out the exercise that entails material analysis, the student necessarily draws on their knowledge, demonstrates an understanding of the material, evaluates it, and applies it in practice.

Step 12. C. SELECTION PROCEDURES. Contact with new information. Integration of "Question – Answer", "Academic discussion", "Creating questions" with the development of reading and speaking skills

It should be noted that Part C *(Mascul, 2012: 14)* is the final component of the lesson, related to the new vocabulary specifically concerning the selection process. The students are given the following tasks: to read Part C, to expand their active vocabulary by writing down new words and phrases, and to provide answers to the following questions: *By means of what grammar tense are the selection procedures presented? What does Dagmar Schmidt talk about?*

After advertising in national papers what do they look at? Why don't they ask for handwritten letters of application? What is group discussion? Individual interview? By means of what do they assess the candidates? What does it mean to make a shortlist? Under what condition do they appoint a person? The questions are constructed exclusively from the information in the provided part, so the students not only acquire new lexical items, which are included in Quizlet *(Qiuzlet, 2025)*, but are also engaged in a productive activity – speaking, which facilitates the concise presentation of new information extracted from a new source, but directly related to the topic under discussion. Mental operations (information processing, comparison, analysis, evaluation, and organization) accompany the development of the students' critical thinking, particularly: identifying the main points and revealing cause-and-effect relationships specifically in the recruitment selection procedures.

We concur with the opinion of S. Revutska that the use of "Academic discussion" strategy can also be considered appropriate, as it will facilitate the analysis of personal mistakes made by students or the oral analysis of two responses, for example, by discussion participants to the same question posed by the teacher, followed by the formulation of their responses *(Revutska, 2023: 108)*. Alternatively, the students may ask each other questions ("Creating questions" strategy).

In other words, the students can draw certain conclusions regarding the main selection procedures and enumerate these procedures after reading and responding to the teacher's questions. A series of the above questions leads to two questions at this lesson stage: *What are the main stages of the selection process? How many of these stages can you identify after reading this passage?* The students express their opinions.

Step 13. C. SELECTION PROCEDURES. Processing new information. Integration of "Clustering" strategy with identifying selection procedures stages and the development of listening skills. While-listening stage

The teacher offers to watch the video "The Selection Process – A Practical Guide" *(The Selection Process, 2025),* prompting seven steps of selection procedures. Students should identify these seven steps and put them to certain clusters ("Clustering" strategy). The information presented in the video makes the students analyse and evaluate, while simultaneously encouraging the systematisation and updating of foundational knowledge. According to O. Pometun, "a cluster is a graphic method of systematising material, where our thoughts are no longer jumbled together but arranged like a cluster – in a certain order" *(Pometun, 2012: 5).*

After the listening session, the teacher demonstrates the seven stages of the selection process and assesses the clusters constructed by the students. In this way, we believe that the new information from Part C is visualized, systematized, and better understood by the students.

Step 14. C. SELECTION PROCEDURES. Processing new information. After-listening stage – Use of English: classifying words and phrases according to selection stages

The teacher asks the students to classify all words and phrases from Part C *(Mascul, 2012: 14)* according to seven steps of selection procedures. The illustration can be given as a prompt: *Step 7: accept, turn down, appoint.* All lexemes can be presented on the slide.

We are observing the development of the ability to generalise and systematise knowledge, as well as an awareness of its significance. We maintain the view that this type of work enables the students to reflect more deeply on the material studied, assess their own knowledge and skills, and also identify directions for their further development.

Step 15. SUMMING UP – PRACTISING SOME EXERCISES. Integration of "Crossword", "Ordering and Sorting", "Replacing" strategies with handling new information

The students perform three exercises from the introductory textbook *(Mascul, 2012: 15)*. We think the provided exercises are methodologically sound, as crossword puzzles, one form of lexical game, significantly help students enhance their level of motivation and develop attention, critical thinking, creativity, and inventiveness *(Soloviova, 2023)*. Moreover, crosswords contribute to the activation of the learning material. In exercise 3.2 *(Mascul, 2012: 15)*, the students must classify the lexical items used in the crossword into two groups, which aids in reflecting the material studied. Exercise 3.3 contains ten words/phrases that need to be replaced with the vocabulary being studied. This exercise allows information analysis to formulate subsequent correct judgments and professional thinking.

Step 16. REVIEW AND ASSESSMENT OF STUDENTS

The final stage of the lesson may involve the students' monologic statements. It is the moment for composing an oral/written essay on "Recruitment and Selection". The questions that guide the students towards this type of productive activity are demonstrated in the introductory textbook *(Mascul, 2012: 15)*. Written/oral essay aims to draw the student's attention to their thoughts on a specific issue and one's experience in all its contradictions.

Assessment of students can be conducted in several ways. Most educators use questionnaires: "Schmitt's vocabulary learning strategies questionnaire, for example, used to identify the types of vocabulary learning strategies used by learners; California Critical Thinking Skills Test (CCTST) to determine learners' critical thinking ability; and the interview to validate learners' choices of strategies as stated in the questionnaire" *(Boroushaki, 2015: 49)*. We offer self-assessment tables (Table 2, 3, 4). Table 1 consists of two columns: *learning objective* and *How confident I am*. The students get the instruction: for each learning objective, write 1–5 to assess your ability, where 1 = I don't feel confident, 5 = I feel confident (Table 2).

Table 2

Self-Assessment

Learning objective	How confident I am
1A I know what recruitment and selection is	
1B I know the difference between recruitment and selection	
1C I can pronounce correctly all the words related to the topic	
1D I know the meanings of all the words related to the topic	
1E I can identify the Present and Past Simple	
1F I can create Mind Map	
1G I can express my viewpoint on the topic	
1H I can listen to the video and list new words	
1I I can listen to the video and sort the information	
1J I can navigate the text and respond to questions quickly	
1K I know what cluster is	

Table 3 is deeply connected with Table 2. It consists of two columns: *Skill I want to improve in* and *How I can improve*.

Table 3

Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

Table 4 summarizes the lesson and motivates the students to use the material while completing it. The table contains three columns: *New words I learned and most want to remember*, *Expressions and phrases I liked*, *English I heard or read outside the class.*

Table 4

What can you remember from this lesson?

New words I learned and most want to remember	Expressions and phrases I liked	English I heard or read outside the class

As for the home assignment, the teacher can ask the students to presuppose what questions can be asked while being interviewed and create a mind map "Interview questions". This way, the teacher orients the students to the next discussed topic. The students, in their turn, will be ready to deal with new words and phrases related to the perspective topic. Moreover, they can improve their ability to use information resources, the capacity for searching and assimilating new knowledge, the formation of cognitive interest, independence, and the ability to overcome difficulties.

5. Conclusions

Taken together, these results suggest that the use of critical thinking strategies in lessons provides an opportunity to develop the students' skills and abilities necessary for future life – such as analysing, systematising information, posing questions, providing logical answers, and drawing certain conclusions. Furthermore, developing critical thinking skills is one of the main objectives of contemporary education. The stages of work outlined in the paper describe integration with various strategies ("Forecasting Using Key Words", "Question-Answer", "Thin/Thick Questions", "Keywords", "Listing", "Matching", "Mind Map", "Clustering", "Crossword", "Ordering and Sorting", "Replacing", etc) for developing critical thinking skills, help to diversify lessons qualitatively and contribute significantly to the formation and development of students' critical thinking in English classes of non-linguistic higher education institutions. Methods and technologies for teaching foreign languages are constantly being updated, and the necessity of developing students' critical thinking skills is imperative and dictated by modern times.

We intend to move forward and utilise strategies for developing critical thinking skills in foreign language classes, followed by the presentation of our professional experience in academic publications. The themes and aspects can vary according to the syllabi for the subjects "English Language", "English for Professional Purposes", and "Business Language". It may be paramount to describe the role of critical thinking in reading comprehension in general and the strategies for developing critical thinking skills in particular.

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MORPHOLOGICAL DOMINANT OF IMPERATIVE VERB FORM IN LYRICS BY VASYL STUS

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Summary

The article deals with the analysis of imperative verb form functioning in the lyric works by Vasyl Stus. This verb form has been identified as morphological dominant in the fragments of poetic works by the mentioned author. The basis for the formation of the morphological dominant of fragments in the lyrical works by Vasyl Stus is the poetic selection of the central imperative verb form, the second person singular. Mostly this imperative verb form reproduces the modal meaning of request, wish, and advice, which acquires additional semantics due to its localization in the text. The fact that the author regularly repeats imperative forms in various ways, emphasizing their semantics using the linguistic and stylistic techniques is highlighted. It is noted that the poet involves the imperative form of the same verb and of various verbs, representing different communicative situations. Author's usage of imperative mood grammemes separately or accompanied with an address construction is pointed out. Address constructions when used together with imperative form of verbs significantly add to creating poetic sense and meaning.

Key words: grammatical units, linguistic techniques, poetic potential, artistic functioning, communicative situation, autocommunication, address construction.

1. Introduction

The individual creative process of an artist of words characterizes the features of the author's thinking, reflects the realities of objective reality as the author sees them, representing his worldview. The author organizes the linguistic material in his original way, creating his own idiostyle. It becomes a complex multifaceted system, which is not just a set of means that the author uses to express poetic meaning and his ideas, but a way to reflect reality that distinguishes him among others. While writing his work, the artist reveals individual linguistic behavior, giving preference to certain linguistic and stylistic means that form complex and vivid images, content and author's intention.

The study of an artistic work as a set of systems of linguistic elements is accompanied by the identification of the main, dominant linguistic and stylistic means that the master selects to realize his main task. The accumulation and concentration of linguistic and artistic means of the same type in the text or idiostyle in philological studies is qualified as a dominant, the presence of which becomes a universal feature of idiostyle *(Skorobohatova, & Kozlova, 2020)*. It has become essential for scholars worldwide to interpret the meaning of an artistic work taking into account the master's selection of linguistic material at the lexical or phonetic level, but writer's (poet's) selection of grammatical means to realize his artistic intention has not been thoroughly covered. In this article we aim to describe the functioning of imperative verb form,

which acquires the dominant features at the text level, in particular, in the fragments of the poetic texts by Vasyl Stus.

The nature of the aim caused the accomplishment of the following tasks: to give general analysis and description of the studied grammatical units by means of a descriptive method, to reveal the poetic potential of grammatical units in artistic functioning using a functional method and to characterize grammatical means and poetic techniques to create poetic meaning using a method of contextual and interpretative analysis.

A lot of linguistic works, primarily those of representatives of Kharkiv philological school, are devoted to the study of dominants of various types as linguistic and stylistic characteristics of the author's idiostyle and as elements of the structure of a literary text. Idiostyle dominants are described in detail in the works *(Holoborodko, 2010), (Lysychenko, 2011), (Skorobogatova, 2014)*. Some types of substantive binomials are characterized as dominants of individual poetic works in the thesis *(Buvalets, 2014)*; poems with a dominant of negative particles are highlighted in the work *(Minina, 2016)*; in the study *(Samsonenko, 2018)* the morphological dominant of a poetic text is identified and characterized.

2. The structure of imperative mood category

In Ukrainian linguistics, the category of mood is qualified as a morphological inflectional category that characterizes the predicative forms of the verb and expresses the relation of the action, process or state to reality from the speaker's point of view. In traditional grammar, the category of mood is considered as a three-membered structure consisting of three opposed verb forms of the indicative, imperative and conditional mood.

Other scholars define the indicative mood verb form as an unmarked member of the system, which is opposed to the marked ones – the verb forms of imperative and conditional mood *(Zahnitko, 1996)*. The meaning of the indicative mood category (the meaning of real and objective action) is reproduced by an extensive system of formal and grammatical indicators depending on grammar tense, person, number, gender (in the past tense) that doesn't imply any specific formal component indicating the meaning of real, objective action. Instead, the verb forms of the imperative and conditional mood, as marked members of the paradigm, have a distinctive, much smaller set of formants.

The morphological paradigm of imperative verb forms consists of three personal synthetic forms: the second person singular (*принеси це ти*); the first and second person plural (*принесемо це ми / принесіть це ви*) and three analytical forms created with the grammemes of the present and future tense in combination with the free morpheme *хай/нехай*: the first person singular (*нехай почую усе, хай я з ним побалакаю*); the third person singular (*хай він принесе*); the third person plural (*хай вони принесуть*) *(Bezpoyasko, & Gorodenska, 1993)*. The semantic center of the imperative is the synthetic forms of the second person singular and plural. Analytical forms of the imperative mood are on the periphery of appellative semantics, it is especially vague in the form of the first person singular with the free morpheme *хай/нехай* (*хай я зроблю, нехай я напишу*): the speaker addresses his interlocutor as a listener, not a potential performer of the action he needs *(Ibid.: 228)*. It should be noted that some linguists *(Vykhovanets, 2004)* do not include this analytical form in the imperative mood paradigm.

We share the traditional view of linguists, who include three personal synthetic forms and three analytical forms in the imperative mood paradigm.

Verb forms of the imperative mood convey the speaker's expression of will, which in specific communicative situations can take on various modal meanings, including orders, demands, commands, instructions, wishes, requests, advice, warnings, threats, appeals, etc.

3. Imperative verb form functioning in poetic works

Analyzing Vasyl Stus's language work, we note that the poet selects the central synthetic form of the imperative, the form of the second person singular. It acquires dominant features in the artist's poetic works or their fragments, where it mostly reproduces the modal meaning of a request, wish, and advice. The choice and accumulation of similar morphological units in a small space of the poetic text is qualified by O. Skorobohatova as a poetic technique of "selection", the consequence of which is "concentration": the poetic selection of similar units of the morphological level serves as the basis for the formation of the morphological dominant of the literary work *(Skorobohatova, 2015: 50)*, which is a grammeme, the accumulation of which becomes essential for the poetic meaning.

The author uses this technique, the technique of selection of the imperative mood verb form, reproducing it oftentimes within a verse line or a verse fragment:

Compare: ***Терпи, терпи*** *– терпець тебе шліфує, / сталить твій дух – тож і **терпи, терпи***. / *Ніхто тебе з недолі не врятує, / ніхто не зіб'є з власної тропи. / На ній **і стій, і стрій** – допоки скону, / допоки світу й сонця **– стій і стій***. / *Хай шлях – до раю, пекла чи полону – / усе **пройди і винести зумій**. / **Торуй** свій шлях – той, що твоїм назвався, / той, що обрав тебе навіки вік. / До нього змалку ти заповідався / до нього сам Господь тебе прирік (*В. Стус «Терпи, терпи…»).

In the communicative situation of this poetic text, the modal meaning of advice is conveyed, which is explicated by the imperative verb form of the second person singular. Within a line of verse, the poet repeats the imperative form of one verb and symmetrically places it in the next line, using the linguistic and stylistic schema of chiasmus. Compare:

(1) ***Терпи, терпи*** *– терпець тебе шліфує,*
*сталить твій дух – тож і **терпи, терпи** <...>.*
*(2) <...> На ній **і стій, і стрій** – допоки скону,*
*допоки світу й сонця – **стій і стій** <...>.*

The author's repetition and arrangement of the imperative form of one verb, in our opinion, indicates not only the necessity and importance of performing this action, but also emphasizes the persistence of the speaker. We draw attention to the fact that, in this case, the speaker is at the same time the addressee of speech, which is called the phenomenon of autocommunication, common in lyric poetry. A sign indicating autocommunication in the context of the specified fragment is one of the distinctive features of the dialogue – the imperative verb form. The lyrical hero, giving himself advice, acts as his interlocutor. However, the semantics of instruction, an appeal to himself is added to the modal meaning of advice here due to the author's localization of repeated grammemes. The author arranges them according to the principle of enumeration within one line and repeats them in the next (model 1). In other two lines the author repeats these grammemes and connects them with a conjunction in different ways (*і стій, і стрій; стій і стій*) (model 2). It is important that the author, selecting the verb form of the imperative mood, uses the technique of paronymic attraction. Compare: <…> *На ній **і стій, і стрій** – допоки скону,*

*допоки світу й сонця – **стій і стій** <...>.*

Paronymic forms *стій і стрій* are underlined by morphological and syntactic parallelism. The same morphological form, semantic convergence of consonant words and their symmetrical localization in the verse line create grammatical symmetry and an expressive rhythmical and stylistic effect.

The imperative mood of the verb, as well as other forms of a dialogue (address, second person form, question), plays a rather significant part in the structure of poetic texts. According to linguists, the peculiarity of these categories in lyric poetry is associated with the absence of interlocutors during poetic speech, with the possible unusual nature of interlocutors in lyric poetry, as well as the complication of relations between the subject of speech and its addressee.

4. Imperative forms accompanied by address constructions

We mentioned the phenomenon of autocommunication in lyrical texts, when the speaker becomes the addressee of speech. In the previous verse fragment the author uses only the imperative verb form to create a situation of autocommunication. There are no words or phrases denoting a person or an object that is the addressee of speech. But there are examples of auto-communication when imperative verb forms are often accompanied by an address. The lyrical hero addresses himself with ordinary words in lyrical poetry: *poet*, *artist*. These concepts acquire different verbal expression in poetry.

We will turn to such poetic works by Vasyl Stus, in which autocommunication is indicated by the imperative verb forms accompanied by an address. It is worth mentioning that the author regularly chooses the grammatical units that linguists consider to be transpositional parts of speech as components of these address constructions. Transpositional parts of speech are the "words that combine on a different (lexical, morpheme-derivative, morphological, syntactic) basis the properties of two or three parts of speech" (translated by – ZH. H) *(Skorobohatova, & Kozlova, 2022: 315).* These are substantivates, in particular adjective and participle substantivates.

According to scholars, in poetic functioning the syntactic and morphological features of a noun and an adjective (in adjective substantivates) or a noun, an adjective and a verb (in participle substantivates) are not neutralized, but are combined, and in a certain contextual situation some of them are actualized *(Ibid.).*

Compare: *Сто плах **перейди**, <u>серцеокий</u>, / сто плах, сто багать, сто голгоф, <…>* (В. Стус «Сто плах перейди, серцеокий»).

In our opinion, the author's choice of such grammatical units to denote a person who is the subject and the addressee of speech has a significant semantic load. Due to the grammatical categories of an adjective, noun and a verb, the poet creates the image of a lyrical hero tired of the suffering and challenges of life.

Compare: *Та вже! **Мовчи**! <u>Заблуканий у пущі</u>, / уже **не ремствуй, позирай** у глиб, / у суще, що розпукнеться в грядуще / і ружею заквітне коло шиб* (В. Стус «Як добре те, що смерті не боюсь я…»).

In the mentioned verse fragment the author creates a communicative situation of a self-command to accept the suffering that is inevitable in his life. This poetic meaning is realized due to the imperative form of various verbs: *мовчи, не ремствуй, позирай (у глиб)* in combination with the address construction: *заблуканий у пущі*, which is aimed at designating the subject of speech.

A similar meaning of imperative verb forms can be traced in other poems by Vasyl Stus.

Compare: *<u>П'ючи</u> біду, неначе оковиту / я заховався, змовкнув і затих. / Ні ворогів, ні друзів дорогих, / ні сліз, ані кляньби, ані привіту, / ані небес, ні сонця – теж нема. / Мені затоваришила пітьма, / і мури світять, коли ніч безсонна / стоїть, мов небезпечна оборона – / ледь по кутках снується павутинням, / мовляв, <u>козаче</u>, **наберись** терпіння, / **не нарікай** на долю ненаситу / і **пий** біду, неначе оковиту* (В. Стус «П'ючи біду, неначе оковиту…»).

In the position of address, the poet uses a noun in the vocative form *козаче*, which is traditional in Ukrainian poetry. We draw attention to the principle of compositionality, which is outlined by the repetition of the first and last lines. The adverbial participle *п'ючи* in the first line, explaining the predicates *заховався, змовкнув, затих* nominates an additional action and outlines the imperative *пий* in the last line.

Compare: ***П'ючи*** *біду, неначе оковиту / я заховався, змовкнув і затих. / <…> / і* ***пий*** *біду, неначе оковиту.*

We believe that the compositional frame, where units of different grammatical nature (*п'ючи, пий*), but identical in semantics, as well as other imperatives (*наберись (терпіння), не нарікай (на долю)*)) actualize the performance of specific actions related to the realization of the poetic meaning.

5. Conclusions

Thus, among other forms of the morphological paradigm of the imperative mood, we identify the synthetic verb form of the second person singular as dominant in many poetic works by Vasyl Stus. Mostly this imperative verb form reproduces the modal meaning of request, wish, and advice, which acquires additional semantic layers due to its localization in the text. We draw attention to the fact that the author regularly repeats imperative forms in various ways, emphasizing their semantics using the linguistic and stylistic technique of paronymic attraction, the poetic principle of compositionality and the stylistic figure of chiasmus. Therefore, we note the contact localization of the imperative form, which is repeated according to the principle of enumeration within one line or the distant localization of repeated forms within two or three verse lines to reproduce the meaning of the speaker's instruction and appeal to himself. In our opinion, fragments of the analyzed poems, in which the author involves the imperative form of various verbs, depict the communicative situation of self-command.

Vasyl Stus uses imperative mood grammemes separately or accompanied with an address construction, the component of which can be one word or a phrase. We consider the regular use of the imperative verb form together with address constructions to be important. The addressee of speech in fragments by Vasyl Stus's poetic works is often the speaker himself, which is qualified as a phenomenon of autocommunication. Address constructions are no less significant in creating poetic meaning. It is interesting to point out that along with nouns in the address position the author chooses the grammatical units that are defined as transpositional parts of speech according to their grammatical properties. These are adjective and participle substantivates, which combine the grammatical features of two or three parts of speech. We consider such author's choice of grammatical units to be important in creating the image of a lyrical hero. Owing to the grammatical verb categories, which can be determined in the participle substantivate, and noun categories that are possible to specify both in a participle substantivate and an adjective substantivate, the image of a tired lyrical hero who seeks struggle is depicted.

The basis for the formation of the morphological dominant of fragments in the lyrical works by Vasyl Stus is the poetic selection of the central imperative verb form, the second person singular. We consider the fact that the imperative verb form is regularly and in various ways repeated in the lyrical works or their fragments to be characteristic. The author involves the repeated imperatives as well as the imperative form of various verbs. The last are less frequent, which reflects and realizes certain poetic intention and sense.

Linguistic and stylistic analysis of other dominant grammatical units is considered to be perspective both at the level of an individual poetic work and in terms of studying the writer's idiostyle in general.

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SOCIOLINGUISTIC ANALYSIS OF THE USE OF IT TERMINOLOGY IN INFORMAL ONLINE COMMUNICATIONS IN UKRAINIAN

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Summary

The article studies the penetration of IT terminology into informal online communication in Ukrainian. The main mechanisms of adaptation of terms, such as transcription, calquing, hybridisation and abbreviation, are analysed, which facilitate the integration of specialised vocabulary into everyday speech. Special attention is paid to the functions of IT terms, including time saving, social identification and stylistic play. The study also covers sociolinguistic aspects that influence the use of IT vocabulary in different age and professional groups.

The research methodology involves a combined approach that includes quantitative, qualitative and comparative analysis. The data sources were social networks (Facebook, Instagram, Telegram), forums and chats, which allowed us to trace current language trends. Quantitative analysis provided a measure of the frequency of use of IT terms, while qualitative analysis allowed us to explore their semantic variations in different contexts. The comparative approach helped to identify the peculiarities of using IT vocabulary among representatives of different social and age groups.

The results of the study showed that IT terms in online communication are divided into three main groups: unchanged borrowings ('лайк (laik)', Eng. 'like', 'чат (chat)', Eng. 'chat', 'логін (lohin)', Eng. 'login'), adapted hybrids ('зашерити (zasharyty)', Eng. 'to share', 'апгрейднути (apgreidnuty)', Eng. 'to upgrade', 'забанити (zabanyty)', Eng. 'to ban') and abbreviations (LOL, DM, BRB). It has been found that young people and representatives of the IT sphere are the most active in using IT vocabulary, while in bilingual environments it is possible to use English and Ukrainianised versions of terms in parallel. The functionality of IT vocabulary covers not only the communicative but also the socio-cultural aspect, reflecting the change of language norms in the digital space.

The study emphasises the importance of IT terminology in the formation of modern linguistic culture and outlines the prospects for its further development in connection with the dynamic changes in the digital environment.

Key words: IT terminology, online communication, digital transformation, sociolinguistics, linguistic culture, language borrowing, adaptation of terms.

1. Introduction

The modern world is undergoing rapid changes due to digital transformation, which affects not only the technical aspects of life but also the linguistic culture of society. The growing influence of IT terminology on everyday speech has become one of the key signs of these changes. Technical terms that used to be used exclusively in professional contexts are being actively integrated into informal online communications – in social networks, messengers, forums and other platforms. This integration poses new challenges for sociolinguistics, which

has to investigate the mechanisms and consequences of these linguistic changes. The problem lies in the need to identify the causes and functions of the penetration of IT terms into everyday communication, as well as their impact on linguistic culture.

The issue of the impact of digitalisation on language is the subject of numerous studies that examine aspects of borrowing, adaptation and transformation of vocabulary in different languages. In particular, the study by Artysh O., Levun O. and Petrova S. analyses the impact of modern technologies on the development of English vocabulary, in particular IT terminology *(Artysh, O., Levun, O., Petrova, S., 2024)*.

In addition, the article 'The Evolution of the Language of Social Media: A Sociolinguistic Analysis' emphasises the importance of digital literacy in social media and provides a practical understanding of the development of online communication *(Chyrvonyi, O. S., 2024)*.

However, research on IT terminology in informal online communications remains fragmented. Most of them focus on the analysis of the English-speaking environment, while the processes typical for other languages require more attention.

The aim of this study is to analyse the penetration of IT terms into informal online communications in Ukrainian, to determine their functions and impact on linguistic culture. The objectives include:

1. investigating the reasons for the spread of IT terms in everyday communication;

2. identifying the main functions of IT vocabulary in the digital environment;

3. analysing the impact of the use of technical terminology on the linguistic culture and communication practices of online communication participants.

Thus, the study is aimed at revealing the mechanisms and consequences of the integration of IT terminology into everyday speech, which is important for understanding linguistic changes in the modern digital society.

2. Origins and development of IT terminology

In today's digital environment, the integration of IT terminology into informal online communications is a complex and multifaceted phenomenon that requires careful sociolinguistic analysis. The study of this process is based on the fundamental concepts of sociolinguistics and digital communication.

Sociolinguistics explores the relationship between language and society, looking at how social factors shape language practices. With the appearance of the Internet and social media, there is a need to analyse new forms of interaction. Online discourse, as one of the most modern forms of communication, is marked by specific linguistic features that significantly distinguish it from traditional ways of communication *(Koltsova, Y. (2019)*.

The Internet language, which has emerged in the digital environment, is a unique set of linguistic means that combines the features of spoken and written language. It is distinguished by its dynamism and stylistic features, adapting to the rapidly changing conditions of online communication. Studies show that digital communication demonstrates significant differences from traditional communication, in particular in the use of slang and new terms *(Koltsova, Y. (2019)*.

IT terms play an important role in digital communication, performing a number of significant functions. First of all, they have a nominative function, allowing us to name new objects, phenomena and processes that emerge in the digital sphere. Words such as 'фреймворк (freimvork), Eng. 'framework', 'аплікація (aplikatsiia), Eng. 'application' or 'баг (bah), Eng. 'bug' are indispensable in technical communication, giving precision and specificity to speech.

In addition, terms serve an integrative function, fostering a sense of belonging to a community that actively uses digital technologies. The use of specialised technical vocabulary unites people with common interests and professional activities *(Kompantseva, L., 2015)*.

Equally important is the expressive function of IT vocabulary, which adds expressiveness and dynamism to online communication. For example, terms such as 'лагати (lahaty)', Eng. 'to lag' or 'залагати (zalahaty), Eng. 'to start lagging' are used not only to describe problems technically, but also to add emotional colour to speech, reflecting users' reactions to certain situations.

One of the characteristic features of IT terminology is its ability to adapt to the phonetic, grammatical and stylistic norms of a particular language. A study of this process shows that common strategies include transcription, for example, when English 'coder' becomes 'кодер (koder)', as well as calquing, which allows forming expressions such as ''хмарне сховище (khmarne skhovyshche)' from the English 'cloud storage'. We should also highlight hybridisation, which combines borrowed words with native elements to form such informal forms as 'девайсик (devaisyk)' from English 'device' or 'аплікуха (aplikukha)' from English 'application'.

At the same time, IT terms have a significant impact on language culture, changing it in several ways. They enrich the lexical composition of the language, although they can sometimes lead to the displacement of authentic vocabulary. In addition, such terms bring in elements of the culture of the donor country, creating a globalised linguistic space. However, this process can also blur the boundaries between professional and everyday language, which affects linguistic identity *(Brooks, D., 2024)*.

3. Research methodology

The research methodology includes a thorough analysis of data sources and the use of combined methods to gain a deeper understanding of the integration of IT terminology into online communication. The data sources were modern digital platforms such as Facebook, Instagram, and Telegram, which are constantly updated and provide a large amount of textual information. In addition, discussions on forums were used, in particular in thematic groups related to gaming or the professional activities of IT specialists, which allows us to study language practices in highly specialised communities. We also collected messages in chats and comments to publications, which provide access to real language material.

Various methods were used for the study, which allowed for a comprehensive examination of linguistic phenomena. Quantitative analysis measured the frequency of use of individual IT terms in the sample of texts, which helped to identify the most popular terms and trends in their use. Qualitative analysis complemented this data by focusing on the contexts in which the terms were used and their semantic variation. This approach allowed us to trace changes in the meaning of terms depending on the situation or platform.

Comparative analysis made it possible to study the peculiarities of using IT terms in different age and social groups. This made it possible to identify specific language practices typical for certain categories of users and to understand how social factors influence their speech. A comprehensive approach combining quantitative, qualitative and comparative methods allowed us to build a holistic picture of the linguistic use of IT terms in the digital environment.

4. Analysis of the results

The analysis of the research results shows that IT terms in informal online communication are divided into several types, each of which has its own characteristics and peculiarities. One of the most common is borrowings that come from the English language without changes. Examples of words such as 'лайк (laik)', Eng. 'like'; 'чат (chat)', Eng. 'chat'; 'логін (lohin), Eng. 'login'; 'фолловер (followver)', Eng. 'follower'; 'хештег (kheshteh), Eng. 'hashtag'; 'бекенд (bekend), Eng. 'backend' or 'фронтенд (front-end), Eng. 'frontend' illustrate their rapid adoption by speakers without adaptation to phonetic or grammatical norms. Such terms are found on almost every platform, such as Facebook, Instagram or Telegram, where they are key elements of communication.

Another type of IT terms is hybrid forms, where borrowings are adapted to the morphological norms of the language. For example, the words 'зашерити (zasheryty), Eng. 'to share'; 'забанити (zabanity)', Eng. 'to ban', 'апгрейднути (apgreidnuty), Eng. 'to upgrade', 'проскролити (proskrolyty), Eng. 'to scroll through' combine a foreign language base with word-shifting elements of the native language. Such forms appear both in informal communication and in professional settings, especially among youth groups and IT professionals.

Creative abbreviations form a separate group, which are particularly popular on social media and messengers. Abbreviations such as LOL (laugh out loud), DM (direct message), BRB (be right back) or ASAP (as soon as possible) not only save time, but also serve as a means of stylistic expression. They are often used in informal conversations to convey messages quickly or to create a humorous effect.

The functions of IT terminology cover several important aspects. Firstly, it saves time: the use of abbreviations and shortened terms can significantly speed up the exchange of information. For example, the phrase 'Drop a DM' is used instead of the full sentence 'Send me a private message'. Secondly, terms serve as an identification tool, allowing users to demonstrate their membership in a particular group. Gamers, for example, use the terms 'геймплей (heimplei), Eng. 'gameplay'; 'рейд (reid), Eng. 'raid'; 'спавн (spavn), Eng. 'spawn', which are specific to their community. Thirdly, IT vocabulary is often used for stylistic play, for example, humorous paraphrasing, such as 'залагав мозок (zalahav mozok), Eng. 'brain lagged' or 'запостити думку (zapostyty dumku), Eng. 'to post a thought', adds irony or humour to statements.

Sociolinguistic factors show that young people are the fastest to integrate IT terms into their speech due to their constant use of digital platforms. In bilingual environments such as Ukraine, it is common to find parallel use of Anglicisms and local equivalents, such as 'лайкнути (laiknuty), Eng. 'to like' and 'уподобати (upodobaty), Eng. 'to like (formal)'. In professional contexts, IT terms are usually used exactly as they are meant, while in everyday communication, their meaning may vary depending on the situation or humorous context. These observations emphasise the versatility of the use of IT terminology and its influence on modern language culture *(Koltsova, Y., 2019)*.

5. Peculiarities of youth use of IT terminology

Young people, who are active participants in the digital environment, are one of the main carriers of IT vocabulary. This is due to their constant use of various digital platforms, which facilitates the integration of new terms into everyday communication. In particular, IT-related words and expressions are often transformed into slang forms that acquire new meanings in

informal communication. For example, the word 'забанити (zabanity), Eng. 'to ban', originally used in the context of online communities to mean the temporary or permanent blocking of a user, can now be used to mean 'exclude' or 'disable' in any context, even offline. Thus, young people might say, 'He was banned from the party because he broke the rules.'

Another striking example is the word 'апгрейднути (apgreidnuty), which originated from the English word 'upgrade', meaning to update or improve something. Among young people, this word is often used to mean 'improve' or 'modernise' not only technical devices, but also social or personal situations, for example: 'Я вирішив апгрейднути свою рутину і почати тренуватися зранку (Ya vyryshyv apgreidnuty svoiu rutynu i pochaty trenuvatysia zranku), Eng. 'I decided to upgrade my routine and start working out in the morning'. Such transformations of IT terms in the youth environment allow us to better understand how new words and expressions become part of the language culture and how they adapt to changes in social interactions.

The adaptation of IT vocabulary in informal communication contributes to the emergence of new forms of speech, which in turn affects communication practices. Studies show that this phenomenon allows young people to communicate more effectively in the digital space, use modern terms and quickly adapt to changes in language and technological practices.

6. Impact on language culture

The influence of IT terminology on language culture is multifaceted and has both positive and negative aspects that should be considered in the context of the modern digital environment.

Among the positive effects, one of the most obvious advantages is the enrichment of vocabulary. The integration of new terms allows the language to evolve, adapting to changes in society and technology. For example, the words 'стрім (strim), Eng. 'stream'; 'подкаст (podkast), Eng. 'podcast' or 'домен (domen), Eng. 'domain' create new linguistic resources that help to accurately describe modern phenomena. This enrichment helps to expand the linguistic possibilities for expressing thoughts in the context of digital technologies. In addition, the use of common IT vocabulary, such as 'апгрейд (apgreid), Eng. 'upgrade'; 'баг (bah), Eng. 'bug'; 'фолловер (followver), Eng. 'follower', facilitates integration into the global language community. Such a unified vocabulary allows people from different countries to communicate and collaborate easily, which is especially important in the context of globalisation.

At the same time, the use of IT terms can also have negative consequences for the language culture. One of the risks is the oversaturation of the language with Anglicisms, which can lead to a gradual loss of the authenticity of the native language. For example, in Ukrainian, the words 'апдейт (apdeit)', Eng. 'update'; 'логін (lohin), Eng. 'login' or 'фреймворк (freimvork), Eng. 'framework' are often used without attempts to find or create an authentic analogue. This raises concerns about the displacement of original words and grammatical forms.

Another problem is the creation of a language barrier between generations or social groups. Young people who actively use terms such as 'задонатити (zadonatyty), Eng. 'to donate (online)' or 'зашерити (zasheryty), Eng. 'to share' may not be understood by the older generation who have no experience of using digital platforms. Similarly, highly specialised IT terms such as 'бекенд (bekend), Eng. 'backend'; 'дебагінг (debahinh), Eng. 'debugging' or 'контейнеризація (konteineryzatsiia), Eng. 'containerization' can be difficult to understand even among native speakers who do not belong to the technical community.

Thus, the impact of IT terms on language culture is controversial. On the one hand, they contribute to the development of the language and its adaptation to modernity, and on the

other hand, they can cause the loss of linguistic identity and create barriers to communication between different groups of speakers.

7. Conclusions

The findings of the study emphasise that IT terminology has become an integral part of informal online communication today. Words such as 'чат (chat), Eng. 'chat', 'стрім (strim), Eng. 'stream', 'логін (lohin), Eng. 'login' or 'апгрейд (apgreid), Eng. 'upgrade' are not only widely used in communication, but also reflect current linguistic trends. This vocabulary is a tool that helps to adapt the language to the challenges of the digital age. In addition, the social and age characteristics of speakers have a significant impact on the style and frequency of use of terms. For example, young people actively adopt terms such as 'лайкнути (laiknuty), Eng. 'to like', 'зашерити (zasheryty), Eng. 'to share' or забанити (zabanity), Eng. 'to ban', while older generations may use them in a limited way or replace them with authentic expressions.

Prospects for further research in this area offer considerable scope for analysis. One of the key areas is to extend the study of IT vocabulary to other languages or cultural communities. For example, comparing the impact of digital technologies on Ukrainian, Polish, or Spanish could provide interesting results.

The recommendations based on the results of the study are of practical value. Firstly, the data obtained can be used to compile dictionaries of modern vocabulary that take into account the trends of linguistic development in the digital age. Secondly, the analysis of IT terms will help to improve English language teaching methods, in particular by adapting materials to the modern language environment. For example, teachers can include words and phrases that are most commonly used in digital contexts in the curriculum. Finally, the data collected can be used in the field of automatic translation, improving the accuracy and relevance of translation systems. This is especially relevant for creating adaptive algorithms that take into account the context of IT terminology.

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DEUTSCH-UKRAINISCHE INTERLINGUALE HOMONYMIE DER ADJEKTIVE[1]

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Zusammenfassung

Im Beitrag wird das Phänomen der interlingualen Homonyme untersucht, d.h. Wörter, die in verschiedenen Sprachen ähnliche Formen aufweisen, aber aufgrund ihrer semantischen und soziokulturellen Entwicklung unterschiedliche Bedeutungen entwickeln können. Die Studie identifiziert die subtilen semantischen Unterschiede zwischen deutschen und ukrainischen Wörtern mit ähnlichem etymologischem Ursprung.

Die Untersuchung von interlingualen Homonymen, insbesondere von Adjektiven, hilft zu klären, wie sich ihre Bedeutungen in den einzelnen Sprachen entwickeln. Die Studie analysiert 696 interlinguale Adjektivhomonyme, die in 304 Homonymische Reihen aufgeteilt werden. Diese Adjektive wurden durch eine vergleichende Analyse ihrer Sememe in den Universalwörterbüchern Duden und „Neues Universalwörterbuch der modernen ukrainischen Sprache" ermittelt. Die Studie hebt die Rolle der Adjektive bei der Charakterisierung von Qualitäten oder Eigenschaften von Objekten hervor, wobei ihre Bedeutungen in Satzstrukturen oft von Substantiven abhängen.

Ein wichtiger Teil dieser Studie ist die Ermittlung der strukturellen und semantischen Merkmale deutsch-ukrainischer interlingualer Homonyme. So werden beispielsweise die morphologischen Entsprechungen zwischen den deutschen und ukrainischen Formen analysiert, wobei sowohl regelmäßige Muster als auch Ausnahmen festgestellt werden. Die Untersuchung befasst sich auch mit der semantischen Klassifizierung von Adjektiven, wobei zwischen relativen, qualitativen, graduellen und referentiellen Adjektiven unterschieden wird, und beschreibt die thematischen Gruppen, die sie bilden.

Die Studie liefert wichtige Einblicke in die typologischen Unterschiede zwischen deutschen und ukrainischen homonymen Adjektiven und zeigt die Komplexität und die Nuancen der interlingualen Homonymie sowie die Entwicklung der Bedeutungen in beiden Sprachen auf.

Schlüsselwörter: interlinguale Homonyme, Adjektive, thematische Gruppen, vollständige und partielle Homonyme, homonymische Reihen.

1. Einführung

Einer der wichtigsten Bereiche der modernen Linguistik ist die komparative Analyse der lexikalischen Struktur verschiedener Sprachen. Sie hilft, semantische Unterschiede zwischen

etymologisch verwandten Wörtern verschiedener Sprachen festzustellen, funktionale und stilistische Merkmale formal identischer Lexeme in zwei Sprachen zu klären, die kulturspezifische Entwicklung der Bedeutungen verwandter Wörter im System einer bestimmten Sprache zu verfolgen.

Die Untersuchung der deutsch-ukrainischen interlingualen Homonyme ist durch die Notwendigkeit bedingt, inner– und außersprachliche Unterschiede zwischen etymologisch verwandten deutschen und ukrainischen formalen Entsprechungen festzustellen. Infolge ihrer kulturspezifischen semantischen und stilistischen Entwicklung in einer bestimmten Sprache sind ihre semantischen Strukturen mit zusätzlichen Bedeutungen angereichert worden, die nicht immer den etymologischen Bedeutungen untergeordnet bleiben. In einigen Fällen haben sich ihre semantischen Strukturen erheblich verändert oder wurden durch andere Bedeutungen ersetzt. Daraus ergibt sich die Notwendigkeit einer Beschreibung und kontrastiven Analyse solcher interferenzgefährdeter Einheiten.

Derzeit gibt es eine Reihe von Studien über interlinguale homonyme Substantive (*Bednarz 2002; Kiyko 2014; Kiyko, Basnyak 2020; Kiyko 2024; Parianou 2000*) und Verben *(Lipczuk 1987)*. Die interlinguale Homonymie von Adjektiven wurde jedoch bisher zu Unrecht ignoriert, denn ein Adjektiv ist eine selbständige Wortart, für die eine Funktion des Attributs eines bestimmten Objekts oder seines Prädikats in einer Aussage typisch ist *(Selivanova 2010: 599)*. Die Untersuchung der interlingualen Homonymie der Adjektive in quantitativer, struktureller und semantischer Hinsicht wird zweifellos neue Erkenntnisse für die kontrastive Typologie des Deutschen und Ukrainischen bringen.

Es ist bekannt, dass ein Adjektiv das Konzept einer Qualität, eines Merkmals oder einer Eigenschaft widerspiegelt. Es bezeichnet Objekte und Phänomene der sprachlichen Realität und verleiht ihnen besondere Eigenschaften, wertende Komponenten und zusätzliche Attribute. Auf diese Weise trägt das Adjektiv zur genaueren Charakterisierung oder Spezifizierung von Personen, Objekten, Ereignissen, Eigenschaften oder Beziehungen bei. Da eine Eigenschaft oder ein Merkmal neimals ohne einen Träger existiert, wird der Wert des Merkmalträgers auf die Bedeutung des Adjektivs projiziert. Das Adjektiv hängt von der Bezeichnung des Objekts oder Phänomens ab, die seine Verwendung bestimmt. Daraus folgt, dass das Adjektiv semantisch nicht eigenständig ist: seine Verbindung mit den Satzgliedern erfolgt nur über das Substantiv, das seine Verwendung bestimmt oder die Hinzufügung einer bestimmten Eigenschaft, eines Merkmals oder einer Bewertung erfordert, die in der Bezeichnung des Substantivs fehlt oder für die Informativität des Satzes notwendig ist. Nach E. Coseriu wird der Gebrauch von Adjektiven stark von der sprachlichen Norm beeinflusst *(Coseriu 1977),* die den Gebrauch von Adjektiven mit Substantiven bestimmt.

In seiner Struktur enthält ein Adjektiv sowohl denotative Bedeutung, in dem es ein Merkmal eines Objekts, Phänomens usw. benennt, als auch pragmatische Bedeutung (außer bei relativen Adjektiven), die die Einstellung des Sprechers zu einem Ereignis, Objekt oder Phänomen widerspiegelt. In adjektivischen Ausdrücken lassen sich also zwei Strukturen erkennen: die denotative Struktur, die sich auf den Zustand der Dinge und Ereignisse in der Realität bezieht, und die qualifizierende Struktur, die die Bewertung der denotativen Situation oder ihrer Elemente durch den Sprecher anhand qualitativer Merkmale widerspiegelt.

Für die Untersuchung der deutsch-ukrainischen interlingualen Homonyme wurde eine kontinuierliche Stichprobe formal ähnlicher Adjektive aus dem *Duden Universalwörterbuch (Duden 2023)* und *Des neuen Universalwörterbuchs der modernen ukrainischen Sprache (Novyi 1999)* gewonnen. Zusätzlich zu den oben genannten Wörterbüchern wurden die Neuauflage des Universalwörterbüchs von R. Wahrig-Burfeind *(Wahrig 2012)* und *Langenscheidt Deutsch als Fremdsprache (Langenscheidt 2010)* zu Rate gezogen. Die Verwendung nicht nur

eines, sondern mehrerer Universalwörterbücher erhöht die Zuverlässigkeit der erzielten Ergebnisse. Die Gesamtzahl der untersuchten interlingualen deutsch-ukrainischen Homonyme betrug 696 Adjektive, die in 304 interlinguale homonyme Reihen eingeteilt wurden.

In der Studie konzentriere ich mich auf die Identifizierung und umfassende Analyse von Fällen deutsch-ukrainischer interlingualer Homonymie von Adjektiven, die die Lösung folgender Aufgaben beinhaltet:

1) ein umfassender synchroner semantischer und konfrontativer Vergleich der deutsch-ukrainischen interlingualen Homonyme auf der Basis von Adjektiven, ihre quantitative und strukturelle Analyse;

2) semantische Klassifizierung der homonymen Adjektive nach thematischen Gruppen;

3) Analyse der Entwicklungsbesonderheiten der semantischen Struktur der untersuchten Adjektive im Deutschen und Ukrainischen.

Zur Lösung der aufgelisteten Aufgaben wurde eine Reihe von linguistischen Methoden eingesetzt: Analyse der Definitionen, Systematisierung und Klassifizierung der homonymen Adjektive. Die induktive Methode bestimmte die Richtung der Studie von der Anhäufung von linguistischem Material bis zu seiner Systematisierung. Die Methode der Wörterbuchdefinitionen ermöglichte es, denotative Bedeutungen der Adjektive zu vergleichen und Unterschiede in ihrer Semantik zu ermitteln. Die Komponentenanalyse half die semantische Struktur in minimale signifikante Einheiten zu zerlegen, um die Ursachen für die Unterschiede in der Semantik homogener Homonyme zu ermitteln. Die Verallgemeinerung und Interpretation der Ergebnisse erfolgte mit Hilfe der wissenschaftlichen Beschreibung.

2. Quantitative Merkmale der interlingualen adjektivischen Homonyme

In der Stichprobe wurden 304 interlinguale adjektivische Reihen der Homonyme erfasst, die 696 Adjektive umfassen. Davon beinhalten 8 Reihen extrakategorielle interlinguale Homonyme, die im Deutschen und Ukrainischen zu unterschiedlichen Wortarten gehören, wie z.B.: *brünett* (Adjektiv) – *брюнет* (Substantiv), *hart* (Adjektiv) – *гарт* (Substantiv), *prima* (Adjektiv) – *прима* (Substantiv), *fix* (Adjektiv) – *фікс* (Substantiv) usw. Die übrigen 296 Reihen umfassen Adjektive, die aufgrund von innersprachlicher Paronymie oder Homonymie entstanden sind. Es lassen sich folgende Korrespondenzen feststellen:

1) vier deutsche Paronyme – eine ukrainische Entsprechung (1 Reihe): *formal / formell / formlich / förmlich – формальний*;

2) drei deutsche Paronyme – zwei ukrainische Entsprechungen (2 Reihen): *anarch / anarchisch / anarchistisch – анархічний / анархістський, harmonikal / harmonisch / harmonistisch – гармонійний / гармонічний*;

3) drei deutsche Paronyme – eine ukrainische Entsprechung (4 Reihen): *ideal / idealisch / ideell – ідеальний, karikativ / karikaturesk / karikaturistisch – карикатурний, legendar / legendär / legendarisch – легендарний, original / originär / originell – оригінальний*;

4) zwei deutsche Paronyme – zwei ukrainische Entsprechungen (4 Reihen): *charakteristisch / charakterlich – харáктéрний / харáктерний, paar / paarig – пáрний / парнúй, opportun / opportunistisch – опортуністський / опортуністичний, provinziell / provinzlerisch – провінційний / провінціальний*;

5) drei ukrainische Paronyme – eine deutsche Entsprechung (4 Reihen): *біблійний / біблійський / біблейський – biblisch, газовий[1] / газовий[2] / газований – gasig, метричний[1] / метричний[2] / метричний[3] – metrisch, моторний[1] / моторний[2] / моторний[3] – motorisch*.

Die Anzahl der homonymen Reihen mit zwei deutschen Äquivalenten zu einer ukrainischen Entsprechung beträgt 41 (123 Homonyme), wie z.B. *punktuell / pünktlich – пунктуальний,*

porig / porös – пористий, *wert / wertig – вартий*, und mit zwei ukrainischen Äquivalenten zu einer deutschen Entsprechung beträgt 22 (66 Homonyme), wie z. B. *heroisch – геройський / героїчний, oliv – оливковий / оливний, sensorisch – сéнсорний / сенсóрний* usw.

Die deutschen Entsprechungen überwiegen fast doppelt so stark wie die ukrainischen, was auf eine größere Variabilität der Wörter in der deutschen Sprache hinweist. Dies ist vor allem auf die innersprachliche Paronymie (66 homonyme Reihen) zurückzuführen, zum Beispiel: *anonym – anonymisch, spezial – speziell, physisch – physikalisch*. Es gibt auch innersprachliche Homonyme (8 Fälle), wie z. B.: *gasig¹* „gasförmig" (< *Gas* „Gas") und *gasig²* „aus Seide" (< *Gaze* „feine Seide"), *mosaisch¹* „jüdisch" (< *Moses*) und *mosaisch²* „Mosaik" (<*Mosaik*), *hybrid¹* „gemischt" und *hybrid¹* „arrogant" (< *hybris* „Arroganz"), *watt¹* und *watt²* (< *Kilowatt*), *objektiv¹* „tatsächlich; sachlich, unvoreingenommen" und *objektiv²* „von der Linse abgeleitet" usw.

Im Gegensatz zu Homonymen weisen die Mitglieder eines paronymen Paares meist einen unterschiedlichen Grad an semantischer Nähe auf. So enthalten in der Stichprobe 40 homonyme Reihen synonymische Paronyme, die in einer bestimmten Textumgebung austauschbar sind, wie z. B. *potenzial* „möglich" und *potenziell* „denkbar, etwaig" in den Beispielen *die potenziale / potenzielle Leistung einer Maschine*, *potenziales / potenzielles Risiko*, *героїчний* „für einen Helden typisch; mutig, tapfer" und *геройський* „zu Heldentaten fähig" in den Beispielen *героїчний / геройський вчинок* „mutige Tat", *героїчна / геройська боротьба* „heroischer Kampf" usw. Die meisten synonymischen Adjektive unterscheiden sich nur in den stilistischen Markierungen, wie z.B.: *ideal* und *idealisch* (gehoben, veraltet) „vollkommen", *kolossal* und *kolossalisch* (veraltet) „riesig", *maskulin* und *maskulinisch* (veraltend) „männlichen Geschlechts", *provinziell* und *provinzlerisch* (umgangssprachlich) „kleinstädtisch" etc.

Doppelt so selten sind Paronyme, die keine gemeinsame Bedeutung haben, aber demselben semantischen Feld angehören (19 Reihen), wie z.B.: *praktikabel* „wirklich, nützlich" (französisch *praticable* „machbar, zugänglich") und *praktisch* „tatsächlich" (lateinisch *practicus* „wirksam, geschickt"), *kommun* „gemeinsam" (lateinisch *comunis*) und *kommunal* „gemeinschaftlich" (lateinisch *comunalis*), *типовúй* „vorbildlich, standardisiert" und *типóвий* „ausgeprägt; typisch" usw.

Manche homonyme Reihen bestehen aus Paronymen, die nicht zum selben semantischen Feld gehören (7 Reihen), wie z.B. *драконічний* „mit dem Sternbild Draco verbunden" und *драконський* „sehr streng", *гомеричний* „ungewöhnlich in Anzahl, Größe" und *гомерський* „typisch für Homers Werk", *табличний* „in Form einer Tabelle" und *табелярний* "mit Hilfe eines Stundenzettels durchgeführt; einem Angestellten entsprechend seiner Stellung zugehörig" usw.

Bei der Gesamtzahl der ermittelten Korrelationen überwiegen synonymische Paronyme (62 %), gefolgt von Paronymen, die demselben semantischen Feld angehören (28%), und die geringste Anzahl von Fällen entfällt auf Paronyme, die zu verschiedenen semantischen Feldern gehören (10 %). Die übrigen Homonyme umfassen 218 interlinguale Paare (436 Homonyme), wie z. B. *liberal, feudal, massiv, ernst* usw. Die Daten zur lexikalischen Zusammensetzung der homonymen Adjektive sind in Tabelle 1 zusammengefasst (siehe Tabelle 1).

Der durchschnittliche Umfang der adjektivischen interlingualen Homonyme beträgt also 2,32 Homonyme.

3. Strukturelle Merkmale der interlingualen adjektivischen Homonyme

Unter Berücksichtigung der strukturellen Merkmale der deutsch-ukrainischen interlingualen adjektivischen Homonyme lässt sich eine Reihe regelmäßiger morphologischer Korrespondenzen feststellen (siehe Tabelle 2).

Tabelle 2 zeigt die regelmäßigen Korrelationen der finalen Morpheme (Suffixe und Endungen) von Adjektiven, von denen es jedoch eine Reihe von Ausnahmen gibt. So entspricht das deutsche Suffix *-al* dem ukrainischen *-альний*, z.B. *individual – індивідуальний, genial – геніальний, frontal – фронтальний, föderal – федеральний, total – тотальний*. Es gibt jedoch Fälle, in denen abgeleitete Adjektive mit Hilfe des Suffixes *-n–* gebildet werden: *prozedural – процедурний, skulptural – скульптурний, substanzial – субстанційний* usw.

Tabelle 1

Lexikalische Zusammensetzung der homonymen Reihen der deutsch-ukrainischen interlingualen Adjektive

	Umfang der Reihen	Zahl der Reihen	Zahl der Homonyme	Beispiele
1	Zweigliedrig	218	436	*mythisch – міфічний, natural – натуральний*
2	Dreigliedrig	63	189	*dominant – домінантний / домінуючий*
3	Viergliedrig	12	48	*legendar / legendär / legendarisch – легендарний*
4	Fünfgliedrig	3	15	*formal / formell / formlich / förmlich – формальний*
	Zusammen	296	688	

Tabelle 2

Regelmäßige morphologische Korrespondenzen von deutsch-ukrainischen interlingualen adjektivischen Homonymen

Deutsch	Ukrainisch	Beispiele der Entsprechungen	
-al	-альний	*spezial, sozial*	*спеціальний, соціальний*
-ant	-ний / -овий	*tolerant, pikant, brillant*	*толерантний, пікантний брильянтовий*
-är	-арний / -ярний	*legendär, humanitär; familiär*	*легендарний, гуманітарний; фамільярний*
-ell	-альний	*individuell, speziell*	*індивідуальний, спеціальний*
-ent	-ентний	*intelligent*	*інтелігентний*
-iert	-ований	*konfisziert, korrumpiert, strukturiert*	*конфіскований, корумпований, структурований*
-ig	-овий / -ний	*cremig, nervig; honorig*	*кремовий, нервовий; гонорний*
-il	-ильний/-ільний	*merkantil; stabil*	*меркантильний; стабільний*
-isch	-ічний / -їчний / -ичний	*idyllisch, spezifisch; mosaisch, artistisch*	*ідилічний, специфічний; мозаїчний, артистичний*
-istisch	-істичний	*idealistisch*	*ідеалістичний*
-iv	-ивний	*konstruktiv, aggressiv, produktiv*	*конструктивний, агресивний, продуктивний*
-lich	-альний	*pünktlich, persönlich*	*пунктуальний, персональний*
-log[e]	-логічний	*analog*	*аналогічний*
-ös	-ний	*skandalös, seriös, mysteriös*	*скандальний, серіозний, містерійний*

Ein ähnliches Muster ist auch zu beobachten, wenn das deutsche Suffix *-ell* im Ukrainischen durch das Äquivalent *-альный* wiedergegeben wird, z. B. *aktuell – актуальний, manuell – мануальний, kriminell – кримінальний,* wobei in einigen Fällen das Suffix *-н–* erscheint, etwa *kommerziell – комерційний, karamell – карамельний, positionell – позиційний.* Bei einigen interlingualen homonymen Paaren gibt es mehrere ukrainische Äquivalente mit unterschiedlichen Suffixen für dasselbe deutsche Adjektiv, die sich semantisch nicht unterscheiden, z.B. *emotionell – емоціональний / емоційний, provinziell – провінціальний / провінційний, offiziell – офіціальний / офіційний* usw. Offensichtlich erfolgt im Ukrainischen analog zu anderen Adjektiven die Bildung von Adjektiven mit Hilfe des häufigsten Suffixes *-n-*, das in Verbindung mit Substantivbasen die Eigenschaften von Objekten in Bezug auf ihre Beziehungen, ihren Zweck und ihre Zeit ausdrückt.

Es gibt auch Paronymiefälle von Adjektiven im Deutschen, für die es nur eine einzige formale Entsprechung im Ukrainischen gibt, z.B. *ideal / idealisch / ideell – ідеальний, legendär / legendar / legendarisch – легендарний, kolossal / kolossalisch – колосальний, kulturell / kulturlich – культурний, elementar / elementarisch – елементарний, imperfektisch / imperfektiv – імперфектний, vokal / vokalisch – вокальний* usw. Ukrainische Äquivalente werden, wie in den obigen Fällen, mit Hilfe des häufigsten Suffixes *-н–* gebildet.

4. Semantische Merkmale der interlingualen homonymen Adjektive

Semantische Unterschiede von homonymen Adjektiven werden auf der Grundlage der Klassifikation von lexikalisch-semantischen Varianten (Sememen) dargestellt. Sememe von Adjektiven mit stilistischen, chronologischen, territorialen und soziodialektalen Unterschieden werden nicht berücksichtigt, da sie zur gleichen thematischen Gruppe gehören, wie z.B. *spekulativ* „(Wirtsch.) die Spekulation betreffend, auf ihr beruhend" und *спекулятивний[1]* „auf Spekulationen beruhend", *typisch* „(veraltet) als Muster geltend" i *типовий* „als Modell, Standard für eine Anzahl gleichartiger Phänomene, Sachverhalte; exemplarisch". Diese Adjektive gehören zu den kommunikativen interlingualen Homonymen, die trotz der formalen Ähnlichkeit und der Übereinstimmung der Bedeutungen auf die Verwendung in einem bestimmten Stil beschränkt sind (22 Homonyme). Darüber hinaus werden die Fälle von Enantiosemie (24 Homonyme) gesondert betrachtet, wenn Sememe der interlingualen Homonyme antonymische Bedeutungen haben, wie z.B. *manierlich* „raffiniert, mit eleganten Manieren" und *манірний* „ohne Raffinesse; unnatürlich", *grandios* „(spöttisch) erbärmlich" und *грандіозний* „mächtig, majestätisch", *honorig* „edel, ehrenhaft, respektvoll" und *гонорний* „hochmütig, arrogant", *antiquiert* „(abwertend) veraltet, altmodisch" und *антикварний* „„uralt, wertvoll". Wie aus den obigen Beispielen hervorgeht, gehören homonyme Paare von Enantiosemismen zur selben thematischen Gruppe, so dass ihre semantische Aufteilung nicht informativ ist. Somit bleiben nur noch 250 Adjektivreihen Gegenstand der semantischen Klassifikation.

Semantische Klassifikation von Adjektiven ist angesichts der Unbestimmtheit der Konzepte von *Merkmal, Qualität* und *Eigenschaft* schwierig. Wir unterscheiden zwischen sprachübergreifenden Homonymen auf der Grundlage der Sememe, die sich im Ukrainischen und Deutschen unterscheiden. Für das homonyme Paar *grob – грубий* sind die unterschiedlichen Bedeutungen also Seme mit den Nummern 3b im deutschen Wörterbucheintrag und 1a, b, c, 3, 7 im ukrainischen (vgl. Wörterbucheinträge):

grob <Adj.; gröber, gröbste>

1. a) *in seiner Beschaffenheit derb, stark* = **товстий, грубий: ~es** Leinen = *грубе полотно;* **~er** Draht = *товстий дріт.*

b) *nicht so fein* = **грубий, великий: ~er** Sand = *грубий пісок;* ein **~er** Kamm = *рідкий гребінь;* **g**. gemahlener Kaffee = *кава грубого помолу.*

c) *(in Bezug auf Form, Aussehen) ohne Feinheit* = **грубий: ~e** Gesichtszüge = *грубі риси обличчя;* ~**e** Arbeit = *чорна робота.*

2. *nur auf das Allerwichtigste beschränkt; ungefähr* = **приблизний, грубий:** etwas in ~en Zügen wiedergeben = *передати щось в загальних рисах;* im **~en** Durchschnitt = *якщо грубо прикинути.*

3. a) *schwerwiegend u. offensichtlich* = **грубий, злісний:** ein **~er** Fehler = *груба помилка;* ~**e** Lügen = *відверта брехня.*

b) *heftig, stark* = **сильний: ~e** Windstöße = *сильні пориви вітру;* (Seemannsspr.) ~**e** See = *бурхливе море.*

4. (abwertend) **a)** *ohne Feingefühl, barsch u. unhöflich* = **грубий, невихований, некультурний:** ~**e** Worte = *грубі слова;* ein **~er** Mensch = *невихована людина;* ein **~er** Kerl = *грубіян / нечема.*

b) *derb* = **грубий:** jdn. **g**. anfassen = *грубо схопити когось.*

грубий, -а, -е.

1. a) Великий за об'ємом і поперечним перерізом; товстий = **kräftig, dick, stark: ~i** стіни = *starke Mauern;* ~**e** залізо = *Balleisen n / Doppeleisen n;* ~**a** шкіра (свині) = *Schwarte f.*

б) Який має огрядне, гладке тіло = **beleibt, dick, fett: ~a** шия = *Speckhals m;* ~**i** щоки = *Plusterbacken Pl..*

в) Який складається з окремих частин великого розміру: ~**a** їжа = *Hausmannskost f / handfestes Essen;* ~**ий** корм = *Raufutter n.*

2. Твердий, жорсткий = **grob, hart, rau: ~a** шкіра = *raue Haut;* ~**a** тканина = *grobes Tuch / Grobgewebe n.*

3. Погано оздоблений; дуже простий = **schlicht, dick, roh: ~e** оздоблення = *schlichtes Dekor.*

4. Низький, різкий (про голос, звуки) = **grob, rau: ~ий** голос = *eine grobe Stimme / eine raue Stimme /Kommissstimme f.*

5. a) Некультурний, неделікатний = **grob, deftig: ~i** жарти = *Gassenwitze Pl.;* ~**a** похвала = *ein dickes Lob.*

б) Який містить образу = **grob, brutal, derb: ~a** відповідь = *eine grobe Antwort;* ~**a** лайка = *ein derber Fluch.*

6. Не зовсім точний, приблизний = **grob:** це було ~**ою** помилкою = *das war ein grober Irrtum.*

7. Який виходить за межі елементарних правил = **schnöde, rau, roh: ~i** звичаї = *raue Sitten / rohe Sitten;* ~**a** мова = *Bärensprache f.*

Adjektive stellen eine wichtige Qualitätskategorie für die menschliche Existenz und Wahrnehmung dar, die die Welt um uns herum in all ihren Zusammenhängen charakterisiert und bewertet. Bei der Einteilung der Adjektive wurden ihre grammatischen Merkmale berücksichtigt und daher neben den qualitativen und relativen Adjektiven auch referenzielle und graduelle Adjektive unterschieden. Zu den referenziellen Adjektiven gehören Wörter, die Modalität, zeitliche und räumliche Beziehungen bezeichnen, etwa *gestrig, dortig, eventuell, erwähnt, folgend*. Zu den graduellen Adjektiven gehören Lexeme, die eine abgestufte Bewertung enthalten und daher selten im Komparativ oder Superlativ verwendet werden, etwa *erheblich, äußerst, ziemlich, scheußlich, unverschämt* usw. Im Ergebnis erhalten wir folgende Klassifikation der Adjektive im Deutschen:

I. Qualitative Adjektive zur Bezeichnung von:

1) Farben und Beleuchtung: *weiß, rötlich, hell, dunkel, oliv* usw.;

2) Form und Größe: *rund, kegelförmig, groß, lang, hoch* usw;

3) Alter: *jung, alt*, *betagt, greis* usw.;

4) Klang: *leise, laut, schrill* usw;

5) physikalischen Eigenschaften: *kalt, warm, weich, hart, dicht, glatt, rau, langsam, schnell* usw.;

6) Wertung: *schön, klug, ehrlich, unordentlich* usw;

7) sozialem Status von Personen: *ledig, verheiratet, geschieden* usw.;

8) Wetter: *böig, stürmisch, windig, trübe* usw.;

9) Geschmack und Geruch: *süß, herb, mild, scharf* usw;

10) körperlichen Empfindungen: *gesund, krankhaft, gebrechlich* etc;

11) Charaktereigenschaften: *ernst, heiter, aufgeregt*;

12) psychophysischer Verfassung: *schwach, stark, kräftig* usw.;

13) Gefühlen: *feinfühlig, sanft, zärtlich* usw.;

14) Mängeln (defekte Adjektive): *blind, lahm, obdachlos* usw.;

15) Benehmen: *kokett, still, tolerant* usw.

II. Relative Adjektive zur Bezeichnung von:

1) Zugehörigkeit und Geschlecht: *mütterlich, weiblich, brüderlich* usw;

2) Wohnsitz: *häuslich, dörflich, ländlich* usw;

3) Lebensstil: *bäuerlich, bürgerlich* usw;

4) Religion: *christlich, islamisch, katholisch, evangelisch, lutherisch, kalvinistisch* usw;

5) kulturellen Gegebenheiten: *kulturell, musikalisch, klassisch* usw;

6) Wissenschaft und Technik: *wissenschaftlich, philologisch, technisch*;

7) Materialien: *steinern, hölzern, bleiern, silbern, samten*;

8) Ländern und Nationalitäten: *englisch, deutsch, französisch* usw;

9) Entsprechung: *einsteinsch, original* usw;

10) Berufen: *polizeilich, ärztlich, richterlich* usw.;

11) Zuweisung: *humanitär, behindert* usw.

III. Graduelle Adjektive zur Bezeichnung von:

1) Grad: *maximal, optimal, einzigartig*.

2) Vollkommenheit eines Phänomens oder einer Handlung: *kunstvoll, stilvoll, bedeutungsvoll* usw;

3) Verstärkung: *blutjung, riesengroß, uralt, bombenfest* usw.

IV. Bezugsadjektive:

1) zeitlich: *gestrig, heutig, damalig, baldig, nächtlich* usw.;

2) lokal: *hiesig, dortig, auswärtig, anderwertig* usw;

3) modal: *direkt, eventuell, gewohnt* usw;

4) anaphorisch: *erwähnt, genannt* usw;

5) kataphorisch: *folgend, nachfolgend* usw.

Die obige Klassifikation der Adjektive deckt semantisch die meisten Kategorien von Adjektiven ab und ermöglicht eine detaillierte semantische Unterteilung der Adjektive in der Stichprobe.

Insgesamt 250 Adjektivreihen ergaben 725 homonyme Sememe, d.h. durchschnittlich 2,9 interlinguale Homonyme pro Reihe. Die Ergebnisse der Berechnungen sind in der Tabelle 3 dargestellt (siehe Tabelle 3).

Nach der Tabelle 3 ist ein leichter Überschuss an homonymen Sememen bei deutschen Adjektiven zu beobachten (17 Sememe). Dies ist offensichtlich auf die entwickelte Paronymie der deutschen Äquivalente zurückzuführen.

Tabelle 3

Semantische Klassifikation der homonymen Sememe

Thematische Gruppen	Deutsch	Ukr.	Beispiele
Qualitative Adjektive			
Farben und Beleuchtung	5	2	*oliv , crème, ліловий*
Form und Größe	5	8	*pyramidal, кубічний*
Alter	0	0	–
Klang	5	4	*melodisch, грубий*
physikalische Eigenschaften	29	25	*porös, wattig, парнúй*
Wertung	70	53	*ambitiös, царський,*
sozialer Status von Personen	1	0	*illegitim*
Wetter	0	0	–
Geschmack und Geruch	3	2	*natural, ванільний*
körperliche Empfindungen	2	1	*sensorisch, neuralgisch*
Charaktereigenschaften	2	3	*intim, героїчний*
psychophysische Verfassung	4	4	*immun, моторний*
Gefühle	0	2	*любий, фатальний*
Mängel (defekte Adjektive)	8	5	*defektiv, kaputt*
Benehmen	3	2	*kokett, толерантний*
relative Adjektive			
Zugehörigkeit und Geschlecht	38	46	*familiär, комунальний*
Wohnsitz	12	15	*kosmisch, провінційний*
Lebensstil	23	28	*autonom, індивідуальний*
Religion	1	2	*katholisch, лютеранський*
kulturelle Gegebenheiten	14	9	*kultural, барочний*
Wissenschaft und Technik	22	15	*medizinisch, історичний*
Materialien	7	11	*schokoladen, газовий*
Länder und Nationalitäten	2	2	*israelitisch, іспанський*
Herkunft	11	15	*ministeriell, гібридний*
Berufe	5	4	*advokatisch, юридичний*
Entsprechung	35	32	*analogisch, номінальний*
Zuweisung	7	24	*humanitär, інвалідний*
graduelle Adjektive			
Grad	7	8	*maximal, гомеричний*
Vollkommenheit	29	17	*universal, тотальний*
Verstärker	4	2	*kannibalisch, геніальний*
Referenzielle Adjektive			
zeitlich	10	5	*historisch, імперфектний*
lokal	2	1	*lokal, локальний*
modal	5	7	*wert, вартий*
anaphorisch / kataphorisch	0	0	–
Zusammen	371	354	

Die größte Zahl der Homonyme in der Stichprobe sind relative Adjektive, insgesamt 1 77 homonyme lexikalisch-semantische Varianten im Deutschen und 203 im Ukrainischen. Relative Adjektive benennen ein Merkmal nicht direkt, sondern durch seine Verbindungen, seine Beziehung zu verschiedenen Objekten, Merkmalen und Handlungen. Sie sind sekundäre, meist von Substantiven abgeleitete Wörter, die keine Komparationsstufen und reduzierten Formen haben und keine antonymischen Paare bilden. Im Gegensatz zu den qualitativen Adjektiven drücken relative Adjektive ein konstantes Merkmal aus und wurden inhaltlich gesehen früher gebildet als qualitative Adjektive. In diesem Zusammenhang stellt L. Pavlenko fest, dass die archaischsten Fälle, die in den indogermanischen Sprachen belegt sind, davon zeugen, dass alle primären Adjektive einen relativen Ursprung haben. Die Abspaltung einer Untergruppe von qualitativen Adjektiven erfolgte zu einem Zeitpunkt, als Attribute nicht mehr unbedingt durch ihre Beziehung zu anderen Objekten, sondern unabhängig von ihnen realisiert wurden *(Pavlenko 2010: 97)*. Tatsächlich sind alle untersuchten relativen Adjektive in beiden Sprachen von entlehnten Substantiven abgeleitet, und daher haben sie im Prozess der Entlehnung und Anpassung in den jeweiligen Sprachen abweichende Bedeutungen entwickelt.

Unter den relativen Adjektiven sind in beiden Sprachen Sememe am häufigsten, die Zugehörigkeit (*administrativ – адміністративний, orbital – орбітальний, аnonуm – анонімний, tabellarisch –табельний*), Entsprechung (*kongruent – конгруентний, typisch – типовий, nominal – номінальний, paarig – nápний*), Methode (*systematisch – систематичний, demonstrativ – демонстративний, operativ – оперативний, formell – формальний*) und wissenschaftlich-technische Konzepte (*historisch – історичний, elektrisch – електричний, mechanisch – механічний, biologisch –біологічний*) bezeichnen. Es folgen in absteigender Reihenfolge Adjektive, die den Ort (*frontal – фронтальний, pastoral – пасторальний, perifer – периферичний, provinziell – провінційний*), die Herkunft (*olympisch – олімпійський, vulkanisch – вулканічний, kosmisch – космічний, hybrid – гібридний*), kulturelle Gegebenheiten (*konservatorisch – консервативний, plastisch – пластичний, literarisch – літературний, kulturell – культурний*) und den Zweck (*kulturalistisch – культуралістичний, liquid – ліквідний, universell – універсальний*) bezeichnen. Die anderen Gruppen sind durch Einzelbeispiele vertreten.

An zweiter Stelle, was die Anzahl der homonymen Sememe betrifft, stehen qualitative Adjektive (137 Sememe im Deutschen und 111 im Ukrainischen). Qualitative Adjektive bezeichnen ein Merkmal, das im Vergleich mehr oder weniger stark ausgeprägt sein kann, und bezeichnen Eigenschaften, die in der Regel sinnlich wahrgenommen werden. Der Begriff der Qualität wird in den untersuchten Adjektiven durch die Beziehung zu anderen Objekten oder durch die Beziehung zu einer Person oder einem Lebewesen ausgedrückt.

Unter den qualitativen Adjektiven überwiegen deutlich Sememe mit wertender Bedeutung (*brilliant – брильянтовий, drakonisch – драконський, harmonisch – гармонічний)* und diejenigen, die physikalische Eigenschaften von Objekten bezeichnen (*massiv – масивний, konsistent – консистентний, gasig – газований*). Es wurden keine Beispiele von Adjektiven gefunden, die das Alter und das Wetter bezeichnen, die in beiden Sprachen relativ spät – nach dem Zusammenbruch der indogermanischen Gemeinschaft, d.h. auf der Grundlage anderer Wurzeln – gebildet wurden *(Левицький 2006: 430)*. Alle anderen Gruppen enthalten mehrere homonyme Sememe. Dies sind die Bezeichnungen für Farbe und Licht, Form und Größe, Klang, Geschmack, Geruch, körperliche Empfindungen und Zustand, geistige Empfindungen, psychophysische Konstitution, Gefühle und defekte Adjektive.

Graduelle Adjektive sind hauptsächlich durch Sememe vertreten, die die Vollständigkeit eines Phänomens oder einer Handlung bezeichnen (*fundamental – фундаментальний, genial – геніальний, global – глобальний, kolossal – колосальний*). Weitaus seltener sind intensivierende Adjektive *(total – тотальний, absolut – абсолютний)* und Adjektive, die den Grad bezeichnen *(ultimativ – ультимативний, extra – екстра).*

Die geringste Anzahl von Homonymen ist bei den referenziellen Adjektiven zu verzeichnen. Sie umfassen Adjektive, die temporale (*temporal* – *темпоральний*, *final* – *фінальний*, *historisch* – *історичний*, *momentan* – *моментальний*) und modale (*speziell* – *спеціальний*, *potenziell* – *потенційний*, *wert* – *вартий*) Beziehungen bezeichnen. Es wurden keine homonyme anaphorischen oder kataphorischen Adjektive gefunden, die kontextuelle Deixis ausdrücken, vgl. *erwähnt, folgend, nachstehend, попередній, наступний, згаданий* usw.

Es lässt sich ein regelmäßiger semantischer Wandel nach dem Modell „Adjektiv für körperliche Merkmale im Deutschen → Adjektiv mit der Semantik des Zwecks im Ukrainischen" beobachten, etwa *invalide* „schwach, verwundet, arbeitsunfähig" *(ein invalider Soldat, sein invalides Bein, durch Unfall invalide werden)* → *інвалідний* „für einen Behinderten bestimmt" *(інвалідний візок, інвалідний автомобіль)*, *kompress* „komprimiert; ohne Zwischenräume" *(einen Text kompress setzen)* → *компресний* „zur Kompression bestimmt" (*компресна вата*), *immun* „unkomprimiert" *(gegen Masern immun sein, immun gegen Schädlingsbekämpfungsmittel)* → *імунний* „zur Immunisierung bestimmt" (*імунна сироватка*) usw.

5. Schlussfolgerungen

In der Untersuchung wurden 304 interlinguale Homonyme mit 696 Adjektiven analysiert, die in deutscher und ukrainischer Sprache unterschiedliche grammatische Kategorien aufweisen. Es gibt zahlreiche paronymische Paare, die zwischen den beiden Sprachen variieren, mit einem überwiegenden Vorkommen von deutschen Paronymen. In der deutschen Sprache ist die Variabilität der Adjektive größer, was auf interne Paronymie zurückzuführen ist.

Die meisten Paronyme sind synonym, was bedeutet, dass sie in ähnlichen Kontexten austauschbar sind, wie zum Beispiel *heroisch* vs. *героїчний* oder *oliv* vs. *оливковий*. Einige Paronyme haben jedoch unterschiedliche Bedeutungen, die auf die spezifischen semantischen Felder der beiden Sprachen zurückzuführen sind. In seltenen Fällen kommen auch Paronyme vor, bei denen die Bedeutungen total abweichen, wie etwa *драконічний* (mit dem Sternenbild Drachen verbunden) und *драконський* (sehr streng).

Die Analyse zeigt, dass es regelmäßige morphologische Übereinstimmungen zwischen den Adjektiven der beiden Sprachen gibt, jedoch mit zahlreichen Ausnahmen. Zum Beispiel wird der deutsche Suffix *-ell* im Ukrainischen oft durch *-альний* übersetzt, was in einigen Fällen durch *-н–* ersetzt wird. Auch die Bildung der Adjektivformen kann variieren, was auf die strukturellen Unterschiede zwischen den Sprachen hinweist.

Die Klassifikation der semantischen Unterschiede zwischen den Homonymen ist komplex, da die Konzepte der „Eigenschaft" und „Qualität" in beiden Sprachen unterschiedlich behandelt werden. Viele Unterschiede betreffen stilistische, chronologische oder soziale Bedeutungsschattierungen, die die Verwendung bestimmter Adjektive in unterschiedlichen Kontexten beeinflussen.

Zusammengefasst verdeutlicht diese Analyse, dass die Interlingualität von Adjektiven zwischen Deutsch und Ukrainisch von einer Vielzahl semantischer und morphologischer Nuancen geprägt ist, was sowohl die Übersetzungsprozesse als auch das Verständnis der jeweiligen Begriffe erschwert.

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FEATURES OF VOWEL REDUCTION AND VOWEL SHORTENING IN THE LANGUAGE OF JAPANESE MASS CULTURE

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Summary

The paper, based on the material of the texts of the language of mass culture of Japan, demonstrates that the language of mass culture is characterized by non-standard phonetic phenomena and phonetic innovations that violate the orthoepic norms of the literary language. Non-standard phonetic phenomena spread, in particular, to the system of vowel sounds, which in the language of mass culture undergo non-standard reduction and prosodic shortening, due to which the language of mass culture approaches colloquial patterns and becomes more emotional. In contrast to the standard Japanese language, where only the vowels /i/ and /u/ are usually reduced, the language of mass culture reduces all vowel sounds of the system, both single sounds and the combinations of vowels, often with a subsequent transition to another vowel. At the same time, such reduction is inherent even to vowel sounds that are part of root morphemes, which violates the norms of the literary language, and is also chaotic in its nature. The non-standard emphatic vowel reduction is often accompanied by the similar phenomenon of prosodic vowel shortening. The criteria for distinguishing the two phenomena are that reduction affects single short vowels or combinations of two short vowels, whereas prosodic shortening affects only one long vowel, and that reduction and prosodic shortening bring slightly different connotations to the word – familiarity for reduction and giving the word a fragmentary character for prosodic shortening.

Key words: Japanese language, phonetics, non-standard phonetic phenomena, phonetic innovations, colloquialism, connotation, emphatic articulation, phonoexpressive word.

1. Introduction

It is known that the phonetic system of a language is the most conservative and is very slowly subject to change, that is why any phonetic innovations arouse great interest. Non-standard phonetic phenomena are observed in the language that serves mass culture, thus it is possible to put forward a hypothesis about the existence of a special language of mass culture, which exists alongside the language substandards known to linguistics, but has not yet been described scientifically. Accordingly, the relevance of the topic of the paper is due to its focus on studying the newest, hitherto undescribed phenomenon of the language of mass culture, which allows to outline the latest trends in language changes caused by the transformation of the global cultural paradigm, and to comprehend the formation of the newest language substandards that are imposed on recipients through the mediation of the media, influencing their speech culture. In our opinion, the analysis of each linguistic level of the newest linguistic phenomenon of the language of mass culture allows to trace the trends of language change and predict possible future transformations in the language standard on the material of various languages of the world, in particular Japanese. Thus, according to our observations, at the phonetic level, a vivid

feature of the language of mass culture of Japan is that it strives to reproduce non-standard phonetic phenomena, in its written form as well, for which the potential of the Japanese writing system is used. Of course, it is obvious that the phonetics of the language of mass culture in Japan is still based on standard Japanese phonetics (just like the lexical and grammatical systems do), however, due to including a whole series of deviations from the literary norm it seems to produce its own special substandard. In other words, despite the fact that the language of mass culture uses the same set of phonemes as the literary language, it demonstrates differences from the latter in the orthoepic aspect, since, according to our observations, it allows deviations from orthoepic norms. And such deviations are mostly caused by the desire of the language of mass culture to stand out, to draw attention to the mass-cultural product that it serves, the ultimate goal of which is to impose this product on the consumer, increasing demand for it and receiving a profit in return. Therefore, the purpose of this study is to analyze deviations from orthoepic norms in the language of Japanese mass culture; respectively, the tasks are: 1) to consider cases of non-standard vowel reduction in the language of Japanese mass culture; 2) to identify the patterns of such non-standard reduction; 3) to analyze cases of prosodic vowel shortening in the language of Japanese mass culture; 4) to formulate criteria for distinguishing between both phonetic phenomena; 5) to describe the functions of both phonetic phenomena in the language of Japanese mass culture. To fulfill the tasks set, qualitative research methods will be relevant, in particular, the synchronous linguistic descriptive method involving the techniques of observation, generalization, external and internal interpretation, which helps to inventory and systematize linguistic units. The method of contextual-semantic analysis, functional and pragmatic methods will help to establish the functions of non-standard phonetic phenomena and the semantic content of specific linguistic phonoexpressive units, formed by non-standard reduction and shortening of vowels, in the language of Japanese mass culture.

2. Non-standard vowel reduction in the language of Japanese mass culture

It is known that vowel reduction in Japanese (母音の無声化) is a weakening of the articulation of unstressed vowels in the speech stream, which leads to a change in their sound, while mainly the vowels /i/ and /u/ are reduced in certain positions in the word, as a result turning into voiceless *(Dementieva, 2024: 15, 64)*. According to the rules of Japanese orthoepy, the following cases of vowel reduction are allowed: 1) the reduction of vowels "i" and "u" occurs if they are located between the voiceless consonants "k", "s", "sh", "t", "ts", "ch", "f" and "p": kusa (草 – grass), kiku (菊 – chrysanthemum); 2) sometimes the vowels "i" and "u" after voiceless consonants at the end of a word are reduced if the corresponding syllable is unstressed: arimasu (あります – to be present), gozaimasu (ございます – to be present /official-polite version/), motsu (持つ – to carry, to possess), hashi (箸 – chopsticks); 3) in addition to the already mentioned vowels "i" and "u", which are often reduced, other vowels ("a", "e", "o") can also be reduced as an exception: kakashi (案山子 – scarecrow), tokoroten (心太 – agar-agar jelly), kakato (踵 – heel) *(Komarnytska & Komisarov, 2012: 60–61)*. Thus, in standard Japanese, reduction is mostly inherent only in the vowels /i/ and /u/ in an unstressed position at the end of a word after a voiceless consonant or in the middle of a word between two voiceless consonants *(Dementieva, 2024: 64)*; at the same time, reduction in the middle of a word is often associated with a fast pace of speech, and therefore one can generally consider it as syncope *(Kawahara, 2016: 6)*. However, in the language of mass culture deviations from these orthoepic norms are observed, since reductions in it can be inherent in all vowels of the phonetic system, and even their combinations. Here are some examples:

スゲー頭いいの　なんかフツーにかわいい　へー　なによーっ (manga) – in the fragment the reduction of the normative すごい to スゲー (written in katakana for greater expression) is observed, that is, the vowel sounds /o/ and /i/ at the end of the word were reduced to an elongated /e/, due to which the word acquired an additional connotation with an increase in the emotional-expressive component of the meaning, as well as the introduction of a colloquial element, since such a pronunciation of the word is perceived as more careless; in addition, the reduction of /i/ in the word なんか (from the normative なにか) is observed, which also gives the word a more colloquial connotation, and the emphatic lengthening of the vowels (へー, よー);

すげーいい・・・！！ (manga) – a similar example;

すげ！おおおお！いいの！ (a TV show) – in this excerpt the reduction of the final vowels /o/ and /i/ in the same word すごい with their subsequent transition to /e/ is observed (however, in this case not to a long one, but to a regular short one); thus one can conclude about the chaotic nature of the phenomenon of reduction in the language of mass culture;

カニじゃねえってんだよ (manga) –in the fragment there is a reduction based on a similar model: the vowels /a/ and /i/ at the end of the word were reduced to an elongated /e/, due to which the word became more expressive and colloquial;

言えてねェよ！！ (manga) – reduction of the vowels /a/ and /i/ at the end of the word (in the literary language it would look like 言えてない) with their subsequent transition to an elongated /e/, which generally gives the word a careless and colloquial sound design (which in writing is reflected in non-standard spelling with the non-normative inclusion of the katakana sign);

若干　背は足らんけど (manga) – reduction of the final vowel /i/ (the normative form is 足らない), which also cannot be considered as standard, since according to the rules of orthoepy such reduction is allowed after a voiceless consonant, and in the example given the sound /i/ is preceded by a vowel;

うるせえ！！ (anime) – reduction of the final vowels /a/ and /i/ (the literary form is うるさい) with their transition to an elongated /e/, which adds an emotionally expressive connotation to the word and makes it rougher and sharper;

うっせーな (manga) – the same original word as in the previous example (うるさい) underwent even greater phonetic transformations, as a result of which it became as rude as possible: reduction of the mora /ru/ with emphatic doubling of the following consonant /s/, as well as reduction of the final vowels /a/ and /i/ with subsequent transition to an emphatic lengthened /e/ are observed;

バカなおしゃべりはやめとく。 (anime) – reduction of the vowel /e/ in the middle form of the verb (the normative equivalent is やめておく), which brings its pronunciation closer to informal colloquial one;

事前にトイレ行っとくんだよ！ (printed advertisement) – a similar example of reduction of the vowel /e/ in the middle form of the verb (the literary equivalent is 行っておくん);

なーんちゃってー　つつそだよ〜〜はあ？！冗談に決まってんじゃん！ケーキありがと (manga) – reduction of the vowel /i/ and the entire syllable /ru/ in the auxiliary verb いる with a transition to a nasal /n/, as well as the final vowels /a/ and /i/, which gives the entire verb construction a careless colloquial sound (literary equivalent is 決まっているじゃない);

こんなつまんねーことでへこまねえよ (manga) – reduction of the final vowels /a/ and /i/ in the inflected adjective つまらない with their subsequent transition to a long final /e/; following a similar model, the normative negative form of the verb へこまない underwent reduction of the final /a/ and /i/ to へこまねえ;

知らねーーーーっっの！！ (manga) – similarly, the final vowels /a/ and /i/ in the negative form of the verb 知らない were reduced with a transition to a long /e/ (in this example, a

non-normative lengthening of the sound /e/ up to four morae with a sharp interruption after that is also observed, which is reflected in the writing by two consecutive characters っっ, the use of which in a row does not comply with the spelling norms of the Japanese language);

3 年怖（こえ）えええ (manga) – reduction of the final vowels /a/ and /i/ in the inflected adjective 怖い with a non-normative lengthening according to a similar model. In this case, the reduction is particularly interesting, as it goes beyond the suffix spreading to the root of the word, expressed by the hieroglyph (as is known, the reading of hieroglyphs in the normative Japanese language is unchanging, and their sound formation cannot be subjected to reduction, metathesis, or other non-standard processes);

おっさんよー　おらぁ大嫌（でーっきれー）なんだ　てめーら見てーなサラリーマンやろうがよ！！（manga）– is a similar example of non-normative reduction in the root of a word, which in the literary language has the reading だいきらい, however, the vowels /a/ and /i/ in both parts of the word were reduced with a subsequent transition to a long /e/; in addition, the consonant /k/, from which the third mora begins, underwent emphatic doubling. As a result of all these phonetic transformations, the word acquired a completely different sound form, and in semantic terms, an extremely rude coloring (despite the fact that the word 大嫌い itself, given its meaning, is connotatively colored) – L. Tanaka interprets such phonetic changes as a tool due to which a standard word actually turns into a taboo and invective word *(Tanaka, 2016: 230)*;

ーオラ受験で忙しいだ帰（けえ）れ！！(manga) – a similar example of non-normative phonetic changes in the root of a word;

わかっててやるなよ！！(manga) – reduction of the initial vowel /i/ in the auxiliary verb いる, which creates the grammatical form of the continuous form from the middle form of the main verb;

あなたからのご応募お待ちしてます！(printed advertisement) – a similar example of reduction of the vowel /i/ in the auxiliary verb;

Woah Woah
それが愛？
はき違えてる (a popular song) – a similar example of reduction of the vowel /i/ in the auxiliary verb;

お子さんが学校へ行ってる間だけ働きたい方 (printed advertisement) – in the fragment the vowel /i/ in the same auxiliary verb is also reduced;

くさってる (anime) – a similar example;
このうちを管理されてるとなりのおばあちゃんだよ (anime) – a similar example;
おかあさん、わらってるよ (anime) – a similar example;

やっぱ無理かぁ（manga）– reduction of the final mora /ri/ in the word やっぱり, which is accompanied by a non-normative lengthening of the final vowel /a/ in the interrogative word か;

こないださ　いい場所見つけたんだ (manga) – reduction of the medial /o/ in the word このあいだ, as a result of which the mora /no/ is deleted, and its initial consonant is joined to the following mora, which gives the word an informal and colloquial connotation;

笑っとるーーー！！(manga) – reduction of the vowel /e/ in the middle form of the verb (the normative one being 笑っておる), accompanied by a non-normative lengthening of the final /u/.

Such reduction minimizes articulatory efforts and at the same time maximizes the peculiarity of the word, which makes it brighter and more interesting from the point of view of perception, and, therefore, as a phonetic factor, it can even be included in synchronic phonology

(Boersma, 1998; Flemming 1995; Stampe 1973). Furthermore, it is clearly a chaotic phenomenon that occurs without a specific trigger, that is, it is not obvious, or not surface-apparent *(McCarthy, 1999)*, and therefore it is practically impossible to single out any rules and models according to which it occurs *(Kawahara, 2016: 7, 15)*.

The only possible regularities in the reduction of vowel sounds in the language of mass culture in Japan, which can be deduced from the examples given, are as follows:

– the reduction can involve all vowels of the phonetic system, and not only those that are allowed by the literary standard;

– optional syncope in words with nasal /n/ is typical, which brings the sound form of the word closer to the colloquial one, as a result of which the so-called "nasal-stop cluster" is formed:/anata/→/anta/,/nani+ka/→/naNka/,/nani+to/→/nanto/,/anosa:/→/ansa:/,/ani+san/→/ansan/, /ani+tjan/ → /aŏtjan/ *(Kawahara, 2016: 6)*. For example: あんた、カマジイにお礼言ったの？世話になったんだろ？ (anime) (in the example prosodic vowel shortening is also observed, which will be considered below);

– the reduction is closely related to the morphological level, since typical is, for example, the reduction of the initial /i/ in the auxiliary verb-conjunction いる, which, joining the middle form of the main verb, forms an analytical form of the continuous form; or the final /e/ in the middle form of the verb, as a result of which the middle form merges with the auxiliary verb-conjunction おく or おる, which add the necessary final grammatical meaning to this form, actually forming a non-normative synthetic form of the verb instead of an agglutinative-analytical one. In addition, the reduction of final /a/ and /i/ with their possible transition to /e/ in the negative form of the verb and inflected adjectives is also associated with the violation of morphological norms, which is often accompanied by a non-normative lengthening of the final vowel /e/ in two to four morae; at the same time, such a reduction can even cover the root of the word, which is unacceptable in the normative Japanese language. All reduced forms are intended to reproduce careless colloquial speech, which turns out to be quite typical of the language of mass culture. Indeed, as T. Dementieva rightly notes, reflecting on the reasons for the reduction of the combination of final sounds /e/ and /i/ to an elongated /e/, "the variant エイ is more often heard in careful pronunciation, while エー is used in ordinary rapid speech," and the reasons for using the form センセー (instead of the normative センセイ) among the Japanese are that it is "easy to pronounce" and it sounds more "conversational" *(Dementieva, 2024: 153)*. A similar idea is found in Shigeto Kawahara's work, who points out that the final vowel of the root and the suffixal vowel /i/ can merge with the preceding vowel into one long vowel in informal speech: /suppai/ → /supee/, /sugoi/ → /sugee/ *(Kawahara, 2016: 15)*. Moreover, the reduction of vowels at the end of a word can also give it a pejorative connotation, which can often be observed in the language of manga. For example, if a slightly rude familiar pronoun 手前 *you* is pronounced with the reduction as てめー, it will become very rude (similarly お前 – おめー); the word 最低 *the lowest* (in colloquial speech also *the worst*) in its reduced version will look like さいてー and have a pejorative-colloquial connotation *(Komarnytska, 2021: 591)*. All of the above cases of reduction in the language of mass culture are reflected in writing (when it comes to written genres of mass culture) using non-normative spelling. It is also possible that due to the orthographic fixation of such reduced forms inherent in informal colloquial speech in the written genres of mass culture, a convergent process of the maximum rapprochement of oral and written language in the entire historical development of the Japanese language can be observed.

3. The phenomenon of prosodic vowel shortening in the language of Japanese mass culture

Another unusual phenomenon closely related to vowel reduction is the prosodic shortening of vowels, which is emphatic in its nature. This phenomenon usually involves a final long vowel (although it also occurs with a long vowel in the middle of a word), which makes it extremely close to reduction. For example, O. Stuzhenko, analyzing such phonetic processes in Japanese informal speech, writes: "The assimilation and reduction of long vowels typical of Japanese colloquial speech is caused by the desire to save speech effort; since all syllables in the Japanese language are open, and such assimilation and reduction facilitate the pronunciation of words, for example: こんちは、こんちゃ、そんなら、ども、なんか、こない だ、いろんな、めんどくさい、ほんと" *(Stuzhenko, 2008: 46)*, that is, she suggests using the terms "assimilation" and "reduction" without their semantic distinction, and includes cases of prosodic reduction in the examples given. However, we still reckon that there is a difference between reduction and prosodic shortening of vowels, since it is possible to distinguish different principles according to which vowels undergo each process, as well as different stylistic nuances that each of them brings to the word. Our belief in the need to distinguish between the two phenomena is also shared by the researcher of modern Japanese phonetics T. Dementieva, who, highlighting separately the prosodic shortening of vowels, notes that "prosodic reduction occurs mainly with long vowels in morae that follow other long vowels or ん; mainly at the end of the word and very rarely at the beginning", while "this phenomenon occurs mainly in gairaigo words and to a lesser extent in kango – as linguists claim, approximately one third of all long vowels undergo prosodic reduction: ほんとう → ほんと, コンピューター → コンピュータ, だいじょうぶ → だいじょぶ, せんせい → せんせ, あかんぼう → あかんぼ *(Dementieva, 2024: 153)*.

Here are some examples of such emphatic prosodic shortening of vowels in the language of mass culture:

……そんな簡単に放り出していいもんじゃない<u>だろ</u>…… (anime) – – prosodic shortening of the long final /o/ to a short one in the conjunction (the normative equivalent being だろう), which makes the whole phrase more abrupt, sharp, as well as the reduction of the final /o/ in the formal noun もの;

どうせアレだろ　氷の女王の命令<u>だろ</u> (manga) – a similar example of prosodic shortening of the final long /o/ in the conjunction だろう, as a result of which the phrase acquires greater energy and abruptness;

失恋だったら連れて来ない<u>でしょ</u> (manga) – shortening of the long /o/ in the conjunction でしょう, which also brings a connotation of greater sharpness, energy, and determination;

次　音楽室だよ　<u>行こ</u> (manga) – 次　音楽室だえ　行こ (from manga) – a prosodic shortening of the long /o/ in the exclamatory form of a verb-predicate, which gives greater determination, sharpness, and persistence to the call to action expressed by this verb;

<u>おはよ</u> (із манги) – prosodic shortening of the final long /o/ in a greeting etiquette cliché, which brings a connotation of sharpness, cheerfulness, and informality;

<u>ほんと</u>、よくがんばったね (printed advertisement) – prosodic shortening of the long /o/ at the end of a word, which adds more energy and sharpness to the advertising text;

<u>ほんと</u>に細かいところなんですけど、それをずっとやるのが僕は楽しかったです。 (a fashion magazine) – a similar shortening in the noun ほんとう.

In general, it can be seen that a typical case of prosodic vowel shortening in the language of Japanese mass culture is the shortening of a long final /o/ to a single-syllable one, however, there aren't any patterns regarding which category of words can undergo such a metamorphosis: for example, in the examples given, both full-meaning and auxiliary words, both inflected and non-inflected words undergo shortening, therefore, the morphological characteristics of the word obviously do not play any role here, and the only criterion for a word to undergo prosodic shortening is the presence of a long /o/ sound at the end. As for the additional connotations that a word acquires as a result of prosodic shortening, as follows from the context of the analyzed examples, such words are mostly included in mass cultural messages when their authors try to make their messages more decisive, fragmentary, and energetic (this is especially evident, in particular, in the language of advertising, where prosodically shortened words are part of advertising slogans, which are the central component of the advertising text, aiming to encourage, convince, and give determination; as well as in the language of manga and anime, where characters use prosodic shortening in situations when they strive to be convincing, decisive, and businesslike).

Thus, the criteria for distinguishing between emphatic reduction and prosodic shortening of vowels, which are observed in the phonetics of the language of mass culture, in our opinion, are the following:

1) the reduction mostly involves a combination of two short vowels, whereas the prosodic shortening involves only one long vowel;

2) the reduction can also involve one short vowel, as a result of which it drops out completely, whereas the prosodic shortening is inherent only to a long vowel, which turns into a short one as a result;

3) the reduction and prosodic shortening bring somewhat different connotations to the word: with reduction, the word acquires a carelessly colloquial, informal, and sometimes pejorative meaning, and with the prosodic reduction it becomes choppy, energetic, sometimes businesslike.

At the same time, however, both reduction and prosodic shortening of vowels in the language of mass culture aim to bring it closer to colloquial speech, since both of these phenomena are inherent primarily to it. As the researchers note in this regard, "in the colloquial style of speech, some lengthenings may be omitted" *(Dementieva, 2024: 73)*, "often in everyday informal communication, a long vowel in words is spontaneously shortened" *(Dementieva, 2024: 153)*, and words with reduction or prosodic shortening are "colloquial phonovariants of neutral vocabulary" *(Stuzhenko, 2008: 46)*.

4. Conclusions

The analysis of Japanese-language mass cultural material has shown that the language of mass culture in Japan is characterized by phonetic innovations, which are manifested, in particular, in non-standard reduction of vowels and their prosodic shortening, as a result of which the expressiveness and emotionality of the verbal message are increased. If in standard Japanese the vowels /i/ and /u/ are usually reduced, then in the language of mass culture all vowels of the system can be reduced, and it is often accompanied by the transition of the combination of reduced vowels to another vowel sound. In addition to the non-normative expansion of the list of vowels that can be reduced, the language of mass culture in Japan is characterized by a violation of the norms in that not only vowels in affixes, but also vowels that are part of root morphemes can be reduced. As the examples show, non-standard reduction of vowels in

the language of mass culture in Japan is a chaotic phenomenon. Another non-standard phonetic phenomenon – prosodic vowel shortening – also belongs to emphatic articulation and is designed to reproduce colloquial phonetic patterns, and differs from reduction in the number and nature of shortened vowels, as well as in the introduction of slightly different connotations to the formed phonoexpressive units.

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TEACHING THE NECESSITY TO USE DMARC
IN UKRAINIAN EDUCATIONAL INSTITUTIONS

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Summary

In today's interconnected world, email remains a cornerstone of communication for businesses, government agencies, and individuals alike. However, this ubiquitousness also makes it a prime target for cybercriminals. Phishing, spoofing, and other email-borne attacks can have devastating consequences, ranging from financial losses and data breaches to reputational damage and disruption of critical services. In Ukraine, amidst the backdrop of ongoing conflict and heightened cyber activity, the importance of robust email security measures like DMARC (Domain-based Message Authentication, Reporting & Conformance) cannot be overstated. This article explores the importance of DMARC in safeguarding Ukraine's digital landscape and why its widespread adoption is essential.

Ukrainian educational institutions face increasing cyber threats, particularly email spoofing and phishing attacks. Implementing DMARC is crucial to protect their email communications. DMARC helps to verify that emails claiming to be from an institution are genuinely sent from their authorized servers. This prevents malicious actors from impersonating the institution, safeguarding sensitive data like student or staff records and research information. By adopting DMARC, Ukrainian educational institutions can enhance their cybersecurity posture, maintain trust in their email communications, and ensure a safer online environment for students, faculty, and staff.

Key words: online learning and communication, Ukraine's digital infrastructure and digital technologies, email security and data protection from cyberattacks, the country's IT infrastructure and cybersecurity landscape, cloud-based solutions, cybercrimes, Legal and Regulatory Landscape.

1. Introduction

The aim of the article is to promote and facilitate the effective implementation of DMARC *(What is DMARC? 2024)* within Ukrainian educational institutions, enhancing email security and protecting the educational ecosystem from cyber threats.

The tasks are:

1. Raise Awareness: Conduct comprehensive awareness campaigns about the importance of DMARC and its benefits for educational institutions in Ukraine. This includes targeting

administrators, IT staff, teachers, students, and parents. These campaigns should explain what DMARC is, how it works, and why it's crucial for protecting against phishing, spoofing, and other email-borne attacks.

2. Provide Training and Support: Offer practical training and technical support to educational institutions on how to implement DMARC effectively. This involves workshops, online resources, and access to expert consultants. Training should cover DNS record configuration *(Incorrect DNS entry, 2023),* policy selection (none, quarantine, reject), report analysis, and ongoing maintenance.

3. Develop Educational Resources: Create Ukrainian-language educational materials, including guides, tutorials, and FAQs, to support DMARC implementation and ongoing management. These resources should be tailored to the specific needs and technical capabilities of Ukrainian educational institutions.

4. Foster Collaboration: Encourage collaboration and information sharing among educational institutions, IT professionals, cybersecurity experts, and government agencies regarding DMARC implementation and best practices. This can be achieved through forums, conferences, and online communities.

5. Advocate for Policy Support: Advocate for policies and regulations that promote the adoption of DMARC in the education sector in Ukraine. This includes working with government agencies and educational organizations to raise awareness and encourage the implementation of email security standards.

Methodology. So, as the goal is to measure and understand the overall level of DMARC knowledge in Ukrainian educational institutions, the quantitative method can be used, especially gathering and analyzing the information. Also qualitative method is also used focusing on exploring the challenges of implementing DMARC in Ukrainian educational institutions through in-depth understanding of experiences, perspectives, and meanings. Meta-analysis is used for synthesizing the findings of multiple studies to draw broader conclusions.

Actuality of this topic. Nowadays it is very important. Ukrainian educational institutions are increasingly targeted by cyberattacks, including phishing, spoofing, and malware distribution via email. DMARC is a critical defense against these threats. We know that educational institutions handle vast amounts of sensitive student and staff data, making them prime targets for data breaches. DMARC helps protect this data by securing email communications. In modern situation in Ukraine and ongoing war Email can be used to spread disinformation and propaganda, undermining trust in educational institutions. DMARC helps ensure the authenticity of email communications.

So, in general, cyberattacks can damage the reputation and erode trust in educational institutions. DMARC helps maintain trust by demonstrating a commitment to email security. Many educational institutions are subject to data privacy regulations that require them to implement appropriate security measures. DMARC can contribute to meeting these requirements. As Ukrainian education increasingly relies on digital technologies, robust email security is essential for ensuring the integrity and reliability of online learning and communication. Also we should take into consideration that in the context of post-war recovery, strengthening cybersecurity in education is crucial for rebuilding and ensuring the continuity of educational services.

Speaking about objectives, we should take into consideration:

1. Increased DMARC Adoption. Increase the number of Ukrainian educational institutions that have successfully implemented DMARC. This can be measured by the number of institutions with published DMARC records and the percentage of their email traffic that is authenticated.

2. Improved Email Security. Reduce the number of successful phishing and spoofing attacks targeting Ukrainian educational institutions. This can be measured by tracking reported incidents and analyzing email traffic data.

3. Enhanced Data Protection. Minimize the risk of data breaches resulting from email-borne attacks in Ukrainian educational institutions. This can be measured by tracking reported data breaches and assessing the effectiveness of implemented security measures.

4. Greater Awareness. Raise awareness among Ukrainian educational stakeholders about the importance of email security and the benefits of DMARC. This can be measured through surveys, website traffic, and social media engagement.

5. Improved Technical Capacity. Enhance the technical capacity of Ukrainian educational institutions to implement and manage DMARC effectively. This can be measured by the number of IT staff trained in DMARC implementation and the availability of technical support resources.

6. Stronger Cybersecurity Posture. Strengthen the overall cybersecurity posture of Ukrainian educational institutions by implementing DMARC as a key component of their email security strategy.

By achieving these objectives, the initiative aims to create a safer and more secure digital learning environment for students, teachers, and staff in Ukraine.

2. Landscape threats in Ukraine

Ukraine has become a focal point for cyber warfare, with both state-sponsored actors and cybercriminals actively targeting its infrastructure, businesses, and government institutions. The ongoing conflict has amplified these threats, making Ukrainian organizations and individuals even more vulnerable to email-based attacks.

Let's analyze thhe landscape threats in Ukraine. Here we should pay attention to increased Phishing and Spoofing. Phishing campaigns, often disguised as legitimate communications from banks, government agencies, or even humanitarian organizations, are rampant. These attacks aim to steal sensitive information such as login credentials, financial details, or personal data. Spoofing, where attackers forge email headers to make it appear as though emails are from trusted sources, is also on the rise *(Slavin, 2024)*. Email remains a primary vector for malware distribution. Malicious attachments or links in phishing emails can infect devices with ransomware, spyware, or other harmful software, disrupting operations and potentially crippling critical infrastructure *(Malware, 2021)*. Email can be used to spread disinformation and propaganda, undermining trust in institutions and creating social unrest. Spoofed emails can be used to spread false narratives or manipulate public opinion *(Lenaerts-Bergmans, 2025)*. Cyberattacks targeting critical infrastructure, such as power grids, telecommunications networks, and financial institutions, can have a devastating impact on essential services and the overall economy. Email can be used as an entry point for these attacks. Email breaches can lead to the loss of sensitive data, including personal information, financial records, and intellectual property. This can result in significant financial losses, reputational damage, and legal liabilities *(Email Security Breaches, 2025)*.

Given the unique cybersecurity challenges facing Ukraine, DMARC implementation is particularly crucial for several reasons:

a) Protecting Critical Infrastructure. DMARC can help protect critical infrastructure from email-borne attacks by preventing attackers from spoofing email addresses and distributing malware. By ensuring that only legitimate emails are delivered, DMARC can help maintain the integrity and availability of essential services.

b) Combating Disinformation. DMARC can play a role in combating disinformation campaigns by making it more difficult for attackers to spoof email addresses and spread false narratives. By verifying the authenticity of emails, DMARC can help build trust in legitimate sources of information.

c) Safeguarding Government Communications. Government agencies rely heavily on email for communication. DMARC can help protect these communications from spoofing and phishing attacks, ensuring that sensitive information is not compromised.

d) Protecting Businesses and Individuals. DMARC can help protect businesses and individuals from phishing attacks, malware distribution, and other email-borne threats. This is particularly important in Ukraine, where cybercriminals are actively targeting businesses and individuals.

e) Building Trust in Digital Communications. By verifying the authenticity of emails, DMARC helps build trust in digital communications. This is essential for fostering a healthy digital economy and encouraging online interactions.

f) Enhancing International Cooperation. DMARC is an internationally recognized standard for email authentication. By adopting DMARC, Ukrainian organizations can demonstrate their commitment to cybersecurity and facilitate international cooperation in combating cybercrime.

g) Supporting Ukraine's Cybersecurity Resilience. Implementing DMARC is a proactive step that organizations can take to strengthen their cybersecurity resilience. By protecting against email-borne threats, DMARC helps organizations maintain business continuity and minimize the impact of cyberattacks.

h) Reducing the Impact of Cyber Warfare. In the context of ongoing cyber warfare, DMARC can play a vital role in protecting Ukraine's digital infrastructure and preventing attackers from exploiting email as a vector for attacks.

3. Domain-based Message Authentication, Reporting & Conformance

So, DMARC *(Fortinet, 2025)* (Domain-based Message Authentication, Reporting & Conformance) is an email authentication system designed to protect email senders and recipients from spam, phishing, and other malicious email activities. It allows a sender to indicate that their emails are authenticated by **SPF** (Sender Policy Framework) and **DKIM** (Domain-Keys Identified Mail), and tells the recipient's mail server what to do with messages that fail authentication checks. While **DMARC** offers significant security benefits, its implementation and effectiveness in Ukraine, like many other regions, face a variety of challenges. This article explores these problems, covering technical, cultural, and legal aspects.

1. Understanding DMARC Fundamentals *(DMARC Fundamentals, 2025)*

DMARC acts as a powerful defense against these email-borne threats by building upon two existing email authentication mechanisms: SPF (Sender Policy Framework) and DKIM (DomainKeys Identified Mail). Before diving into the problems, it's crucial to understand the basics of DMARC. It works by aligning the "From" address in an email with the domain used for SPF and DKIM authentication.

SPF: Allows a domain owner to specify which mail servers are authorized to send email on their behalf. It publishes a list of authorized IP addresses in a DNS TXT record.

DKIM: Adds a digital signature to the email header, which can be verified by the recipient's mail server. This ensures that the message content hasn't been tampered with during transit.

DMARC: Builds upon SPF and DKIM by allowing the domain owner to specify a policy for handling emails that fail authentication. This policy can be:

– None: (Monitor mode) Collects reports on authentication failures without taking action.

– Quarantine: Instructs the recipient's mail server to place failing messages in the spam or junk folder.

– Reject: Instructs the recipient's mail server to block failing messages entirely.

2. Technical Challenges in Ukraine:

Many organizations in Ukraine, particularly smaller businesses and government institutions as well as educational ones, still rely on older email systems that may not fully support or be easily configurable for SPF, DKIM, and DMARC. There is also a general lack of awareness about the importance of email authentication and the benefits of DMARC. This leads to slow adoption rates and inconsistent implementation.

Incorrect DNS Configuration *(Cloudflare Community, 2022):* Implementing DMARC requires accurate configuration of DNS records. Common mistakes include:

SPF record limitations: SPF has a 10-lookup limit, which can be easily exceeded by organizations using multiple email sending services. This can lead to SPF failures and DMARC issues.

DKIM key management: Rotating DKIM keys is essential for security, but many organizations fail to do so regularly, potentially invalidating legitimate emails.

Misconfigured DMARC policies: Setting a "reject" policy prematurely without thoroughly analyzing reports can lead to legitimate emails being blocked. Similarly, a "none" policy indefinitely provides no real protection.

Missing or incorrect reporting addresses: DMARC relies on reports being sent to designated email addresses. If these are missing or misconfigured, the sender won't receive valuable feedback on authentication failures.

Complexities with Email Forwarding *(Common Problems When Forwarding Email, 2023; Email Forwarding, 2025)*: Email forwarding can break SPF authentication, as the receiving server's IP address will differ from the authorized IP in the sender's SPF record. While there are mechanisms like ARC (Authenticated Received Chain) to address this, they are not universally adopted, causing issues with DMARC for forwarded emails. This is a significant problem in Ukraine, where email forwarding is still common.

Involving economic situation in Ukraine nowadays it's obvious to pay attention to such issue as money. Implementing DMARC may involve costs for technical expertise, software, and infrastructure upgrades. Some organizations may be hesitant to invest in DMARC, especially if they have limited resources. Also, some organizations may still be using older email systems that are not compatible with DMARC. Upgrading these systems can be costly and time-consuming.

Another problem can appear that there may be a lack of enforcement of email security standards in Ukraine, which can reduce the incentive for organizations to implement DMARC.

Different email providers and mail servers may have varying levels of DMARC compliance and enforcement. This can lead to inconsistent handling of emails, even if DMARC is correctly configured.

Setting up and maintaining DMARC requires a certain level of technical expertise. Many organizations in Ukraine, especially SMEs, may lack the in-house skills to implement DMARC effectively. Outsourcing to specialized providers can be costly, further hindering adoption.

3. Cultural and Socioeconomic Factors:

Cybersecurity, including email security, may not be a top priority for many organizations in Ukraine, particularly those facing economic hardship or focusing on other pressing issues. This

can lead to a lack of investment in DMARC implementation. Much of the available documentation and resources on DMARC are in English. This can be a barrier for Ukrainian organizations that primarily operate in Ukrainian. Some organizations may be hesitant to adopt new technologies like DMARC, particularly if they haven't experienced significant email security issues in the past. They may perceive the effort and cost of implementation as outweighing the potential benefits. Implementing DMARC often requires changes to existing email workflows and processes. This can be met with resistance from employees who are accustomed to the old ways of doing things.

4. Legal and Regulatory Landscape:

While Ukraine has data protection laws, the specific requirements for email security and authentication may not be explicitly defined. This can create uncertainty for organizations regarding their obligations. The evolving landscape of GDPR and other international regulations also adds complexity. Even if regulations exist, the level of enforcement regarding email security practices may be limited. This can reduce the incentive for organizations to implement DMARC. Email often crosses international borders, making it challenging to enforce DMARC policies and address email security issues that originate outside of Ukraine. International cooperation and harmonization of email security standards are crucial but often difficult to achieve.

5. Impact of the War:

The ongoing war in Ukraine has significantly impacted the country's IT infrastructure and cybersecurity landscape. This has introduced new challenges for DMARC implementation:

Disrupted Communication Channels *(Bandouil, 2025).* The war has disrupted communication channels and internet connectivity, making it difficult for some organizations to manage their email systems and DNS records.

Increased Cyberattacks *(Artemchuk, 2025).* The conflict has led to a surge in cyberattacks, including phishing and spam campaigns targeting Ukrainian organizations and individuals. This makes DMARC even more critical, but also more challenging to implement due to the heightened threat environment.

Focus on Immediate Security Needs. Organizations may be prioritizing other immediate security needs over long-term email security measures like DMARC.

Displacement of IT Staff. The war has led to the displacement of IT staff, making it difficult for some organizations to maintain their email systems and implement DMARC.

6. Addressing the Challenges:

To overcome these challenges and promote widespread DMARC adoption in Ukraine, the following recommendations are proposed:

– Education and Awareness Campaigns. Launch public awareness campaigns to educate organizations and individuals about the importance of email authentication and the benefits of DMARC. These campaigns should be tailored to different audiences and delivered through various channels, including online resources, workshops, and seminars.

– Education and Awareness. Raising awareness about the importance of email authentication and the benefits of DMARC is crucial. This can be done through workshops, seminars, online resources, and public awareness campaigns. Translating resources into Ukrainian and Russian is essential.

– Technical Assistance and Support. Providing technical assistance and support to organizations implementing DMARC is vital. This can include offering training, developing easy-to-use tools, and providing access to expert consultants.

– Incentivizing Adoption. Offer incentives for DMARC adoption, such as tax breaks, grants, or recognition programs. This can encourage more organizations to invest in DMARC implementation.

‒ Promoting Collaboration and Information Sharing. Foster collaboration and information sharing between organizations, ISPs, and government agencies on email security best practices. This can help improve email security practices across the board.

‒ Strengthening Regulatory Framework. Develop a clear and comprehensive regulatory framework for email security, including specific requirements for email authentication. This can provide organizations with greater clarity and encourage compliance.

‒ International Cooperation. Collaborate with international organizations and other countries to address cross-border email security issues and promote the adoption of global email security standards.

‒ Simplifying DMARC Implementation. Develop simplified tools and processes for DMARC implementation to make it easier for organizations, especially smaller businesses, to adopt this technology.

‒ Leveraging Cloud-Based Solutions. Cloud-based email providers often offer built-in DMARC support, which can simplify implementation for organizations that use these services

4. Enhancing email security in educational settings

DMARC is a powerful email authentication system that can significantly enhance email security in educational settings. Here are the ways:

1. Protecting Students and Staff from Phishing Attacks:

DMARC helps prevent cybercriminals from spoofing email addresses of teachers, administrators, or the institution itself. This makes it harder for them to trick students and staff into revealing sensitive information like login credentials, financial details, or personal data through phishing emails. By verifying the authenticity of emails, DMARC helps build trust in official communications from the educational institutions. This ensures that students and staff can confidently rely on emails from their teachers, administrators, and the institution as a whole.

2. Safeguarding Sensitive Data:

Educational institutions store vast amounts of sensitive data, including student records, grades, financial information, and research data. DMARC helps protect this data from falling into the wrong hands by preventing email-borne attacks that can lead to data breaches. Many educational institutions are subject to data privacy regulations like FERPA (Family Educational Rights and Privacy Act) in the US *(What is FERPA? 2025)*. DMARC can help these institutions meet compliance requirements by strengthening their email security posture.

3. Preserving Reputation and Trust:

Cybercriminals often target educational institutions to exploit their trusted reputation. DMARC helps protect the institution's brand image by preventing attackers from using its name to send malicious emails. Students, parents, alumni, and donors need to trust that their communications with the institution are secure. DMARC helps maintain this trust by demonstrating a commitment to email security and data protection.

4. Ensuring Effective Communication:

DMARC can help reduce the amount of spam and junk mail that reaches students and staff, allowing them to focus on important communications. By authenticating legitimate emails, DMARC can help improve the deliverability of important communications from the educational institutions, ensuring that they reach the intended recipients.

5. Promoting Cybersecurity Awareness:

Implementing DMARC can be an opportunity to educate students and staff about the importance of email security and how to identify phishing attempts. By taking proactive steps

to protect its email systems, the educational institution can demonstrate its commitment to cybersecurity and foster a culture of security awareness among its stakeholders.

Overall, DMARC is a valuable tool for educational institutions to protect themselves from email-borne threats, safeguard sensitive data, preserve their reputation, and ensure effective communication. By implementing DMARC and educating their stakeholders about email security best practices, educational institutions can create a safer and more secure digital environment for everyone.

5. Conclusions

DMARC is a critical tool for combating email fraud and improving email security. While its implementation in Ukraine faces numerous challenges, including technical complexities, cultural barriers, and the impact of the war, these challenges can be addressed through a concerted effort involving education, technical support, incentivization, collaboration, and regulatory improvements. By working together, Ukrainian organizations, educational institutions, ISPs, government agencies, and international partners can create a more secure email environment for everyone. Overcoming these challenges is not only essential for protecting individuals and organizations from cyber threats but also for fostering trust in digital communications and supporting the growth of the digital economy in Ukraine.

While challenges to DMARC adoption exist, these can be overcome through concerted efforts involving education, technical assistance, incentivization, collaboration, and regulatory improvements. Promoting widespread DMARC adoption is not only essential for strengthening Ukraine's cybersecurity resilience but also for fostering trust in digital communications and supporting the growth of the digital economy. By prioritizing email security and embracing DMARC, Ukraine can take a significant step towards creating a safer and more secure digital environment for all.

Government and educational organizations can play a key role in promoting and encouraging the implementation of email security standards. This can involve incentives, mandates, or simply raising the profile of DMARC as a best practice. Ultimately, a coordinated effort will be most effective in securing email communications within the Ukrainian educational system.

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SEMANTICS AND PRAGMATICS OF BLURBS
IN ANDREY KURKOV'S *DIARY OF AN INVASION*

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Summary

This study investigates the semantic and pragmatic functions of blurbs on book covers of Andrey Kurkov's *Dairy of an Invasion* (2023), with a specific focus on their role as a key element of communication between the Ukrainian author, a publisher, English-language potential readers and a core text. The research, based on Gérard Genette's theory, examines the interplay between semantic content and pragmatic functions of such paratexts as blurbs, exploring how they voice author's message, shape the reader's attitude to the narrative and contribute to the understanding of the core text. Through the discourse analysis of the selected blurbs, this research interprets the shifts in meanings of lexical units taking into account political and cultural context in Ukraine after Russia's full-scale invasion of Ukraine. In addition, the paper presents a classification of communicative tactics that are used within the core communicative strategy of building trust to the core text among English-speaking readers, jointly expressed by the author and publisher. The emphasis is made on the persuasive power of blurbs, which often blend informational, evaluative, and emotive elements to attract potential readers. The study concludes by underscoring the importance of blurbs as a form of culturally embedded paratext, capable of conveying authentic and culturally-marked texts in a cross-cultural context.

Key words: paratextuality, communicative tactics, book cover, literary marketing, culturally embedded paratext.

1. Introduction

Russia's full-scale invasion of Ukraine made Ukrainians instantly unite to offer military resistance to the aggressor and protect their country. The plan to occupy Ukraine in three days failed because of the coordinated actions of the military and civilians. Apart from the military bravery of Ukrainians, the Russo-Ukrainian war has also become a remarkable example of cultural resistance.

In February 2022, many people in Ukraine experienced the loss of their cultural, linguistic, and professional identities, but in exchange, it seemed as if everyone made an unwavering commitment to Ukraine, forming a united community rooted in a shared Ukrainian identity. Confronted with existential threats, Ukrainians sought to understand themselves and their homeland on a deeper level. As Andrey Kurkov wrote in the preface to *Diary of an Invasion*, "…Russia's attempt to destroy Ukraine as an independent state – have contributed to the strengthening of

Ukrainian national identity" *(Kurkov, 2023, p. 15)*. Meanwhile, beyond Ukraine's borders, the world discovered a resilient nation that sparkled global interest. The interest grew as millions of Ukrainians were forced to flee abroad. People all over the world wanted to know more about the nation they found out about from the breaking news. The interest lied in humanitarian areas mainly, such as history, culture, and literature.

Responding to the upsurge in the interest in Ukrainian literature worldwide after Russia's full-scale invasion, publishing houses started promoting Ukrainian literary works. As Blake Morrison put it in his review on Kurkov's *Diary on an Invasion*, "[w]ar and books are incompatible" *(Blake, 2022)*. Growing interest created the situation that requires complex understanding of mediation between a Ukrainian author, a publisher, and an English-language audience. In order to examine the role of a book cover in conveying the messages in diverse multicultural environment, it is worth referring to one of the modern theories, which seems quite efficient when rethinking the role of the so-called textual periphery or paratexts.

Book cover is a heterogeneous text which consists of verbal and visual elements, which this paper, after Genette, calls paratexts or paratextual elements. The book covers of Kurkov's *Diary of an Invasion* contain a variety of paratexts that provide substantial data for analyzing them as structural elements *(Kovalchuk, 2024)* and from semantic and pragmatic perspectives. As textual periphery surrounds and contextualizes the core text and mediates the relations between text, author, publisher and reader *(Kovalchuk, 2024)*, it is essential to study how the communication is conducted between them, what messages are conveyed on the book cover, what semantic shifts can be traced in the use of vocabulary and what pragmatic impact the book covers have on the readership.

This article aims to study the semantics of blurbs as one of the verbal paratexts on a book cover of Kurkov's *Diary of an Invasion* and interpret the shifts in meanings of lexical units taking into account political and cultural context in Ukraine after Russia's full-scale invasion of Ukraine. In addition, the paper presents a classification of communicative strategies used in the blurbs on book covers of the second editions (2023), which convey a unified message about the core text, jointly expressed by the author and publisher, to English-speaking readers. This, together with the description of how explicit and implicit author's position and the publisher's promoting strategy shape the understanding of the core text, add novelty to the research.

The present paper operates with the term "paratext", coined by Gerard Genette in *Palimpsests: Literature in the Second Degree* (1982). The scholar stressed the importance of paratexts to the text as, in his opinion, the function of paratexts was not only "…to present it [the text], in the usual sense of this verb, but also in its strongest meaning: to make it present, to assure its presence in the world, its "reception" and its consumption, in the form, nowadays at least, of a book" *(Genette, 1997, p. 1)*. This emphasizes the importance of paratexts as a mediator between the text and the reader. As Genette puts it, paratext is "…what enables a text to become a book and to be offered as such to its readers, and more generally, to the public" *(Genette, 1997, p. 1)*. What seems especially valuable for the present research is Genette's contention that there is "a fringe", which is "always the conveyor of a commentary that is authorial or more or less legitimated by the author, constitutes a zone between text and off-text, a zone not only of transition, but also of *transaction*: a privileged place of a pragmatics and of a strategy, of an influence on the public, an influence that – whether well or poorly understood and achieved – is at the service of a better reception of the text and a more pertinent reading of it (more pertinent, of course, in the eyes of the author and his allies) *(Genette, 1997, p. 2)*. The pragmatic value of paratexts seem essential in mediating the relationship between the world of narration, the world of a publishing house and the world of readership. As Richard Macksey puts it, paratexts function as "a

threshold" or "the literary and printerly conventions that mediate between the world of publishing and the world of the text" *(Macksey , 1997)*, which controls one's whole reading of the text.

2. Paratextuality of Blurbs

After Genette and Macksey, Jonathan Gray also stressed the ability of paratexts not only improve the reception of the work, but also predetermine the reader's understanding of the text codes. He wrote that "…Hollywood and its marketers often mobilize paratexts to proffer "proper interpretations," some preceding the show's arrival in the public sphere, thereby setting up pre-decodings, and some working in medias res to subtly inflect the public understanding of an ongoing and open text" *(Gray, 2010, p. 81)*. In other words, paratextual elements connect the author's text with its published version, contextualize the core text, mediate it to a potential reader and provide information that affects the public reception and reader's perception of the work. It is obvious that they serve as mediators between the author, the text, the publisher and readers, conditioning trajectories of criss-cross interactions between them all.

Genette identified various paratexts on the cover considering their location, such as the front cover (cover 1), the back cover (cover 4), the inside front and back covers (covers 2, 3). Blurs are mainly placed on the back cover and "sometimes these even appear on cover 1" *(Genette, 1997, p. 25)* which means that the typical place for blurbs used to be on the back cover whereas their placement on the front seemed to be quite unusual of the books published in the 20th century. Genette defines a blurb as "[p]ress quotations or other laudatory comments about earlier works by the same author or, indeed, about this work itself…" or "…more literally, promotional statement" *(Genette, 1997, p. 25)*. Though the layout of paratexts is undoubtedly important, we assume that blurbs play an essential role in communicating the book origin, the main message of the core text and publisher's intent to shape the context that fosters a favourable perception of the core text in multicultural environment. Thus, we focus on analyzing the set of lexical and pragmatic devices that serve both an informative and a promotional function, i.e. elucidate the core text, convey the author's and publisher's messages and shape the English-language reader's perception of the Ukrainian author's text paying particular attention to what they may suggest or explicitly tell the potential reader about the text, and how they establish the proximity between reader, text and writer.

Blurbs were described in numerous works within applied linguistics. Researchers focused on describing the functional-semantic structure and genre-based promotional strategies of blurbs for fiction *(Bhatia, 2004)* and non-fiction *(Gesuato, 2004)*. S. Kathpalia compared cross-cultural differences between blurbs on book covers created by international and Singaporean publishers outlined sociocultural factors and stressed their importance in blurbs *(Kathpalia, 1997)*. Semantics and pragmatics of evaluative language in book blurbs was studied in works by *(Römer, 2005; Cacchiani, 2007; Suárez-Tejerina, 2005)*, whereas semantic and lexical peculiarities of blurbs for Ukrainian books were described by *(Poltavets, 2015; Sokol, 2011)*.

Undoubtedly, research on semantics of blurbs can contribute to a better understanding of how the meaning of a core text is actualized in a cross-cultural context as "…semantics must account for how the meanings of smaller parts are combined to form the meanings of larger wholes" *(MIT, 1999, p. 739)*. We assume that blurbs as smaller linguistic units help potential readers interpret the whole core text. Stalnaker noted that speech context has features "…which help determine which proposition is expressed by a given sentence" *(Stalnaker, 1972, p. 383)*. So, it is essential to consider the linguistic and cultural contexts of a literary work, and an utterance situation in which the participants have various propositions, beliefs and intentions.

The interaction between the context of utterance and the interpretation of its elements requires pragmatic analysis of the meaning.

3. Semantics of blurbs of the *Diary of an Invasion* cover

There are two blurbs on the front cover of *Diary of Invasion* written by journalists from *The New York Times* and *The Times*. On the back cover a reader can find two more blurbs written by Giles Harvey from *The Daily Mail* and Helen Davies from *The Daily Express*. These written statements of approval and support for a book lend credibility to a book.

The blurb "*Ukraine's greatest novelist is fighting for his country*" conveys the message that the author has a significant literary status in Ukraine (*Ukraine's greatest novelist*), and actively defends his country emphasizing a sense of duty and patriotism (*fighting for his country*).

The blurb "*Immediate and important…this is an insider's account of how an ordinary life became extraordinary*" stresses that the book was an instant response to the event that changed the life of the country dramatically (*immediate, important*). The collocation "*an insider's account*" implies that the narrative comes from a person with direct first-hand knowledge of the events described, adding authenticity to the literary work. A statement "*ordinary life became extraordinary*" suggests a transformation from a usual everyday routine to an unusual practice, implying dramatic negative changes in the ordinary people's lives. A contextual meaning of the lexeme *"ordinary"* shifts towards "normal, familiar, regular" acquiring a positive connotation whereas the meaning of the lexeme "*extraordinary*" turns to "odd, strange, and unexpected" acquiring a negative connotation. The meaning of "ordinary" resilience and notable achievements.

Another blurb "By the author of *Death and the Penguin* and *Grey Bees"* can be found at the bottom of the front cover. The phrase "*By the author of*" explicitly identifies the writer of the book, Andrey Kurkov, and implicitly suggests that Kurkov is an author of well-known novels (*Death and the Penguin* and *Grey Bees*) with remarkable literary reputation.

Gerard Genette calls the back cover a "strategically important spot" *(Genette, 1997, p.25).* Although, it can be left blank as "an external sign of nobility" especially for poetry series, as Genette puts it, publishers of fiction and non-fiction often use this space to establish a connection with potential readers and provide additional reasons to read the book. The back cover of the 2023 edition of Kurkov's *Diary of an Invasion* places two blurbs, a description blurb for the novel, an author's blurb accompanied by photo of the author. Verbal paratexts occupy two thirds of the back cover space but the photo of the author is, undoubtedly, a central and essential element of a layout.

The first paratext that potential readers see on the top of the back cover is a blurb written by Dominic Lawson from *The Daily Mail*. The blurb says "*No-one with the slightest interest in this war, or the nation which is being waged, should fail to read Andrey Kurkov*". The literal meaning of this blurb implies that anyone who is even minimally interested in the ongoing war in Ukraine or the country itself should read works by Kurkov. The use of the pronoun "*no-one*" refers to any potential reader, whereas "*Andrey Kurkov*" used as a metonymy refers to works written by the author, so the blurb recommends a wider range of works to a broader audience. The expressions "*this war*" and "*the nation which is being waged*" focus on the main subjects that would prompt someone to read Kurkov's book.

Another blurb, written by Matt Nixson from the Daily Express, describes the work as "*Uplifting and utterly defiant*". The adjective "*uplifting*" suggests that the book has a positive, inspirational impact, while "*utterly defiant*" implies a strong, rebellious spirit.

The biggest blurb is a message from the publisher which describes the core text and introduces the author: *"As Russian forces build up beyond Ukraine's borders and the prospect of war becomes reality, Andrey Kurkov chronicles the shocking impact of Russia's invasion. Part political and historical commentary, part personal journal, Kurkov explores the fraught interrelation of Russian and Ukrainian history, the complicated coexistence of their languages, and in describing how a peaceful society defies occupation, he builds an image of a culture which is unique and democratic, liberal and diverse, one that will "resist to the end".*

Employing his satirical flair to paint a defiant portrait of his compatriots, Kurkov portrays a people united against erasure. For despite the networks of community work for the common good being stretched to breaking point, and the embittering reticence of some European nations to make good on their promises of aid and armaments, hope endures: children are born deep under besieged cities and farmers go on working fields made lethal by unexploded shells.

Kurkov tells his own story alongside those of other displaced Ukrainians and the communities which have gone to extraordinary lengths to care for them. Showing an irrepressible spirit, they "wait for the moment when it will be safe to return," he writes, "just as I am waiting" (Kurkov, 2023).

Andrey Kurkov's chronicle of the Russian invasion of Ukraine is a blend of political, historical, and personal commentaries. The narration moves from a broad historical and geopolitical focus to individual human experiences, creating a layered structure. The semantic and thematic analysis of this blurb allows us to outline several key themes:

1. Impact of Invasion: Lexemes and collocations like *shocking impact*, *fraught*, *defies occupation*, *erasure*, *stretched to breaking point*, *unexploded shells lethal* and *displaced* carry strong emotive and negative evaluative connotations, suggesting the severe consequences of the invasion.

2. Resistance and Defiance: The phrases "*resist to the end*", "*defiant portrait*" implies defiance and resilience of Ukrainians in the face of aggression.

3. Ukrainian Identity: Descriptions like "*a culture which is unique and democratic, liberal and diverse*", *Ukraine's borders, Ukrainian history, complicated coexistence of their languages* emphasize the distinct and admirable qualities of Ukrainian society, complex shared past and cultural overlap with the aggressor state.

4. Hope: Expressions like "*networks of community work*," "*hope endures*," and "*irrepressible spirit*" convey the enduring solidarity and optimism among Ukrainians.

5. Kurkov's Narrative: The mention of *"Kurkov tells his own story alongside those of other displaced Ukrainians"* points to a deeply personal and collective narrative of displacement and resilience. "*Satirical flair*" suggests that Kurkov employs irony or dark humor to discuss serious issues, implying a distinctive literary style. The final phrase *"just as I am waiting"* establishes authorial presence, making Kurkov's personal experience central to the book's narrative.

Semantically, the blurb constructs a narrative of war, resistance, and survival through strong emotive language and carefully structured contrasts between personal and collective narratives.

4. Pragmatics of the blurbs of the *Diary of an Invasion* cover

When readers enter a bookstore, they usually appear in a situation when they have limited time to assess a book and a wide range of books to choose from. There is a variety of verbal and non-verbal devices and communicative strategies that publishers employ to attract potential

reader's attention. When a potential reader takes a book from the shelf, blurbs on a book cover help potential readers decide if the story is suitable for them and if they can trust the information provided in the book. Moreover, blurbs can significantly enlarge the book's audience as readers who trust the person or a source endorsing the book trust that the author is credible. We presume that blurbs are the paratextual elements whose communicative function is to convince a potential reader that the author and his text are trustworthy and worth attention. In other words, blurbs serve as a linguistic device in the communicative strategy of building trust between all participants of communicative situation such as the author, the text, the reader and the publisher. Their arguments are different but they complement each other within the core strategy. Each argument is considered to be a communicative tactic.

Kurkov's *Diary of an Invasion* is aimed at English-speaking international audience who are unfamiliar with the intricacies of Ukrainian-Russian relations and require contextualization of the Russo-Ukrainian war. As the blurb mentions the coexistence of Russian and Ukrainian, it suggests that a target audience might be interested in with an interest in current affairs, history, international relations language policy, cultural identity, and post-Soviet transformations.

As a result of pragmatic analysis of the implied meanings that are used in blurbs to reach the communicative intention, it is possible to single out several communicative tactics (hereafter, CT) within the strategy of building trust:

1. CT "Appeal to Authority". The mention of the well-known newspapers *the New York Times, the Times, the Daily Mail*, *the Daily Express* and journalists" personal names implies that a trusted source endorses the book. Moreover, blurbs mention the author and describe him as "*Ukraine's greatest novelist*," and an "*insider*". This establishes credibility, implying that the author's insights and perspectives are valuable and trustworthy.

2. CT "Appeal to Emotions". The blurbs use emotive vocabulary (*uplifting, utterly, interest, immediate, important, ordinary, extraordinary*) to create a positive and intriguing image of the book. The adjective "*uplifting*" and "*utterly defiant*" have positive connotations, making the book appealing to a broad audience. The adjectives "*immediate*" and "*important*" suggest that the content of the book is both timely and significant. The transformation of "ordinary life" into "extraordinary" denotes a development and, considering the context, implies political and cultural resilience and notable achievements in Ukraine.

3. CT "Appeal to Values". The description of Ukraine as "unique and *democratic, liberal, and diverse*", *a peaceful society* suggests a contrast with authoritarianism of the aggressor. Moreover, this description aligns with the values of western society and stresses European course of actions in Ukraine.

4. CT "Appeal to National Pride". Numerous uses of the lexemes "*Ukraine*", "*Ukrainian*", "*fighting for his country*", "*Ukrainian history*", "a culture which is unique", "resist to the end", compatriots "*defies occupation*" and "*defiant portrait*" highlight the author's Ukrainian identity and the role of Ukrainians in defending their country. It emphasizes a strong connection between the author and the nation, and reinforces the idea of cultural and national solidarity. The mention of fighting for the country evokes emotions of bravery, resilience, and patriotism, aiming to elicit admiration and support from readers.

5. CT "Appeal to Authenticity". The phrases "*insider's account*" and "*tells his own story*" emphasize the authenticity and personal nature of the narrative, suggesting that readers will gain unique insights into Ukrainian identity and experiences.

6. CT "Appeal to Cultural Relevance. The emphasis on the immediacy and importance of the account suggests that the book provides critical insights into contemporary Ukrainian experiences making it relevant to current events and cultural understanding.

7. CT "Appeal to Solidarity". Blurbs implicitly call for solidarity and support for Ukraine when one of them mentions the "*embittering reticence of some European nations to make good on their promises of aid and armaments*," thus advocating for more substantial international support.

All the above-mentioned communicative tactics complement each other within the strategy of building trust to the text among potential readers and jointly serve several pragmatic functions such as informative, persuasive and expressive. Blurbs inform the reader about the origin of the book, the content of Kurkov's work, historical context, and the impact of the invasion. They evoke interest in the narrative and persuade readers to choose Kurkov's book through language that elicits sympathy and admiration for Ukrainians. The blurbs set powerful emotional tone as they stress the gravity of the situation in Ukraine and the emotional resilience of its people. What is more, they voice the values that resonate with European readership.

5. Conclusions

The analysis of the of semantics and pragmatics of the blurbs on the book cover of *Diary of an Invasion* by Andrey Kurkov reveals a few distinctive features of paratextual elements that contribute to promoting a Ukrainian literary work in Western literary market. The placement of the blurbs follows a conventional pattern typical of 21st-century fiction as they are found on both the front and back covers.

The blurbs outline the dual nature of Kurkov's core text that blends personal and collective narratives on certain topics. The main semantic themes include the impact of Russian invasion of Ukraine, cultural and military resilience of Ukrainians, Ukrainian identity, and hope. The lexeme that constitute these themes carry strong emotive and evaluative connotations, and show contextual shifts in their evaluation. The blurbs reflect Kurkov's narrative style, characterized by first-person narration, which places his personal experience at the core of the book's narrative. Kurkov employs irony or dark humor to discuss serious issues, implying a distinctive literary style.

The blurbs serve multiple pragmatic functions such as informative, persuasive, emotive that contribute to the reader's initial interaction with the text. The communicative function of these paratextual elements is to convince a potential reader that the author and his text are trustworthy and worth attention. So, the core communicative strategy of these verbal paratexts is to build trust between all participants of communicative situation such as the author, the text, the reader and the publisher. Different blurbs employ different communicative tactics that collectively aim at achieving the communicative intention of the core communicative strategy. The following communicative tactics were singled out within the communicative strategy of building trust to Kurkov's Diary of an Invasion: Appeal to Authority, Appeal to Emotions, Appeal to Values, Appeal to National Pride, Appeal to Authenticity, Appeal to Cultural Relevance, Appeal to Solidarity. The blurbs play a crucial role in emphasizing reliability and the significance of the content and establishing a framework of trust and credibility to the author and the core text.

Overall, semantics and pragmatics of the paratexts collectively enhance the book's appeal, authenticity, and trustworthiness, ensuring an initial engagement for the reader.

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TRENDS IN CREATING CREATIVE CONTENT IN MEDIA AS A COMPONENT OF MEDIA PRACTICE

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Summary

The article analyzes the historical experience of forming attractive media content and identifies the key factors of its emotional saturation, which affects the cognitive perception of the audience. The mechanisms of creating "emotional packaging" of content through creative technologies, including storytelling, mythmaking, metaphorization, memification, and humor, are investigated. Their role in forming socially constructive content that can attract attention and facilitate the assimilation of information and influence decision-making is considered. The author substantiates the need for an integrated approach to combining traditional and modern methods in creative media practices, which contributes not only to the effective information exchange but also to the development of critical thinking, social responsibility, and resistance to manipulative strategies in the modern information space.

Key words: communication, information, mythmaking, storytelling, metaphor, memification, AI-technologies.

1. Introduction

In the modern scientific discourse, creative technologies are identified as a key factor in the formation of media content, which forms the conceptual basis of mediology as an integrative scientific and legal field that combines cultural, artistic, psychological, linguistic, social, technological aspects, etc. Based on cultural and artistic values, these technologies create new myths, legends, and images of heroes that function as mechanisms of emotional influence and social mobilization. Given the current crises, such symbols play the role of unifying factors representing moral fortitude, strength of spirit, and readiness to overcome challenges. The process described revolves around the fusion of mythmaking traditions with innovative creative techniques, forming a symbolic space that simplifies complex socio-political processes into digestible narratives. These narratives aim to mobilize the audience toward action, fostering critical thinking and societal cohesion. Such media products not only play a crucial role in informing public opinion but also contribute to the shaping of national information policies, which are fundamental in state-building during periods of social change. This approach underscores the importance of media in reflecting, shaping, and influencing societal values, supporting both democratic engagement and nation-building. Through this lens, media can act as a catalyst for public discourse and active participation, a necessity in the context of modern governance and global interconnectedness.

Thus, media content plays a key role in identifying social problems and finding ways to solve them, as modern media are focused on creating an emotional impact that largely determines the audience's perception of information. As an instrument of social policy, media content

influences the formation of public opinion, basing its effectiveness on the creative adaptation of information presentation. Creativity ensures aesthetic appeal, variety of formats, mobility, and accessibility, which helps to expand the audience and increase its emotional engagement. In addition, a creative approach to the design and structure of media materials increases the level of interaction with users, which is important for building trust in the source of information. Media content promotes socially important topics by performing the function of social unification, structuring public discussions, and forming a common vision of current issues through the use of visual and interactive tools. It contributes to the formation of collective ideas about possible ways to solve them, which is especially important in the context of modern social transformations and is actively studied by scientists.

In the scientific discourse, creativity is seen as using innovative ideas and technologies to create content that evokes an emotional response and engages the audience. This issue is analyzed in the work of M. Csikszentmihalyi *«Creativity: Flow and the Psychology of Discovery and Invention»*, which explores the factors that stimulate creativity and their role in creating innovative products *(Csikszentmihalyi, 1996: 8)*. Innovation and creativity are closely interconnected, which is emphasized in L. Manovich's *«The Language of New Media»*, which received high academic praise for its emphasis on the importance of new media in the creation of visual content, software, and interactive platforms *(Manovich, 2001: 122–134)*. Regarding the role of interactivity and technology in the creative process, D. Rushkoff's study Program or Be Programmed: Ten Commands for a Digital Age is consistent with the study of creativity in media content, in particular in terms of the importance of creating innovative and independent tools for content production. Rushkoff's ideas support the need for a creative approach to the inclusion of technology in social life, which promotes the development of both individual and collective creativity *(Rushkoff, 2010: 15)*. These works lay the theoretical foundation for understanding creativity and its importance in the production of media content, helping to comprehend the importance of an innovative approach in the context of contemporary medialogy and its impact on society.

Ukrainian scholars have also contributed to the theory of creativity in media content, specifically focusing on ethical aspects, digital technologies, and strategic influence on public opinion. In particular, in her monograph *«In Search of the Common Good»*, I. Maslikova analyses the ethical aspects of using creative solutions in the media, focusing on the importance of social practices for shaping public opinion and their impact on society as a whole *(Maslikova, 2018: 98)*. In turn, V. Teremko explores the impact of digital technologies on the process of creating media content, focusing on creative strategies that help to attract the attention of the audience through new media tools *(Teremko, 2024: 126)*. Also, important is the work of O. Todorova *«Energy of Creativity. A Bank of Ideas for Business Communications»*, that reflects the transformation of creativity in the media space under the influence of the latest technologies and considers the integration of creative content into social communications *(Todorova, 2020: 126)*.

Thus, research on creative content in the media focuses on the ethical aspects of media practices, the impact of digital technologies on creative processes, and the importance of innovative strategies for attracting audience attention. In particular, these studies emphasize the importance of integrating the latest technologies into the generation of content that influences the formation of public consciousness and national identity. In today's context of globalization and social change, creative media content is becoming an important tool for supporting national unity and patriotism, making this topic key to both the development of media studies and social transformations in general.

2. A historical retrospective of creative approaches to media content production

Media content is a key element of the modern information space, shaping public opinion, and national identity and influencing social processes. The integration of creative techniques in its creation allows not only to attract the attention of the audience, but also to ensure effective communication that contributes to public policy, social consolidation, and information security. With the growing demand for content both on the global scale and in local media environments, creativity is becoming the basis of media practice, ensuring a balance between aesthetics, technological innovation, and content.

One of the first examples of creative media content is the film *«A Trip to the Moon»* by J. Melies, which combined visual special effects, fantastic narrative and unique editing solutions that later became the basis of cinematic art *(Gunning, 1991: 131)*. The use of freeze-frame, double exposure, hand-colored frames, and theatrical stylistics allowed for the creation of innovative content that engaged the audience through the effect of novelty and immersion. Considering this example in the context of medialogy, it can be argued that J. Méliès pioneered an approach based on the combination of technological and artistic innovations, which became crucial for the evolution of the media industry. Therefore, it can be understood that creative solutions in a media product can form an effective interaction with the audience, which is one of the key aspects of medialogy's practice.

Another important historical example, in our opinion, of the use of creative methods in media communication to shape public opinion is the 1908 White Flower Day social campaign in Switzerland. The main creative solution of this initiative was the use of a white flower sign as a universal visual symbol of the fight against tuberculosis. This symbol not only provided an emotional connection with the audience but also created a powerful cognitive incentive to participate in charitable and socially responsible practices. A semiotic analysis of the campaign's symbolism shows that white is associated with purity, hope, and medical care, which are key concepts in the healthcare sector, while the flower evokes positive emotional reactions due to the evolutionary adaptation of humans to the natural environment. The significance of the campaign was that the purchase of white flowers not only served as a charitable donation but also contributed to the formation of participants' identification with the social movement, which, in turn, strengthened the sense of collective responsibility and confirmed the effectiveness of cognitive and affective mechanisms of perception of visual codes in social communication *(Peirce, 1991; McQuail, 2010)*.

One of the most interesting historical examples of creative media content is E. Bernays' campaign to popularize Sergei Diaghilev's ballet in the United States in 1915. At the time, the American audience was not interested in ballet, perceiving it as something exotic, incomprehensible to the general audience, and exclusively associated with the European cultural tradition. Therefore, E. Bernays developed a comprehensive communication campaign that included the integration of ballet into the world of high fashion, the engagement of influencers, the creation of social pressure, and large-scale media outreach. Using the mechanisms of cognitive influence and groupthink, he positioned ballet not as an artistic performance but as an integral element of cultural prestige, which allowed him to change the established perceptions of Americans. The dissemination of materials in magazines, the involvement of designers in the use of ballet aesthetics, and the coverage of events in the press helped to shape a new discourse around ballet, turning it into a symbol of an elite lifestyle. Thus, the E. Bernays' campaign not only ensured the success of the tour but also became one of the earliest examples of the effective use

of creative media content to construct cultural meaning, which resonates with contemporary concepts of medialogy and social engineering *(Järvinen, 2010: 35)*.

History has preserved many interesting examples of creative approaches to broadcasting content in the media, but nowadays, with the global development of the Internet, social networks, and video platforms, media content is transforming, becoming a complex system that combines text, video, graphics and interactive elements, ensuring effective interaction between government, business, and citizens. Modern media is no longer limited to entertainment but is also a powerful communication tool capable of attracting the attention of different audiences through a creative approach to content creation. This approach makes information more accessible and understandable to consumers, which significantly increases the effectiveness of communication. Well-designed content that meets the interests and values of a specific audience has a better chance of being shared and popularized. In addition, adapting to social and cultural trends is a prerequisite for maintaining interest in content and ensuring long-term user engagement.

In this context, the study of creative techniques and technologies in media production is not just a means of improving content but a necessary component of state information policy. Creative strategies can help create meaningful and emotionally impactful content that can not only attract the attention of the audience but also help build strong identities, support civic engagement, and strengthen democratic institutions. The development of digital technologies and algorithmic systems, including artificial intelligence, opens up new opportunities for personalizing media content, increasing its effectiveness, and adapting to the changing society. Thus, modern media are no longer just channels for transmitting information – they are becoming active participants in public discourse, a mechanism for influencing the collective consciousness, a means of protecting national interests, and an important element of public administration in the digital age, so it is worth paying attention to technologies and methods that can provide media practice with relevant tools.

3. Advanced creative approaches to media content development

Based on the foregoing, it can be concluded that the use of non-standard and innovative approaches to the presentation of information not only contributes to its deeper comprehension but also ensures the preservation of the data obtained in both individual and collective memory, which occurs through the activation of divergent thinking mechanisms, promoting the formation of new associative links between elements of information, increasing the efficiency of its assimilation and further use. Therefore, the integration of creative technologies into the media content production process is a prerequisite for optimizing its effectiveness, which requires a deep understanding of the principles of functioning of such methods as:

– storytelling – a technology used to effectively communicate information through narratives that organize and structure it, ensuring cognitive accessibility and emotional engagement of the audience. J. Bruner's research shows that human thinking is naturally oriented towards narratives, as they form cognitive schemes that facilitate the perception and assimilation of complex information *(Bruner, 1991: 12)*. Therefore, to achieve maximum efficiency in the use of storytelling in the media, it is necessary to combine cognitive accessibility (comprehensibility of information), emotional involvement (empathy), and logical structure (sequence of story elements), which will ensure the effect of persuasiveness and longevity. One example of the effective use of storytelling in the Ukrainian media space is the War Through the Eyes of

Children campaign, initiated by independent journalists and mediaorganizations. This initiative collected and published a few stories of children who witnessed and participated in the conflict in eastern Ukraine. The campaign received wide coverage in independent media outlets such as *«Ukrayinska Pravda»*, and *«Detector Media» (Krajna, 2025)*, which demonstrates its importance in shaping civic consciousness and promoting the development of civil society, as well as showing the potential of using storytelling as a tool for effective coverage of social issues, emotional engagement of the audience and raising public awareness;

– mythmaking – a technology for creating sociocultural content aimed at shaping the perception of reality and providing identification and worldview guidelines for the audience. Using archetypes, symbolic structures, and their repetition, certain images and perceptions can be formed, in particular archetypes, as universal models of human experience, express universal values, conflicts, and behaviour strategies, which helps the audience to quickly read identities and roles in the content offered; symbolic structures organize meaning through images and metaphors that help to perceive complex ideas in a convenient, intuitive way; the repetition of these elements deepens their perception, strengthening memory retention and providing a deeper immersion in the content *(Couldry, 2014: 883)*. All these components contribute to easier assimilation of information as they work with subconscious associations, anchoring the content in the collective consciousness and facilitating its interpretation through familiar images. In the media, mythmaking is an effective means of creating content that not only attracts attention but also influences public opinion by building trust and identity through universal cultural images that resonate deeply in the collective consciousness. For example, the *«Women Can Do Anything»* campaign, launched in 2021, aims to break down stereotypes about the role of women in politics, business, science, and the arts. The campaign proposes a conceptualization of the image of a woman as an equal participant in social processes, capable of succeeding in any field of activity, through the use of such archetypes as: «woman's strength», «confidence», «leadership», which helped to form an awareness of women's authority, in particular with the help of well-known successful women such as V. Kosharuk and I. Suslova *(Ukrainska Pravda: 2024)*. This initiative demonstrated the effectiveness of using myth-making to create sociocultural content that promotes gender equality and the formation of an uplifting image of women in modern society;

– metaphor – a creative technology that not only helps to create emotionally rich and accessible content but also actively influences the perception and behavior of the audience. It helps transform abstract, complex, or new ideas into concrete images that can be understandable to a wide audience. As a cognitive mechanism, metaphor transfers meaning from one context to another, activating not only semantic but also affective levels of perception, which contributes to a deeper emotional response. It influences the formation of sociocultural perceptions, changes attitudes to certain phenomena, and models behavioral stereotypes, making it an effective tool in social and government campaigns aimed at forming national identity, popularizing cultural heritage, and strengthening state-building processes. For example, the *«Shield of Europe»* metaphor plays an important role in the Ukrainian media space, as it not only accentuates Ukraine's geopolitical role, but is also an effective tool for shaping the image of the state as a stronghold of European values. The use of this metaphor, in the materials of the Ukrinform portal *(Ukrinform, 2023)*, demonstrates its ability to strengthen national identity and positively influence international perception of Ukraine, particularly in the context of current global threats;

– memification and humor are techniques that ensure effective communication of important social, political, and cultural messages through the inclusion of visual elements and

dynamic textual forms, helping to engage a wide audience, including young people, and increasing their participation in discussions and social processes. Memes and humor help to ease the tension in discussions of serious topics, making complex issues accessible and understandable to a wide range of people, which increases the efficiency of information assimilation and emotional perception of content. The use of such elements not only provides entertainment but also mobilizes civic engagement, creating inclusive and positive spaces for discussion in the digital media space. For example, the article *«What Ukrainians laughed at in 2024»* on the Ukrinform portal *(Ukrinform, 2024)* demonstrates how sarcastic humor has become an integral part of the experience of war, contributing to psychological adaptation to difficult realities and enabling people to respond to crises with a smile. The memes of 2024 not only reflect social moods but also act as a form of emotional release in the context of socio-political instability. Thus, the implementation of the proposed techniques in media content not only helps to expand the audience but also optimizes communications, ensuring the effective transmission of complex messages through an accessible and emotionally resonant form.

In the context of the above, and given the current dominance of the Internet and social media, creative approaches to media content creation are key to ensuring effective communication. These technologies and techniques contribute to a more thorough assimilation of information by activating cognitive and emotional mechanisms of perception, which allows for turning complex messages into understandable and attractive ones for a wide audience. Implementation of such techniques allows optimizing the process of transmitting important social, political, and cultural messages, which, in turn, increases their effectiveness and ensures the formation of sustainable associative links. All of this is an important factor in providing a high level of audience engagement and active participation in social events, as well as helping to consolidate information in the collective memory.

However, in today's environment, it is also worth paying attention to the use of artificial intelligence (AI) technologies in media production, which contributes to the transformation of traditional approaches to content creation. Machine learning algorithms and neural networks allow automation of text, audio, and video generation, increasing productivity and reducing time and resources. In addition, AI-oriented big data analysis methods provide a deeper understanding of audience behavioral patterns, which helps to personalize content according to individual user preferences. As a result, the effectiveness of communication increases, which is important for information influence, marketing strategies, and the formation of social narratives. Here is a summary of the understanding of AI capabilities for further effective use (Table 1).

Given not only the large number of existing tools but also their constant development and growth, there is a need for research on the application of modern artificial intelligence technologies for content creation. The methods and tools presented in the table, as well as promising AI technologies, allow not only to optimize media processes but also to improve the quality of content, ensuring its relevance. Thus, the use of the above-mentioned technologies is not only a way to increase the productivity of media professionals but also a significant factor in influencing the information ecosystem, which helps to raise the level of audience awareness, strengthen democratic processes, and shape high-quality public discourse. In today's digital transformation, AI is becoming an important element of media practice, ensuring the creation of content that not only attracts attention but also performs a social, cultural, and state-building function.

Table 1

Tools and Methods of Artificial Intelligence for Creative Content Generation

№\№	Direction	Methods	Tools
1	Generating text content	*Neural network text prediction* – analysis and synthesis of natural language, creation of texts in each style; *Semantic analysis and content optimization* – improving readability, audience relevance, and SEO	*ChatGPT (OpenAI)* – text generation, adaptation to styles *Jasper AI* – automated copywriting *Grammarly, Hemingway Editor* – stylistic analysis and text correction
2	Generating visual content (images, graphics, design)	*Generative Adversarial Networks (GANs)* – creating realistic images based on text queries; *Style neural transfer* – adaptation of artistic styles to new images	*DALL-E (OpenAI)* – generation of illustrations *MidJourney* – creation of artistic images *Runway ML* – editing and improving graphics *Canva AI, Adobe Firefly* – automatic design
3	Audio generation and music	*Text-to-speech (TTS)* – generates voice messages, dubbing, and audiobooks; *AI music composition* – creating musical compositions and sound processing	*ElevenLabs* – realistic voice synthesis *Descript Overdub* – voice dubbing *AIVA* – creation of musical compositions *Boomy* – automatic music generation
4	Audience analysis and content personalization	*Big Data and machine learning* – analyzing audience preferences and predicting reactions; *Neuroanalysis of emotions* – assessing the emotional state of users through text, video, and voice.	*Google Analytics 4* – analysis of user behavior *Brandwatch* – social media monitoring *Clarifai* – analysis of images and videos to determine the emotional component.

(Compiled by the author based on the source (Laurinavicius, 2024)

4. Conclusions

Observing the modern use of creative techniques in media content allows us to understand that the integration of elements that activate cognitive and emotional mechanisms, such as sounds, colors, music, and visual effects, allows for a deeper impact on the audience's perception, contributing not only to attracting attention but also to improving the assimilation of complex messages. The study of cognitive reactions to the use of creative elements in content is particularly relevant in the context of fragmented information consumption, which places demands on its maximum accessibility, emotional expressiveness, and structural integrity. In particular, through the study of the use of creative technologies, such as storytelling, mythmaking, metaphor, memification, and humor, which allow the creation of not only entertainment but also

socially constructive content. Also, the study of historical experience shows that the media can play a key role in shaping national identity and state-building processes if the content is based on deep sociocultural values.

At the same time, the rapid development of artificial intelligence opens up new opportunities for the creative industry, particularly in automating personalized content, generating unique narratives, and predicting audience reactions. Therefore, the combination of traditional and new creative techniques with the sociocultural context and ethical principles is a prerequisite for creating media content that is not only attractive but also promotes the development of collective consciousness and critical thinking and meets the requirements of the modern information space, while remaining socially responsible and avoiding manipulative strategies.

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DEVELOPMENT OF STRESS RESISTANCE IN FORMING LIFE SUCCESSFULNESS OF SENIOR PUPILS

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Summary

The objectives of the research are to generalize theoretical data concerning the category of stress resistance, the results of a survey of senior school pupils of experimental secondary education institutions on the Google Forms resource at the organizational-search and experimental-practical stages of the research using the questionnaire "Assessment of the level of development of life skills of a successful personality" (according to D. Franken) and generalize and analyze empirical data, as well as highlight the features of the program for developing stress resistance of senior school pupils. In the process of the research, theoretical and methodological approaches were applied to the formation of a pupil's stress resistance – axiological, acmeological, environmental, systemic, competency-based, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (questionnaire).

The proposed research determined the levels of development of stress resistance of senior school pupils. Within the framework of the ascertaining experiment, problem areas in the development of pupils' stress resistance were identified. During the formative experiment, self-control and empathy skills were improved, pupils' adaptive capabilities were increased, and positive experience of pupils effectively overcoming stressful situations was noted, which was confirmed by the results of the survey.

The author also noted that the formation of stress resistance acquires particular significance in senior school age – the age of increased stress genitics. A close connection between the categories of stress resistance and hardiness was noted. The advantages of art therapy in the development of stress resistance of senior school pupils are highlighted.

Key words: stress resistance resources, hardiness, self-confidence, self-esteem, successfulness, art therapy.

1. Introduction

The prolonged military operations in Ukraine and the realities of the post-war reconstruction of deoccupied communities have directly affected the physical and psychological state of thousands of pupils, the vast majority of whom currently require qualified psychological and pedagogical assistance. The situation is also complicated by the conditions of sociocultural reality, in particular, crisis changes in the lives of many citizens, disbelief in the future, and an unclear position concerning life guidelines, conflicts between generations, chaos and uncertainty. It should be noted that recently the level of stress in the social environment has significantly increased: the COVID-19 pandemic, military aggression against Ukraine, innovative changes in the education system, reorientation to a predominantly distance learning form due to quarantine restrictions and the realities of martial law have led to the emergence of a

large number of stressful situations that have negatively affected the physical and psychological state of the younger generation. For senior school pupils, additional stressors include a heavy academic load, preparation and anticipation of final and entrance exams, personal stress factors related to competition in teenage groups, interpersonal conflicts with peers and adults, relationships with the opposite sex, searching for the meaning of one's own existence, thinking about one's future and professional self-realization. Under such conditions, the problem of social maladjustment of senior school pupils, their finding of resources for a productive life, self-realization and successful socialization becomes quite acute.

Therefore, solving one of the main tasks of the modern education system – the formation of a mature, independent, successful personality, capable of successfully achieving the set goals, professional self-determination, psychologically ready to overcome difficulties, adapt to various social changes and achieve success in the complex realities of today – certainly involves the development of stress resistance and adaptive potential of a growing personality, which must adequately respond to various challenges of the external environment, preserving spiritual and moral values and competitiveness. That is why the development of stress resistance of senior school pupils in the context of the formation of life successfulness is currently an urgent problem of a general secondary education institution.

So, the *purpose* of our article is to research the theoretical and practical aspects of the problem of developing stress resistance of senior school pupils. Accordingly, our *tasks* are to generalize theoretical data on the problem of pupil stress resistance, as well as to highlight the results of a survey of senior school pupils before and after the implementation of the formative experiment program and the main essence of this program. *The logical structure* of the research, in our opinion, is its division into such key elements as: introduction; clarification of the theoretical foundations of the development of stress resistance of senior school pupils; description of the features of the research concerning the development of stress resistance of pupils, the results of the questionnaire in particular; conclusions.

The methodology of the research was the following theoretical and methodological approaches: *acmeological approach*, which contributes to the self-actualization and self-identification of the pupil, his desire for self-realization and self-improvement; *axiological approach*, which ensures the pupil's awareness of the importance of stress resistance and his emotionally positive attitude towards this category; *environmental approach*, which is based on specially organized activities aimed at developing a favorable educational environment for the growing personality; *systemic approach*, which is manifested in the creation of a holistic system in an educational institution aimed at forming a successful personality of a senior school pupils in life; a competency-based approach aimed at the acquisition of key life skills by a senior school pupil, stress resistance in particular, and his/her development as a creator of his/her own life.

The research used *theoretical methods* (systemic-structural analysis of domestic and foreign psychological and pedagogical sources concerning the problem of developing pupils' stress resistance, generalization, comparison and reinterpretation of the data obtained) and an *empirical method* (questionnaire).

2. Theoretical substantiation of the problem of developing stress resistance in senior school pupils

The category of stress resistance has not yet received an unambiguous interpretation. Domestic and foreign scientists note that this concept can be replaced by synonymous ones: psychophysiological, psychological, moral, moral-psychological, emotional, emotional-volitional

stability of the individual *(Ivantsanych, 2018; Tsymbaliuk, Zhyhailo, 2022; Xu, Ba, 2022; Shi-ratori, Kojima, 2022)*. According to the conclusions of modern researchers *(Havrylovska, Demianchuk, 2019; Yehorova, Chachko, 2021; Shcherban, Ternovai, 2015)*, stress resistance reflects a person's ability to experience and overcome various stressful situations, effectively recover and maintain internal balance, without reducing the successfulness of life. According to researchers K. Havrylovska and Yu. Demianchuk, "stress tolerance implies a person's convic-tion in their readiness to cope with any situation and openness to everything new" *(Havrylovska, Demianchuk, 2019: 85)*. It allows a person, despite negative factors, to rationally assess available opportunities, actualize urgent needs, restore physical strength and psychological state, determine their own life project and adapt to existing conditions for its successful implementation.

That is why in modern psychological and pedagogical research, stress tolerance is con-sidered a basic component of the formation of emotional competence *(Mykhailova, 2022: 17)*; it is characterized as the ability to quickly and effectively overcome obstacles on the way to the goal *(Smolska, 2021: 115)*; understood as a quality of personality consisting of emotional, volitional, motivational and intellectual components *(Xu, Ba, 2022)*, or as a set of qualities that allow you to experience stress and unpleasant situations without harm to your health and per-sonal activity *(Tsymbaliuk, Zhyhailo, 2022: 129)*; and also defined as an integrative characteri-stic of a personality that reflects the level of adaptation of a person to the influence of extreme environmental factors and professional activity and is manifested in indicators of his functional state *(Shiratori, Kojima, 2022)*. We agree with researcher V. Ivantsanych that the main features of a stress-resistant pupil are "optimism, purposefulness, self-confidence, emotional stability, self-control" *(Ivantsanych, 2018: 200)*.

The problem of hardiness is closely related to stress resistance, the main research of which belongs to S. Maddi *(Maddi, 1994)*. The scientist noted that stressful influences are processed by a person precisely based on hardiness, and it is a catalyst for behavior that allows you to transform negative experiences into new opportunities. Moreover, this is the basis of open and energetic confrontation with stressful events. The scientific position of domestic researchers V. Yehorova and S. Chachko is unanimous, who consider hardiness in the context of constructive confrontation with life difficulties and the preservation of a person as a holistic personality and define it "as a system of beliefs, as the ability and willingness of a subject to participate in situations of increased complexity with interest, to control them, to manage them, to be able to perceive negative events as experience and successfully cope with them" *(Yeho-rova, Chachko, 2021: 59)*. Hardiness is enhanced by factors such as developed self-esteem and self-acceptance, self-control, a sense of humor, the ability to reflect, support from family and those around one who are important to one, having one's own opinion concerning various situ-ations, and one's own clear life position.

It should be noted that the level of hardiness development determines the adequacy of a person's response to certain events and the rationality of his or her behavior in certain non-standard situations. In this regard, researchers T. Shcherban and A. Ternovai note that "people who have high hardiness indicators have a greater sense of competence, higher cogni-tive assessment, more developed coping strategies and experience less stress in everyday life" *(Shcherban, Ternovai, 2015: 147)*. The same opinion is held by scientist S. Kravchuk, who claims that the higher the hardiness of young people, "the less they are prone to such forms of emotional response in critical provocative situations as anger, rage, … fear, irritation and are less prone to active aggression as a form of behavioral response" *(Kravchuk, 2018: 105)*.

The consequences of aggression for the human body are dangerous for health and life. Aggression changes the psychophysiological state of the individual – the concentration of stress

hormones increases, which actually destroy the body: there are disturbances in the functional state of the nervous system, endocrine disorders (metabolic problems), the immune system suffers, and the cardiovascular system is damaged. All this negatively affects, first of all, inter-personal communication (impulsivity, irritability, conflict), a person's cognitive activity, his working capacity, initiative and social activity. Therefore, stress resistance not only gives con-fidence and determination in one's own actions, including in counteracting the negative effects of the environment, but also helps to preserve health, in particular, to overcome crisis situations without negative consequences for mental, somatic and social health, and, therefore, contri-butes to the effective functioning of the individual and his successful life.

The formation of stress resistance becomes particularly important in senior school age – an age period of increased stress, which is characterized by the search for one's own self, the emergence of new social needs (personal and social self-determination, autonomy, and inde-pendence), reflection on one's own life path, the desire for self-realization, readiness for vitally important choices. This is the age of the pupil's personality entering a new social position – a conscious attitude towards oneself as a member of society and a participant in democratic changes in the state and its post-war restoration. The formation of stress resistance in se-nior school pupils will contribute to their activation of their intellectual and spiritual potential, overcoming psychological barriers that prevent them from adequately responding to existential challenges, and developing those qualities and competencies that turn a potential "victim of circumstances" into a winner and a successful person.

Thus, stress resistance as an important resource of a growing personality allows it to per-ceive negative events as an experience necessary for self-development and transform problem situations into new opportunities for implementing life plans and achieving success.

3. Research concerning the development of stress resistance of senior school pupils in secondary education institutions

Clarifying the level of formation of stress resistance of senior school pupils seems to be appropriate for finding ways to optimize the formation of life successfulness of senior school pupils in secondary education institutions. The solution of the task was carried out within the framework of ascertaining experiment at the organizational and search stage of the scientific research "Formation of life successfulness of senior school pupils in post-war reality".

The levels of formation of stress resistance of senior pupils in secondary education insti-tutions were determined during a survey of senior school pupils on the Google Forms resource using the questionnaire "Assessment of the level of formation of life successfulness personality skills" (according to D. Franken) (adaptation by V. Kyrychenko, O. Yezhova, V. Necherda) (block "stress resistance"). The research covered 237 pupils from the Kyiv City and 6 regions of Ukraine – Kyiv, Kharkiv, Ternopil, Sumy, Cherkasy and Dnipropetrovsk regions.

Assessment of the level of stress resistance formation involved high school pupils choos-ing one of six answers (never; very rarely; sometimes; from time to time; often; almost always), each of which corresponded to a certain number of points (from 0 to 5), to the following 10 statements: I have adequate self-esteem; people treat me with respect and take my opinion into account; people think that I work well; friends admire my courage and strength of spirit; my parents respect me and treat me well; I feel confident in work and/or in social relationships; I quickly overcome depression from failures; I accept myself and/or like myself; I am treated fairly; the world is a better place because I am in it.

According to the results, almost a third of senior school pupils (30.4%) "never" and 29.1% of pupils "very rarely" "accept themselves, like themselves", only 3% of respondents do this "often"; only 20.3% of pupils "sometimes" believe that "the world is better because I am in

it", while only 7.2% "almost always" and 24.9% of senior school pupils "never" believe. Therefore, we can state a low level of awareness among pupils of their individuality, uniqueness, and mainly a low ability to assess realistically both their negative and positive qualities. These findings confirm the results of the survey of pupils' self-esteem: 22.4% of respondents "from time to time" have adequate self-esteem, 32.1% believe that they do not have it (the answer is "never"), and 35.4% – have it "very rarely", the answers "often" and "almost always" scored less than 10%.

Such underestimation of themselves by pupils and a decrease in their advantages, according to the scientific position of Chinese scientists *(Xu, Ba, 2022)*, is associated with low social support from significant adults, as well as peers from adolescent groups, which are characterized by a rigid internal hierarchy, which generally causes depressive affects, a decrease in the body's reserve resources and the development of stress. Domestic researchers consider low self-esteem to be a consequence of stresses that exceed the adaptive capabilities of pupils *(Ivantsanych, 2018: 199)*. Therefore, it is necessary to promote the psychological safety of senior school pupils, in particular, their belief in their positive qualities, awareness of their own significance, overcoming the consequences of neuro-emotional stress and exhaustion of pupils, improving their skills of empathy, reflection and self-regulation of emotions.

According to the data obtained, "people take into account the opinion and treat with respect" "often" only 11.8% of pupils and "almost always" – to less than 5%, while the answers "never" and "very rarely" are present in 44.3% and 36.2% of pupils. The results are similar for the statement "I am treated fairly": 41.8% and 37.4% – answers "never" and "very rarely", 14.3% – "often" and for the statement "people think that I work well": 43.7% and 34.9% – answers "never" and "very rarely", 12.5% – "often". Such a feeling of dissatisfaction with contacts with others, insults and humiliation, internal isolation indicates passive intolerance of pupils, which is why, in our opinion, it is advisable to focus on the formation of emotional intelligence, a position of sensitivity and tolerance, and a desire to understand, support and respect various forms of otherness in the world in high school pupils.

18.1% of pupils claim that "almost always" their "friends admire their courage and strength of spirit", according to 26.3% this happens "often"; 39.1% – "from time to time"; "sometimes" – 5%; the answers "very rarely" and "never" – less than 5%. Since such an important area of a senior school pupil's life as friendship with peers concentrates most of his interests, it is necessary to involve pupils in various types of teamwork, practical social activities, orient them towards harmonious interaction, cooperation, social partnership, promote the development of effective communication skills, behavioral flexibility, leadership qualities, and organizational abilities.

No less important for senior school pupils are relationships with their parents. We consider it positive that, according to the answers, "almost always" "parents respect and treat well" with 59.5% of pupils and "often" with 21.1%, "very rarely" was noted by only 1.7% of respondents. In our opinion, this indicates a predominantly democratic style of family upbringing in the families of senior school pupils – participation of pupils in discussing family problems, in making decisions, trust in them by parents and their approval of the independence and responsibility of adolescents, correct criticism and encouragement, equality and justice for all family members, attention to the feelings, emotions, needs and aspirations, and one's own life position of the growing personality.

At the same time, only 2.1% of senior school pupils "almost always" "feel confident in work and social relationships", while 35.4% of respondents answer "never" and 21.1% answer "very rarely", slightly less than a third of pupils (28.3%) feel confident "from time to time".

Japanese scientists *(Shiratori, Kojima, 2022)* emphasize that there is a relationship between a person's reaction to stress factors and their confidence. The findings of their research show that people who are not confident enough are more prone to apathy, pessimism, chronic severe stress and emotional exhaustion, which leads to complications in interpersonal relationships, loss of energy, and reduced working capacity. The development of pupils' confidence will be facilitated by the formation of respect for themselves and others, independence of thought, positive and rational thinking, courage in making decisions, and the ability to provide and receive help. Therefore, we agree with the conclusions of domestic researchers that self-confidence is an internal resource for a person's stress resistance *(Mykhailova, 2022: 48)*.

We positively assess the results of a survey on overcoming depression by pupils, according to it senior school pupils "quickly overcome depression from failures": 20.3% – "from time to time", 22.8% – "often" and 24.9% of pupils – "almost always", only 3% of respondents gave the answer "never". The data obtained indicate that the majority of senior school pupils possess such internal resources for stress resistance as mental self-regulation skills and experience in overcoming stressful situations. We share the scientific position of domestic researchers concerning the importance of developing in pupils such behavioral resources of stress resistance as assertive behavior and coping strategy (problem solving, strategy for seeking social support, strategy for combating stress, etc.) *(Mykhailova, 2022: 41)*.

The conducted research allowed us to obtain the following results: 54.9% of girls and 45.1% of boys participated in the ascertaining experiment: no statistically significant difference in the levels of stress resistance formation of female and male respondents was found; a significant part of senior school pupils – 31.2% – is characterized by a low level of stress resistance formation, according to the data obtained, 43.1% of pupils have an average level of stress resistance formation and 25.7% – high.

Thus, we generalized the empirical data and identified problem areas in the development of pupils' stress resistance, namely: low self-esteem, lack of confidence in work and social relationships, dissatisfaction with contacts with others, lack of motivation for conflict-free problem solving and harmonious social relationships. According to the obtained empirical data, the supporting positions of the methodology for developing stress resistance in senior school pupils were determined, which consists in promoting the formation of the following internal resources of stress resistance: emotional and volitional qualities, skills of self-organization and effective communication, purposefulness, motivation for positive self-realization.

At the experimental and practical stage of the research, within the framework of a formative experiment, in order to increase the level of stress resistance of high school pupils, a methodology for developing stress resistance in pupils was introduced, the basis of which was the use of art therapeutic practices in the educational process (school theater; folklore singing; dances; free and thematic painting; art therapeutic collages and installations; modeling). We agree with scientists *(Haeyen, 2019; Hu, Zhang, Hu, Yu, Xu, 2021; Wang, Abdullah, 2024)* that the significant advantages of art therapy are the special "softness" of psycho correctional techniques and influences and the absence of restrictions in application. According to the scientific position of Indian scientists, art therapeutic practices are highly effective in improving the mental health of pupils, in particular, "increasing cognitive and neurosensory abilities, reducing the destructive effects of stress, increasing behavioral flexibility, improving interpersonal communication with peers and adults, and achieving a sense of successful self-realization" *(Shukla, Choudhari, Gaidhane, Syed, 2022)*. Researcher O. Miakushko notes that "attractive, understandable and safe methods of art therapy allow a child to gently release his accumulated feelings, to throw out hidden emotions that he cannot verbalize, and to relieve emotional tension

in a socially acceptable way, to improve his psycho-emotional state, to cope with the problems that cause his negative emotions, turning them into positive ones, to give an outlet to creative energy and to find a way out of a difficult situation" *(Miakushko, 2023: 365)*.

One of the most effective art therapy practices was school theater. The purpose of the Pantomime Theater "Not like everyone else" was to highlight, using facial expressions, gestures and body plasticity, a stressful situation associated with the rejection of the pupil by his environment due to his dissimilarity to his peers, the unwillingness to listen to and understand him and the fatal consequences of this situation. The objectives of the practice were to reduce anxiety and aggressiveness of pupils; development of non-verbal communication skills; fostering empathy, goodwill, and trust in others. The forum theater "Is There a Way Out? " set the goal of pupils' joint search for a solution to the problem associated with the lack of ability to compromise in family communication and school life. The theater's objectives were to strengthen individual and collective responsibility in the pupil environment; optimize pupils' relationships with peers and adults; promote the development of initiative and purposefulness in formulating and presenting one's own position concerning a certain event or phenomenon. The playback theater "My Stress Tolerance Is Important" aimed to illustrate the necessity to respect the opinions and values of other people and to develop stress tolerance skills. The objectives were to facilitate pupils' discussion, living, and experiencing various difficult life situations for them; and to form readiness for tolerant ways of interacting with others. The goal of the publicist performance "Know How to Be Yourself" was to form one's own point of view concerning stress resistance as part of a pupil's personal potential. The tasks were to encourage pupils to develop emotional intelligence, attention and imagination; to promote observance of human rights, respect for the law, socially significant norms and values.

Painting therapy also deserves attention. We agree with the opinion of Malaysian scientists that "to achieve a specific therapeutic goal, painting therapy should be offered to pupils in two forms: free painting and thematic" *(Wang, Abdullah, 2024)*. Painting united pupils with different levels of drawing abilities, but with a common desire for creative self-expression, revealing hidden talents, increasing self-esteem, rapprochement with other people, as well as liberation from fears and barriers and emotional relaxation. Free painting provided for the pupil's free choice of the topic of the future painting and its size. Thematic painting was dedicated to drawings of works of Ukrainian folk art and works of Ukrainian classical literature.

We consider the advantages of art therapy in developing stress resistance in senior school pupils to be: its safety as a means of reducing the pupil's physical fatigue and relieving his mental stress; democratic style of interaction with pupils (refusal of commands, orders, demands and coercion, independent choice by pupils of the type of activity, its content, materials and pace of its implementation, prohibition of negative assessments, humiliating judgments, criticism and punishments); assistance in expressing aggressive feelings, subconscious conflicts and internal experiences by socially acceptable means, in particular, by creating images of artistic creativity; correction of emotional and behavioral disorders of pupils, stimulation of their cognitive activity, self-control and internal order, empathy and partnership relationships, motivation for life success, development of attention and imagination in pupils, their obtaining valuable experience of positive changes.

At the experimental and practical stage of the research, a final section of the formative experiment was carried out based on the diagnostic toolkit ("Assessment of the level of formation of skills of a successful personality in life" (according to D. Franken) (adaptation by V. Kyrychenko, O. Yezhova, V. Necherda) (block "stress resistance"). The research covered 231 pupils from Kyiv and 6 regions of Ukraine – Kyiv, Kharkiv, Ternopil, Sumy, Cherkasy and Dnipropetrovsk regions.

According to the results, the number of senior school pupils (24%) who "often" "perceive themselves, like themselves" has increased significantly, and the number of pupils who "like themselves" "very rarely" has decreased noticeably (to 5.6%); only 15.3% of pupils "sometimes" believe that "the world is better because I am in it", while 28.4% of pupils "almost always" and "never" – only 0.9% of high school pupils. Thus, we can state an increase in the level of awareness of pupils' individuality and ability to assess realistically their qualities. These conclusions confirm the results of the pupil self-esteem survey: 38.8% of respondents "from time to time" have adequate self-esteem, only 11% believe that they do not have it (the answer is "never"), the answers "often" and "almost always" scored 35.1%. Thus, the adaptive capabilities of pupils have increased, overcoming the effects of mental exhaustion, improving self-control and empathy skills have been noted.

According to the data obtained, "people take into account the opinion and treat with respect" "often" to 48% of pupils and "almost always" to 15%, while the answers "never" and "very rarely" are available only to 10.3% and 11.2% of pupils. The results are similar for the statement "I am treated fairly": 11.8% and 10.1% – answers "never" and "very rarely", 44.2% – "often" and for the statement "people think that I work well": 8.7% and 9.9% – answers "never" and "very rarely", 37.5% – "often". Thus, the feeling of inner isolation and dissatisfaction with interaction with peers and adults has noticeably decreased the cases of manifestations of the position of "offended" and "humiliated" have decreased, instead the position of tolerance and sensitivity, mutual respect has become more noticeable.

We consider it positive that 29.1% of pupils claim that "almost always" their "friends admire my courage and strength of spirit", according to 30.3% this happens "often"; answers "very rarely" and "never" – less than 2%, which indicates the development of effective communication, cooperation, and teamwork skills. According to the answers, relations with parents remained almost at the same high level: "almost always" "parents respect and treat them well" with 62.4% of pupils and "often" with 27.7%, "very rarely" was noted by only 1.1% of respondents. At the same time, the number of senior school pupils who "almost always" "feel confident in work and social relationships" (34.4%) has increased, while only 15.1% of respondents give the answer "never" and 17.3% give the answer "very rarely", less than 10% of pupils feel confident "from time to time", which indicates the pupils' positive thinking, overcoming apathy and pessimism, and reducing emotional exhaustion. This is confirmed by the results of a survey related to overcoming depression by pupils, according to it senior school pupils "quickly overcome depression from failures": 45.8% – "often" and 34.9% of pupils – "almost always", the respondents did not give the answer "never". The data obtained indicate a positive experience of pupils effectively overcoming stressful situations.

The conducted research allowed to obtain the following results: 55.9% of girls and 44.1% of boys participated in the formative experiment: no statistically significant difference in the levels of stress resistance formation of female and male respondents was found; a significant part of senior school pupils – 48.3% – is characterized by a high level of stress resistance formation, according to the data obtained, 41.5% of pupils have an average level of stress resistance formation and 10.2% – low. These results confirm the effectiveness of art therapy practices in developing stress resistance in senior school pupils.

4. Conclusions

Therefore, the development of stress resistance in senior school pupils is one of the urgent tasks of the modern education system. Nowadays, stress resistance is a significant factor in the

life success of an individual and a leading factor in the development of the personality of a senior school pupil, who in the conditions of a crisis society must be ready to solve important issues of choosing the future, make responsible decisions, show initiative and an active life position.

We consider art therapeutic practices to be an effective tool for developing stress resistance in senior school pupils, since they contribute to the correction of emotional and behavioral disorders of pupils, the development of critical, caring and creative thinking in them, stimulate them to cognitive activity, self-control, empathy and harmonious partnership relationships, and also motivate them to be successful in life. The feasibility of introducing art therapeutic practices into the educational process in order to develop stress resistance in senior school pupils is confirmed by the results of a questionnaire using the method of D. Franken) (block "stress resistance"): the number of pupils with a high level of stress tolerance increased by 22.6% and the number of high school pupils with a low level of stress resistance decreased by 21%.

We consider the systematization of practical experience in developing stress resistance of pupils of secondary education institutions in the post-war reality as further prospects for research in this direction.

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ANALYSIS OF THE 'HARRY POTTER AND THE PHILOSOPHER'S STONE' PROPER NAMES RENDERING IN UKRAINIAN TRANSLATION

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Summary

The aim of the research is to analyse the main methods of proper names of the novel "Harry Potter and the Philosopher's Stone" rendering in Ukrainian translation performed by Viktor Morozov; to evaluate the translation transformations used in the process of proper names translation. The main results are obtained applying the following methods: general scientific (analysis and synthesis, induction and deduction), descriptive and classification methods, comparative and contextual analysis, statistical method.

The authors research the methods used by V. Morozov to convey the anthroponyms, toponyms, zoonyms, ergonyms, chrematonyms in order to find out how well the original meanings and cultural realias are preserved. Particular attention is paid to cases where the translator uses transcription, transliteration, calquing or adaptation, and the impact of these methods on the perception of the work by the Ukrainian reader is analysed.

Key words: transcription, transliteration, calquing, adaptation, direct translation, transposition.

1. Introduction

Proper names rendering in the process of fiction translation is a complex task that requires not only translator's linguistic skill, but also a deep understanding of the cultural and contextual features of the source and target languages. Proper names, such as character names, place names, or institution names, often carry additional semantic and emotional connotations that are to be preserved in translation.

In Ukraine, the Harry Potter series was translated by Viktor Morozov, a well-known translator, musician and composer. His translations have been recognised for their high quality and speed of release, allowing Ukrainian readers to be among the first to enjoy the Harry Potter adventures in their native language.

Morozov sought not only to convey the meaning of the original accurately, but also to adapt the text to the Ukrainian cultural context, preserving the wordplay and peculiarities of the characters' names. His approach to the translation of proper names, particularly first and

last names, is marked by a balance between preserving the original sound and giving them a Ukrainian flavour, which makes his translation particularly interesting to study.

The problem of proper names translating has already attracted the attention of researchers such as V. Karaban, O. Karpenko, M. Torchynskyi, A. Zubko, and others.

The **aim** of this research is to analyse the main methods of proper names of the novel "Harry Potter and the Philosopher's Stone" rendering in Ukrainian translation performed by Viktor Morozov; to evaluate the translation transformations used in the process of proper names translation.

The following **methods** are applied to achieve the research objectives: general scientific (analysis and synthesis, induction and deduction), descriptive and classification methods, comparative and contextual analysis, statistical method.

The application of these methods provides a comprehensive approach to the study of the peculiarities of proper names rendering in the translation and contributes to the achievement of the research goal.

2. Proper names definition and classification

First of all, it should be noted that proper names are the object of onomastics, a linguistic science that, according to A. Zubko, "studies proper names, their functioning in language and society, the patterns of their formation, development and constant transformations" *(Zubko, 2007)*. The scholar notes that onomastics arose as a result of the interaction of specialists in historical source studies and linguistics.

Proper names (onymes) are words or phrases that denote individual objects. Unlike common names, which in their meaning unite a number of similar objects, proper names, on the contrary, individualise the named object, distinguish it from the class of similar objects *(Masenko, 2005)*.

Proper names play a significant role in communication, often carrying information about their speaker. This is especially true in fiction where a character's name can reveal their character. If you limit yourself to transliterating or transcribing a name into another language without taking into account its meaning, it can lose its meaning in translation, turning into a simple set of letters *(Karpenko, 2006)*.

The British philosopher John Stuart Mill believed that proper names have no meaning in themselves, but serve only as a tool for recognising and identifying objects *(Mill, 2001)*. In response to this, A. Gardiner suggests that originally names indicated certain features or properties of an object and later became proper names while retaining their semantic charge. Thus, in his opinion, proper names are not devoid of meaning *(Gardiner, 1957)*.

M. Kocherhan emphasises that proper names, unlike common names, are intended to distinguish an object from similar ones, ensuring its individualisation and identification *(Kocherhan, 2002)*.

He offers the following classification of proper names:
– Anthroponyms: names of people – *William Shakespeare, Jane Austen*.
– Toponyms: geographical names – *the Alps, London*.
– Theonyms: names of deities – *Zeus, Apollo*.
– Zoonyms: animal nicknames – *Fluffy, Max*.
– Astronyms: names of celestial bodies – *the Sun, Polaris*.
– Cosmonyms: names of space objects and constellations – *the Milky Way, Orion*.
– Chrononyms: names of time periods associated with specific historical events – *the Renaissance, the Victorian Era*.

– Ideonyms: names of objects of spiritual culture – *Hamlet, Pride and Prejudice*.
– Chrematonyms: names of material culture objects – *the Statue of Liberty, Big Ben*.
– Ergonyms: names of associations of people – *the United Nations, Greenpeace*.
– Hydronyms: names of water bodies – *the Thames, Lake Superior*.
– Ethnonyms: names of peoples and ethnic groups – *the English, the Cherokee (Kocherhan, 2002)*.

This classification helps to systematise various proper names according to their semantic and functional characteristics.

3. Typology of proper names in the novel "Harry Potter and the Philosopher's Stone"

When analysing proper names in the novel "Harry Potter and the Philosopher's Stone" we analysed more than one hundred and fifty proper names. They can be categorised into five main groups:

1. Anthroponyms (names of people). An anthroponym identifies and individualises a person. Researchers note that anthroponyms are proper names given to a specific person, object, or fictional character *(Boivan, 2020):*
– *The Bloody Baron (Кривавий Барон)* – the ghost of the Slytherin dormitory;
– *Argus Filch (Аргус Філч)* – the purser of the school of magic;
– *Cornelius Fudge (Корнеліус Фадж)* – minister of magic. *(Rowling, 2018; Rowling, 2017)*
– More examples: *Millicent Bulstrode (Мілісент Булстроуд), Nearly Headless Nick (Майже-Безголовий Нік), Grindelwald (Гріндельвальд), Newt Scamander (Ньют Скамандер), Severus Snape (Северус Снейп) (Rowling, 2018; Rowling, 2017)*.

2. Toponyms (names of geographical objects). A toponym in a work of fiction serves to reinforce the local characteristic of the 'character – place of action relationship' *(Shotova-Nikolenko, 2017),* since characters are usually mobile and can often change their location. Toponyms generally include names of cities, districts, stations, natural objects, etc.:
– *King's Cross (Кінгс-Крос)* – station of the London railway junction;
– *Diagon Alley (Алея Діагон)* – a magical part of London;
– *Smeltings (Смелтінгс)* – school for difficult teenagers;
– *Godric's Hollow (долина Годрика)* – Harry's birthplace. *(Rowling, 2018; Rowling, 2017)*.

More examples: *Gringotts (Грінготс), Surrey County (Графство Суррей), Stonewall High (Стоунвол-Гай), Railview Hotel Cookworth (Готель "Рейлв'ю"). (Rowling, 2018; Rowling, 2017)*

3. Zoonyms (names that refer to a species, age or sex group, or individual animal, or nicknames for animals). Zoonyms can be motivated reflecting the animal's characteristics such as coat colour or behaviour or unmotivated. There are subcategories of zoonyms such as kynonyms (dog names), felinonyms (cat names), and hipponyms (horse names) *(Papizh, 2023)*. Zoonyms help to understand the cultural and linguistic peculiarities of animal perception in different societies:
– *Scabbers (Скеберс)* – Ron's rat;
– *Norbert (Норберт)* – Hegrid's dragon;
– *Hedwig (Гедвіга)* – Harry Potter's owl;
– *Fluffy (Флафі)* – three-headed dog;
– *Fang (Іклань)* – Hagrid's dog. *(Rowling, 2018; Rowling, 2017)*.

4. Ergonyms (proper names of organisations, businesses and institutions that reflect their identity and scope of activity). They are an important element of urbanonomy as they form the linguistic landscape of a city and reflect the cultural and social characteristics of the region. The study of ergonyms, in particular the names of commercial establishments, allows to identify trends in the choice of names that may be related to fashion, language borrowings or the desire to attract the attention of customers *(Torchynskyi, 2008)*:

– *Hufflepuff (Гафелпаф)* – one of the faculties of Hogwarts;
– *International Confederation of Wizards (Міжнародна Конфедерація Чарівників)* – a magical analogue of the UN;
– *Flourish and Blotts (Флоріш і Блотс)* – name of a shop in a magical world;
– *Ministry of Magic (Міністерство магії)* – the main governing body of the UK's magical community. *(Rowling, 2018; Rowling, 2017)*.

5. Chrematonyms (proper names for objects of material and spiritual culture created by humans, such as weapons, musical instruments, books, paintings and other artefacts). They reflect cultural, historical, and social aspects of the society in which they originated. The study of chromatonyms helps to understand how a society perceives and interprets various objects, as well as to identify the peculiarities of the linguistic worldview *(Tkachenko, 2018)*:

– *Nimbus 2000 (Німбус-2000)* – a magic broom;
– *High Table (Високий стіл)* – a place to eat at Hogwarts;
– *Remembrall (Нагадайко)* – a glass ball that reminds you of forgotten items or things;
– *History of Magic (Історія магії)* – Harry's textbook. *(Rowling, 2018; Rowling, 2017)*.

Table 1 demonstrates the number of proper names of each type found in the novel.

Table 1

Proper names in the novel

Type	Number	Percentage
Anthroponyms	102	66%
Toponyms	19	12%
Zoonyms	6	6%
Ergonyms	9	4%
Chromatonyms	19	12%

Authoring

The table shows that anthroponyms predominate in the novel which indicates a large number of characters. The uncharacteristically low number of toponyms suggests that most of the novel takes place in Hogwarts Castle. It is also worth noting the significant number of chromatonyms. This is because this is the first book in the series, and J. K. Rowling wanted to show a different, magical world and Harry's feelings about entering it.

4. Analysis of the proper names rendering in translation

The translation of anthroponyms in J. K. Rowling's novel "Harry Potter and the Philosopher's Stone" is an important aspect of adapting the work for Ukrainian readers. The author of the translation sought to preserve the original sound and meaning of the names while adapting them to the Ukrainian linguistic and cultural reality.

For example, the name of the main character '*Harry Potter*' is rendered as '*Гаррі Поттер*', keeping the sound and spelling, allowing readers to recognise the character

easily. The surname Potter means 'pot maker', which refers to the profession of Harry's father. Howe-ver, this meaning is not emphasised in the translation as it is not essential for understanding the plot.

The names of other characters are adapted to reflect their meaning and sound. For example, '*Hermione Granger*' is '*Герміона Ґрейнджер*', retaining the sound and adapting to the Ukrainian spelling. The last name '*Granger*' means 'farmer' which emphasises the origin of Hermione's family. However, this meaning is not rendered in the translation, as it is not key to understanding the character.

In the case of '*Ron Weasley*', V. Morozov preserves the sound of the first and last name, adapting them to the Ukrainian language as '*Рон Візлі*'. The name '*Weasley*' has no specific meaning so its adaptation is aimed at preserving the sound.

In the Ukrainian translation of the "Harry Potter series" Albus Dumbledore's name is kept almost unchanged. The name *'Dumbledore'* comes from Old English and means 'bumblebee' which reflects the character's love of nature and certain eccentricity. In some other languages translators have tried to adapt this meaning (for example, in the French version he became *Albus Perceval Wulfric Brian Dumbledore* without changing his last name). The choice of the Ukrainian translator to preserve the sound of the name without further adaptation is explained by the fact that it has become a recognisable brand and its meaning is not critical to the perception of the image.

Special attention is paid to the translation of nicknames and pseudonyms. For example, '*Hagrid*' is rendered as '*Геґрід*' preserving the sound and adapting the spelling to the Ukrainian language. The nickname '*Hagrid*' comes from the English word 'haggard' which means 'tired' or 'exhausted' reflecting the character's appearance. However, this meaning is not transmitted in the translation as it is not key to understanding the character.

More examples: *Urik the Oddball – Урік Дивний, Adalbert Waffling –Адальберта Вофлінґ, Алісія Спінет – Alicia Spinnet, Emeric Switch – Емерік Свіч, Arsenius Jigger – Арсеніус Джиґер, Bagshot – Беґшот, Draco Malfoy – Драко Мелфой, Katie Bell – Кеті Бел, Madam Malkin – Мадам Малкін, Ollivander – Олівандер, Professor Quirrell – Професор Квірел, Parvati Patil – Парваті Патіл. (Rowling, 2018; Rowling, 2017)*

In general, V. Morozov sought to preserve the original sound and meaning of the characters' names, adapting them to the Ukrainian linguistic and culture. This allows Ukrainian readers to better understand and feel the atmosphere of the work while maintaining the authenticity of the original.

The following methods are applied in the translation of "Harry Potter and the Philosopher's Stone": 1) direct translation, 2) transliteration, 3) transcription, 4) transposition, 5) calquing.

V. Morozov uses **direct translation** when it is necessary to translate non-magical place names, i.e., real-world objects. Thus, *'London', 'Yorkshire', 'Surrey County'* and *'King's Cross'* are rendered as *'Лондон', 'Йоркшир', 'Графство Суррей'* and *'вокзал Кінгс-Крос' (Rowling, 2018; Rowling, 2017)*.

Transliteration in the translation of proper names in the novel "Harry Potter and the Philosopher's Stone" plays an important role in preserving the original sounding and recognisability of names and toponyms. Most proper names are rendered using this method. It allows to convey the atmosphere of the world created by the author while adapting the text for the target audience.

For example, *'Hogwarts'* is perhaps one of the most notable examples of adaptation. In the original, the name 'Hogwarts' sounds a peculiar way in English, and in translation it is adapted, retaining the basic letters but taking into account Ukrainian language traditions.

The Hogwarts faculties are also translated applying transliteration. Thus, *'Ravenclaw'* – part of 'raven' is translated as '*ворон*'. In Scandinavian mythology a raven is associated with wisdom and intelligence, which is the main trait that students of this faculty possess. The part '*claw*' is translated as '*кіготь*' – it can symbolise determination and precision. V. Morozov translatei the name of this faculty as *'Рейвенклов'.* We think this option is rather successful, as a translation in the style of '*Кігтеворон*' would have taken away from the magical atmosphere of J. K. Rowling.

The same goes for Harry, Ron and Hagrid's favourite characters – '*Hedwig', 'Scabbersc* and *'Norbert'* are rendered in Ukrainian translation as *'Гедвіга', 'Скеберс'* and *'Норберт'. (Rowling, 2018; Rowling, 2017).*

More examples: *Gryffindor – Ґрифіндор, Gringotts – Ґрінґотс, Devon – Девон, Nimbus 2000 – Німбус-2000, Slytherin – Слизерин, Smeltings – Смелтінґс, Flourish and Blotts – Флоріш і Блотс. (Rowling, 2018; Rowling, 2017).*

The next method of proper names translation is **calquing**. Calquing helps preserve the original flavour of the work making the names recognisable to readers.

Thus, the '*Філософський камінь'* (*Philosopher's Stone*) has retained its symbolic meaning associated with medieval alchemy. '*Розподільчий капелюх'* (*Sorting Hat*) accurately conveys the function of this important artefact which determines the students' belonging to the Hogwarts School faculties. And '*Нагадайко*' (*Rememberball*) not only retains the original function of the object but also sounds natural to Ukrainian readers.

V. Morozov also translates the names of organisations such as the '*International Confederation of Wizards*' and '*Ministry of Magic*' by means of calquing – '*Міжнародна Конфедерація Чарівників'* and '*Міністерство Магії'.*

Calquing is also applied when translating nicknames for ghosts and other magical creatures: *The Leaky Cauldron – Дірявий Казан, Fat Lady – Гладка Пані, The Bloody Baron – Кривавий Барон, Nearly Headless Nick – Майже-Безголовий Нік, You-Know-Who – Відомо-Хто*; textbooks: *History of Magic – Історія магії, Fantastic Beasts and Where to Find Them – Чарівні звірі і де їх знайти*; as well as some magical toponyms*: Platform Nine and Three-Quarters – Платформа номер дев'ять і три чверті. (Rowling, 2018; Rowling, 2017).*

The translation of '*дзеркало Яцрес*' is worth special explanation. In the original it sounds like '*Mirror of Erised*'; the word *erised* does not exist in English but if you read it backwards, you get 'desire', i.e. 'aspiration' or 'thirst'. With his translation V. Morozov conveys the essence of this magical object. It is a mirror, so its name is an anagram. However, a 'mirror of desire' is not the same as a 'mirror of the heart' and this shadow of meaning was lost in the translation.

More examples from the novel: *Order of Merlin – Орден Мерліна, The Great Sorcerer – Великий Ворожей, Standard Book of Spells – Стандартна книга заклинань, Chief Warlock – Верховний Маг, Magical Draughts and Potions – Магічні зілля й настійки, Eeylops Owl Emporium – Совиний Торговельний Центр Айлопс, He-Who-Must-Not-Be-Named – Той-Кого-Не-Можна-Називати, The Dark Forces: A Guide to Self-Protection – Темні сили – посібник для самозахисту. (Rowling, 2018; Rowling, 2017).*

Transposition is used infrequently in the translation of the novel, usually when translating magical toponyms or magical objects. Thus, '*Diagon Alley*' is rendered as '*Алея Діагон*. In English 'Diagon Alley' is consonant with 'diagonally', i.e., 'parallel', and this wordplay is lost in translation. In our opinion, it would be better to translate it as '*Діагон-Аллея*' which would better convey its essence and preserve the wordplay.

Transcription is used in some cases of rendering character names. For example, *Bane – Бейн, Fluffy – Флафі, Bones – Боуни, Hufflepuff – Гафелпаф, Wood – Вуд, Cokeworth – Коукворт, Stonewall High – Стоунвол-Гай (Rowling, 2018; Rowling, 2017).*

Table 2 demonstrates the frequency of translation methods used in the novel.

Table 2

Methods of translating proper names in the novel

Mrethod	Number	Percentage
Transcription	27	17%
Transliteration	78	51%
Calquing	39	25%
Transposition	6	4%
Direct translation	5	3%

Authoring

5. Translation transformations used

Translation transformations are tools used by translators to adapt a text in the process of translation from one language to another, while preserving the meaning, style and intention of the original. The main types of transformations applied while proper names translation of the novel include permutation, substitution, decompression, and compression. These techniques help to overcome structural and cultural differences between languages ensuring the adequacy of the translation.

Permutation presupposes changing the order of words or phrases in the translation compared to the original. This is necessary because of the difference in the syntactic structures of the languages. Thus, in the following examples the translator changes the order of words to preserve the naturalness of expression in the target language: *Weasley Twins – Близнюки Візлі, Godric's Hollow – долина Годрика, Railview Hotel Cookworth – Готель "Рейлв'ю", Eeylops Owl Emporium – Совиний Торговельний Центр Айлопс, "Drubble" Chewing Gum – Жуйка "Друбл", Surrey County – Графство Суррей. (Rowling, 2018; Rowling, 2017)*.

Substitution involves the use of a different linguistic unit in place of the original ones to convey the same meaning. This can be the replacement of parts of speech, grammatical structures or lexical items. For example, the English word *'potatoes'* can be translated into Ukrainian as '*картопля*'; here, the plural form is changed to the singular one. Or, a part of the sentence may be changed: '*was offered **another** post*' – '*мені запропонували **нову** посаду*'.

Examples from the novel: *You-Know-Who – Відомо-Хто, Hogwarts Express – Гоґвортський експрес, Dudleykins – Дадичок, Fat Lady – Гладка Пані (Rowling, 2018; Rowling, 2017)*.

Decompression is the introduction of additional words or phrases into a translation that are not present in the original but are necessary for clarity or grammatical correctness in the target language. For example, '*Therefore, please note*' – '*Тому зверніть увагу на наведені нижче вказівки*'.

Examples from the novel: *Eeylops Owl Emporium – Совиний Торговельний Центр Айлопс (Rowling, 2018; Rowling, 2017)*.

Compression is the omission of certain elements of the original, which are superfluous or have no equivalent in the target language, in the translation. This can be justified by differences in stylistic norms or by avoiding excessive detail. For example, the English '*He nodded his head in agreement*' can be translated as '*Він кивнув на знак згоди*' where the word 'head' is omitted as it is clear from the context in Ukrainian.

Examples from the novel: *Railview Hotel Cookworth – Готель «Рейлв'ю», One Thousand Magical Herbs and Fungi – Тисяча магічних трав і грибів, You-Know-Who – Відомо-Хто (Rowling, 2018; Rowling, 2017).*

These transformations application requires to have a deep understanding of both languages, cultural contexts and text specifics. The choice of a particular transformation depends on many factors, including the genre of the text, the target audience, and the communicative purpose of the translation. It is important that the translation not only conveys the meaning of the original accurately but also sounds natural and is understandable to speakers of the target language.

In addition, translators often combine several transformations at the same time to achieve the best possible result. For example, permutation may be accompanied by substitution or decompression in order to maintain the stylistic integrity and accuracy of the translation. Thus, a translator's skill is manifested in the ability to apply various transformations flexibly, adapting the text to the norms and peculiarities of the target language.

6. Conclusions

In the process of analysis of proper names in the novel "Harry Potter and the Philosopher's Stone" more than one hundred and fifty proper names were analysed. They can be categorised into anthroponyms, toponyms, chrematonyms, ergonyms and zoonyms. Anthroponyms predominate in the novel, which is due to the large number of characters.

The scientific literature on translation studies emphasises the difficulty of rendering proper names in fiction texts due to cultural, linguistic and semantic differences between languages. Translators are faced with the need not only to find equivalents for realias that may not exist in the target language but also to convey their national and cultural flavour.

The analysis of rendering proper names from the novel into Ukrainian (performed by V. Morozov) shows that the most common methods used by the translator are calquing, transcription, transliteration, adaptation, direct translation, and transposition. In his translations, Volodymyr Morozov most often uses transliteration method (51%). This method of translation prevails in almost all categories of proper names. When dealing with chrematonyms, V. Morozov most often applies calquing.

V. Morozov uses various translation transformations, such as substitutions, permutation, decompression and compression. This allowes him to preserve the charming atmosphere of the original and adapt the text for the Ukrainian reader. His translation is an example of high professionalism and deep understanding of both the original and the Ukrainian language.

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CREATION OF AN INCLUSIVE VIRTUAL EDUCATIONAL ENVIRONMENT UTILIZING ARTIFICIAL INTELLIGENCE TECHNOLOGIES

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Summary

The article provides a comprehensive analysis of the role of artificial intelligence (AI) in modern education. The authors explore how AI can be used to automate routine tasks of teachers, create personalized curricula for each student, create an adaptive learning environment, and provide effective feedback. It has been established that inclusion is an integral part of the educational policy of many countries, including Ukraine. However, despite significant achievements, inclusive education still faces a number of challenges related to insufficient funding, lack of proper training of teaching staff, and stereotypes about people with disabilities. Nevertheless, inclusive education remains one of the priority areas of development of modern education, as it contributes to the creation of a more just and inclusive society.

It is noted that the introduction of AI in education requires addressing a number of challenges related to cybersecurity, personal data protection, development of appropriate pedagogical models, and consideration of potential social consequences, such as increased inequality of access to quality education.

The study found that the cooperation of educational institutions with the artificial intelligence industry opens up new opportunities for modernizing curricula and preparing students with special educational needs to meet the rapidly changing requirements of the labor market.

Key words: educational process, inclusion, special educational needs of students, higher education institutions, artificial intelligence.

1. Introduction

Inclusion, as a principle of equal opportunities for all, is one of the fundamental principles of a modern democratic society. Its importance has especially increased in the context of globalization and integration. In education, inclusion involves creating an educational environment that would allow every student, regardless of their special educational needs, to develop and succeed. This principle is enshrined in many international documents and is reflected in national education development strategies, including in Ukraine.

The principle of inclusion in education is one of the fundamental principles of a modern democratic state; it is enshrined in a number of international documents, including the UN Convention on the Rights of Persons with Disabilities, and is reflected in the national legislation of Ukraine. Article 24 of the Constitution of Ukraine guarantees equality of all citizens under the law, and the Law of Ukraine "On Education" defines inclusive education as a priority area of state policy. Strategic documents, such as the Strategy of National Policy for the Development of Education in Ukraine, also emphasize the importance of creating an inclusive educational environment for all students, regardless of their special educational needs.

The analysis of scientific papers leads to the conclusion that artificial intelligence opens up new horizons for the development of inclusive education. The use of technologies such as adaptive learning systems, voice assistants, and facial recognition technologies allows for the creation of an individualized educational environment that takes into account the diverse needs of students at all levels of education *(Sadovyj, 2023)*. This contributes to improving the quality of education and provides equal opportunities for all. However, it is worth noting that the introduction of AI in education requires addressing a number of ethical issues related to the protection of personal data and ensuring the safety of students. Therefore, further research in this area is necessary to develop effective and safe solutions.

2. Analysis of publications and the purpose of the study

The problem of inclusive education in higher education institutions is becoming increasingly relevant. Research in this area is conducted by such scholars as K. Bortun, A. Kolupaieva, A. Polichronidi, L. Yatseniuk, R. Kozak, and others. At the same time, the rapid development of artificial intelligence technologies, which is being studied by Michurin M., Kviatkovska A., Kotenko N., Kibenko L., Spirin O., Osadcha K. and others, opens up new prospects for improving inclusive practices. Although inclusive education is recognized as an important goal *(UNICEF, 2014; UNESCO, 2023),* its implementation is associated with a number of challenges. As noted by Jury A. et al. (2023), educators need to constantly work to overcome their own prejudices and stereotypes in order to ensure inclusive education. At the same time, Poluchtovych T., Tsurik M., Linnik B. (2023) emphasize that the involvement of all stakeholders – teachers, parents, professionals – is a key factor in the success of inclusive initiatives.

Despite the significant potential of artificial intelligence in the context of inclusive education, the issue of its application in higher education institutions remains insufficiently researched. Inclusion and artificial intelligence are relatively new areas of research that require further development, and today there is a tendency to integrate these two areas of research, which contributes to the development of innovative solutions to create a more accessible and high-quality educational environment.

3. Synthesis of inclusion and AI: new opportunities for learning

The idea of inclusive education, which emerged in the 1990s, has gradually transformed from an experimental approach to one of the key paradigms of modern education. Today, inclusion is an integral part of the educational policy of many countries, including Ukraine. However, despite significant achievements, inclusive education still faces a number of challenges related to insufficient funding, lack of proper training of teaching staff, and stereotypes about children with special needs. Nevertheless, inclusive education remains one of the priorities for the development of modern education, as it contributes to a more just and inclusive society.

As noted in the study *(Peven, 2023):* "Inclusive education, based on the principles of equality, justice and respect for diversity, is a key element of a democratic society. It involves creating learning environments that allow every child to develop their abilities and achieve success, regardless of their individual characteristics". Inclusion is especially relevant in the context of children and youth education, as it is during this period that a personality is formed and the foundations for successful adaptation in society are laid. However, the implementation of the inclusion principle requires significant efforts from the state, educational institutions and the public.

Every year, virtual assistants, automated systems, and other technological innovations are integrating into the educational process, transforming traditional teaching methods. In this context, there is a need to carefully study and evaluate the impact of artificial intelligence on the educational sphere, as well as to consider the opportunities and challenges it brings with it *(Kotenko, 2023).* It is worth noting that creating an electronic inclusive educational environment is a complex and multifaceted task that requires a comprehensive approach. It is necessary not only to develop new technological solutions but also to ensure their integration into the existing education system. In addition, it is important to take into account the diverse needs of people with disabilities and ensure that these technologies are accessible to everyone. The implementation of such projects requires significant financial resources, as well as close cooperation of specialists from different fields: teachers, psychologists, engineers, and others *(Marchenko, 2023).*

The analysis of scientific research and pedagogical observations leads to the conclusion that artificial intelligence has great potential for creating a more inclusive educational environment. Adaptive learning systems can provide an individualized approach to each student, regardless of their special needs. Voice assistants and text translation programs can help students with visual or hearing impairments, and speech recognition systems can help students with writing difficulties, Augmented reality applications can increase accessibility by providing virtual support and additional information. For example, augmented reality can offer sign language interpretation or display additional information related to classroom activities; artificial intelligence can be a valuable assistant for educators, especially when working with students with emotional difficulties. Emotion recognition tools allow educators to better understand what their students are feeling and adjust their working methods accordingly, creating a more empathetic and inclusive educational environment.

Summarizing the above, we can say that artificial intelligence is transforming education, making it more accessible and effective for all students, regardless of their special needs. Technologies such as adaptive learning platforms, speech recognition systems, and augmented reality open up new opportunities for personalizing learning, creating an inclusive educational environment, and increasing motivation to learn.

4. Disadvantages of using AI

Based on the analysis of a wide range of sources and scientific works on the problem under study, we will highlight the main disadvantages of introducing artificial intelligence into an inclusive educational environment:

1. The use of artificial intelligence in inclusive education carries certain risks associated with algorithmic bias. There is a threat that machine learning models may perpetuate existing inequalities and discrimination in the educational process.

2. The digital divide is a serious obstacle to realizing the potential of artificial intelligence in inclusive education, as not all students have equal access to the digital technologies needed to use innovative educational tools.

3. Security and privacy. Developers and implementers of artificial intelligence systems in education are responsible for ensuring the security and confidentiality of students' personal data. Collecting and analyzing large amounts of data requires the development of effective information security measures and transparent mechanisms for its processing.

4. Training and digital skills of teachers Successful implementation of artificial intelligence in inclusive education is impossible without proper training of teachers. Teachers must not only master new technologies, but also understand how to use them effectively to meet the needs of students with special educational needs. However, in practice, it often turns out that teachers need additional training to effectively use new technologies in their work. In addition, it is important that technologies are used to achieve pedagogical goals and not replace traditional teaching methods.

To summarize, the integration of artificial intelligence into inclusive education opens up new opportunities, but at the same time poses complex ethical dilemmas. To ensure the fair and effective use of AI in education, it is necessary to develop clear ethical principles that would regulate the collection, storage, and use of student data, as well as ensure the transparency of algorithms. In addition, it is important to create mechanisms for monitoring and evaluating the impact of AI on the educational process, as well as to develop appropriate training programs to prepare teachers to work with new technologies. Only with a comprehensive approach will we be able to realize the full potential of artificial intelligence to create a more inclusive and effective educational environment.

5. AI tools and technologies for inclusive education

The introduction of artificial intelligence tools, such as *ChatGPT and Poe* chatbot, into the educational process opens up new perspectives for the development of inclusive education. A study published in the Journal of University Teaching and Learning Practice (2024) confirms that the use of chatbots can significantly improve student learning outcomes.

To ensure an inclusive educational environment for students of all levels with special educational needs, it is promising to use adaptive learning systems based on artificial intelligence. An example of such a system is *Squirrel AI,* which, analyzing the individual characteristics of each student, builds a personalized curriculum. This allows to accelerate the learning pace for gifted students by offering them more challenging tasks; slowly but surely progress for applicants who need additional time to master the material; reduce the learning load by focusing on key concepts; increase motivation through a sense of progress and achievement.

Adaptive learning systems such as *ALEKS and Knewton* offer an individualized approach to education. ALEKS, in particular, specializes in the exact sciences (math, chemistry, statistics), creating personalized curricula based on continuous assessment of students' knowledge. Knewton, in turn, uses big data to adapt learning materials to the needs of each student by analyzing their previous results, learning style, and individual strengths.

Microsoft's Immersive Reader is a powerful tool that uses the power of artificial intelligence to create a more inclusive learning environment. Thanks to its speech synthesis, power word split, and translation features, it helps students with various learning disabilities, such as dyslexia, autism, and attention deficit disorder, to more easily comprehend textual information. In addition, Immersive Reader can be useful for applicants who are learning a foreign language or have limited vision. This tool is a vivid example of how technology can be used to create a more accessible and effective educational process.

For educators, *Poe* is becoming a useful tool that simplifies the process of creating and adapting educational materials. Using this chatbot, teachers can quickly generate tasks, text or multimedia materials that meet the individual needs of students.

6. Results of the study

Artificial intelligence has the potential to revolutionize education, especially in the context of inclusion. AI platforms for distance learning can provide equal access to quality education for all learners, regardless of their geographic location, social status, or physical abilities. Adaptive AI-based curricula allow to take into account the individual needs of each student, providing optimal learning conditions. Artificial intelligence, represented by such platforms as IBM Watson Education, SMART Learning Suite, Cognii, and others, is revolutionizing the educational process.

AI offers a wide range of tools for creating an inclusive educational environment. However, to achieve this goal, it is necessary to understand that technology is only one element of a complex puzzle. The effectiveness of using AI depends on many factors, such as pedagogical approaches, organization of the educational process, social context, and individual needs of students. Therefore, to fully realize the potential of artificial intelligence in education, it is necessary to create integrated solutions that take into account both technological and social aspects.

7. Conclusions

The study confirms that artificial intelligence has significant potential to transform the inclusive educational environment. In particular, adaptive learning systems that use machine learning algorithms to analyze large amounts of student performance data allow for the creation of individualized learning paths. This helps to increase student motivation, improve their academic performance, and create a more comfortable learning environment. Collaboration between AI researchers and educators is key to developing effective and inclusive educational solutions. Continuous improvement of AI algorithms based on scientific research, combined with a deep understanding of pedagogical processes, will create tools that not only automate routine tasks but also enhance pedagogical interaction and facilitate individualized learning. Further research should be aimed at developing effective strategies for the above challenges and creating artificial intelligence systems that would foster critical thinking, creativity, and other key competencies necessary for students to succeed in the modern world.

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PSYCHOLOGICZNE CZYNNIKI EDUKACJI RELIGIJNEJ: MECHANIZMY KSZTAŁTOWANIA WIARY

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Adnotacja

Artykuł poświęcony jest psychologicznej analizie wychowania religijnego, jego czynnikom psychologicznym i mechanizmom. Celem niniejszego artykułu jest analiza psychologicznych aspektów wychowania religijnego i edukacji religijnej oraz mechanizmów psychologicznych kształtowania wiary religijnej na przykładzie chrześcijaństwa. Badanie ma na celu: określenie podstawowych fenomenów religijno-psychologicznych stanowiących fundament wychowania i edukacji religijnej; analizę stanu literatury naukowej i teologicznej w zakresie psychologicznych podstaw wychowania religijnego; opisanie rozwoju religijnego jednostki, w szczególności etapów kształtowania myślenia religijnego, tożsamości religijnej i wiary; scharakteryzowanie procesów, czynników i agentów socjalizacji religijnej.

W badaniu zastosowano metody ogólnonaukowe (analiza i synteza, indukcja i dedukcja); analizę teoretyczną literatury psychologicznej, religioznawczej i teologicznej; analizę historyczną i genetyczną; metodę systemową. Badanie opiera się na koncepcjach rozwoju myślenia religijnego, tożsamości i wiary.

W artykule omówiono pojęcia „religijność", „rozwój religijny jednostki" oraz „socjalizacja religijna", które stanowią podstawę psychologicznego rozumienia wychowania religijnego. Stwierdzono, że współczesna psychologia nie zajmuje się bezpośrednio problematyką uzasadnienia edukacji religijnej w oparciu o wiedzę psychologiczną. Badania psychologiczne dotyczące edukacji religijnej są ograniczone – modele rozwoju religijnego koncentrują się głównie na podejściu kognitywnym, a badania nad socjalizacją religijną skupiają się na rodzinie i najbliższym otoczeniu.

Szczególną uwagę poświęcono etapom rozwoju religijności, zwłaszcza modelom kognitywnym wyjaśniającym kształtowanie światopoglądu religijnego u dzieci i młodzieży. Analizowane są czynniki sprzyjające bądź utrudniające proces socjalizacji religijnej. Wyniki badań potwierdzają, że wiara religijna kształtuje się pod wpływem zarówno czynników kognitywnych, jak i społeczno-psychologicznych. Socjalizacja religijna jest procesem wieloczynnikowym – głównym agentem socjalizacji jest rodzina, jednak jej rola maleje wraz z wiekiem, ustępując miejsca wpływowi kultury, edukacji, rówieśników, mediów oraz wspólnot religijnych.

Słowa kluczowe: psychologia religii, religijność, rozwój religijny osobowości, socjalizacja religijna, myślenie religijne, tożsamość religijna, chrześcijaństwo.

1. Wstęp

Problem kształtowania osobowości religijnej ma wiele wymiarów. Badania religioznawcze i teologiczne zwracają uwagę na to, w jaki sposób religijność jest przekazywana z pokolenia na pokolenie oraz jaką rolę w tym procesie odgrywają instytucje religijne. Pedagogika

religijna rozważa metody nauczania, które prowadzą do ugruntowania wiary wierzących. Aby w pełni zrozumieć proces kształtowania religijności i wychowania religijnego, konieczne jest badanie psychologicznych mechanizmów kształtowania osobowości wierzącego.

Celem artykułu jest analiza psychologicznych aspektów wychowania religijnego i edukacji religijnej oraz zbadanie mechanizmów psychologicznych kształtowania wiary religijnej na przykładzie chrześcijaństwa.. Zadania badawcze obejmują: określenie podstawowych fenomenów religijno-psychologicznych leżących u podstaw wychowania religijnego i edukacji religijnej; analizę stanu literatury naukowej i teologicznej dotyczącej psychologicznych podstaw wychowania religijnego; opis religijnego rozwoju osobowości, w tym etapów kształtowania myślenia religijnego, tożsamości religijnej i formowania wiary; scharakteryzowanie procesów, czynników i agentów socjalizacji religijnej.

W celu realizacji zamierzonych celów i zadań zastosowano kompleks metod: ogólnonaukowe (analiza i synteza, indukcja i dedukcja); analizę teoretyczną literatury psychologicznej, religioznawczej i teologicznej; analizę historyczną i genetyczną; metodę systemową.

2. Kluczowe pojęcia w psychologicznym badaniu wychowania religijnego

Psychologiczna analiza wychowania religijnego powinna opierać się na podstawowych pojęciach, takich jak „religijność", „rozwój religijny osobowości" oraz „socjalizacja religijna".

Religijność ma wiele definicji; łączy je zrozumienie tego zjawiska jako subiektywnego wymiaru religii. Współczesna religijność jest determinowana przez zjawiska trzech typów: mega-, makro– i mikropoziomowe *(Dudar, 2002)*. Megapoziomowe (ogólnoświatowe, w szczególności globalizacja światowa, postęp naukowo-techniczny, globalny kryzys ekologiczny itp.) i determinanty makropoziomowe (na poziomie kraju, regionu, w szczególności konflikty między wyznaniami, cechy etnopsychologiczne itp.) w całości tworzą warunki do powstania i istnienia współczesnej religijności. Połączenie tych zjawisk wraz z indywidualnymi cechami ludzkiej kondycji (samotność, kryzys samoidentyfikacji, poszukiwanie sensu i celu egzystencji, chęć samorealizacji itp.) determinuje kształtowanie religijności na poziomie mikro, tj w psychologii jednostki.

Religijność na poziomie jednostki można rozpatrywać jako zjawisko psychologiczne, w którym religia jest subiektywnie odzwierciedlana poprzez tworzenie indywidualnie unikalnego zestawu wiedzy, uczuć i zachowań religijnych.

Kategoria *rozwoju osobowości religijnej* w rozumieniu psychologicznym odzwierciedla proces kształtowania religijności od dzieciństwa do dorosłości; dla pedagogów religii, teoretyków rozwoju religijnego ta dziedzina ma szczególne znaczenie. Badania rozwoju religijnego obejmują badanie osobliwości formowania się różnych formacji psychologiczno-religijnych (wiary, myślenia religijnego, tożsamości religijnej itp.) na różnych etapach dorastania. Na przykład model rozwoju wiary Fowler (1991) sugeruje, że świadomość religijna rozwija się przez całe życie i można ją podzielić na 6 etapów, od prymitywnej i niezróżnicowanej świadomości religijnej do etapu „oświecenia". Każdy etap jest skorelowany z określonym wiekiem rozwoju poznawczego, jego cechami i czynnikami, które są warunkiem wstępnym do przejścia na kolejny poziom *(Fowler, 1991, p. 31)*.

Socjalizacja religijna to proces wchodzenia w tradycję religijną, opanowanie doktryny religijnej, zasad i norm zachowania, który w dużej mierze jest uwarunkowany szczególnymi cechami konkretnej kultury religijnej. We współczesnych przedstawieniach jest to proces związany z przyjęciem przekonań i modeli zachowań religijnych *(Klingenberg, Sjö, 2019)*.

Zrozumienie treści socjalizacji religijnej wiąże się przede wszystkim z faktem, co jest priorytetem – strona rytualna, organizacyjna czy doktrynalna. W krajach zachodnio-chrześcijańskich

podstawą życia religijnego jest nauka wiary, wiara w jej prawdę *(Dollimore, 1984)*. W regionach wschodnio-chrześcijańskich pierwszeństwo mają rytuały, życie kościelne, udział w nabożeństwach i sakramentach *(Dudar, 2002)*. Z powodu tych różnic rozumienie socjalizacji religijnej jest zróżnicowane. Współcześni zachodni badacze postrzegają przejaw religijności przede wszystkim jako szczególny sposób postrzegania świata, zestawienie się z nim, a zatem religijną socjalizację rozumieją jako wprowadzenie w warunki istnienia nadprzyrodzonego, czyli przekształcenie człowieka w podmiot wierzący. Prawosławna wiara zaczyna się od obrzędu, dlatego z jej punktu widzenia socjalizacja religijna to włączenie do Kościoła, stawanie się członkiem parafii, wspólnoty wpisanej w ramy etnokonfesyjne.

Analiza kształtowania się problematyki psychologii religii pokazuje, że ten obszar badań jest zbiorem różnych podejść, które zmieniają się w zależności od rozwoju społeczeństwa, religii i nauki. Badania problemów na styku pedagogiki i psychologii religijnej nie było popularne; były one głównie rozważane w czasie powstania psychologii religii jako niezależnego kierunku naukowego, gdy z jednej strony psychologia religii próbowała rozwiązać stosowane problemy, w tym edukacyjne, z drugiej strony, była obszarem niezróżnicowanej wiedzy. Rozwój wiedzy psychologicznej o religii wiązał się z jej pogłębianiem i różnicowaniem, co doprowadziło do identyfikacji poszczególnych obszarów badawczych, w szczególności do ukształtowania pola badań struktury psychologicznej i czynników religijności, cech psychologicznych i etapów rozwoju religijnego, cech interakcji i wpływu podczas socjalizacji religijnej.

3. Rozwój religijny osobowości: myślenie religijne, tożsamość religijna, kształtowanie wiary

Wśród badań psychologicznych można wyróżnić kilka, które wniosły kluczowy wkład w wyjaśnienie rozwoju religijnego osobowości jako podstawy do zrozumienia wychowania religijnego. Należą do nich prace G. S. Halla, J. Piageta, R. Goldmana, D. Elkinda.

Znaczący wpływ na psychologiczne rozumienie procesu rozwoju religijnego miał ***Stanley Hall*** (1844–1924), który zaproponował koncepcję rekapitulacji i prawo biogenetyczne *(Hall, 1882)*. Opracowanie „zasad psychogenetycznych" dało nowe podstawy dla wychowania religijnego przy jednoczesnym zachowaniu tradycyjnych wartości. Dla Halla religijność była naturalnym składnikiem życia wewnętrznego człowieka, a religia była środkiem jej najbardziej pełnego rozwoju.

Następnie badania psychologiczne, które można uznać za przydatne w edukacji religijnej, zostały przeprowadzone w kierunku psychologii poznawczej ***Jeana Piageta*** (1896–1980). Sam Piaget nie badał specjalnie rozwoju religijnego, ale jego koncepcja została przyjęta przez wielu autorów i była stosowana w różnych dziedzinach badań psychologicznych, w tym w rozwoju wiary i religii.

Myślenie religijne jako zdolność dzieci do rozumienia idei religijnych jednym z pierwszych zbadał ***Ronald Goldman*** (1968–1994). Twierdził, że myślenie religijne nie różni się pod względem sposobu i metody od myślenia niereligijnego i dlatego dzieli się na te same etapy rozwoju *(Goldman, 1965)*. Wskazując na symboliczny charakter myślenia religijnego, uważał je za myślenie koncepcyjne. ***Myślenie religijne*** rozwija się zgodnie z pewnymi wzorcami. W przypadku religii dzieci zaczynają korzystać z operacji myślowych od piątego roku życia, choć często są one zniekształcone; następnie w średnim dzieciństwie idee religijne nabierają postaci materialistycznej i fizycznej; w późnym dzieciństwie i okresie dojrzewania u dzieci rozwijają się określone formy myślenia *(Goldman, 1964)*. Około trzynastego roku życia zmienia się myślenie religijne, gdy idee i relacje są przedstawiane w bardziej abstrakcyjny sposób, co

ułatwia zrozumienie religii. Pomimo to na rozwój myślenia religijnego silnie wpływają zdolności umysłowe i wiek umysłowy, które można określić za pomocą testu na IQ.

Badania nad rozwojem tożsamości religijnej i modlitwy przeprowadził **David Elkind** (1931–…). Zakładając, że religijność jest możliwa dzięki rozwojowi poznawczemu, postulował, że różne poznawcze procesy rozumienia religii pojawiają się na różnych etapach rozwoju dzieci *(Elkind, 1978)*. Elkind dzieli religię na osobistą i instytucjonalną. Religia osobista odnosi się do emocji, wyobrażeń i postaw, które dziecko przejawia podczas interakcji z ludźmi, przyrodą i otaczającymi je zwierzętami. Religia instytucjonalna zapewnia rozwiązanie problemów adaptacji jako wyniku interakcji człowiek-środowisko. Religia osobista nie mieści się w analizie naukowej, dlatego Elkind postawił sobie za cel stopniową rekonstrukcję religii instytucjonalnej (wierzeń, praktyk i dogmatów utrwalonych w religii) w procesie rozwoju poznawczego. Opierając się na studiach poglądów religijnych dzieci różnych wyznań: żydowskiej, katolickiej i protestanckiej gałęzi chrześcijaństwa, zaproponował koncepcję tożsamości religijnej, czyli sposób, w jaki dziecko kształtuje ideę przynależności religijnej.

Fritz Oser badał zmiany w świadomości religijnej i doszedł do wniosku, że istnieją zasadnicze różnice między dorosłymi i dziećmi w interpretacji ludzkiej egzystencji z perspektywy religijnej *(Oser & Gmunder, 1991)*. Kształtowanie sądów religijnych próbował zmierzyć Fritz Oser. Badając zmiany w świadomości religijnej, doszedł do wniosku, że „w interpretowaniu ludzkiej egzystencji z religijnego punktu widzenia istnieją fundamentalne różnice między dorosłymi a dziećmi" *(Oser, Gmunder, 1991)*. Rozwój myślenia religijnego wiąże się z kształtowaniem **sądów religijnych**. Oser zidentyfikował pięć etapów ich rozwoju i odniósł się do szóstego etapu. Do 8 roku życia (etap 0) dzieci nie są w stanie odróżnić różnych sił poza sobą. Etap 1 (8–9 lat) charakteryzuje się absolutną heteronomią religijną. Etap 2 (9–11 lat) – Bóg jest postrzegany jako zewnętrzny, ale może zależeć od dobrych uczynków, obietnic i ślubów. Ludzie na etapie 3 zachowują absolutną autonomię, ponieważ uważają Boga za „esencję poza ludzkim królestwem", ten etap można zaobserwować zarówno we wczesnym okresie dojrzewania, jak i u osób starszych. Etap 4, który występuje głównie u starszych nastolatków, jest pośrednią autonomią, gdy ludzie postrzegają się jako wolni i odpowiedzialni, ale teraz wolność jest związana z Ostatecznością. Na tym etapie aktywność społeczna staje się religijną formą życia. Etap 5 jest zorientowany na intersubiektywność religijną i autonomię. Etap 6 został opracowany bez podstaw empirycznych; niewiele osób go osiąga – jest to „maksymalna możliwa struktura myślenia świadomości religijnej", jej orientacja „dąży do uniwersalnej komunikacji i solidarności" *(Oser, Gmunder, 1991, p. 10)*.

Rozważane badania rozwoju religijnego zostały oparte na teorii poznawczej Piageta. **Victor Korniejczuk** (1993) zauważa, że tworzenie modelu rozwoju religijnego, oprócz prostego zrozumienia poznawczego, nadal stanowi problem. Rozwój religijny wymaga coś więcej, niż poznawcze zrozumienie treści religijnych. Przebieg rozwoju religijnego głęboko wierzących ludzi może różnić się od opisanego w badaniach, ponieważ dorastają w swoim środowisku religijnym, przyjmując biblijne nauczanie za swoje źródło wiary. Proponuje rozważyć etapy rozwoju religijnego na przykładzie formowania się koncepcji zbawienia u protestanckich dzieci i młodzieży. Jednak zaproponowany przez niego model zachowuje etapy i konstrukcje teoretyczne, podobnie jak teoria Piageta, uległa zmianie tylko charakterystyka każdego etapu.

Specyfikę rozwoju poznawczego u dzieci i nastolatków protestantów, którzy dorastają w środowisku religijnym, przyjmując nauki biblijne za swoje źródło wierzeń, rozważa Korniejczuk (1993) na przykładzie rozwoju **koncepcji zbawienia**. W okresie „przedoperacyjnym" (od 2 do 6-7 lat) elementy zbawienia są postrzegane intuicyjnie, dzieci w tym wieku mają spontaniczną i bezwarunkową wiarę w zbawienie. W „konkretnym" okresie (od 6–7 do 11–12 lat)

dzieci mogą łączyć różne fragmenty informacji i opracowywać proste schematy procesu zbawienia, ich wiara w zbawienie nie jest już tak spontaniczna i bezwarunkowa, mają pewne pytania i wątpliwości dotyczące wybaczenia i gotowości. W okresie „formalnym" (11–12 lat lub więcej) niektóre dzieci mogą myśleć abstrakcyjnie, stosować logikę interpozycyjną i radzić sobie z sytuacjami hipotetycznymi. Niektóre elementy rozwoju nie są związane z wiekiem i nie są spowodowane rozwojem poznawczym, oparte są na czynnikach edukacyjnych i środowiskowych (wsparcie emocjonalne rodziny, jakość edukacji religijnej, cechy osobowości).

Proces edukacji religijnej wiąże się nie tylko z procesami poznawczymi, ale także z **dynamiką osobowości**. Indywidualna religijność wiąże się z kształtowaniem **tożsamości religijnej** osoby, to znaczy ze zrozumieniem i akceptacją przynależności religijnej. Na początkowym etapie (5–7 lat) dzieci charakteryzują się niezróżnicowanym myśleniem i wyobrażeniami na temat przynależności religijnej, one nie są w stanie rozróżnić ludzi różnych wyznań *(Elkind, 1978)*. W drugim etapie (7–9 lat) dzieci mają już dostatecznie konceptualizowaną tożsamość religijną, mają już wyobrażenia o specyficznych cechach przedstawicieli różnych wyznań. I wreszcie, na trzecim etapie (9–11 lat) cechy religijne zostają zinternalizowane, a uwaga dziecka jest skierowana do wewnątrz, na niego samego. Dziecko szuka potwierdzenia swojej przynależności religijnej poprzez swoje własne przekonania i wierzenia, i w końcu zaczyna odnosić się do określonego wyznania.

Z powstaniem tożsamości religijnej korelują etapy kształtowania się **praktyk modlitewnych**. W rozwoju modlitwy Elkind (1978) wyodrębnił trzy główne etapy, na których dzieci konstruują nową koncepcję modlitwy, która nie jest ani w pełni zbadana, ani znajoma, ani całkowicie spontaniczna. Proces tworzenia modlitw przez dzieci jest ciągły, i kolejne formy modlitwy stopniowo zbliżają się do tych, które stosują dorośli. Wreszcie koncepcje modlitwy, do których przychodzą dzieci, zawsze odzwierciedlają interakcję aktywności umysłowej i doświadczenia. Na każdym etapie rozwoju koncepcja modlitwy dziecka jest twórczym produktem myśli współdziałający z doświadczeniem.

Celowy edukacyjny proces religijny nie jest związany z nagłym „wglądem" charakterystycznym dla nawrócenia religijnego w wieku dorosłym, ale ze stopniowym **formowaniem się wiary**, która ma swoją własną sekwencję i cechy wiekowe. Dla Fowlera (1991) *pierwotna wiara* kształtuje się na podstawie relacji z rodzicami i innymi osobami jeszcze przed pojawieniem się mowy u dziecka. Od trzech do siedmiu lat dzieci wykazują *intuicyjno-projekcyjną wiarę*, która charakteryzuje się produktywnymi procesami wyobraźni wypełnionymi fantazjami i budzeniem emocji moralnych. Stadium wiary *mityczno-literalnej* zbiega się mniej więcej z latami szkoły podstawowej, w tym wieku wiara przybiera formę historii, dramatu lub mitu. W miarę rozwoju konkretnego myślenia operacyjnego logika dzieci zaczyna oddzielać rzeczywiste i rzeczywiste od fantazji i przekonań. Stadium *syntetyczno-konwencjonalnej wiary*, kiedy doświadczenie człowieka na świecie zaczyna wykraczać poza granice rodziny, zaczyna nabierać kształtu we wczesnym okresie dojrzewania, wielu dorosłych się na tym zatrzymuje. Kolejne stadium, stadium „demitologizacji", w którym krytycznie oceniane są symbole, rytuały, mity i przekonania, powstaje w późnym okresie dojrzewania i młodości, i aby go osiągnąć, konieczne jest rozpoznanie swojej indywidualności i odróżnienie swojego światopoglądu od poglądów innych. Stadium *wiary koniunktywnej* często pojawia się w połowie życia i obejmuje przyjmowanie i integrację przeciwieństw lub biegunowości w naszym życiu, w przypadku religijnym symbole muszą być ponownie łączone ze znaczeniami pojęciowymi. Ostatnie stadium rozwoju wiary jest charakterystyczne dla kilku wyjątkowych osobowości, które w swojej wierze opierają się na sile jedności z istnieniem lub Bogiem.

Niektórzy badacze obserwują gwałtowny spadek religijności od 15–16 roku życia; sprzeciw wobec wartości „rodziców"; nawrócenie religijne, zmiana wiary *(Spilka, Hood,*

Gorsuch, 1985). Fenomenem tego wieku jest to, że niektórzy umacniają się w swoich przekonaniach religijnych, a niektórzy odchodzą od wiary. Psychologowie tłumaczą to tym, że fizyczne zmiany w okresie dojrzewania, przyspieszenie rozwoju poznawczego i intelektualnego, tworzenie „zintegrowanej tożsamości" i znaczący obraz „ja" prowadzą do polaryzacji, dwóch strumieni dalszego rozwoju religijnego *(Slugoski, Marcia, Koopman, 1984)*. Świecka, nireligijna świadomość jednej z takich grup pozostaje z reguły aż do 60 roku życia, kiedy zainteresowanie religią powstaje już na zupełnie innych podstawach.

Tak więc rozwój religijny jednostki jest stopniowym i dynamicznym procesem, obejmującym kształtowanie myślenia religijnego, tożsamości oraz wiary. Badania wskazują, że jest on ściśle powiązany z rozwojem poznawczym i przebiega przez określone etapy. W wieku dojrzewania można zaobserwować zarówno umocnienie, jak i odrzucenie wiary, co wynika ze zmian psychologicznych. Na ten proces wpływają także czynniki społeczne i osobowościowe. Zrozumienie tych prawidłowości jest kluczowe dla skutecznej edukacji religijnej.

4. Socjalizacja religijna: procesy, czynniki, agenci

Zagadnienie psychologicznych podstaw wychowania religijnego opiera się również na badaniach nad socjalizacją religijną. Badania psychologiczne łączą socjalizację religijną głównie z uczeniem się od głównych podmiotów socjalizacji, czyli rodziców lub ich następców.

Większość badań pokazuje, że czynnik **rodzinny** ma największe znaczenie w edukacji religijnej. Religijność, postawy religijne, wierzenia są przekazywane dzieciom od rodziców w rodzinie religijnej w ściśle skoncentrowanej, świadomej i nieświadomej formie, będąc częścią mechanizmu przekazywania tożsamości, a zatem wpływ rodziców nie tylko we wczesnym wieku, ale także w okresie dojrzewania, jest silniejszy niż wpływ znaczących innych, rówieśników, nauczycieli, mediów itp. Według niektórych psychologów identyfikacja z wiarą rodziców jest automatycznym mechanizmem psychologicznym, podobne podejście do religii jest wskaźnikiem nieświadomego procesu postrzegania idei religijnych we wczesnym dzieciństwie *(Tyrell, 1998)*.

Zgodnie z tradycją psychoanalityczną obraz Boga u dziecka kształtuje się na podstawie obrazu ojca; istnieją jednak teorie psychologiczne, w których wiodące miejsce w analizie wczesnego dzieciństwa przypada nie ojcu, lecz matce. Erik Erikson zasugerował, że religia wiąże się z podstawowym zaufaniem, i to uczucie jest konstruowane przez matkę, ponieważ we wczesnych etapach rozwoju najważniejsza dla psychiki dziecka jest możliwość usuwania niepokoju, a to uczucie w duszy dziecka jest związane z matką *(Ericson, 1963)*. Ana-Maria Rizzuto uzasadniła swój model tworzenia obrazu Boga: dziecko przemyśla swoje interakcje ze światem poprzez różne reprezentacje, wewnętrzna reprezentacja Boga jest konsolidacją odmiennych reprezentacji w złożone struktury, które odzwierciedlają relację z matką jako pierwszym Znaczącym Innym. Proces tworzenia obrazu Boga jest procesem integracyjnym, który pozwala jednostce zdobyć integralność niezbędną „do utrzymania sensu bycia sobą" *(Rizzuto, 1979)*.

Formowanie się różnych rodzajów religijności zależy od **relacji w rodzinie** – między ojcem a matką, między dziećmi a rodzicami. Zgodnie z pomysłami Fromm, Adorno i innych psychologów społecznych, relacje między rodzicami a dziećmi oparte są na autorytaryzmie, co wyraża się w naleganiu na spełnienie tradycyjnych wymagań i warunków ustalonych przez społeczeństwo, z poszanowaniem autorytetów. Nadużycie władzy rodzicielskiej wpływa w różny sposób na dziewczęta i chłopców: jeśli chłopcy pod presją mogą odczuwać rozczarowanie wartościami religijnymi, to dziewczęta, wręcz przeciwnie, doświadczywszy depresji, akceptują je, choć odbywa to się na tle zatwierdzenia ogólnego negatywnego nastroju i bierności. Dziewczynka łatwiej rozczaruje się Bogiem lub wyznaniem, kierując się wewnętrznymi motywami *(McGrath, 1990)*.

Niewątpliwie rodzice nadal odgrywają znaczącą rolę w orientacji religijnej swoich dzieci, wpływając codziennie na treść i głębię przekonań religijnych młodego pokolenia.

Chociaż wpływ rodziny ogólnie ma kluczowe znaczenie w kształtowaniu się indywidualnej religijności, absolutyzacja jej roli może doprowadzić do tego, że socjalizacja religijna będzie bardzo wąsko rozumiana. Co więcej, takie podejście nie może wyjaśnić formowania się poglądów, przekonań i zachowań religijnych u tych, którzy dorastają w rodzinach niereligijnych lub nisko religijnych.

Badania wskazują również na rolę źródeł edukacji religijnej młodych ludzi. Rola rodzin i wspólnot religijnych jako „duchowych wzorców do naśladowania" jest bardzo ważna, ale jednocześnie upadek instytucji religijnych w wielu krajach zachodnich sugeruje, że skupienie się tylko na tych czynnikach socjalizacji ograniczy zrozumienie edukacji religijnej we współczesnym kontekście *(Klingenberg, Sjö, 2019)*. Nacisk na wzorce duchowe może poszerzyć zakres potencjalnych czynników socjalizacji, z których rzeczywiście młodzi ludzie się uczą.

Teorie socjalizacji zwykle przeceniają stopień adaptacji młodych ludzi do ich środowiska, a zależność od środowiska niekoniecznie oznacza brak niezależnych sądów *(Klingenberg, Sjö, 2019)*. Dorastanie i dorosłość są uważane za główne okresy do refleksji na tematy religijne i duchowe oraz szukania własnego zdania na te tematy.

Rozważmy te ***czynniki*** psychologiczne i społeczno-psychologiczne, które wpływają na kształtowanie świadomości religijnej zachowań religijnych dzieci i młodzieży.

Najważniejszym czynnikiem przyczyniającym się do kształtowania religijności jest ***wpływ rodziców*** i starszego pokolenia krewnych, którzy mają świadomość religijną, których wiara jest atrybutem ich życia, reguluje ich społeczne i codzienne zachowanie, stanowi rdzeń moralny w pokonywaniu trudnych sytuacji życiowych. Środowisko religijne i związane z nim trwałe tendencje religijne są ważnym powodem, dla którego dzieci angażują się w religię, sprawując w tym samym czasie kontrolę nad ich zachowaniem i edukacją.

Bardzo ważnym, porównywalnym do religijności rodziców, czynnikiem przyczyniającym się do socjalizacji religijnej w okresie dojrzewania jest obecność lub brak ***doświadczenia***, które można odnieść do religijnego lub podobnego do niego *(Francis, Greer, 1993)*. Podobne doświadczenie mogą uzyskać dzieci różnych wyznań w przypadku ich uczestnictwa w rytuałach religijnych *(Garrison, 1984)*.

W starszym okresie dojrzewania na kształtowanie się religijności wpływają niektóre cechy wiekowe. ***Maksymalizm młodzieży i reakcje grupowania się*** z rówieśnikami, a także sprzeciw wobec wpływu rodziców i pedagogów, ogólne niezadowolenie młodzieży z otaczającej rzeczywistości może prowadzić do zainteresowania ekstremistycznymi ruchami religijnymi, do przejawu nietolerancji wobec przedstawicieli innych wyznań. Innym ważnym czynnikiem jest ***tendencja młodych ludzi do poszukiwania norm religijnych*** jako uniwersalnego mechanizmu kulturowego, regulującego aktywność społeczną i osobistą, który realizowany jest poprzez znajomość religii, w szczególności opanowanie literatury religijnej.

Niektóre prace teologiczne zwracają uwagę na psychologiczne aspekty wychowania jako ***procesu celowej socjalizacji religijnej***.

Zasady psychologiczne wprowadził do procesu edukacji religijnej **George Albert Coe** (1862–1951). Jako inicjator utworzenia Stowarzyszenia Edukacji Religijnej (REA), Coe uważał za główne cele wprowadzenie ideału religijnego do edukacji ogólnej i wprowadzenie postępowej pedagogiki do edukacji religijnej *(Archibald, 2010)*. Główną zaletą progresywnej edukacji było dla niego uwzględnienie czynników psychologicznych w nauczaniu: orientacja na osobowość ucznia, jego cechy wiekowe i potrzeby edukacyjne; zmiana roli nauczyciela z przekaźnika wiedzy na przywództwo i motywację do działań edukacyjnych; tworzenie interakcyjnego środowiska uczenia się, w którym uczeń i nauczyciel wspólnie szukają sensu.

Odrzucił podstawy tradycyjnej pedagogiki protestanckiej, która polegała na nadprzyrodzonej interwencji, czyli nawróceniu. Nowa edukacja religijna powinna koncentrować się na ciągłości wzrostu religijnego od dzieciństwa przez okres dorastania do dorosłości, zapewniać miejsce do ukierunkowanego uczenia się przez całe życie, wykorzystywać, oprócz Biblii, różne zasoby w programie nauczania i spojrzeć ponownie na wszystkie wartości, ponieważ może to prowadzić do pojawienia się wartości religijnych.

Coe zwrócił uwagę na szczególny wpływ edukacji religijnej na dzieci o różnych typach temperamentu. Uznając, że cztery tradycyjne typy temperamentu – sangwinik, melancholik, choleryk i flegmatyk – stanowią jedynie przybliżoną klasyfikację całego spektrum typów osobowości, skorelował je z klasyfikacją osobowości według dominacji uczuć, woli lub intelektu *(Coe, za: Archibald, 2010)*. Uważał, że kiedy kościół kładzie nacisk na nawróceniu kościelnym, ogranicza on uczniostwo do jednego typu temperamentu i nie czyni go atrakcyjnym dla wszystkich. Doszedł do wniosku, że kościół, koncentrując się na nagłej transformacji w procesie nawrócenia, przekazał troskę o duszę procesowi, którego nie kontrolował, i zaniedbał proces wychowania, którym mógł kierować.

Psychologiczne zasady edukacji religijnej zaproponowane przez Halla (1882) pozostają aktualne na współczesnym etapie. Sugeruje, aby na każdym etapie wiekowym opierać się charakterystycznych dla niego potrzebach, uczuciach i stosować odpowiednie dla nich metody. Na przykład edukacja religijna w dzieciństwie powinna opierać się na pobudzaniu wyobraźni dzieci za pomocą opowieści z Biblii i życia świętych, a także baśni, mitów i legend. W wieku nastoletnim, wieku ekstrawersji i kultu idoli, dominacji emocji strachu, gniewu, zazdrości, nienawiści, zazdrości i zemsty, przydatne będą bohaterskie postacie i dramatyczne wydarzenia przedstawione w Starym Testamencie. W okresie dojrzewania następuje przejście od egocentryzmu do altruizmu, więc zadaniem religii jest wyzwolenie naturalnych impulsów i pomoc dorastającej osobowości w wyborze właściwego kierunku. W tym wieku szczególne znaczenie ma Nowy Testament, nie powinno być miejsca na dogmaty, i tym bardziej na poczucie, że nauka lub filozofia są przeciwne religii.

Jednym z wewnętrznych psychologicznych fundamentów socjalizacji religijnej jest ogólny system wartości, jaki religia oferuje swoim wyznawcom. W ten sposób system aksjologiczny chrześcijaństwa zapewnia wierzącemu zrozumienie miejsca i sensu życia ludzkiego, dużą intensywność przeżyć emocjonalnych i możliwość realizacji zachowań w ramach religijnych *(Pyroh, 2005)*. Wartości chrześcijańskie występują jako regulator zachowań, oferując człowiekowi normy i kryteria oceny oparte na zasadach teocentryzmu i miłości chrześcijańskiej. Wartości religijne łączą się w jedną całość postrzegania i przeżywania rzeczywistości, co implikuje w pewien sposób motywowane i zorientowane zachowanie. Wartości religijne tworzą system z przekonaniami, postawami, normami i innymi elementami, który określa stosunek wierzącego do innych, do grup, do natury, do kultury. Relacje te już obejmują czynniki poznawcze, ekspresyjne i oceniające.

Na poziomie indywidualnym wartości religijne są powiązane z szeregiem zjawisk psychologicznych: szczególnymi stanami emocjonalnymi, potrzebami i motywami religijnymi *(Pyroh, 2006)*. Wartości chrześcijańskie mogą mieć ogromne znaczenie w życiu wierzącego: dawać zrozumie miejsca i sensu życia człowieka, podporządkować jej zachowanie, zwiększyć intensywność życia emocjonalnego. Wartości chrześcijańskie mają istotny potencjał psychoterapeutyczny, ponieważ są zaangażowane w utrzymanie duchowej równowagi jednostki i są środkiem do osiągnięcia stabilności społecznej i psychologicznej.

W procesie socjalizacji wartości mogą być przekazywane przez podmioty działające celowo, świadomie lub nieświadomie, na przykład poprzez demonstrowanie określonych zachowań religijnych lub postaw wobec różnych aspektów życia. Opierając się na wartościach, wyznawcy rozwijają stabilną wewnętrzną religijność, która ma głębokie znaczenie dla wierzącego.

Analiza współczesnych badań nad socjalizacją religijną *(Klingenberg, Sjö, 2019)* określa najważniejsze cechy tego procesu:

− socjalizacja religijna ma różne cechy charakterystyczne w różnych warunkach kulturowych;

− w centralnym miejscu procesu socjalizacji religijnej ma być rozpatrywany podmiot, osoba aktywna, a nie czynniki, które na nią wpływają;

− najintensywniej występuje w dzieciństwie i młodości, ale trwa przez całe życie;

− jej agentami są rodzina, rówieśnicy, edukacja, media, kultura religijna z przewagą roli rodziny i wspólnot religijnych;

− wraz z dorosłością maleje bezpośredni wpływ edukacyjny rodziców jako czynników socjalizacyjnych oraz zwiększa się wpływ czynników kulturowych, religijnych i społecznych, w szczególności mediów;

− rozwój duchowy młodych ludzi następuje poprzez ich obserwację i naśladowanie „wzorców duchowych" w ich otoczeniu;

− młodzi ludzie pod wieloma względami są odpowiedzialni za swoją socjalizację.

Socjalizacja religijna jest zatem złożonym, wieloczynnikowym procesem, który rozwija się przez całe życie, ze szczególnym natężeniem w dzieciństwie, okresie dojrzewania i wczesnej dorosłości. Głównym podmiotem socjalizacji jest rodzina, a szczególnie rodzice, którzy przekazują wierzenia i wartości religijne zarówno świadomie, jak i nieświadomie. Jednak wraz z wiekiem rola wpływu rodzicielskiego stopniowo maleje, ustępując miejsca wpływowi kultury, edukacji, rówieśników, mediów i społeczności religijnych. We współczesnym kontekście, zwłaszcza w społeczeństwach zachodnich, obserwujemy spadek wpływu tradycyjnych instytucji religijnych, co zmusza nas do poszerzenia wiedzy na temat mechanizmów wychowania religijnego.

5. Wnioski

Analiza psychologicznych aspektów wychowania religijnego i psychologicznych mechanizmów kształtowania się wiary religijnej pozwala na wyciągnięcie następujących wniosków:

1. Z punktu widzenia psychologii edukacja religijna można rozpatrywać jako zespół procesów bazujących na psychologicznych i religijnych zjawiskach „religijności", „rozwoju religijnego", „socjalizacji religijnej".

2. Tematy edukacji religijnej w psychologii nie były popularne. Badano je głównie podczas powstania psychologii religii. Rozwój psychologicznej wiedzy o religii doprowadził do powstania badań w dziedzinie rozwoju osobowości religijnej i socjalizacji religijnej. Współczesna psychologia nie zajmuje się konkretnie problemem uzasadnienia edukacji religijnej wiedzą psychologiczną. Badania psychologiczne związane z edukacją religijną mają ograniczenia. W szczególności modele rozwoju religijnego ograniczają się do podejścia poznawczego, a badanie socjalizacji religijnej ograniczają się do badania rodziny i najbliższego otoczenia.

3. Wyniki badań psychologicznych dowodzą, że rozwój religijny człowieka jest procesem postępowym i dynamicznym, obejmującym kształtowanie się myślenia religijnego, tożsamości i wiary, a także powiązanym z rozwojem poznawczym. Na proces ten wpływają czynniki wiekowe, społeczne i osobiste.

4. Badania pokazują, że socjalizacja religijna to wieloczynnikowy proces, który rozwija się przez całe życie, ze szczególnym natężeniem w dzieciństwie, okresie dojrzewania i wczesnej dorosłości. Głównym czynnikiem socjalizacji jest rodzina, jednak rola wpływu rodzicielskiego stopniowo maleje wraz z wiekiem, ustępując miejsca wpływowi kultury, edukacji, rówieśników, mediów i społeczności religijnych. We współczesnym kontekście, zwłaszcza w społeczeństwach zachodnich, jesteśmy świadkami spadku wpływu tradycyjnych instytucji religijnych.

Widzimy perspektywy dalszych badań nad określeniem cech kształtowania się wiary w rodzinach o odmiennych cechach religijności (różne poziomy religijności, różna przynależność wyznaniowa itp.).

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ADVANTAGES AND DISADVANTAGES OF DIGITALIZATION OF HIGHER EDUCATION IN UKRAINE

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Summary

In the global information society, a new economic system is actively being formed – a digital one. The global economy is actively using the advantages of digitization, which replaces old means of electronic communication, and which should be understood as the process of converting various information in all its forms (text, sound, graphics) into a digital format that is understandable modern devices.

The article is devoted to consideration of the advantages and disadvantages of the process of digitization of the educational sphere in Ukraine. The concept of "digitalization", its features and impact on the field of education is studied. The practical significance of the study lies in improving the understanding of the development process of digital transformation, its goals and impact on various areas of the economy. Attention is paid to educational platforms and software products that can be used for blended and distance learning.

Key words: digitalization, development, economy, latest technologies, digitalization, educational platforms, software products.

1. Introduction

In the modern world, the role of new technologies is growing, which is due to the high rate of scientific and technological progress. The progressive globalization of the economy and increased competition in the markets are changing the problems faced by modernity. To meet modern challenges, it is necessary to change quickly using new technologies. As a result of the beginning of the new industrial revolution, radical changes are expected not only from the point of view of increasing operational efficiency and productivity of production factors, but also from the point of view of new business models that bring economic benefits to entrepreneurs, the economy and the society in general. Their basis is the increasing digitization of the modern world, and primarily the sphere of education. Digitization or digital transformation is the process of integrating digital technologies into all aspects of human activity. It is changing the way we work, learn, interact and do business. Thanks to the availability of digital tools, services, digital infrastructures, artificial intelligence, it is possible to ensure economic growth. For this, it is necessary to clearly understand the essence of digitalization, the prospects of its implementation for enterprises in various spheres of the economy, and above all in the sphere of education.

The concept of "digitalization" was studied by such scientists as S. Bern, E. Brynjolfsson, J. Clerk, H. Lutseva, E. McAfee, , T. Honore, F. Squatto, etc.

According to scientists J. Brennen and D. Kriss, the concept of "digitalization" should be considered as "a process of digitization, conversion of analog data into digital form."

In N. Lane's opinion, digitalization is "the convergence of computer and communication technologies on the Internet and the flow of information and technologies that stimulate the development of electronic commerce and large-scale changes in the organizational structure"*(Lane, 1999).*

Researcher O. Abakumenko points out that the concept of "digitalization" should be understood as "the process of converting a certain information field from analog to digital format for easier further use on modern electronic devices"*(Abakumenko, 2016).*

L. Ligonenko considers the concept of "digitalization" as "the process of transferring information into digital form, i.e. converting paper books into electronic ones, photos into images on the screen, etc." *(Lihonenko, 2018).*

Scientist S. Korol believes that "digitalization is the optimization of the search for information using the Internet, the processing of large data sets, the use of artificial intelligence, the Internet of things in production and other components"*(Korol, 2019).*

So, we can conclude that the concept of "digitalization" is primarily defined by scientists as a process aimed at:

− searching, receiving, processing, using, storing and transmitting information in digital format;

− use of digital infrastructures to support this process;

− automation, artificial intelligence and big data analysis to control the digitization process.

2. Digitalization in the field of education: main advantages and disadvantages

As early as 2015, digitalization of education was named one of the main trends in the development of higher education in Europe, although digitalization of education has been taking place for a long time outside the walls of classical higher education institutions.

This is prompted by the socio-economic processes taking place in our society. These include changes in the labor market, fierce technological competition between states, changes in the nature of communication between people, as well as the need for tools for organizing and processing a continuous flow of information. Educational innovations contribute to the creation of the education of the future, overcoming borders between countries, providing access to educational content on the Internet. Thanks to them, the possibilities of learning new languages, learning new cultures, meeting new people, and making virtual trips are increasing. At the same time, increasing the level of critical thinking and acquiring new knowledge becomes important.

With the development and spread of information technologies, modern education is experiencing irreversible changes. With the beginning of the pandemic, and then the beginning of the war, it became especially noticeable how much the modern world has changed.

Classes have turned from classrooms into video chats, paper textbooks have been replaced by digital ones. The main directions of education development at the current stage are:

– speed, that is, the dynamism of cognitive activity, and not the usual accumulation of knowledge, which has now lost its power;

– motivation, i.e. education is necessary to achieve any goals related to material well-being or status improvement, and teachers become more likely coordinators who guide students in online and offline modes;

– availability of information that simplifies the education process;

– interdisciplinary content that requires combining knowledge from various spheres of human life and activity, just as many professions combine many skills and areas of activity *(Jaakkola, 2016)*.

Based on this, various forms of online learning are actively used in the field of education, for example, distance education. The COVID-19 pandemic forced educational institutions to switch to a distance learning format. For this, teachers use various platforms for online learning (Zoom, Googl Meet і т.д.)

As an example of digitalization in education, we can name the replacement of usual methods and forms of learning with Internet technologies: video presentations, learning through special portals, testing, and others.

One of the main advantages of using digital technologies in the learning process is the ability of the teacher not only to control the applied effectiveness of learning, but also the speed at which students master the material, the amount of time spent on a specific task, the level of understanding of new information, etc., while traditional methods of educational control allow only "rough" evaluation of parameters, for example, based on final grades *(Kovalenko, 2020)*.

The transition to a new model of education requires effort not only from the teacher, but also from the student of higher education. The teacher's efforts are mainly aimed at the development and support of the distance course. However, the work does not end there, since from the moment the course opens, the teacher must be online every day to answer questions on the course forums, check the work and activate the students. The development of an ideal electronic course is a rather complex process that requires a lot of time, testing, corrections, and reflection with students. In addition, the developed course must meet methodological recommendations for its development and requirements for content and content. Otherwise, either "weakly filled" courses appear, or they are overloaded *(Jaakkola, 2016)*.

Greater difficulties regarding the completion of training arise for the student, because they are associated with the expansion of the usual framework of requirements for him. In the new conditions, attending only lectures in classrooms will not be enough to master the educational material of a certain discipline. The practice of working with electronic resources often shows a decrease in the success rate of students of higher education with a mixed form of knowledge acquisition. Therefore, it is advisable to gradually introduce them into the IT learning environment, starting from the 1st year. For any student, future specialist, in the era of rapid development of information technologies, it is important to constantly be "able to learn". Moreover, it is necessary to be able to combine individual components of information, approach solving issues creatively and quickly respond to requiremen *(Abakumenko, 2016)*.

Digitization of educational information, on the one hand, speeds up and simplifies the learning process, and on the other hand, it leads to the loss of communication and language skills in both students and teachers. The role of the teacher in the learning process becomes insignificant, because the student independently "manages" the information while learning, the teacher becomes only a coordinator.

In many countries, teachers have already been introduced into the educational system (for example, South Korea). Thus, the director of the Research Center for Innovative Learning Technologies at the University of Florida, Emily Baylor, claims that "unlike a live mentor, we can control all the parameters of a pedagogical agent – change its gender, age, ethnicity, personality, and communication style. This leads us to wide opportunities in modeling and researching different learning styles and learning strategies" *(Jaakkola, 2016)*. But the problem of digitalization in education is also that people of different generations perceive something new, which

is dictated to us by the information society, in different ways. Despite the fact that digitalization of education is in full swing, it has other drawbacks.

Thus, when switching to a distance learning format, students lacked communication with their classmates, they emphasized problems with technology, as well as the difficulty of studying at home.

It was especially difficult for those who live in sparsely populated areas with limited access to the network to switch to the distance format of education. Besides, not everything can be taught online.

In technical sciences, up to 50% of skills are lost due to distance learning. After all, for example, in technology, in order to really understand some things, you need not only to hear about them, but to "feel" them. Digitization of education and online learning does not provide practical skills in certain fields, for example, in physics, chemistry, microbiology, medicine, which provokes intellectual collapse and a decrease in creativity. Many acquirers replace their intellectual search with a compilation of fragments of ready-made solutions removed from the Internet, believing that the presence of a gadget will provide them with knowledge *(Kucherak, 2020)*.

The technical side of teaching organization became a problem for both students and teachers. This is outdated both home and work computer equipment, which does not "pull" modern software.

Previously, the process of finding the necessary information was quite time-consuming. Nowadays, a PC or tablet is enough to access online lessons and terabytes of educational content on any topic. Today, many useful applications have been developed for tablets – both installed and available for download. They significantly expand the arsenal of tools for the student, which ultimately helps to achieve the educational goals, and for lovers of interactive formats of education, educational videos and video lectures, for example, on YouTube, are suitable. Already in the near future, tablets may replace or supplement textbooks in most educational institutions.

A digital or interactive blackboard has replaced the classic blackboard in many classrooms. The advantage of such a device is that, in addition to recordings, it is also possible to watch various content, interact with other users and use special programs.

The interactive whiteboard makes the work of the teacher and student much easier, allowing you to perform any tasks. But the disadvantage is its rather high cost. Multimedia projectors are used as an alternative with almost the same functionality *(Kucherak, 2020)*.

The next step in the digitization of the educational process is the transition to the electronic form of documents supporting the educational process and the abandonment of paper media. At the same time, the disadvantage of this is the possibility of information loss due to damage to digital media, a virus threat and the possibility of "hacking" of storage by third parties. Despite the fact that the process of digitalization of education does not always go smoothly, all the facts indicate that digital education is the future.

Among the main disadvantages of digitization of education, the following should be highlighted:

– use of insufficiently studied technologies;

– displacement of live communication between teachers and students;

– deterioration of the ability to memorize and rethink the material, loss of skills in writing the main ideas as a result of using electronic versions of educational programs;

– development of screen addicts;

possible narrowing of mental abilities, which some experts interpret as "development of digital dementia";

– system failures;

– manipulation of information;

– threats created by cybercrime.

Trends in the development of digital and online education will urgently require their organizational design in educational institutions. Therefore, it is necessary to review the very essence of education and determine its purpose.

Therefore, digitalization of education is organically intertwined with the processes of its modernization. In order to increase the efficiency of digitalization, it is necessary to identify problems, challenges, possible negative consequences, and to draw up and implement relevant risk management programs.

3. Modern platforms and software products for the implementation of mixed and distance forms of education

Modern institutions of higher education today have a choice of platforms that can be used for blended and distance learning. The following are the most popular.

1. Moodle is the most popular free LMS with open source code, focused primarily on organizing interaction between the teacher and students, although it is also suitable for organizing distance courses and supporting face-to-face learning.

2, TalentLMS is a cloud-based e-learning platform for training employees, partners and customers, extremely easy to use. This LMS has a simple and clear interface, has a built-in course designer, is intuitive and can be quickly configured, which allows you to access courses without the need to install software.

3. Litmos is a popular, G2 Award-winning 2019 Best Enterprise Multi-Functional E-Learning Platform. It is called the most user-friendly LMS in the world due to its modern design and simplicity.

4. Docebo is a modular LMS, the feature of which is advanced customization and a combination of formal, experimental and social learning with skill management based on the use of artificial intelligence. It consists of 4 modules: Learn (a core module included in the base price), Coach & Share, Extended Enterprise and Perform. The platform supports integration with dozens of external services, including Google Analytics, Slack, WordPress, Drupal, Salesforce CRM, Shopify, etc., as well as popular tools for conducting video conferences, for example, Adobe Connect, Cisco Webex or Onsync. Docebo also has a built-in course builder, however, it is less user-friendly than others.

5. Canvas is a promising e-learning platform originally designed for educational institutions. It is not only LMS, but also many other compatible software *(Koziar, 2009).*

Despite the fact that institutions of higher education can choose their own platforms, most of them use the Moodle distance learning system. However, what concerns the choice of applications and software products for organizing independent work, developing tests, conducting questionnaires, implementing gamification during practical classes, this is determined by the teacher and depends on the type and purpose of the class. Moreover, it is not a principle for students of higher education to use the same software products (68% of respondents say so). So, today's teachers can choose among the following software products

1. Google Classroom – a virtual class with the ability to teach and collect work (set deadlines). You can adjust the calculation of grades, collect written works, give tests in Google forms, publish materials.

2. Google Forms – a tool for creating tests with the ability to set the number of points for tasks and correct answers. You can make the check automatic, but if there are tasks that require

additional checking, you can do part of the check manually and only then issue the result. In this case, you can send the results to the specified mail address.

3. Quizizz – Quiz creation service: the teacher creates a quiz on his computer, and students participate in it with the help of their mobile gadgets. The quiz can be conducted remotely when students are not in the same class. Also, the teacher has a complete picture of success in an Excel table.

4. Surveymonkey – service both for creating simple and small surveys and for mass mailing. The service allows you to quickly create surveys, customize their appearance, swap questions, conduct A / B testing, insert surveys on websites and social networks, etc.

5. Formative – service for creating tasks for assessment. 17 types of tasks are available (audio response, picture, text block, video, all, multiple choice, multiple choice, number / formula entry, etc.).

6. Polleverywhere – an assessment tool for higher education applicants that can be used during a distance workshop. This system allows you to embed interactive actions directly into the presentation. Learners respond online or via SMS on their phones. Limit – 25 students in one group.

7. Socrative – a free web service that allows you to assess students using prepared tasks or questions in a feed. Limit – 50 students in one group.

8. Wooclap – a platform used by universities for teaching and learning, available in 6 languages. Free access (maximum connection of 1,000 users). Instant feedback allows the audience to answer questions in real time.

9. Flippity – a service that allows you to create a variety of interactive exercises for learning. The service is free, the interface is in English, no registration is required, some exercises can be printed, all necessary instructions and demos are provided for each exercise.

10. Online Test Pad – free multifunctional service for testing and training. You can create tests, surveys, crosswords, logic games. The service is completely free

11. Kahoot! – users have the opportunity to take quizzes and participate in games-based projects created by the teacher based on the material covered, as well as independent creativity in creating educational games on the platform *(Shvachych, 2017)*.

4. Conclusions

Modern information technologies allow them to be effectively used in the education system for the purpose of teaching, upbringing, developing the creative abilities of students, and organizing their cognitive activities.

Thus, the use of information technologies in the educational process allows preparing a new generation for the future life in the digital world. The learning process becomes more dynamic – due to gamification, personalization and digitalization of content. Higher education institutions are no longer limited by physical boundaries: the Internet allows for the involvement of participants from all over the world in educational programs and research projects. The online education platform will also provide new opportunities for regional universities, broadcasting the best educational materials and practices from leading universities in different countries.

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NAIVE ART AS A MEANS OF EMOTIONAL EXPRESSION IN CONTEMPORARY VISUAL DESIGN

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Summary

The aim of the article is to prove the hypothesis that the use of naive art in visual design enhances the emotional impact on the audience and creates more effective communicative messages due to its immediacy and associative depth. The article examines naive art from the perspective of its figurative and emotional expressiveness. It considers ways to adapt naive art in graphic design, advertising, and illustration. The research methodology is based on a comprehensive analysis of theoretical sources in art history, design, and visual communications, structural-semiotic analysis of the artistic features of naive art, as well as a comparative study of the principles of its adaptation in graphic design. The study found that naive art, with its simplified forms, bright colors, and intuitive composition, creates a powerful emotional impact on the viewer. Its immediacy and lack of academic canons allow it to reflect deep archetypes of human perception, making it an effective means of visual communication. For the first time, a comprehensive study of the emotional expressiveness of naive art as an element of contemporary visual design has been conducted, including an analysis of its impact on various forms of visual communication, such as graphic design, advertising, illustration. The results obtained have practical significance for designers, advertising agencies, illustrators, and digital media specialists, as they provide an opportunity to integrate the principles of naive art into the development of visual concepts that meet the needs of the modern audience. This will allow you to design emotionally charged and understandable communication products for marketing campaigns, advertising materials, and other types of visual communication.

Key words: graphic design, visual communication, interpretation, emotional impact, primitive art, naive, authenticity, stylization, artistic image, advertising.

1. Introduction

Visual design is a multidimensional field that combines aesthetic, psychological and functional aspects of visual communication in an environment for effective communication of information. There are many factors that influence the effectiveness of visual design – from the ideological content and concept (thematic content, message, context) to graphic and compositional solutions (color, form, typography, composition) and the choice of appropriate media and technologies for the implementation of the design idea. However, the key components

of successful design remain its emotional expressiveness and communicative effectiveness. Emotionality in design determines how strongly a visual solution affects the viewer, evoking certain feelings or associations. Modern designers, looking for means that can evoke a deep emotional response in the viewer, use color, experiments with form, the dynamics of compositional elements and stylistic techniques, forming a variety of emotional effects – from sincerity and nostalgia to tension and drama. Communicativeness, in turn, lies in the clarity and accessibility of the graphic message. A successful design quickly conveys the main idea, evoking the right associations in the target audience. This is especially important in the field of social and commercial advertising, branding, information design, illustration, where the accuracy of communication plays a crucial role. One of the sources of emotional expressiveness and communicative effectiveness of visual design is naive art, which, due to its simplicity, brightness and immediacy, is able to evoke strong emotional reactions and establish a deep connection with the viewer.

The aim of the study is to determine the figurative and stylistic features of naive art and its impact on emotional expressiveness in modern visual design. The objectives are to identify specific features of naive art as a means of enhancing the communicative and emotional effect of messages in modern visual design; to identify the potential of naive art in strengthening communication strategies in the context of modern design practices (branding, identity, advertising campaigns, illustration, etc.) that use this style to attract and interact with different audiences. The hypothesis of the study suggests that the use of naive art in visual design contributes to enhancing the emotional impact on the audience and creating more effective communicative messages due to its immediacy and associative depth.

2. Material and methods of research

The study used a comprehensive approach that includes several methods. A theoretical analysis of the literature was conducted to study scientific works devoted to naive art and its influence on emotional expressiveness in visual design. A visual analysis of samples of naive art was carried out to identify their compositional, coloristic and stylistic features. Modern design projects that integrate elements of naive art were studied to analyze the methods and techniques of their use. A synthesis and generalization of data were carried out to formulate conclusions regarding the specific features of naive art that enhance the communicative and emotional effect in modern visual design, and recommendations were developed for designers to integrate these elements into their projects.

3. Analysis of the latest research and publications

Theoretical and empirical research in the field of visual communication indicates that in the era of digital technologies, designers are increasingly turning to non-standard forms of expression that are able to evoke authentic emotions and establish a deeper connection with the viewer. Half a century ago, the art theorist and researcher of visual perception R. Arnheim in his work «Art and Visual Perception» analyzed how visual images are perceived by humans and what mechanisms determine their emotional expressiveness *(Arnheim, 1974)*. J. Berger studied how images shape our ideas about the world and drew attention to the emotional impact of visual culture, in particular, how art, advertising and mass media affect the perception of reality, social relations and self-identification *(Berger, 1990)*. Scientists of the 21st century continue a series of studies, in particular, S. Hall analyzes the mechanisms of semiotic perception of visual

signs and their meaning in a cultural context (2007). V. J. T. Mitchell studies the interaction between texts and images in contemporary culture (2005). K. Ware, in her study «Information Visualization: Perception for Design», reveals the cognitive aspects of the perception of design and how it evokes an emotional response *(Ware, 2020)*. Naive art as a phenomenon has been studied by a number of foreign and Ukrainian scholars. One of the most fundamental studies is the «World Encyclopedia of Naive Art» by O. Bihalji-Merin, which collects works and biographies of naive art artists from around the world and formulates the main characteristics of this direction *(Bihalji-Merin, 1985)*. This encyclopedia also contains information about Ukrainian artists – M. Buriyak, O. Vyshnyk, O. Volkova, I. Lysenko, E. Mironova, M. Pryimachenko, I. Cherniyakhovskyi. Ukrainian researcher M. Selivachov (2022) investigated the formation of the concept, varieties and different names of the phenomenon; A. Maruniya (2017) analyzed the relevance of naive art in today's cultural transformations; Yu. Bohacheva (2017) considered naive art as a manifestation of the sacred in modern culture. At the same time, the issue of the interaction of naive art and modern visual design remains understudied in scientific literature.

4. Naive art as an artistic phenomenon

One of the unique artistic trends that combines emotionality and communicativeness is naive art. Its specific aesthetics, based on simplified forms, a bright color palette and intuitive composition, create a powerful emotional impact on the viewer. Naïve art, devoid of academic canons and technical limitations, reflects the deep archetypes of human perception of the world, which makes it an effective tool for visual communication. Modern researchers and collectors interpret naive art as an informal but expressive way of artistic communication that reflects the artist's personal emotions, observations and interpretations without the influence of academic or professional techniques. O. Bihalji-Meryn defines naive art as one that is independent of professional canons, is based on an intuitive approach and demonstrates an individual style. Naive art is closely connected with collective memory, ethnographic motifs and folk mythology *(Bihalji-Merin, 1985)*. In particular, in the Ukrainian context, the work of Maria Pryimachenko, Kateryna Bilokur, Ivan Generalych demonstrates the ability of naive art to convey national identity through the symbolic language of color, ornamental motifs, generalized forms. It is these characteristics that become the basis for the adaptation of the naive style in modern visual design. In this context, naive art can be considered not only as a separate genre, but also as a kind of worldview phenomenon that reflects the primary, direct perception of reality.

In academic circles, naive art is considered a phenomenon that encompasses numerous historical and regional varieties that arose in different cultural environments independently of each other. Thus, similar aesthetic principles are traced in the phenomena of primitivism, intuitive art, folk art, art brut, self-taught art, etc. *(Selivachov, 2022)*. Each of these terms reflects the peculiarities of a style that is not limited by academic norms or canonical approaches. Primitivism demonstrates not only stylistic features through the simplification of artistic forms and the appeal to archaic, naive and folk traditions in art, but also social contexts where art is born in conditions of limited resources or the absence of formal art education. This style is used by both self-taught and professional artists who deliberately use primitive techniques to create images, and early art forms become sources of inspiration: primitive art, folk crafts of different cultures, children's creativity, etc. *(Suprun, 2017)*. Art brut is a term introduced by the French artist and theorist J. Dubuffet to denote the creativity of self-taught, outsiders and marginalized artists who create works outside the boundaries of academic traditions and the commercial art market. The main characteristic of art brut is spontaneity, the absence of

a rational concept and the unconscious expression of emotions, which is often expressive in nature and not limited by social expectations. The sources of inspiration for such artists often become internal experiences, folklore motifs, works of people with mental disorders, naive or children's drawing, which are distinguished by a unique plasticity of form and vivid expression *(Hrushovenko, 2022).* Intuitive art is characterized by the creation of works without prior planning or technical knowledge, with an emphasis on the artist's inner feelings and emotions. This style is characterized by a process where creativity arises spontaneously, without a clear concept or theoretical basis. Intuitive artists often act on the basis of their emotions, subconscious reactions, sensations or experiences, which creates very personal and unique works.

5. Features of the visual language of works of naive art

All of the aforementioned trends have a similar genesis and function outside the framework of academic art, distinguished by authenticity, immediacy, and emotional expression. The visual language of such works is characterized by the absence of complicated technical techniques, perspective, or three-dimensionality; the image space often remains flat, without depth, which emphasizes the ease of artistic vision. Naïve art appeals to the viewer through saturated color and bright, emotionally charged images. The latter in naive art often have unnatural proportions: people, animals, or objects can be depicted with simplified or even comical features. This does not violate the aesthetic harmony of the work, but creates its own symbolic system that corresponds to the artist's inner experiences. Typically, naive art depicts scenes from everyday life, nature, or family situations, often filled with optimism, joy, peace, and harmony. Such a choice of themes emphasizes the artist's direct connection with the world. Characteristic are the repetitions of the same elements or motifs, such as flowers, animals, the sun, houses, people, which are part of an everyday or fictional environment. These elements symbolize certain emotional states or cultural representations. Artists do not strive for technical perfection, but convey their feelings, intuitively forming their own artistic language in the context of color, form, composition. Often, naive art contains humorous or ironic elements that give the works a special character. Thus, such aesthetics not only preserves artistic originality, but also opens up new possibilities for its adaptation in the modern visual space.

During the 20th century, certain principles of naive and primitive art became formative in many design trends and works. Early works of avant-garde artists and conceptualists were based precisely on the vision of naive artists. Designers and avant-garde artists turned to naive aesthetics, archaic and folk art to move away from traditional academic canons, explore new forms of expression, seeing in them a «source of free creativity» *(Udris-Borodavko, 2024).* These sources brought experiments with free composition and forms, deformation of images, imitation of children's clumsy drawing. The use of simplified forms, bright colors and symbolic elements contributed to the emergence of new visual languages in graphic design, illustration and advertising.

6. Integration of naive art tools into modern visual design

In the 21st century, the means and principles of naive art are becoming an important tool in visual design. In a world oversaturated with technologically advanced, and often soulless digital images, turning to authentic, «imperfect» aesthetics allows designers to create emotionally engaging visual solutions. These approaches especially resonate with modern design trends in branding, illustration, social advertising and animation, where sincerity and immediacy

play a key role in interacting with the audience. Among the main trends, we can name visual maximalism, nostalgia and retro aesthetics, children's drawings and hand-made graphics. The current visual trend, which moves away from minimalist tendencies in favor of visual excess – saturated colors, contrasting combinations and unconventional combinations, directly resonates with the coloristic solutions of naive art, where the bold use of bright shades creates emotionally expressive images. This approach can be seen in the Navidad Sushi advertisement by Andrea Núñez, which combines the principles of naive art (simplified forms, lack of perspective, rich color scheme, decorativeness and pattern, emotional expressiveness, humor) and modern illustrative design *(Stark, 2025)*.

Nostalgia and retro aesthetics, relevant today, which refer to the 80s–90s and early 2000s, in particular, through pop art stylization, also provide an opportunity to draw a parallel with naive art. This trend also evokes an emotional connection through memories and associations with past eras, therefore, the return to familiar and comfortable visual elements helps to create a sense of stability and trust in the consumer. For example, the advertisement and packaging for Disney «Happy Socks» with a bright design and visual elements characteristic of past years.

Often, brands choose to stylize as children's drawings or self-taught graphics to create a friendly, accessible and human image of the company. In the Ikea advertising campaign «Let's Play for Change», children's drawings were used to create unique soft toys, and the style of graphic materials was built on a combination of graphic simplified elements (Our Let's Play for Change campaign).

The trend of handmade graphics and «analog» styles will help brands distance themselves from the ideal «polished» digital graphics, using rough, hand-drawn strokes, collages and spontaneous drawings. Uneven contours and lack of symmetry resemble trends in graphic design. Careless, handwritten letters, characteristic of naive graphics, have become part of the visual identity of youth and creative brands (Nike, in collaboration with Tom Sachs, Gorillaz identity), emphasizing the uniqueness and informality of the brand. Modern visual design is increasingly moving away from stock photography in favor of illustrations that convey the character and uniqueness of a brand, using simplified, fairy-tale, comic or puppet characters. This graphic language gives brands the opportunity to create more authentic and emotionally appealing images that resonate with their audience. Overall, the shift from stock photography to custom illustrations reflects brands' desire for greater authenticity, and the appeal to stylized, rather than academic, but simplified drawing allows for the creation of warm, sincere and accessible visual messages.

In social advertising and animation, naive aesthetics often help convey important social messages through simple, emotionally understandable images. An example is campaigns on environmental or humanitarian issues, where manual techniques, simplified form and sincerity of presentation inspire trust and empathy. At the same time, the most popular area is considered to be the design of printed publications and illustration, where naive aesthetics plays an important role, giving publications a unique character and emotional appeal. The use of simplified geometric or deformed shapes, bright colors and intuitive compositions creates a sense of sincerity and immediacy and often inspires graphic designers today. The illustrations for the publication «Maridle, a Giant Story» *(Belgium, Laura Simonati, 2021),* made in five repeating colors, are a vivid example of naive art, and the author's sources of inspiration are folklore and outsider art (10 best picture books from the dPICTUS list from «small markets»). The illustrations for the book «Hiccup Lines» (Lithuania, Daukante Subakite) are detailed naive multi-figure compositions, with elements of pop art that best convey the absurdity of events and emphasize an ironic view of everyday situations.

In general, we can formulate the following principles of interpreting naive art in its visual design for authenticity, emotional expressiveness, and communicative effectiveness: simplification of forms and rejection of academic canons; bright and rich color palette; symbolism and simplicity of plots; handwork and texture; emotional expressiveness.

7. Conclusions

As a result of the conducted research, it was found that naive art, due to its emotional expressiveness and authenticity, is actively integrated into modern visual design. Its figurative and stylistic features, such as simplified forms, bright colors and directness of expression, are used in graphic design, advertising, and illustration. Adaptation of the principles of naive art contributes to the creation of emotionally rich and authentic visual communications, which increases the effectiveness of interaction with the audience. Thus, naive art remains a relevant source of inspiration for modern designers and artists, influencing the formation of aesthetic trends in the field of visual communications.

Further research involves a deeper analysis of the influence of naive art on modern visual design, in particular, revealing the specifics of the adaptation of naive art in different cultural contexts and its impact on the perception of different audiences. An urgent issue is the analysis of the use of naive art elements in digital media and revealing their effectiveness in communication strategies.

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VISUAL EFFECTIVENESS OF SLOGANS
IN THE GRAPHIC DESIGN OF WAR POSTERS

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Summary

The aim of the article is to prove the hypothesis regarding the relationship between the compositional and typographic features of slogans and the visual effectiveness of war posters. The study focuses on analyzing how the graphic parameters of the textual component – font, color, size, placement, and integration into the image – affect the perception of the propagandistic message. Special attention is given to typographic techniques that enhance emotional impact, such as contrast in font choices, the dynamics of text placement, the use of decorative elements, and symbolic associations.

Both historical and contemporary examples of war-related visual communication are analyzed, allowing for an examination of the evolution of design approaches to slogan composition. The article explores the interplay between the verbal and visual components of a poster, ensuring its semantic integrity and enhancing communicative effectiveness. Emphasis is placed on techniques for creating persuasive slogans, including the use of imperative modality, symbolic metaphors, anaphoric constructions, and emotionally charged vocabulary. The study also examines the impact of propagandistic slogans on mass consciousness, particularly their ability to reinforce political and patriotic ideas. The research findings confirm that the graphic implementation of slogans not only amplifies their expressive meaning but also determines the overall character of the poster, its influence, and its effectiveness in mass communication.

Key words: poster, visual propaganda, slogan, typography, communication, wartime.

1. Introduction

The war poster is a powerful tool of mass communication, capable of rapidly and effectively influencing public consciousness. The combination of visual imagery and textual messaging ensures high emotional expressiveness and the ability to mobilize audiences toward specific actions – participation in military campaigns, support for the army, and strengthening national unity. Due to its conciseness and symbolic richness, the war poster functions as a means of political, economic, and social influence, shaping specific ideological narratives and creating clear behavioral models. Today, the war poster remains an important communication tool, but its greatest impact was observed in the 20th century, during the world wars, the Cold War, and national liberation movements, when it served as a key mobilization instrument by combining simplicity, accessibility, and high emotional expressiveness. In the 21st century, the informational landscape has changed significantly with the advent of digital technologies and social media, which have greatly expanded the possibilities of propaganda and visual agitation. The modern war poster is evolving, adapting to the multimedia environment, particularly in the form of digital images, animation, and video formats. However, its core functions – mobilization, emotional impact, and the formation of ideological narratives – remain unchanged, even

though digital propaganda surpasses it in scale and immediacy. The effectiveness of the war poster is based on visual simplicity, emotional resonance, and instant impact, which are especially crucial in the context of information warfare and propaganda campaigns. In this regard, the role of the slogan becomes decisive, as it provides the image with a meaningful framework, directing the viewer's interpretation in the intended direction.

The purpose of the study is to determine the role of slogans in the formation of a propaganda message in a war poster from the standpoint of graphic design. The objectives of the study are to analyze the functions and features of slogans in the structure of a war poster as a communication tool; to determine the typology of slogans in war poster graphics; to investigate the principles of typographic and compositional design of slogans in a war poster; to consider the interaction of text and visual components in creating an effective propaganda message; to trace the evolution of the use of slogans in war poster graphics of the 20th – 21st centuries; to determine the key techniques for enhancing the impact of slogans by means of graphic design. The hypothesis of the study is the assumption that the effectiveness of a propaganda poster largely depends on the compositional, typographical and semantic construction of its slogan.

2. Material and methods of research

The empirical basis of the study is made up of samples of war posters of the 20th – 21st centuries, which were used in various historical and political contexts. Particular attention is paid to poster products containing expressive slogans that play a key role in the formation of the propaganda message. The study uses the method of visual-stylistic analysis to study the graphic construction of a war poster; the method of semiotic analysis to consider the symbolic system of slogans in interaction with the graphic elements of the poster, determining their role in the formation of ideological and emotional impact; content analysis to identify key thematic and rhetorical techniques in the text component of posters; comparative analysis to compare posters of different historical periods, identify trends in design changes and the role of slogans in propaganda communication; a cognitive-communicative approach to assess the effectiveness of the impact of slogans on the audience and the mechanisms of their perception by the visual culture of different eras. The use of a comprehensive approach allowed us to comprehensively investigate the interaction of text and image in a war poster and identify key patterns that ensure the effectiveness of its propaganda message.

3. Analysis of the latest research and publications

Visual messages of posters in the context of the First and Second World Wars, civil wars and revolutions are examined by researchers O. Maievskyi (2016), L. Pytlovana (2016), S. Luckert and S. Bakhrah (2009). Visual propaganda and agitation forms of war posters from the position of military and political expediency are studied by Ukrainian researchers I. Tsynkovska and G. Yukhymets (2004), L. Legasova (2009), I. Koliyada (2012) and others. War propaganda using the example of British posters of the First World War period is studied by T. Perga and T. Shevchuk (2017). P. Paret and B. Lewis (1992), J. Aulich (2007) study the poster from the position of political military context and propaganda. The Ukrainian political war poster was examined by L. Legasova (2009), O. Gladun (2018), O. Zalevska (2023). The question of the role of slogans in the formation of a propaganda message in a war poster from the perspective of graphic design has not yet become the subject of a separate study.

4. Typology of slogans in war posters

Visual communication plays a crucial role in shaping public opinion, especially during military conflicts, where the effectiveness of informational influence has strategic significance. The war poster is one of the most powerful means of mass communication, combining imagery and text to create an emotionally charged and persuasive message. At the core of such a poster lies the slogan – a verbal component that defines or summarizes the central idea and directs the ideological message. A slogan is a concise expression of an idea, political demand, or call to action (Dictionary. Ukrainian Culture Portal). Its function extends beyond mere information delivery; it serves as a motivational tool capable of evoking specific emotions and prompting action from the audience. Thus, the success of a propaganda poster largely depends on the typographic and compositional parameters of the slogan, which ensure its expressiveness and effectiveness.

Slogans in war posters can be classified based on the type of linguistic influence: imperative, informative, motivational, symbolic, and metaphorical.

The imperative type of slogans uses the command mood, directly addressing the mass consciousness with the goal of urging active action. These calls are clear, concise, and highly impactful. For example, «Remember the Alamo!» *(USA, 1836)* – a call used during the Texas Revolution (1835–1836) to remind people of the heroic defense of the Alamo Fort. «I want you for U.S. Army» *(USA, 1917)* – a classic imperative slogan from the poster featuring Uncle Sam, urging Americans to join the army during World War I. «Your country needs YOU!» *(UK, 1914)* – a famous call to the British, featured on the poster with Lord Kitchener. «Come on, Canada!» *(Canada, 1942)* – an imperative slogan encouraging Canadians to join the military forces during World War I (Canadian War Museum). «Join the Army – Defend Australia!» *(Australia, 1940)* – a call to Australians to mobilize for the Australian Armed Forces during World War II (Australian War Memorial). An analysis of posters reveals that imperative slogans are typically accompanied by dynamic compositional solutions – large, bold letters, contrasting colors (red, black, white), and swift lines in the illustrations. This helps create a sense of urgency and stimulates the emotional state of the viewer.

Informative and motivational slogans are aimed at boosting morale, explaining the situation, and strengthening the ideological message. They are typically formulated in affirmative or encouraging forms. For example, the «Keep Calm and Carry On» *(UK, 1939)* poster conveys a calming message intended to boost the morale of the British during World War II. The iconic motivational poster by J. G. Miller featuring Rosie the Riveter with the slogan «We Can Do It!» *(USA, 1943)* encouraged women to work in the military industries. The slogan «United We Stand» *(USA, 1942)* emphasized the unity of Americans in their fight against the enemy. «Victory is in sight!» *(UK, 1944)* was an encouraging slogan highlighting the imminent victory in World War II. The slogan from the «Give us the tools, and we will finish the job» *(UK, 1941)* poster called on allies to provide military aid *(Aulich, 2007)*. These slogans are often complemented by heroic imagery, symbols of victory (flags, sun, raised fists, happy faces), and the typographic solutions are contrasting but balanced and visually calm.

Symbolic slogans use allegories, metaphors, historical and cultural symbols that evoke associative connections and amplify emotional impact. For example, the «We are the Marines. The Few. The Proud» *(USA, 1977)* slogan for the U.S. Marine Corps is a metaphorical expression that emphasizes the elitism and honor of military service. «Loose Lips Sink Ships» (UK/USA, 1942) is an allegorical warning about the danger of information leaks during wartime. «Give me liberty, or give me death!» *(Patrick Henry, USA, 1775)* is a revolutionary

call that symbolizes the fight for freedom and was frequently used in wartime posters of the 20th century. «Lest We Forget» *(UK, 1919)* is a line from Rudyard Kipling's poem that became a symbol of remembrance for those who died in wars. Symbolic and metaphorical slogans are often accompanied by epic imagery (warriors, swords, the sun, flags), emphasizing the high content level of the message. The fonts may be stylized to resemble historical or handwritten scripts, which adds authenticity.

5. Visual and graphic representation of slogans in wartime posters

The analysis of posters shows that the typographic design of slogans plays a key role in their visual effectiveness and audience perception. The choice of font, size, weight, and color not only determines the aesthetic appearance of the text but also its emotional and ideological impact. Bold, heavy typefaces (grotesques, slab serifs) symbolize strength, firmness, determination, and formality. They are often used in posters calling for action or showcasing military power. Gothic and sharply contrasting fonts are associated with authority, threat, or drama, emphasizing the urgency of the situation. Such fonts were often used in Nazi posters. Handwritten and calligraphic fonts add individuality to the slogan, evoking a sense of personal appeal or patriotic devotion. They can be used in motivational and symbolic slogans. Decorative fonts refer to national or military symbolism, providing the poster with a cultural context. Font size determines the priority of the text on the poster and its ability to attract attention. For instance, large letters (capitals, extended font size) give the slogan dominance, making it perceived as the key element. Lowercase letters or smaller text sizes are used for clarifying information or enhancing the contrast between the main slogan and supplementary text. Bold text creates an impression of persuasion, strength, and confidence. The thicker the font, the more dominant it is in the visual space of the poster. Italicized fonts add dynamism to the text, associating it with movement and action, emphasizing emotional tension. Color is also a powerful tool of emotional influence in visual communication, and when combined with typography, it significantly amplifies the semantic weight of the slogan.

6. Compositional interaction of text and image in wartime posters

The composition of the slogan in a wartime poster determines its visual effectiveness and ability to influence the audience. The text and image must work as a unified communicative mechanism, enhancing the main message. The placement, scale, and integration of the slogan into the composition determine how well the viewer will perceive its content *(Meggs, 1998)*. If the slogan is placed at the center, top, or middle of the poster, it creates emphasis and ensures quick readability (in posters like «Join the Army!» and «We Can Do It!», the text is the first thing the viewer notices). Text placed at the top works as a headline, immediately grabbing attention. It is often used in combination with the lower placement of the image, creating a «hierarchical» order of perception («Keep Calm and Carry On»). The lower placement of the slogan enhances the image and is used when the primary visual emphasis is on the illustration. The slogan acts as a caption, explaining or complementing the image, and often accompanies symbolic or emotionally charged scenes, where the image speaks for itself. The slogan can be integrated into dynamic elements of the poster (e.g., on a flag, in beams of light, etc.). The slant of the text adds a sense of tension, speed, and urgency. The effect of rupture or distortion may emphasize chaos, struggle, or danger («Loose Lips Might Sink Ships» – the text is placed in a dynamic, slanted format, conveying a sense of threat).

The slogan is not just a textual message but a visual-graphic element that interacts with color, shape, composition, and symbolism. The use of contrast, typographic solutions, and visual symbols enhances propagandistic effectiveness, making the message clear, powerful, and instantly recognizable. Contrast is one of the most powerful graphic tools in wartime propaganda. It provides not only readability but also psychological impact, making the slogan highly noticeable and emotionally charged *(Meggs, 1998)*. Important are color contrast, contrast of shape and scale, which add dynamics and expression, forcing the viewer to pause and focus. Typographic expression is also an important means of emotional influence. The font and its styling directly influence how the slogan is perceived – whether it sounds imperative, trustworthy, or prompts action. Heavy fonts convey decisiveness, strength, and discipline. Handwritten fonts add a personal touch, enhancing emotional tension. The rhythm and structure of the text, breaking the slogan into short lines, create the effect of a chant, making the viewer read the text step by step, absorbing each phrase separately. A common technique is the repetition of certain words, which seems to amplify a hypnotic influence (e.g., «Fight! Fight! Fight the enemy!»). The use of exclamation marks or questions adds imperative force, while ellipses create a sense of anticipation or threat.

Symbolism in the graphic design of wartime posters helps to instantly convey the ideological message and enhances the content of the slogan. Fonts that mimic stencil printing are associated with military equipment, weapons, and ammunition. This creates a sense of combat atmosphere and discipline. The stylization of trench writings or graffiti adds a sense of reality, depicting an actual combat environment, a call from soldiers to the people. The symbolic meaning of the combination of national flag colors in the text of the poster enhances patriotic emotions, reminds of national identity, and is frequently used in posters from various military conflicts. Typography of slogans stylized after historical artifacts (engraving, ornaments) can be used to reference historical events and amplify ideological significance.

The typographic design of slogans in wartime poster graphics follows the principles of visual rhetoric, aimed at intensifying both the content and emotional impact. The choice of font, its size, contrast, color scheme, and the integration of text into the overall composition of the image create a cohesive graphic narrative that strengthens the propagandistic effect.

7. Conclusions

The analysis of wartime posters demonstrates that slogans play a key role in shaping the ideological, motivational, and emotional impact on the audience. They can be informative, encouraging, or symbolic, using metaphors, historical allusions, and cultural associations to enhance the message. The typographic design of slogans is no less important in determining their effectiveness. The choice of font, style, color, and compositional layout determines how convincingly and emotionally the text is perceived. Contrast, scale, and the interaction of text with imagery ensure immediate attention, enhance the emotional impact, and reinforce the ideological direction of the poster. Bold, heavy fonts symbolize strength and determination, Gothic fonts add drama, while handwritten fonts convey personal appeal and patriotic devotion. The composition of the text also influences the effectiveness of the slogan; its placement, dynamics, and visual integration with the image determine how quickly and effectively the viewer perceives the main message. Thus, a wartime poster is not just a carrier of information but a powerful visual-communication tool, where text, color, symbolism, and composition work as a unified mechanism to achieve the maximum propagandistic effect.

This study is the first to comprehensively analyze the relationship between the typographic design of slogans and their ideological and emotional functions in wartime posters.

Special attention is given to the visual means of enhancing the content, particularly the choice of font, its compositional arrangement, and integration with graphic elements. Promising directions for further research include comparative analysis of wartime posters from different countries in the context of typography as a tool of visual communication, as well as studying the evolution of typographic style in military propaganda of the 21st centuries, particularly under the influence of digital technologies.

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PARTICULARS OF TERMS: FEATURES, FUNCTIONS, CLASSIFICATION

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Summary

In today's context of globalisation and active cooperation between different countries, the translation of terms, especially those related to professional activities, is of particular importance.

Rapid developments in technology and changes in geopolitics lead to the emergence of new terms. Given that the Ukrainian language does not always have an equivalent, this complicates the translation process and requires the use of various translation strategies to achieve adequacy and accuracy.

The objective of the research is to outline the main characteristics and functions of terms, taking into account their classification, and to determine the peculiarities of translating terms in accordance with these criteria.

In the process of analysing the definitions of 'term', it was found that the most appropriate, especially for military terminology, is the definition by D. Lotte, which focuses on the unambiguity, brevity and inclusion of the term in the system. A term is a fundamental element of scientific and technical communication, providing accurate and unambiguous designation of concepts in professional and specialised discourse. Their origin, evolution, and structure reflect the linguistic dynamics and specificity of the field knowledge.

Our study identifies the following features inherent in the terminological system: consistency, conciseness, stability, and standardisation.

Terms form the basis of professional speech, playing a complex role in the system of scientific communication. As linguistic units, they are characterised by systematicity, which ensures the logical ordering of concepts within a particular field of knowledge. Due to their conciseness and precision, terms form a clear and unambiguous structure of knowledge, contributing to its effective transfer. Their stability and standardisation are the foundation for preserving the continuity of the scientific tradition, while creating the preconditions for international cooperation in the context of globalisation.

Key words: term, terminology, specialised concepts, functions of terms, features of terms, classification of terms.

1. Introduction

Terminology is an integral part of professional speech that ensures accurate and clear transmission of specialised concepts related to professional activities. In today's context of globalisation and active cooperation between different countries, the issue of translating terms is of particular importance.

This is due to both the development of scientific and technical cooperation and the need to ensure mutual understanding during exercises and joint operations.

The relevance of the research topic is due to the growing role of terms in the context of geopolitical challenges and the need to ensure accuracy, standardisation and adaptation of terminology in Ukrainian translation. Due to the constant development of technology, new terms are emerging, which complicates the translation process and requires the use of various translation strategies to achieve adequacy and accuracy.

Considering the multicomponent nature of terminology, its interdisciplinary nature and the frequent absence of established equivalents, the study of the peculiarities of its translation is becoming an urgent task for modern linguistics.

Objective: to outline the main characteristics and functions of terms, taking into account their classification, to determine the peculiarities of translating terms in accordance with the specified criteria.

2. Definition of the term and its classification

A term is seen as a linguistic unit that serves to nominate specialised concepts and ensures accuracy, unambiguity and consistency in a particular professional communication. The word 'term' comes from the Latin "*terminus*", which means 'end, limit, end'. In the Middle Ages, this word acquired a new meaning – 'definition, designation'.

In Old French, the word '*terme*' was used to mean '*word*'. According to such researchers as E. Littre, O. Bloch and P. Robert, it was this Old French word that became the basis for the modern French '*terme*', which has acquired the modern understanding as a '*term*' in scientific and technical language.

The word '*term*' was borrowed into English from the Old French "*terme*" meaning '*boundary*', and later came to denote specialised concepts used in scientific and professional discourse. The term has common European roots, which reflects its multivalent development in the languages of Western Europe.

O. Ponomariv defines a *term* as a unit of a historically developed terminological system that defines a concept and its position in the system of other concepts. The term is expressed by a word or phrase, serves for communication between people united by a common specialisation, is part of the lexical structure of the language and is subject to its laws *(Poltoratskyi, 2020)*.

In his turn, M. Denysiuk states that terms denote deep scientific concepts, as opposed to ordinary words that reflect everyday, simple concepts *(Serhiienko, Denysiuk, Serhiienko, 2020)*.

For our research, the most appropriate definition is that of D. Lotte. His approach to the definition of a *term* as a unit characterised by unambiguity within a certain terminology system, concisely and accurately conveys a strictly defined concept, directly correlates with the peculiarities of terminology. In this area, it is important to ensure the unambiguity and accuracy of the transfer of concepts, as this determines the correctness of communication in a professional environment *(Bilozerska, Voznenko, Radenka, 2010: 16)*.

The minimised semantic characteristic of a term, as described by D. Lotte, is especially important for terminology, since such terms should avoid the variability and ambiguity inhe-

rent in commonly used words. This, in turn, helps to maintain clear boundaries of concepts and ensures their compliance with international standards.

In linguistics, a term is seen as a dynamic element of language that is constantly changing, while remaining a key unit of nomination of special concepts. Its main features are precision, definiteness, systematicity, nominative, stylistic neutrality and motivation.

Accuracy and unambiguity of terms are perceived as an ideal to which terminology aspires, rather than as an unchanging characteristic. Definiteness of a term is its ability to denote a special concept with clearly defined boundaries.

In this context, a set of terms is part of a terminological system that reflects the structure of concepts in a particular field of knowledge or activity. Nominative is considered to be the main function, since its main task is to express a concept. Stylistic neutrality ensures the absence of emotional and expressive colouring, which makes it universal in professional communication.

In modern linguistics, terms are classified according to their structural organisation, which allows for an effective analysis of their role in professional communication. T. Kiyak and Z. Kudelko distinguish three main types of terms: word terms, phrase terms and multicomponent terms *(Diakov, Kyiak, Kudelko, 2000)*.

Word terms are the simplest form of terminological units. They consist of a single word that stands for a specific scientific or technical concept. This category includes examples such as *плазма, трансформатор, катіон, фотон* in the context of the natural sciences, and their English equivalents, respectively *plasma, transformer, cation, photon*. Such terms are distinguished by a high level of conciseness and unambiguity within a particular terminology.

The second group consists of *phrase terms*, which are more complex in structure and can be divided into two subtypes. The first subtype is free phrases in which each component is an independent term that can function independently. Examples of such terms are *квантова механіка, молекулярна динаміка, електромагнітне випромінювання*, and their English counterparts *quantum computing, atomic interaction, electric field*.

The second subtype is *related word combinations* in which the individual components have no terminological meaning outside the context, but when combined, create a new concept. For example, the terms *важка вода, чорна діра, швидкий реактор* in scientific terminology, or their English analogues *heavy water, black hole, fast reactor*. This type of term is characterised by a greater dependence of the components on each other, which makes it difficult to interpret them out of context.

The third group consists of *multi-component terms* that include three or more elements. They are less common, but they are indispensable for denoting highly specialised concepts. Terms such as. *оптимізація параметрів інженерних конструкцій, моделювання теплообміну в багатофазному середовищі – finite element analysis method, laser-induced fluorescence spectroscopy, automated control system for robotics*, demonstrate high information content and accuracy. At the same time, their complexity makes it difficult to use them outside the professional sphere. The following classification of specialisation of terms by T. Kiyak is as follows (see Table 1).

According to this, a term is a fundamental element of scientific and technical communication, providing accurate and unambiguous designation of concepts in professional and specialised discourse. Their origin, evolution, and structure reflect the linguistic dynamics and specificity of the field knowledge. The classification of terms by their structural organisation and sphere of functioning allows us to effectively study their role in the transmission of information.

Table 1

Term classification by area of operation and specialisation

Term category	Features	Examples
General scientific terms	Used in most scientific disciplines; have an interdisciplinary character; denote general concepts.	*hypothesis (гіпотеза), structure (структура), concept (концепція), procedure (процедура).*
Cross-sectoral terms	Function across several related or distant disciplines; the meaning of the term is usually retained but may vary depending on the context.	*matrix (матриця), modulation (модуляція»), flow (потік), bridge (міст).*
Highly specialised terms	Inherent in one particular field of knowledge; describing specific concepts or objects.	*neutrino (нейтрино), genome sequencing («секвенування геному), oxidizer (окислювач).*

Source: created based on (Kyiak, 2008), (Kovalenko, 2001)

3. Main characteristics and functions of terms

Terms differ from common words by a number of specific characteristics that determine their function in the language. One of the main properties of terms is their specificity of use. A term always belongs to a particular field of knowledge or activity and is used exclusively within that field, serving as a professional designation of concepts.

Another defining feature of a term is its semantic precision, which is the specificity of its meaning. This precision is due to the fact that the concept denoted by the term usually has precisely defined boundaries, as defined by the definition. Precision is an important requirement for terms, as they must ensure unambiguous understanding within the terminology system *(Kovalenko, 2001)*.

Terms are also always accompanied by definitions, which are provided in specialised dictionaries. The scientific definition of a term differs significantly from the definitions in general literary dictionaries, where commonly used words are explained as representations that are sensory and visual and generalised.

Such definitions often reflect only the external features of objects or phenomena without revealing their internal structure. Instead, the definitions of terms focus on the precise outline of the content of the concept.

In our study, we identify the following features inherent in the terminological system. The first feature is *systematic*; each term organically fits into the interconnected structure of the terminology system of a particular field of knowledge *(Kovalenko, 2001)*. This interdependence makes it possible reflect clearly the logical structure of the field, forming a single, ordered system of concepts that contributes to a deeper understanding and ordering of knowledge.

Another important characteristic is *conciseness*. A term always strives for the most concise and accurate expression of the essence of a concept. Another important property is *stability*. The term retains its form and meaning for a long time, which ensures the continuity of the scientific tradition. This stability allows specialists to navigate a large amount of information while maintaining unity in the perception of concepts even after many years.

The importance of *standardisation* should be noted separately. In many fields of knowledge, terms are subject to special regulation and unification. This guarantees uniformity in

Table 2

Functional features of terms

Function	Features	Implementation features
Nominative	Designate and differentiate concepts by defining terms through genus and species.	Forms a terminological system; has a pragmatic aspect in scientific texts aimed at reasoned presentation of new knowledge.
Informative	Identify important characteristics of objects, explain phenomena and processes, contributing to the reader's awareness.	Forms the generality and abstractness of the scientific style; creates an information chain where terms perform both nominative and informative functions.
Representative	The process of persuasion and interest.	Terms represent knowledge that is important for a particular field; related to the pragmatics of scientific article writing.
Heuristic	It facilitates the acquisition of new knowledge and knowledge of the unknown; records the results of the cognitive process.	The terms summarise new knowledge and stimulate cognitive interest, encouraging the scientific community to conduct further research.
Intellectual	Appeals to the intelligence of the reader-scientist, integrating the knowledge of previous generations with new achievements.	Provides a link between already known research results and the latest discoveries, promotes the integration of scientific knowledge.

Source: based on (Yakhontova, 2014)

the understanding of key concepts not only at the national but also at the international level. In a globalised world, such consistency is extremely important, as it ensures accurate communication between specialists from different countries and facilitates effective cooperation (see Table 2).

4. Conclusions

Based on the study of the concept of *term* and its classifications, the article establishes that a term is a fundamental unit of the terminological system which acts as a carrier of conceptual content and ensures accuracy and consistency of communication in a particular professional field.

The main features of terms, in particular precision, definiteness, stylistic neutrality, consistency and motivation, form their key function in scientific, technical and professional discourse.

Terms form the basis of professional speech, playing a complex role in the system of scientific communication. As linguistic units, they are characterised by systematicity, which ensures the logical ordering of concepts within a particular field of knowledge. Due to their conciseness and precision, terms form a clear and unambiguous structure of knowledge, contributing to its effective transfer. Their stability and standardisation are the foundation for preserving the continuity of the scientific tradition, while creating the preconditions for international cooperation in the context of globalisation.

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DEFINITION OF SUBJECT-PRACTICAL AND TECHNOLOGICAL COMPETENCIES OF A PRESCHOOLER IN THE WORKS OF UKRAINIAN SCIENTISTS

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Summury

This article provides a theoretical analysis of research on the development of subject-practical and technological competencies in preschool children. The author argues that these competencies are intrinsically linked to education for sustainable development, emphasizing the role of environmentally responsible behavior in early childhood education as a foundation for human capital development. The study employs a theoretical analysis of scientific literature and a statistical analysis of the Google Scholar database from 2017 to 2024. The terminological field surrounding "subject-practical and technological competence of preschool children" is explored, with objectivity ensured through criteria such as concept definition, activity types, implementation methods, results, and study dates. Contradictions within the concepts across different researchers are identified. The article concludes by summarizing the current state of research and outlining future research directions in this area.

Key words: sustainable development, human capital, environmental behavior, literature review, terminological field.

1. Introduction

The current state of development of society puts forward its own requirements for the development of education. Because it is that education, in our opinion, that acts as the main formative means of the human capital of the future. As the head of the Ministry of Education and Science, Oksen Lisovyi, noted in his recent publication, "…The key request is the person in the center of attention. All changes are for people and about people. The focus is on technology and innovation so that Ukrainians have the best opportunities, and so that the state has powerful human capital" (*Strategy for the Development…, 2023).* Based on the project "Strategy of Sustainable Development in Ukraine by 2030" and the Decree of the President of Ukraine "On the Sustainable Development Goals of Ukraine by 2030" (*On the Sustainable Developmen…, 2019),* ukrainian scientists have developed a number of methodological, scientific, practical, and theoretical materials on the implementation of this concept.

When implementing the concept of sustainable development, we must pay attention to the implementation of its ideas in all levels and areas of education. This ensures a holistic and comprehensive solution to the tasks of sustainable development, namely: acquiring knowledge

and skills that will ensure an attitude of value towards the environment and responsible behavior for the preservation and implementation of a full life for each member of society. The principles of sustainable development should be included in all educational programs and should be considered as an element of constant and continuous learning and upbringing, that is, they should form a special educational direction – education in the interests of sustainable development.

Of course, the first link that is responsible for laying the foundations of a sustainable worldview is preschool education. After all, already by 2040, those who are currently recipients of level zero education, or even those who have not yet entered kindergarten, will enter the labor market. Young citizens are able to perceive any influence of an adult. Therefore, the task of educators is to provide appropriate conditions for the full realization of this influence in accordance with the goals of sustainable development in Ukraine *(Gavrish, 2016)*. Such conditions within preschool education are, first of all, the creation of a favorable educational environment, the development and implementation of relevant partial programs and taking into account the development of individual aspects of a sustainable worldview in the basic educational programs that preschool education institutions operate under, and, most importantly, the implementation of sustainable development ideas in the main document that preschool educators work on. We are talking about the Basic Component of Preschool Education. In 2021, its new edition was adopted, the second name of which is the State Standard of Preschool Education or BCPE-2021 (*On approval of the Basic component…, 2021*).

It is pleasing that the authors of the Standard took into account the ideas of sustainable development in this purposeful document of preschool education, changing and supplementing its content. This was accordingly reflected in the structure of some of its components. The educational direction "Child in the Natural Environment" became a logical reflection of the concept of sustainable development in the Basic Component of Preschool Education. The authors-developers quite appropriately included in this direction the maximum content regarding the "greening" of preschool education. However, it is appropriate to mention such changes also in view of the topic of our study. After all, for example, the subject-practical competence of a preschool child in the previous version of the BCPE (2012) was attributed by the authors to the educational direction "Child in the World of Culture" *(Bogush, 2012)*. Currently, it structurally belongs to the educational direction "Child in the Sensory-Cognitive Space". Hence the difference in the content of this competence. In the new edition, it is considered alongside technological competence and involves considering the artistic and productive activities of a preschooler not only in terms of acquiring labor skills and skills for interacting with adults, but also mastering the world of environmental objects to study their qualities and the possibilities of transforming them into a socially useful product.

It is such change in the content focus on the acquisition of knowledge and skills in accordance with the specified competencies that prompts us to express the hypothesis of our research. Our goal is to conduct a theoretical analysis of existing scientific, theoretical and practical information, literary sources, in order to understand the state of development of the terminological and content field of concepts that were introduced by the authors of the new edition of the Basic Component of Preschool Education, namely "subject-practical, technological competence of a preschool child". And also to draw a conclusion about their relationship and mutual influence in accordance with the main principles of the concept of sustainable development.

2. Research Methods and Procedures

Our research is purely theoretical in nature. When conducting it, methods of scientific analysis and synthesis, as well as comparison, were used. A search for scientific articles was conducted in accordance with the topic of our research. For this, the resources of the scientometric databases ResearchGate and Google Scholar, library resources of the Dnipro Academy of Continuing Education were used. As well as other sources that are in the open access. An appropriate analysis of the information received was also carried out with its further processing and synthesis of new thoughts and conclusions. To formulate the final conclusions, the method of comparing scientific presentations of different researchers regarding their understanding of the concepts of "subject-practical, technological competence" (definition and content) was used. To ensure the objectivity of the results obtained, we determined the following research criteria: definition of concepts, types of activities, ways of implementation, result, date (term) of the study. To ensure the clarity of the research results, a superficial analysis of the frequency of use of the phrase "subject-practical and technological competence of a preschool child" in the metadata of the Google Scholar database was performed by year in the period from 2017 to 2024 and presented in the form of a histogram. To analyze the dynamics of the frequency, the period was divided in half: 2017–2020 and 2021–2024, and the results of this study were graphically presented using a bar chart.

3. Periodization of the Study: Legislative and Analytical Considerations

We began our research in this direction with analytical work, using the built-in Google Scholar tools in the "Articles" tab. We chose 2017 as the beginning of the research period. It was decisive in the development of education in Ukraine and preschool education in particular. This is the year of the adoption and entry into force of the law "On Education", which changed and introduced a number of key concepts and terms. The division of the period was also not accidental: 2021 was the year of approval and the beginning of the implementation of the new edition of the Basic Component of Preschool Education, which for the first time (relative to previous editions) was declared as the State Standard of Preschool Education. The document also reformulated and introduced a list of concepts that changed the terminological field of the regulatory and legislative framework of modern preschool education. It is significant that such a content logic for choosing research periods coincided with the elementary mathematical and statistical logic of research, which is usually chosen for data analysis (see Fig. 1 and Fig. 2).
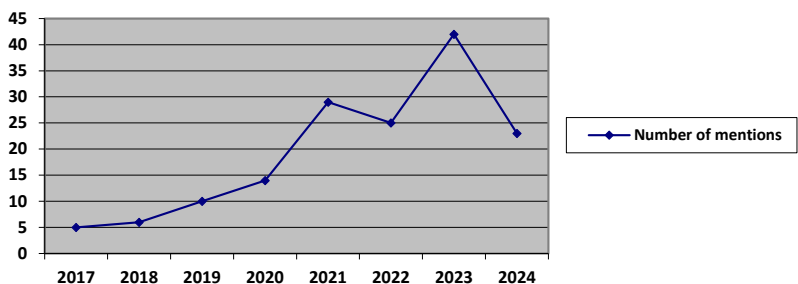
Fig. 1. Dynamics of the frequency of mentions of the phrase "subject-practical and technological competence of a preschool child" by year (2017–2024)
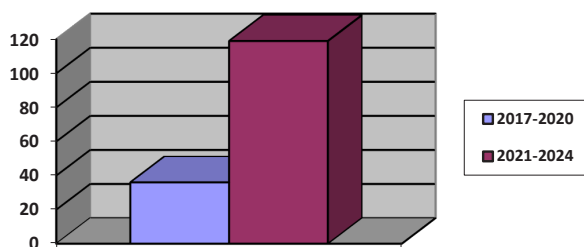
**Fig. 2. Dynamics of the frequency of mentions of the phrases
"subject-practical competence, technological competence of a preschool child"
by half-periods: 2017–2020 and 2021–2024**

We began the theoretical analysis of literary sources with the basic document of preschool education – the State Standard of Preschool Education, the logical continuation of which is the educational and methodological manual "State Standard of Preschool Education: Features of Implementation" *(Kosenchuk, Novik, Venglovska, Kuzemko, 2021)* developed by the same team of authors. The sections dedicated to the educational direction "Child in Sensory-Cognitive Space" were developed in both sources by the team of authors: O. Brezhneva, M. Mashovets, O. Bessonova.

The authors of the standard understand subject-practical, technological competence as "the ability of a child to realize creative ideas for transforming environmental objects using various materials, based on knowledge of means and subject-practical actions, with the help of an adult or independently in the process of performing constructive technical and creative tasks, modeling tasks. The result of the formed subject-practical, technological competence is creative self-expression through the formed subject-practical and technological actions in independent and joint activities with peers" (*Educational direction..., 2021).*

One of the authors further popularized this direction in her articles, further detailing and explaining the content of the competencies that interest us as researchers. This work was carried out during 2021.

Some authors consider the development of subject-practical and technological competence in the context of STEM (STEAM, STREAM) education, seeing the implementation of the concept of sustainable development only through the educational direction "Child in the natural environment". Some researchers combine competences into groups (subject-practical, technological, natural-ecological) with a corresponding consideration of their implementation through both educational directions – "Child in the sensory-cognitive space" and "Child in the natural environment". There are authors who even reveal the possibilities of implementing the idea of sustainable development through the direction "Child in the world of art" with consideration of the corresponding artistic and creative competence.

We should point out the works of authors who emphasize research not through the prism of competencies, but through types of activity (artistic-productive, subject-based, design, etc.). The works of these authors trace the most complex vision, which is reflected in the specification of precisely those actions of the child, thanks to which this or that activity is implemented. Also, there are studies devoted to the development of subject-based, practical, technological competence of children with special educational needs.

While working on the research, we got acquainted with a number of publications that can be attributed to general information on education for sustainable development. The author of

these publications, O. Vysotska, revealed the theoretical and practical aspects of implementing the educational component of the concept of sustainable development. Among the statements and conclusions of the researcher, we find theses stating that in conditions of increasing competition in global markets, the formation of an innovatively-oriented personality, capable of constant self-education and creative thinking, becomes increasingly important. This coincides with a more extensive description of the concept of "European dimension in education", according to which each individual must realize themselves as an active participant in society, understand their rights and responsibilities; possess critical thinking and independence, which are manifested in the ability to analyze information and form their own opinion, which is the key to success both in education and in professional life, as these allow them to make informed decisions and work effectively with information; constantly develop, expanding their knowledge and skills, thus ensuring competitive advantages in the labor market; be able to adapt quickly to changes and make effective decisions; share European values, such as tolerance and solidarity, moving towards democratic ideals *(Vysotska, 2011)*.

This description of the "people of the future", which corresponds to the ideals declared in 1993 by the EU Maastricht Treaty, has direct correlations with the recommendations of another influential event of the global community – the World Economic Forum, which in 2020 formulated a list of 10 key skills that a person should possess in 2025. Among them: analytical thinking and innovation, active learning and learning strategies, solving complex problems, critical thinking and analysis, creativity, originality and initiative, leadership and social impact, use of technology and programming, endurance, stress resistance and flexibility, logical reasoning, problem solving and idea generation (*These are the top…*). These are the so-called soft skills, which really play an important role in the formation of environmentally sound behavior *(Volik & Chomich, 2024)*.

4. Definitions and Interpretations of Subject-Practical and Technological Competencies

Let us now turn to the definitions formulated by various researchers of preschool education that relate to the competencies we are investigating. We have formed the results of our theoretical searches into a table (Table 1).

Bessonova O. offers the following algorithm for solving practical problems by a child: setting a goal, planning the sequence of actions, forming simple conclusions about the methods of action, distributing responsibilities, selecting the necessary materials and tools, monitoring the implementation of actions, analyzing and evaluating the result obtained *(Bessonova, 2021)*.

The following are considered as priority activities in which subject-practical and technological competences are most effectively developed: subject-practical, design, labor, artistic-productive. Each of these activities develops certain skills and leads to the acquisition of relevant knowledge within the framework of the specified competencies.

Subject-practical activity acquaints preschoolers with the properties of objects and their origin, as well as the possibilities of their use. Since this activity involves actions not only with real objects, but also with their substitutes, *subject-game* activity is also distinguished within the scope of subject-practical activity. Design activity, according to Bessonova O., teaches children not only specific skills, but also general ones, developing the ability to reflect and generalize.

Successful *work activity* is impossible without a developed ability to define a goal and plan the process, analyze the results obtained, appropriate work skills, and motivation.

Artistic and productive activity, which includes design, needlework and technical modeling, is understood as a transformative activity in which it is impossible to do without knowing

Table 1

Review of research on the terminological field of the concept of "subject-practical, technological competence of preschool child"

Researcher	Competency	Types of activity	Implementation paths	Result	Date (term) of research, year
Bessonova O.	Subject-specific, practical, technological competence	Subject-practical (subject-game); design; Labor; Artistic and productive (design, needlework, technical modeling)	Solving specific practical tasks, active activities; Strengthening motivation; reflective analysis and self-analysis	Creative self-expression through formed subject-practical and technological actions in independent and joint activities with peers	2021
Boryn G.	–	Artistic and constructive	Providing older preschool children with opportunities to experiment with paints, art materials, and combine different types of fine art, even in one work	Intensive development of students' artistic abilities and emotional receptivity; development of the ability to set creative goals and achieve desired results, which contributes to the comprehensive development of the child.	2021–2024
Kotelyanets N.	–	Designing	Organization of a system of classes to form children's creativity by means of integrating speech and constructive activity; organization of children's play activities; organization of a subject-developmental environment of the preschool educational institution; organization of methodological and educational work with the teaching staff and parents.	Activating the creative potential of preschoolers	2021–2024

Pisatska L.	–	Subject-practical	In the perspective of further research	Increasing the level of organization of older preschoolers	2023
Litichenko O.	Subject-practical	Artistically productive; subject-oriented; artistically creative	Collective interaction during the activity. Activation of children's activities by giving the sphere of artistic work a cognitive character (using various new materials); ensuring the child's sustained interest in artistic work by creating prerequisites for improving their creative abilities (introduction of new technologies). Creation of a developmental environment and selection of the optimal pedagogical education strategy	Development of social skills. Creative self-realization of the individual. Development of independence	2019–2024
Legky O. and Kondratenko S.	–	Subject-practical	Specially organized correctional and developmental classes are held for preschoolers to solve cognitive tasks in various types of subject-based practical activities.	Formation of cognitive activity	2021
Dovbnya S. and Shelepko H.	Artistic and creative	Artistically productive	Implementation of a system for forming components of the foundations of artistic and design skills according to quality criteria	The emergence of artistic and design skills	2022

Franchuk T. and Pukas I.	Subject-prac-tical and technological	–	Training of specialists	Continuity between levels of education	2021
Polovina O.	Artistic and creative	Artistically produc-tive	Formation of a value attitude towards works of art, devel-opment of the need for artistic activity	Development of creative think-ing, formation of aesthetic values and development of practical skills	2021–2024
Guzhanova T. and Panchenko Y.	Subject-prac-tical, techno-logical	Labor	Creating a safe space for exper-imentation, using game methods and an individual approach, as well as engag-ing in various types of work activities	Ability to use tech-nology effectively, think logically in technical situa-tions, and respond quickly to changes.	2023

the properties of objects, which encourages the production of one's own ideas and ways of implementing them. According to the researcher, it is in technical modeling that the develop-ment of engineering thinking in preschoolers takes place.

Continuing the ideas of Bessonova O., researcher Boryn G. *(Boryn, 2021)* combined two types of children's activities, introducing the name artistic and constructive activity, and for-mulated the following idea: by engaging in artistic and constructive activity, the child develops their ability to set creative tasks and achieve desired results, which contributes to their compre-hensive development. The researcher directed her further scientific research to the theoretical and practical aspects of training future teachers to lead the artistic and constructive activities of older preschoolers.

Considering the constructive activity of a preschooler, researcher Kotelyanets N. claims that "…design is a type of activity of preschool children aimed at forming actions of visual spatial modeling. Important in such activity is the connection with the artistic and construc-tive-technical activities of adults; in the process of design, all the necessary conditions for the formation of technological skills are created". In her research, the researcher also paid much attention to the training of specialists (educators and primary school teachers) to realize the creative abilities of preschool and primary school children. Kotelyanets N.'s contribution is the author's pedagogical technology as a way of designing the pedagogical process for the forma-tion of creative activity of children of senior preschool age *(Kotelyanets, 2021; Kotelyanets & Kotelyanets, 2022)*.

The author Pisotska L. focused on the consideration of subject-practical activity as one that positively affects the level of organization of a preschooler. This skill is an ambiguous con-dition for the child's general readiness for schooling. Although the researcher has been dealing with the issues of the visual activity of a preschooler for many years, in the terms of the new edition of the Basic Component of Preschool Education, this is the only article *(Pisotska, 2023)*.

Researcher Litichenko O. *(Litichenko & Nuradinova, 2022)* directs her gaze to artis-tic and productive activity as a means of developing social skills through collective interac-tion of preschoolers. She also explores the features of perception and use of color in artistic

and productive activity. The researcher considers artistic work as a means of forming the subject-practical competence of a preschooler. Moreover, the relevant achievements were highlighted before the new edition of the basic component of preschool education was published. Here, subject-practical activity has another expansion: artistic creative activity. Another aspect of studying artistic and productive activity and its impact on the development of the personality of a preschooler is in studying the issues of forming independence through such activity *(Litichenko, 2021; Litichenko & Masteruk, 2022).*

Researchers of the subject-practical activities of children with visual impairments, Legkyi O. and Kondratenko S., speak about the need for a comprehensive approach to organizing such activities for preschoolers and the possibilities and necessity of continuing relevant work in elementary school *(Legkyi & Kondratenko, 2021).*

Having considered such a special type of artistic and productive activity of senior preschoolers as landscape design, researchers Dovbnya S. and Shelepko G. drew attention to their ability to realistically imagine, the ability to see the whole before the parts, and the originality of creative ideas *(Dovbnya & Shelepko, 2022a).* The researchers consider the creation of landscape design to be an excellent example of how a preschool child can act as a designer, plan and implement their creative ideas. These authors in another study examined the development of artistic and design skills through artistic and productive activity. But it is attributed to the artistic and creative competence of a preschooler *(Dovbnya & Shelepko, 2022b).*

Franchuk T. and Pukas I. conducted a theoretical analysis of the formation of subject-practical and technological competence of preschoolers, technological competence of primary school students in the context of STEM education, emphasizing that to ensure the quality of such education, it is necessary to organize the training of specialists – preschool educators and primary school teachers *(Franchuk & Pukas, 2021).*

During theoretical explorations, we discovered an interesting contradiction. One of the authors of the State Standard of Preschool Education, Bessonova O. *(Bessonova, 2021),* considers *design* as a type of artistic and productive activity, which in turn belongs to *subject-practical, technological* competence (educational direction "Child in sensory-cognitive space"). Another author of the State Standard of Preschool Education, Polovina O., attributes artistic and productive activity, and along with it the type of activity "design", to a type of art, which accordingly ensures the formation of *artistic and creative* competence (educational direction "Child in the world of art") *(Polovina, 2024).* The researcher proves in her further works that the formation of elementary design skills is a complex process that includes the development of creative thinking, the formation of aesthetic values, and the development of practical skills *(Polovina, 2021).* We will leave the contradiction we have identified to the discretion of the scientific community, and will only note that in our opinion, regardless of the theoretical basis, the practical result has an impact on the development of a preschool child and, without a doubt, affects their environmentally appropriate behavior (using secondary resources to create something new) and, of course, creates positive consequences in the context of sustainable development.

Researcher Guzhanova T. paid attention to the development of the competencies we have identified in the research topic in normotypical children and children with developmental disabilities. They argue that during the design and creation of products, children not only develop their imagination, but also learn about the properties of materials, learn to plan their work and cooperate with other children. This process helps them develop such important skills as creativity, logical thinking and the ability to work in a team. Moreover, this thesis applies equally to both groups of students *(Guzhanova, 2024).*

5. Conclusions

The article provides a theoretical analysis of existing scientific, theoretical and practical information, literary sources in accordance with the research topic. The state of development of the terminological and content field of the concepts "subject-practical, technological competence of a preschool child" helped the author to understand the comparative analysis. If we look at the dynamics of the frequency of mention of the competencies under study, it is obvious that the number of publications has increased over the years. However, the greatest "spike" in the use of the concepts of the terminological field of the study can be traced after the approval and implementation of the new edition of the Basic Component of Preschool Education – BCPE-2021.

However, we can safely conclude that there is no unity among the authors-researchers of subject-practical and technological competence. The author of this publication associates this state of affairs with the fact that even the authors of the State Standard of Preschool Education – a document that examined in detail the competences of a preschool child and actually gave the "green light" to the use of the concepts we have defined for the general public – did not agree on the unambiguous interpretation and content of the relevant concepts. For example, artistic and productive activity occurs in the document twice. Once – as a priority activity in the formation of subject-practical competence (educational direction "Child in sensory-cognitive space"), the second time – as one that forms the artistic and creative competence of a preschool child (educational direction "Child in the world of art"). Because of this, all subsequent studies also diverged in different directions. This fact can be interpreted from different sides. Such discrepancies, on the one hand, confuse researchers, on the other hand, once again prove the integrative nature of the document as a reflection of a new paradigm of education. Let us recall that *integration* is one of the key definision of the concept of sustainable development. Thanks to this feature, we see that the aspirations for change declared for many years are being realized in modern education. The transition to sustainable development has already become a reality in preschool education. Children actively explore the world around them, learn to care for nature and understand the relationships in it. Thanks to the integration of the principles of sustainable development into the curriculum, preschoolers form a responsible attitude towards the environment. We see that the areas of educational activity are also being integrated.

Summing up the results of the research, we should say about the prospects for further scientific developments. We see them in the study of the state of development of other competencies that form the sensory-cognitive development of a preschooler: sensory-cognitive, logical-mathematical, research. Also interesting is the analysis of scientific achievements of foreign researchers of preschool education on issues of sustainable development.

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THE DEMISE OF THE DEACONESS MINISTRY OF THE ANCIENT CHURCH

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Summary
The article shows that the concepts of deaconess, which persisted until the Middle Ages, will be synonymous with the word nun and will not be associated with a special female ministry, the final institutionalization and further existence of which became impossible due to the lack of its close connection with liturgical functions. The most important issue, which has not lost its relevance to this day in both academic and applied meaning, is the issue of institutionalizing women's church service, an alternative to both monastic and exclusively social. However, this issue should be recognized as closely connected not so much with the needs of modern society, but with the needs of the Church and the general church consciousness.
In the course of research, we have analyzed the reasons of demise of deaconess ministry in the Eastern and Western traditions of the Ancient Church. In these texts there is a special importance was attached to features inherent in deaconesses, who are obliged to lead a strict pious life and perform certain ceremonial functions while attending divine services.
Key words: tradition, ordination, prioress, nun, chastity, ascetics, rank.

1. Introduction

In the initial period of the existence of the Ancient Church, the idea of women's ministry, existing outside the apostolic succession associated with the sacred rite, was formed, which, however, did not exclude the development of its own institutionalization for this ministry. The organized ministry of deaconesses in the Ancient Church certainly exists from the 3rd–4th centuries. In their position they were close to subdeacons, at least they are mentioned alongside them, but they were not included in the male clergy.

According to the rite preserved in the Barberini manuscript (8th century), deaconesses were ordained by the bishop through ordination, but not through laying on of hands in the later sense of the word, in the altar. Deaconesses never performed deacon or other liturgical functions, and the ordination rite, which outwardly brought women closer to deacons, gave rise to the controversial question that still persists in historiography about whether they, like deacons, were included in the church hierarchy.

Within the framework of the characteristics of the apostolic and catholic Church in relation to women's ministries, this question should be answered negatively, and the peculiar uniqueness of the rite can be explained by the specificity not of the actual functions, but of the general high status of deaconesses. The ministry of women in the West was not generally developed to the same extent as in the East, and perhaps did not exist at all in similar forms, as is shown by the very little information about the powers of deaconesses.

Even Christian women who were not vested with special powers could care for the sick, maintain order in the church, instruct widows or virgins, and generally maintain communication between the clergy and the female part of the community, which naturally led to the gradual disappearance of deaconesses in the East and their almost complete absence in the West.

The history of the study of the order of deaconesses in the later, Byzantine period in the East is important, since it did not develop in the West. Researchers were interested in questions about the location of deaconesses during their ordination, as well as their role during the service in the Constantinople Church of St. Sophia; what their attire looked like; what was the relationship between their service and that of the deacon (R. Taft and V. Karras); what were the famous deaconesses of that era like (E. Theodoru), how are the images of ascetics presented in Byzantine hagiography and what role they played in the development of female monasticism (S. Harvey, A. Talbot). However, the only one who described and commented in detail on the service of the Syrian deaconesses, the rites of their ordination and the reasons for their disappearance was catholic priest A. Martimort.

The scientific relevance of this study lies in the need for modern theological science to summarize historiographic data on the issue of the reasons of demise of deaconess ministry in the Ancient Church because the social and scientific interest has been constantly connected with current proposals for the restoration of the rank of deaconesses within the framework of the "internal" or "external" mission of the Church.

The main goal of the research is to characterize the reasons of the demise of deaconess ministry in the Eastern and Western traditions 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 abolition of the deaconess rank in the Eastern Church

The time frame and reasons for the disappearance of the ministry of deaconesses in the East are not reliably recorded. The first indication that the female rank in Byzantium, at least in the Jerusalem region, was abolished, dates back to the 6th century, that is, to the time of the formation of the corpus of Justinian's Novellas, testifying to the contrary.

In the "Spiritual Meadow", John Moschus, at the beginning of the 7th century, reported as a recent event the story of the Jerusalem Archbishop Peter, who, in order to avoid the temptations of the Elder Conon, wanted to ordain a deaconess to help him in the Baptism of women, "but did not do this because custom did not allow it". It is quite possible, however, that this custom was not of a church-wide nature and related to a regional tradition. Deaconesses are mentioned in novellas and later – in the 7th century in Constantinople, at the Council of Trullo (691-692), the same is in a certain sense confirmed by the rite of ordination of deaconesses in the 8th century. Researchers have suggested that there were regions that did not know this ministry in principle. According to A. Martimort there were no deaconesses in Egypt and Ethiopia *(Martimort, 1982)*.

In the literature on the reasons for the disappearance of deaconesses, there is a number of established opinions, dating back to the tradition of the 19th and early 20th centuries. According to I. Augusti, in the post-Constantine era, the state largely took over the functions of organized charity, as a result of which the role of deaconesses gradually began to diminish. Abbess Catherine believed that deaconesses ceased to exist because there were no more women capable of enduring the difficulties of this activity.

It seems logical to argue that the main function of deaconesses, the assistance with Baptism, gradually lost its meaning with the widespread spread of the practice of infant baptism. Already in the 72nd decree of the Council of Carthage of 401, repeated at the Council of 419

and included in the "Extracts from the Register of the Carthaginian Church" (5th century), there is a mandatory requirement to baptize infants.

During the Baptism of women, the Church might not have recognized the special need for the mediation of deaconesses, as is evident from the case described by John Moschus, that is, the service of deaconesses was no longer considered specific and irreplaceable. However, such a change in church practice cannot be considered as an absolute reason for the abolition of the rank of deaconesses, since the Baptism of adult women had to be reduced, starting from the 4th century and further as Christianity actively spread, whereas it was precisely at this time that the rank of deaconesses was established in the East and experienced a kind of "flourishing". Justinian's Novellas indicate that a certain function related to assistance during Baptism was retained by deaconesses.

The late rite of ordination of the 8th century gives reason to assume that these external attributes of deaconesses could have been associated by contemporaries with liturgical duties similar to those of deacons that did not exist for women. Such concerns found their most vivid expression in the West and indicated to the church authorities the threat of the emergence of heresy, which is why in the era of Balsamon, by the 12th century, the word "deaconess" became an honorary title. However, the "development" of women's ministry into a full-fledged "diaconate" in the church tradition in the East, unlike the Western Churches, has never been considered a global potential threat at least due to the fact that not a single canonical ban on the ministry of deaconesses has been made public either at the local or at the general church level *(Theodoru, 2017)*.

The main role in the gradual disappearance of women's ministry in the East was played by the spread of female monasticism, which completely "absorbed" the characteristics inherent in deaconesses, associated with the need to lead a strict, abstinent and pious life, as well as to perform ceremonial functions, being present at the performance of divine services.

It cannot be completely ruled out that the practical functions of deaconesses were generally related only to the specific region in which the Didascalia and Apostolic Constitutions were in circulation (Syria and Asia Minor), since other written sources do not provide detailed information about the practical activities of deaconesses. However, this female rank, by the very fact of its widespread existence beyond these regions, testified not to a practical or, even more so, liturgical form of service, but to a specific form of female asceticism, since the Church recognized the main virtue for women as the preservation of chastity and prayer – it is not for nothing that the leaders (prioress) of the first communities of virgins were called deaconesses. Hence, the rapid merging of the status of deaconesses and the first nuns becomes natural and logical.

The term deaconess in the Byzantine tradition of the 13th–14th centuries could be applied not only to ordinary nuns, but also to female leaders within women's monasteries: this is how the matron of the dormitory and the cellarer (manager of the household) are called in the typicon of the small and short-lived monastery of the Mother of God in Constantinople.

The authorship of the monastic charter is attributed to Theodora Synadena, niece of Emperor Michael VIII Palaeologus (c. 1224–1282), who was her guardian after the death of her parents. In the text of the charter (first half of the 14th century), instructions are set out for the deaconess as the prioress of the monastic community, who must be "God-loving and God-fearing," so that she could "judiciously and for the current benefit" manage the monastery, keep everything in strict order, have a "meek and humble character," be simple in communication, and have "full attire and mantle". The deaconess as a cellarer should be "the one who takes care and supervises your food, and she should also take care of the wine, if you have it". At the same

time, the prioress of the monastery "as having care for the general needs" was considered by the author of the charter as a superior person over the two named deaconesses, together with whom she should take care of all the sisters. This usage would be similar to the situation in the West, where the term deaconess, as applied to the heads of women's monasteries, is found in the writings of Peter Abelard.

Although by the 11th–12th centuries it was difficult to speak about the preservation of practical functions for deaconesses, as well as about the very form of existence of this rank, nevertheless, according to V. Karras, the Church retained the need for women's ministry, which was now performed by women of a different rank.

She records the first type of service based on a fresco in the church of the monastery of Panagia Blachernai in the city of Arta (Epirus), which depicts a weekly procession outside the church in Constantinople with the participation of three women (Irene-Eulogia [1218–1284], the sister of Emperor Michael VIII Palaeologus, and her daughters Anna and Theodora), carrying censers and/or incense boxes.

The second type is represented by a different service: according to the typicon of the Constantinople Pantocrator Monastery, it must have four well-off and respected women in the rank of "grapta", who, in pairs, would monitor the order in the church and help the pilgrims when necessary, including when they gathered together for the Friday evening service. It is unlikely that those women, according to V. Karras, were initiated, like the deaconesses of their time, and had some kind of rank, but they received material support, like other clergy *(Karras V, 2023)*.

Finally, the third type is represented by the rank of women "myrrh-bearers" in the Jerusalem Church (it presumably arose between the 5th and 9th centuries, and ceased to exist at about the same time that the rank of deaconesses disappeared, that is, by the 13th century or soon after). On the morning of Holy Saturday, the "myrrh-bearers," symbolizing the arrival of women to the Tomb, accompanied the Jerusalem Patriarch and his clergy in a procession to the Kuvuklia in the Church of the Resurrection of the Lord in Jerusalem, performing liturgical hymns, cleaning the oil lamps, after which they were extinguished, and the Kuvuklia was closed. V. Karras believes that the "myrrh-bearers" were ordained through the ordination to the lower ranks of the clergy as readers, and the listed forms of church service replaced the institutional service of deaconesses.

The last unique mention of deaconesses in the Church of Constantinople should be recognized as graffiti from the Church of Hagia Sophia with the image of a woman in a long robe with a chalice in her hand, next to which was the corresponding inscription "deaconess" (if the image can be attributed to a time no later than the first half of the 15th century, then the signature was apparently added later, possibly in the 16th century). The very mention of deaconess for such a late time is unique, which testifies to the long existence of this term.

3. The abolition of the deaconess rank in the Western Church

Unlike the Eastern Churches, in the West there are a number of direct prohibitions on women's ministry. The first relates to the above-mentioned Council of Arausio in 441, which vividly illustrates the subsequent practice of the Gallic Councils in 684 : "deaconesses should not be ordained at all". Only the dedication of widows outside the altar was allowed, who, according to the logic of the canon, had the right to exist, in contrast to the already dedicated deaconesses, who stood in the church together with the people without external distinctions of church status.

If the Council of Arausion, although it distinguished between both statuses of women, still allowed the preservation of the status, then the Council of Epaone in 517 already unconditionally identified widows and deaconesses, prohibiting both services: "We completely prohibit the consecration of widows, who are called deaconesses, throughout our entire region, granting them as a blessing, if they ask for their return, only one repentance". This prohibition, with a direct reference to the Epaone decree, was repeated by the Second Council of Tours in 567. By "return" was meant strict repentance and prayer, that is, an ascetic life, by which previously consecrated women could differ from laymen *(Predel, 2005)*.

The very fact that the categorical abolition of the service of deaconesses was repeated several times at several Councils testified to its incomplete disappearance in Gaul in the 5th–6th centuries. Moreover, the Second Orleans Council in 533, as if reconciling itself to the presence of women, "who until now, contrary to the prohibition of the canons, have accepted the blessing, prescribed the necessity of celibacy for them – its violation was punishable by excommunication from Communion". This passage can be understood as a prohibition on receiving a blessing "contrary to the canons," that is, not according to the rules, while a blessing received in accordance with the law is permissible. But such an interpretation is refuted by the following, the 18th rule of the same Council: "Also make a decision that henceforth no woman be given a deacon's blessing because of the weakness of her nature".

According to J. Ludlow, Southern Gaul at that time was a place of clash between eastern and western traditions: Massalia (Marseille), once a Greek colony, still retained, albeit transformed, connections with the East. Since the 5th century onwards, monks associated with the Eastern tradition settled in Southern Gaul, and this same period became the time of the flourishing of the service of deaconesses in the East, in connection with which periodic attempts to introduce or renew this service in Southern Gaul are quite understandable *(Ludlow, 1866)*.

Why the ministry of deaconesses is so negatively perceived in the Gallic tradition is not exactly known. Two pieces of evidence may help to shed light on this mystery. The first is reflected in a lengthy letter of Pope Gelasius I (492–496): "We have heard with unspeakable sorrow that such a flagrant violation of the Divine institutions has come to us, that women are allowed to serve in the holy altars and that the sex to which it does not belong carries out all that is given over to the authority of men" . The Pope then goes on to list in sufficient detail the terrible punishments for those who contributed to or participated in attracting women to this kind of altar service.

The second testimony is from the Council of Rouen in 650: "We were told that some priests, after celebrating the mass, neglecting to consume the Divine Mysteries themselves, which they had previously consecrated, pass the Lord's Chalice to the women serving during the mass or to some laymen…". In connection with this, the presbyters were ordered to "give them Communion from their own hands," and not to give "Communion into the hands of anyone: neither a layman, nor a woman".

Perhaps this practice reflected the already fading practice of joint asceticism of ascetics of different sexes or the influence of some heresy of local origin. It was precisely this danger of turning the deaconess service into a liturgical service that caused justified concerns among the Western clergy.

The lack of development of the ministry of deaconesses and its early prohibition can be explained by the real fear of the Church in the West that women would exceed their authority and claim priestly functions, for which there were grounds, starting from an even earlier time. Thus, St. Irenaeus of Lyons wrote about a certain heretic Mark, whose followers celebrated the Eucharist. Mark's disciples "in our Rhone countries many women were seduced..."

Obviously, there were also women who dared to baptize on their own: "But the audacity of a woman who has appropriated to herself the right to teach, in any case, cannot encroach on the right to baptize, unless a new beast appears, similar to the former one – so that as one abolished baptism, so another began to perform it by his own authority". Perhaps abuses of this kind existed in Carthage after Tertullian, which gave rise to special decrees: "A woman, no matter how learned and holy she may be, should not hope to instruct men in the assembly"; "A woman should not perform baptism".

In the Middle Ages, the idea of the service of deaconesses in the West became the subject of archaeological discussions related to the interpretation of apostolic texts. In practice, according to Bishop Atton of Vercelli (Northern Italy, 10th century), "we can consider as deaconesses those who have reached old age and, preserving chastity, lead a pious life, conscientiously prepare the priests' prosphora for the service, guard the doors of the church, wash the stone floors" *(Ludlow, 1866).*

The Salisbury theologian Thomas Chobham (1160–1233/1236) in his work "Summa confessorum" (after 1215) focuses on the moral aspect of the problem related to the relations between male clerics and women, and develops hypothetical thesis about the ancient duties of deaconesses, specifying that they could read the Gospel precisely in a convent, since it was inappropriate for a deacon to be among the choir of nuns.

It can be reasonably argued that for Western medieval canonists, who had no real idea of the functions of the ancient deaconesses, the latter were only abstract examples in their discussions of the conditions for entry into the rank of clergy, from which women, according to their arguments, were clearly excluded by virtue of their belonging to the female sex and by virtue of their lack of the appropriate capacity for church service (character), which, in addition, is of an irreversible nature, like baptism *(Harnack, 1910).*

In a certain sense, the works of medieval scholastics formulate the final legal basis for the prohibitions on the ministry of deaconesses in the Western Churches, which did not take shape in Byzantium. Although a similar kind of reconstruction can also be found in the 12th century Eastern canonist Theodore Balsamon, who quite freely interpreted the 126th canon of the Council of Carthage on virgins, when he wrote that virgins are ordained in order to be ordained as deaconesses, that is, he equated their ordination with the ordination of deaconesses.

4. Conclusions

Thus, although there are no definite facts confirming the existence of the institutional female ministry of deaconesses before the 3rd century, when it developed in the Eastern Churches, church tradition firmly linked its emergence with the apostolic era. The time of the "flourishing" of the service of deaconesses in the East should be recognized as the 4th–6th centuries, when in a number of texts there are already certain indications of the activities of deaconesses, references to whom can be found along with nuns and ascetics who observed strict celibacy.

The demise of the ministry of deaconesses in the East occurred after the 6th century, but not as a result of specific conciliar decisions, but gradually, perhaps over a fairly long period of time, in connection with the spread of female monasticism, which included the features inherent in deaconesses, who were obliged to lead a strict pious life and perform certain ceremonial functions, being present at divine services. The hagiographic tradition also assigned deaconesses an exclusively monastic status.

In turn, the Western Churches did not know the ministry of deaconesses in the developed form in which it existed in the East – here it arose and took shape, probably, much later.

Deaconesses were ordained as virgins, widows or wives of future clerics (bishops) no earlier than forty years of age, who maintained strict chastity, from respectable, noble and financially secure families, and as a result of this received an upbringing and education that was not typical for women of that era.

The lack of development of women's ministry in the West and its rather rapid prohibition can definitely be explained, in contrast to the Eastern Churches, by the fear of the hierarchy that women would lay claim to priestly functions, which is evident in the example of special cases in Gaul, when some women accompanied the clergy and dared to help them during the Liturgy. However, by the Middle Ages, when this issue had lost its relevance, the scholastics' appeal to the authoritative and significant, in their opinion, women's ministry in the Ancient Church, given the impossibility of its existence in the modern era, would become a kind of "common-place" in theological works.

The study does not cover all aspects of the problem. The issues of causes of restoration of the female diaconate are awaiting further study.

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INNOVATION, WORK, SOCIETY

NATIONAL TRADITIONS OF DIPLOMACY
AS THE KEY TO UKRAINE'S REVIVAL

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Summary

The aim of this paper is to prove the hypothesis: the national expierience of Ukraine's Diplomacy is a bases of future revival of Ukrainean State. The author examined all stages of the development of Ukraine's diplomacy: from Kievan Rus to the nowadays. Chekalenko Liudmyla proved main concept of historical periodization of this process. The main idea of author is based on a principally important concept of the formation and development of the foreign policy paradigm of Ukraine during a significant historical period of Ukrainian statehood. Our state, same as its policy, originates from the Trypillya culture, develops through the Skiff era and forms a powerful Kyievan Rus.

The author proved that the roots of tolerance, respect for each other, non-interference in the internal affairs of other states, diplomatic protocol, etc. have been laid in Ukrainian diplomacy since ancient times in the Byzantine Empire.

This is in those times that not only the general concept of the world and human existence but also the principles of international existence, patriotism, humanism, tolerance, conventional relations and diplomacy by Bizantic influence were formed on our lands. Next period that covers the times of Cossack State contains a lot of elements of the statehood and foreign policy activity of those times that were inherited and developed by the Cossack Army.

Ukrainian Diplomacy during the Cossack state period, according to the author, initiated the military foundations of diplomatic means and foreign policy decisions. The author came to this conclusion after analyzing numerous documents from the era of Bohdan Khmelnytskyi's hetmanship.

The period of the years 1917–1920 is marked by the struggle for the independence of the Ukrainian state, civilized entrance into the world of international relations, use of diplomatic means and methods to defend the Ukrainian interests. The article proves that the Diplomacy of Ukraine in 1917–1920 acquired signs of Europeanness and modernity, which meets the criteria

of international law laid down in the diplomatic foundation of the development of the state's foreign policy structures.

In the period of Soviet existence, the forms of international activity of Ukraine within the USSR were being under review. Ukraine was deprived of its own foreign policy and diplomacy, and was completely dependent on Moscow. Unfortunately, at that times Ukraine was more often not a subject but object of the foreign policy and deplomacy in the above-mentioned periods when the овідає

The problem was compounded by the fact that throughout the centuries of its rule, the Russian Empire did not recognize the existence of the Ukrainian people and Ukraine, its culture, language, and traditions. The tsarist centuries were supplemented by 70 years of Soviet power, when the communist party ruled the U.S.S.R. Textbooks were written specifically about the history of the Soviet russia and not about Ukraine. Only with the independence of Ukraine did it become possible to write and publish our own Ukrainian textbooks about the objective history of our people.

Key words: concepts of realism, synergistic effect, diplomatic methods, unprofessionalism, deep mistakes of authorities, differential political views.

1. Introduction

Based on the professional analysis of the results of the foreign policy, the author identified a number of miscalculations by the presidential authorities in making important and influential decisions, the consequences of which our state and Ukrainian foreign policy are still feeling today.

The deep mistake of the Ukrainian authorities in different historical periods as the author proves was the unconditional support of the Moscow throne, naive trust in the promises of the Moscow authorities, and unfortunately, the lack of unity in Ukrainian society.

Based on the results of the foreign policy discourse, the author concludes that the imperial machine itself formed such a situation in all the regions of the country, setting one layer of society against another, buying the Ukrainian ruling elite with bribes and land grants, destroying all progressive-thinking representatives of democratic Ukrainians.

The result of such an attitude was a threat to the further development of Ukrainian state. In fact, the conclusion was made that it was Ukraine that contributed to the revival of the Russian Empire and actually gave birth to its own anemy, who are now trying to degrade the Ukrainian people and the Ukrainian state. Ukraine was one of creator of the Tsarist Russian Empire. The author for the first time reveals the phenomenon of saving the empire in historical and political dimensions.

In modern times Ukraine faces a difficult challenge of protection of the achievements of the Ukrainian people, gaining by our country of a dissent place in the international division of labor, protection of the rights of the Ukrainian citizens, informational provision of the sovereign existence, etc. In the article, the author provides impotant information, that during centuries Ukrainian deplomacy founded new forms of diplomatic communication in the Ukrainian foreign environment, successful decisions and questionable solutions, so false steps. Incorrect decisions, as the article says, it is still very difficult to change and correct today, because of which Ukraine has lost its military potential in the begening of russian war against Ukraine.

There is proven, that these were not only diplomatic mistakes, but also outright cruel crimes of the first persons of the country – the presidents, which provoked the war and led our country to political collaps. All these facts have led to profound negative consequences both in the development of diplomacy and the existence of the State of Ukraine itself.

Methods. The study is implemented considering the theory and practice of political realism. For this purpose, dialectical methods of development and stagnation, quantity and quality, negation of negation, as well as systemic-comparative approaches are used, which in combination give a synergistic effect of the obtained research results.

Results. The conceptual principles of the development of the diplomatic component of Ukraine's foreign policy are analyzed. Such as, as the theory and basic provisions of international law, the origins of which are the components of sovereignty, non-interference in internal affairs and preservation of territorial integrity. The concepts of realism, which are applied both in foreign policy tools and in the implementation of the system of diplomatic methods. This methods enabled Ukraine to maintain sovereignty for a certain time and survive in long-term times of war and were also an impetus for the upward development of the state. So, at the same time, various shortcomings and miscalculations in international decision-making are identified and investigated, caused, and sometimes provoked by a certain unprofessionalism of diplomatic personnel, as well as differential political views and beliefs of the executors themselves.

2. The historiography of article

The historiography of the problem is characterized by broad thematic explorations, monographs, and descriptions of selected historical events. The author analised a wide range of sources on formation of the state and foreign policy of Ukraine, archive documents, documents of the ministries of foreign affairs as Ukraine and other countries. The Ukrainian historiography has important place in the list of the sources. There are the books of famous Ukrainian historians – M. Hrushevsky, V. Antonovych, O. Apanovych, M. Braychevsky, V. Holobutsky, D. Doroshenko, O. Yefymenko, M. Kotliar, I. Krypyakevych, N. Polonska-Vasylenko, O. Subtelny, O. Shulhin, D. Yavornytsky and many others.

Scientific explorations of domestic and foreign researchers, the subject of which was Ukrainian foreign policy and diplomacy, have become especially popular and significant in times of the independent Ukraine. There are the works by professors of Taras Shevchenko Kyiv National Univercity V. Kopiika (2012: 264), O. Koppel and O. Parkhomchuk (2004: 320), L. Chekalenko (2016: 308; 2021: 207; 2024), M. Doroshko (2024: 29–39) and so on.

Among foreign researchers, the works of Barry Buzan (2018), B. Lette (2016), Ronnie D. Lipschutz (1995), Ole Waver (2020) and others are particularly important and attracted attention. The works of the above-mentioned authors are quite interesting and rich reflections on the current state of international relations and various scenarios for the future development of the world. However, the authors did not pay special attention to Ukrainian historical events in foreign policy and diplomacy. Ukrainian and foreign authors devoted their works to the theory of international relations, international systems of the global era, the history of European integration and the EU in noverdays, etc. But the political and legal analysis of the formation, development and cpecific of the Ukrainean diplomatic system and the implemented schemes of foreign policy decisions in different historical periods of Ukraine's development did not come into their field of attention.

3. The main idea of the author

Our state, same as its policy, originates from the Trypillya culture, develops through the Skiff era and forms a powerful Kyievan Rus. This is in those times that not only the general concept of the world and human existence but also the principles of international existence, patriotism, humanism, tolerance, conventional relations and diplomacy were formed on our lands. Next period that covers the times of Cossack State contains a lot of elements of the statehood and foreign policy activity of those times that was inherited and developed by the Cossack Army.

The period of the years 1917–1920 was marked by the struggle for the independence of the Ukrainian state, civilized entrance into the world of international relations, use of diplomatic means and methods to defend the Ukrainian interests. In the period of Soviet power the forms of international existence of Ukraine within the USSR are being under review. In modern times with the achievement of the state sovereignty the foreign policy components of the assertion of Ukraine as a subject of the international law with the state goals, its own foreign policy and international obligations are being analyzed.

The modern Ukraine faces a difficult challenge of protection of the achievements of the Ukrainian people, gaining by our country of a dissent place in the international division of labor, protection of the rights of the Ukrainian citizens, informational provision of the sovereign existence, etc. State interests of Ukraine consist in realization of the strategic, political, economic, legal and ideological goals. Every historic period of the development of the Ukrainian statehood is marked by a specific position of Ukraine or its regions that existed either comparatively independently or within other states.

Unfortunately, Ukraine was more often not a subject but object of the foreign policy and diplomacy in the above-mentioned periods when the destiny of the Ukrainian lands depended on other more powerful nations. So, during centuries Ukrainian diplomacy founded new forms of diplomatic communication in the Ukrainian foreign environment, successful decisions and questionable solutions, so false steps. Incorrect decisions have led to profound negative consequences both in the development of diplomacy and the existence of the State of Ukraine itself. The problem was compounded by the fact that throughout the centuries of its rule, the Russian Empire did not recognize the existence of the Ukrainian people and Ukraine, its culture, language, and traditions. The tsarist centuries were supplemented by 70 years of Soviet power, when the communist party ruled the USSR. They also did not recognize the right of all the peoples of the Union to free development. The citizens were called Soviet people, and Ukraine was not defined as a separate state. This is what was taught at school and in institutes. Textbooks were written specifically about the history of the Soviet country, and not about Ukraine. The archives were hidden from researchers. Only with the independence of Ukraine did it become possible to write and publish our own Ukrainian textbooks about the objective history of our people.

The deep mistake of the Ukrainian authorities in different historical periods was the unconditional support of the Moscow throne, naive trust in the promises of the Moscow authorities, and unfortunately, the lack of unity in Ukrainian society. Today it can be argued that the imperial machine itself formed such a situation in all the regions of the country, setting one layer of society against another, buying the Ukrainian ruling elite with bribes and land grants, destroying all progressive-thinking representatives of democratic Ukrainians. The result of such an attitude was not only negative but it was a threat to the further development of Ukrainian state, since the Ukrainian land continued to exist according to the rules imposed by Moskovia.

In fact, Ukraine was one of creator of the Tsarist Russian Empire and soviet empire – U.S.S.R. Professor Chekalenko Liudmyla Dmytrivna is the author of the concept of revealing the phenomenon of the "salvation" of the empire in historical and political dimensions by its vassals who were part of it.

Considering the fact that the Russian empire in the face of its rulers: tsar Peter the First and tsarina Catherine the Second and others managed to inform the West about Ukraine as a not capable power that had neither history and nor culture. They twisted and rewritten Ukrainian history. These ideas many scholars in the West repeat for today too (in a practic of the Russian information or nowadays "Russia today"). But such information was taken from Russian sources through the French culture of XVIII–XIX centuries, which was highly esteemed in the empire. Imperial power replicates another ideas and falsification history, even the concept and name of "Rus" were removed from the history of Ukraine. As a result, the new generations in the empire and West didn't know about Ukrainian objective history, politics, culture, literature, art etc.

4. The Diplomacy of Kievian Rus

Historical documents tell us about first steps of foreign policy of the future Ukrainian state. Crowning of Prince Oleg (882–912) in Kyiv marked the union between North and South of Rus state. In 882 Oleg pronounced the city of Kyiv to be the capital of the newly formed state: „May Kyiv be a mother of the Rus cities". Oleg united another terytories to Kyiv: Severians, the Rodymychis, the Dulibs, the Tiverians, the Croatians, etc. The deplomacy at that time was a part of wars. Some Byzantine documents said us about Oleg's powerful army and his battles against Byzantium. So, Oleg's delegation – future embassy –conducted the negotiations in the Byzantine capital. Some important treaties with Byzantium were signed in 907, 911, and 944. The Treaty of 911 that confirmed all the oral agreements of 907 consisted of two documents (briefs): one brief was verified by the Byzantine Emperor and given to the ambassadors of Rus and another one was verified by the ambassadors and given to the Emperor. According to those documents the liabilities of Rus were paid for with Byzantine gold in the form of homage as well as with other commercial and political fees. For example, in accordance with the 911 treaty Oleg managed to obtain a few privileges: coverage of all long-term living expenses for the ambassadors of Rus by the Greeks, and the right of free trade in all Byzantine cities provided that the living expenses of the merchants were also fully covered by the Greeks.

The conditions of the relations included in the treaty could be called a diplomatic etiquette in a modern language. The treaty was written in two languages – Slavic and ancient Greek. All payments were calculated in Greek currency, which were equal to 327,45 kg of silver. The Slavs traded in copper, wax, and fur, and the Byzantines traded in clothes, pepper, wine, jewelry, etc. According to the sources of literature there were close relations between Rus and Byzantium after the treaty had been signed: the countries acted together agains the Arabs from Crete when Rus ensured participation of its army consisting of 700 soldiers *(as stated by the Emperor Constantine Porphyrogenitus, 913–959)*. The detailed written document about military alliance between Byzantium and Kyievan Rus of 944 is considered the top of the Rus diplomatic practices. It was stated that Rus was responsible for protecting the Byzantine territories in the Crimean area against all the enemies.

The "diplomatic" decisions we can named the policy of famous political figure of those times – Princess Olga (945–964), when she was a leader of Kievian Rus. Princess avenged her husband's death (Igor – the Oleg's son). According to the legends the whole delegation of

the Drevlyans invited to Kyiv per Olga's orders was buried alive, and the Drevlyan capital of Korosten was cunningly set on fire and so on. These facts show the traditions of those times and the specific art of diplomacy.

Princess Olga with delegation received a warm welcome in Constantinople. In honor of Olga on September, 9, 955 the Greeks arranged a formal dinner party including performance by musicians. In 959 Princess Olga sent the ambassadors to the German King Otton I and others. Her son Svyatoslav was famous solder and his son Volodymyr the Great (980–1015) united some territories with Rus. Volodymyr the Great accepted Christianity and married the Byzantine princess Anna who was the sister of Byzantine emperors Basil and Constantine. Christianization of Rus opened the way to enormous cultural impact. In 988 the ambassadors of the Pope Silvester II visited Kyiv and Volodymyr's ambassadors paid a diplomatic visit to the residence of the Pope of Rome. Kyiv was also visited by the ambassadors of the Czech and Ugrian kings as well as of the Polish prince Boleslaw Lesmian.

As Volodymyr realized the importance of matrimonial ties, he arranged marriages of his children to foreigners. During Volodymyr's reign Kyiv became stronger. The city was a home to people from all over the world – the Scandinavians, the Francs, the Greeks, the Armenians, the Danes; commercial relations of Rus were broadened.

International relations as well as authority of Rus were strengthening in time of Yaroslav (1019–1054) who was called Wise due to his policies. Matrimonial ties or marriage diplomacy were also widely used to strengthen the positions of Kyievan Rus in the world. Yaroslav's daughter Anna was a wife of the French king Anri I on May 14, 1049, in the cathedral of the city of Reims in France. After the king's death Anna reigned in France. Her signature was "Anna of Rus, the Queen of France". The famous "Reims Gospel" which she gifted to the church during her wedding ceremony is kept in the National Library in Paris. This is the Gospel on which French kings have been taken an oath to France for many centuries. The laws of Kyievan Rus were put together by Yaroslav the Wise as a Code of Laws called "The Rus Truth", which contained provisions regarding foreigners as well. Being a highly educated person himself, Yaroslav cared about education of the country. In accordance with his orders a school and a library were established as a part of the Cathedral of St. Sophia; they were known all over Europe. During the reign of Yaroslav the Wise, foreign policies of Kyievan Rus encouraged broadening of diplomatic ties and improvement of political contact with a lot of European countries. As noted by the Russian historian M. Karamzin, ancient Kyiv was decorated with the samples of Byzantine arts and enlivened with presence of foreign merchants and visitors from Greece, Germany, Italy, etc., and thus it was greater than Moscow in many aspects (Krechethnikov, Artem, 2016). Kyievan Rus became the desired object and the respected subject in the foreign policies of many countries. Well-known European leaders had to take its strength into consideration. It was certainly the period of prosperity of its diplomacy as well.

There are some very important moments with the name of Rus. It should be noted that the name "Rus" was later borrowed by Moscow "scientists" on the orders of russian tsar Peter 1. And not only the name of Rus, but also the entire history of the esta blishment and development of Kievan Rus from St. Andrew, who in V st. proclaimed the emergence of Kiev in the Kiev's Mountains, were captured by moscovites and adapted to its history. Why did it happen? Foreign geographers and historians wrote about Moscow state which had appeared only from the 14th century, and Kievian state – at the beginning of 5th century. The history of Kyievan Rus or Rus-Ukraine was in fact stolen and adapted to the Moscow concept of the "length" of the history of the future empire. The history of Rus-Ukraine was forebided and Ukrainian culture and Ukrainian language were forbidden too by Peter1 and Katrine II. As a result, another prorussian

books were written; new textbooks were created in russian language. West in general and Western scholars received Russian's empire propaganda of 18th century: the Moscow version of history – artifical invented history without Rus-Ukraine. This is the reason why the West still does not know another history, but perceives it through the prism of Moscow's virtual scheme.

The Kievan Rus period of development of Ukrainian statesmanship led to the Halych-Volyn period in the 13th century and then into the Lithuanian-Rus-Polish statesmanship of the 14th – 16th centuries. The states of Vladimir and Moscow were neither heirs nor successors of the Kyievan state. They had their different own roots, and their relations with the Kievan state were as a relations between the Roman state and the Gallic provinces than to the succession of two periods in the political and cultural life of France. "The Kievan government did introduce the Great Rus lands to the forms of social and political systems, laws and culture created in Kyiv during its historic existence. However, it is not the definite reason to include Kievan state into the history of the Great Russian nation. Ethnographic and historic similarities of the Ukrainian-Rus nation and the Great Russian nation should not be the reason to mix them as they lived their own life", – famous historian Myhaylo Hrushevskyi wrote *(Myhaylo Hrushevskyi, 1904: 299–300)*.

These differences were accentuated by the Mongol invasions that began in the 1220s and culminated in capture and destruction Kiev in 1240.

5. The diplomacy of the Cossacks epoch

The next stage of formation of the principles of Foreign policy and Diplomacy of Ukraine we see of epoch by Hetman Bohdan Khmelnytskyi. The Liberation War of the mid 17th century became a milestone in the Ukrainian history because it created opportunities and conditions for formation of the sovereign state. Khmelnytsky was a petty nobleman and Cossack officer who, unable to obtain justice for wrongs suffered at Polish hands, fled to the Sich in late 1647 and was soon elected Hetman. In January 1649 Khmelnitsky entered Kiev to triumphal acclaim as liberator. He set about establishing a system of government and state finances, created a local administration under a new governing elite, diplomats drawn from the Cossack officers, and initiated relations with foreign states. Still prepared to recognize royal sovereignty, however, he entered negotiations with the Poles. In 1654 at Pereyaslav he concluded with Moscow an agreement whose precise nature has generated enormous controversy. Khmelnytsky in 1655 again cast about for new alliances and coalitions involving Sweden, Transylvania, Brandenburg, Moldavia, and Walachia, and there were indications that the Hetman planned to sever the moscovite connection but died before he could do so.

The hetman state reached its zenith in the hetmancy of Ivan Mazepa. *(Doroshenko, D.I., 1992: 136–146)*. Ivan Mazepa continued the diplomatic traditions of B. Khmelnicky. One of the most famous opposition figures was Mazepa's associate Pylyp Orlyk (1672–1742) who was elected hetman by the group of Cossacks and Cossack chairmen in immigration on May 5, 1710. On April 16, 1710, the following documents were executed: the Pact – treaty with a Swedish king and the Constitution of the rights and freedoms of the Zaporozhian Army *(History of Ukraine, 1997)*. The 1710 Constitution began with the official statement that "Ukraine on both sides of the Dniper shall be free from foreign rule forever".

The central administrative body was overseen by the hetman and led by the collegiums of the general chairmen consisting of a clerk, a Cossack ensign, a Cossack yesaul, a Cossack standard-bearer and a judge, and each one of them had his own responsibilities. The general clerk, among other things, was responsible for keeping up with international

relations and performed the functions of the minister of foreign affairs. The state attributes or kleynods were the state seal, state flags; the attributes of hetman power were the club / mace and the bunchuk. The administrations of the general Cossack Yesaul (in Turkish language "yasaul" means chief) and the general Cossack standard-bearer performed the most important tasks ordered by the hetman such as overseeing the army and being ambassadors of Ukraine in other countries. Foreigners called them hetman's adjutant-generals. The general Cossack standard-bearer also performed ceremonial functions when receiving visitors from foreign countries and so on.

International contacts of the Cossacks intensified significantly and expanded after coming to power and military victories of Hetman Bohdan Khmelnytsky, who, according to Prosper Merimee "was fluent in Polish, Russian, Turkish and Latin, had a subtle and acute intellect, was patient and cunning" (*Prosper Merimee*). At his residence in Pereyaslav Bohdan Khmelnytsky met with envoys of European states, Transylvanian Prince George Rakoczy, ambassadors of the Ottoman Sultan and the Moscow Tsar. He held talks with Polish representatives, established and developed relations with Sweden.

After B. Khmelnytsky the greatest contribution to the development of Ukrainian diplomacy was made by hetmans Ivan Vygovsky, Ivan Mazepa and Pylyp Orlyk. Foreign travelers who visited Ukraine were amazed by prosperity, high level of development of agriculture, education, publishing industry, arts and crafts, construction industry, etc. Culture, hospitality and amiability of Ukrainian people were especially amazing when compared to life in Moscow, for example Paul of Aleppa from Syria (*Feodorov, Ioana. 2020*). They were surprised by how prosperous and culturally developed Ukraine was: cleanliness, politeness, picturesque houses and beautiful landscape reminded him of Denmark. Ukrainians were known and respected all over the world. Heads of the leading European countries considered it an honor to have Ukraine as their political and military ally. All these facts prove how highly developed the Ukrainian policy. The spirit of Ukrainian people survived long-lasting wars and devastation. It put Ukraine at the time of hetmans ruling next to the leading European countries of that time. According to the documents the Ukrainian Orthodox Church was supposed to be under the control of the Byzantine patriarch instead of a Moscow one. The old Ukrainian borders were supposed to be restored.

In 1783 the Ukrainian Cossack army was not independent anymore and was joined with the Russian army. In 1796 the Little Russian province was created on the territory where hetmans had used to reign.

The territories of the right-bank Ukraine (Volyn, Kyivschyna and Podillya) have their own history**.** The territorial entities bearing the same names had been parts of the Great Lithuanian Princedom during the period of the 15th-16th centuries. Later when the Polish Lithuanian Commonwealth was formed (1569), those territories were owned by the Polish king.

6. The Diplomacy of Ukrainian People's Republic (UPR)

The events of the national liberation movement of 1917 led to the raise of the Central Council of Ukraine to power. The independent Ukrainian parliament was led by historian and professor Mykhaylo Hrushevskyi. With its First Universals (laws) the Central Council proclaimed the right of Ukrainian people to self government, it formed the executive body of the General Secretariat and legitimized Ukrainian autonomy. With its Third Universal the Central Council proclaimed formation of Ukrainian People's Republic (UPR) within the borders of the federative Russia. The Ukrainian government did not manage to make peace with the Bolshevik Russia which started military action against Ukraine in the end

of December 1917. Only when the Bolshevik troops entered Kyiv and fired directly at the president's own building, only then the Fourth Universal Declaration was signed, which spoke of the independence of Ukraine. And as a result, there was a brilliant scheme of Ukrainian diplomacy beginning of the 20th century in 1917: the official first Ministry of Foreign Affairs appeared.

At the beginning of 20th century, the state power of Ukraine made series of catastrophic mistakes. And the first one, the army wasn't created and so on. Apparently, the Ukrainian powers and some diplomats too poorly studied the history and forgot that good power and good Diplomacy need guns and other weapons.

So, being under the Bolshevik fire attack, the leaders of the Central Council understand the real policy of Bolshevik dictatorship. On January 12, 1918 M. Hrushevskyi issued Universal IV of the Central Council announcing the sovereignty of the People's Republic of Ukraine. The movement aimed at formation of the government bodies of the republic spread all over Ukraine. On January 4, 1918 in the Kyiv hotel "Savoy" on Khreschatyk Street there was a meeting of the members of the Ministry of Foreign Affairs. Oleksandr Shulhin (1889–1960), the member of the Ukrainian federal socialist party, was appointed the first Minister of Foreign Affairs of Ukraine. Oleksandr Shulhin was the head of the Ministry of Foreign Affairs from December 26, 1917 to January 22, 1918. After that he was a Ukrainian ambassador in Bulgaria, a delegate at the Paris Peace Conference. Having immigrated abroad, he was the head of the Ukrainian Fellowship of the League of Nations Allies. In 1946 he was elected the head of the Ukrainian Academic Fellowship in Paris *(Chekalenko L.D., 2021: 157–167)*.

On December 22, 1917 the Head of the General Secretariat of the People's Republic of Ukraine V. Vynnychenko and the General Secretary of Foreign Affairs O. Shulhin approved "The Bill about the Formation of the General Secretariat of Foreign Affairs". Ukraine proclaimed humane ideas of peace campaign and human rights. On November 21, 1917 the Ukrainian People's Republic addressed all the people in the world about making peace. In its announcement the Central Council suggested the Russian people as well as the allies and the enemy states actively participate in the negotiations.

The way the situation was developing at the time made the Central Council look for support abroad. On January 26 (13), 1918 the delegations of the countries of the Quarter Union accepted Ukraine as an independent country. On February 9, 1918 the first peace Treaty in the history of the World War I was signed in Brest-Lytovsk between the Ukrainian People's Republic and four countries of the German coalition, namely Germany, Austro-Hungary, Bulgaria and Turkey. The boarders of Ukraine were defined in accordance with the Western ethnographic boarders of Ukrainian settlements.

The negotiations with the russian (bolsheviks) representatives turned out to be the most difficult ones. The bolsheviks did not see how they could build socialism in Russia without Ukrainian bread and coal and industrial potential of Donbas. It was a catastrophe for Russia to surrender the Donbas territory to Ukraine. That was one of the main reasons why the Soviet Russia invaded Ukraine in January of 1918.

The Hetman Pavlo Skoropadsky played a special role in the formation and the development of a diplomatic service of Ukraine. The implementation of foreign policy in Hetmanat Skoropadsky was entrusted to the Ministry of Foreign Affairs, which consisted of two departments: general affairs and external relations. The landmarks of Hetman's diplomacy were traditional: in the foreground, in addition to international recognition, there was the problem of the unity of the Ukrainian lands, on the second – relations with the states of the former Russian Empire. Hetman P. Skoropadsky's government sent its representatives to 10 countries and accepted the

foreigners representatives from 11 one. Ambassadors were sent to Germany, Austria-Hungary and Turkey. Embassies were open in Bulgaria, and the All-Major Donskoy Army was founded. Diplomatic missions were sent to Finland, Switzerland, Romania, Kuban, Scandinavian countries of the Antanta. During the period of the Hetman government, the first domestic consular courses – an educational institution that was called upon to provide the state with diplomatic and consular specialists – began their activities.

By May 1918, consular offices of Ukraine actively operated in Berlin, Vienna, Istanbul and Bucharest, Georgia with the extension of powers to Armenia and Azerbaijan. In times of Ukrainean Consular network states have developed primarily due to its expansion in the regions of, where there were 30 consular institutions. During this time, the Consul was accredited in Minsk, the consul was sent to Riga (now the capital of Latvia), in July. And consulates were opened in Danzig (now Gdansk, Poland), Sofia, Tiflis (now Tbilisi, Georgia), in Baku (now the capital of Azerbaijan). Consulates were set up in Iasi (Romania), Warsaw and Helsinki. In total, at that time, 50 consular offices worked. In connection with the Brest Peace Treaty of the RSFSR with the states of the Fourth Alliance on March 3, 1918, consular contacts between the Soviets Russia and Ukraine were stopped (*Hetman Pavlo Skoropadsky – Hetman of the Ukrainian State*).

The characteristic feature of the activities of consular offices during the period of the Directory of the Ukrainian People Republic was orientation towards Europe. Consular offices existed in Berlin, Brussels, Vienna, Geneva, the Hague, Helsinki, London, Munich, Paris, Stockholm, Zurich and others. Since the Directory of the UPR lost control of the country, it was not able to accept the foreign affairs. Regardless of such situation the Ukrainian diplomatic representatives were sent to the Paris Peace Conference 1919 – 1920. The delegation, which, moreover, was a plenipotentiary diplomat of the UNR in France, many missions were also sent to others. A diplomatic delegation of the UNR was in Warsaw for the purpose of negotiations *(Lupandin, O.I., 2021: 21).*

The significant problem in the activities of diplomatic institutions was the lack of money. Unfortunately, dishonest people oversaw financial affairs in the government of Symon Petliura. Considerable theft of state money began – there was not enough to maintain diplomatic institutions abroad, to help prisoners of war who were in Polish concentrate camps, to equip the army. The head of state S. Petliura complained that there were no decent people in the government... However, none of the criminals was punished *(Radio Liberty, 2019).*

So, S. Petliura blamed for not taking care of the creation of a real army that would protect the state. This information does not correspond to reality since he was removed from managing defense – removed from office. The case concerns political and personal reasons: a conflict between state leaders (V. Vinnychenko and S. Petliura). We can also add to the miscalculations of the Ukrainian government the lack of ideological work among the army and society. Ukraine lost in domestic politics, as the authorities pursued an indecisive policy regarding the formation of an army that was tired of fighting, and since the distribution of land began, the peasant soldiers returned home to their villages *(M. Kovalchuk, 2017).*

We cannot help but recall a very important event in the history of Ukrainian cultural diplomacy, which drew attention to independent Ukraine, went beyond Europe, reached the USA and was forever imprinted in the memory of generations with its wonderful music. In Ukraine it is called the folk song "Shchedryk", and in the world "Carol of The Bells". At a time when the Bolshevik troops of the Red Army, sent by Lenin to destroy free and democratic Ukraine, invaded Ukraine, Symon Petliura made an extraordinary decision: he ordered to find a Ukrainian folk choir under the leadership of conductor Košyts and send it on a tour of Europe

at the expense of the state. This plan was brilliantly implemented. The choir performed in the most prestigious theaters of the leading European countries, and was later invited to the USA, where it performed in the most prestigious theaters and stages *("Shchedryk", 2022)*.

The high art of performing Ukrainian folk songs drew attention to independent Ukraine, to the depths of the values and spirituality of the Ukrainian people. Europe and America will now know and remember Ukraine and Ukrainians.

Such a soft policy cost Ukraine very dearly: there was no one to defend Ukrainian territory. The Ukrainian diplomatic service was formed as the state institution most closely related to the modern form for the period from December 1917 to May 1924 – the closure of the last Extraordinary Diplomatic Missions of the UNR in Hungary. The normative basis of the diplomatic service was developed considering the relevant European experience and requirements of international law. It was a fundamental difference between the foreign policy departments of the UNR and Soviet Ukraine, which used the sectoral normative documents of the Russian soviet republic or the USSR *(Ukrainian diplomacy, 2014)*.

The Bolshevik Party won in Ukraine. The government of S. Petliura emigrated to the West. On December 30, 1922, the Union of Soviet Socialist Republics (U.S.S.R.) – a federation of Russia, Ukraine, Belorussia, and the Transcaucasian Soviet Federated Socialist Republic (S.F.S.R.) – was proclaimed. Thus, in the early 1920-ies of XX century Ukraine lost not only the state, it lost the possibility to conduct its own foreign policy. So, in fact, the soviet Ukraine helped revive the empire, the empire of evil. The russian authorities began a "cleansing" of the population of Ukraine, liqueded patriots and democrates, who promoted the Ukrainian idea. The terrible famine of the 1930s, specially organized by the Soviet authorities led by Stalin, finally suppressed the movement of resistance of Ukrainians to Soviet power.

7. Ukraine's Diplomacy in novadays

The sovereign Ukraine directs its foreign poliy and Diplomacty to the strengthening of peace and stability through the protection of its national interests and security. Foreign policy activity of the state is found on the principles of international law: respect for the sovereignty, equality, non-intervention into internal affairs of other states, recognition of territorial integrity and inviolability of the existing borders, development of large-scale cooperation, rejection of the threat and use of force, protection of human rights, etc. The modern Ukraine faces a difficult challenge of protection of the achievements of the Ukrainian people, gaining by our country of a dissent place in the international division of labor, protection of the rights of the Ukrainian citizens, informational provision of the sovereign existence, etc. *(Chekalenko Liudmyla D, 2021: 105)*

8. Conclusions

State interests of Ukraine consist in realization of the strategic, political, economic, legal and ideological goals. Every historic period of the development of the Ukrainian statehood was marked by a specific position of Ukraine or its regions that existed either comparatively independently or within other states.

So, on this path, Ukrainian authorities also made serious mistakes in the implementation of foreign policy and diplomacy. The leaders of the state continued to be under the "Russian" burden, rejecting all proposals from Moscow not from the interests of Ukraine, but from the interests of Russia. Such issues concern the involvement of Ukraine in the orbit of Russian projects, fierst of all the Commonwealth of Independent States (CIS); signing unprofitable for

Ukrainian interest some treaties; the removal of important geopolitical provisions from the treaty documents on the some parts of border territory in to interest of Russia; the sea border; the offul situation was with the Army of Ukraine: main commanders were russien citizens; the distribution of Soviet property; the ownership of Soviet armies; the distribution of real estate of the USSR in particular and diplomatic institutions abroad. The annexation by Russia of Crimea and some eastern regions of Ukraine were the most humiliating events. The invader sensed Ukraine's weakness and launched a massive brutal war aimed at destroying the state of Ukraine.

The diplomatic achivments of Ukraine. The beginning of 1990 Ukraine signed the Partnership and Cooperation Agreement with EU but as a European state needed to be useful for the defence forces of EU. The new Agreement between Ukraine and EU on Association was signed. The defence of Ukraine, counteraction enemy and involvement of leading world powers to support Ukraine is discussed on all international levels. With this aim, appeals to the International Court were filed, more than 40 meetings of the OSCE Permanent Council and more than 30 meetings of the Committee of Ministers of the Council of Europe and Parliamentary Assembly of the CE, as well as a number of extraordinary meetings of the UN Security Council were held. In the framework of international organizations, decisions and resolutions were adopted that condemned Russia's policy. The delegation of the Russian Federation was deprived of vote power in the Parliamentary Assembly of the Council of Europe *(Chekalenko Liudmyla D., 2023: 248–268).*

Sanctions against Russia were strengthened: restrictions for Russia were introduced by the EU, USA, Canada, New Zealand, Japan, Norway, Australia, and Switzerland among others. The package on implementation of Minsk agreements became a road map for peaceful settlement. We count among successes of the Ukrainian diplomacy the following: introduction of no-visa regime with the European Union and deepening cooperation with the NATO.

As a result, Ukraine strengthened its defense capacity. International pressure on the Russian Federation with the aim of implementation of all the demands was preserved. And all this achivments was carried out by Ukrainian diplomats.

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THE ROLE OF AN ATTORNEY-AT-LAW IN OUT-OF-COURT DISPUTE RESOLUTION: MEDIATION AS AN ALTERNATIVE TOOL FOR PROTECTING INTERESTS

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Summary

The article is devoted to the analysis of mediation as a modern out-of-court, effective tool for dispute resolution and improvement of relations between parties to legal relations and the role of an attorney-at-law in the application of such a tool. Today, in the context of a full-scale war and russia's armed aggression against Ukraine, which has put the Ukrainian statehood, including the judicial system, in a difficult position, the issue of mediation is more relevant than ever, since this out-of-court procedure allows resolving conflict situations between parties to legal relations with minimal involvement of the judiciary.

Mediation as an alternative dispute resolution procedure has become widespread in many countries around the world, including the United States and developed countries of the European Union.

The author relates the beginning of the development of the mediation procedure in Ukraine to the adoption of the Law of Ukraine 'On Mediation' No. 1875-IX dated 16 November 2021 (hereinafter – the Law on Mediation), which entered into force on 15 December 2021. In the author's opinion, it was from that moment on that the attorney-at-law, as a person engaged in professional representation of interests, had another obligation – to critically examine the prospects for protecting the client's interests both in court and out of court (alternative) procedures.

The results of the study confirm the importance and effectiveness of mediation as an out-of-court tool in the hands of a lawyer in conflict resolution.

Key words: agreement, conflict resolution, mediability of a dispute, mediator, out-of-court procedure, professional representation.

1. Introduction

Mediation, as a process of amicable dispute resolution with the help of a neutral third party, has ancient roots and is an important part of the legal systems of many countries. The term 'mediation' itself comes from the Greek medos ('neutral', 'independent of a party') and mediare ('to mediate a dispute') *(Kirdan, O., 2019, 15)*.

When researching the origins of the mediation institution, scholars find proto-images of mediation in ancient civilisations such as Ancient Egypt, Mesopotamia, Greece and Ancient Rome. For example, in Ancient Egypt, people in conflict often turned to elders and priests to resolve disputes based on moral and religious norms. In Mesopotamia, along with the application of the Laws of Hammurabi, there was a practice of 'fixing' disputes through reasonable agreements, where claims could be settled through discussion and the use of testimony from

third parties who were not directly involved in the conflict but had knowledge of laws and social norms. Thus, although Mesopotamian laws were harsh, many disputes were resolved through negotiations and peace agreements.

In ancient Rome, mediation was further developed due to the high level of organisation of the legal system. The Romans created special institutions that included procedures for the peaceful resolution of disputes through mediators who acted as 'arbitrators', helping to resolve issues that arose between citizens and ensuring fairness and balance. Roman jurists such as Gaius, Papinian and Ulpian described processes that could be interpreted as mediation, where parties used the help of impartial individuals to reach a compromise without the need to go to court. The Romans used different terms to describe the concept of a mediator – intenuncius, medium, intercessor, philantropus, interplator, conciliator, interlocutor, interpres, and finally mediator *(Besehmer, K., 2004, 176)*.

We believe that mediation as a form of dispute resolution emerged much earlier than the formalised judicial system, as its roots go back to ancient times when communities and tribes used informal ways to resolve conflicts to maintain social harmony. However, in our opinion, given the development of law and the trend towards formalisation of procedures, the judicial procedure for dispute resolution has become more widespread in the future.

The modern approach is to understand mediation as an alternative tool for resolving a legal dispute through voluntary communication between the conflicting parties with the participation of a mediator.

We partially agree with the approach of the scholar Slyva L.V. to defining the features of the out-of-court conflict resolution procedure (voluntariness, participation of an independent mediator, confidentiality, flexibility), which is based on the legislatively enshrined definition of mediation, we argue that at the current stage of development of mediation processes in Ukraine, this procedure is not sufficiently structured *(Slyva, L. V., 2018, 123)*. Currently, the procedure depends on the methods and tools used by a particular mediator.

2. The role of a barrister in mediation

Based on the legal definition of mediation (Article 1(4) of the Law of Ukraine 'On Mediation'), the mediator's task is to prevent or resolve a conflict (dispute) through negotiations. In other words, the mediator's intentions are not to satisfy the interests of any of the parties, but to resolve the conflict.

Given the basic principles of mediation, a mediator is neutral and independent of any of the parties to the dispute, and therefore cannot a priori protect the individual interests of the parties. The mediator's task is to ensure conditions for effective communication between the parties to the dispute, in which the parties can hear each other, trust each other and rationally seek common solutions to the existing conflict. Investigating the interests of each party to the conflict is a crucial stage of mediation, which allows the parties not only to expand the field of possible agreements, but also to better understand the motives of the other party and to understand the reasons for its behaviour.

In such realities, the role of an advocate as a person who should be guided only by the interests of his or her client is of particular importance. Traditionally, advocates, when defending the interests of one of the parties to a conflict, find themselves in a situation in which each party does its best to prove that its position is the only true, correct and possible one. This is due to the opposition of the parties' positions, which may indeed be contradictory and mutually exclusive at first glance, which usually leads to an escalation of the conflict. The introduction of an

out-of-court dispute resolution method, on the one hand, provides an additional tool for satisfying the client's interests, and on the other hand, should lead to a rejection of the categorical approach inherent in the 'classical' algorithm of a lawyer's work with a conflict *(Haro, H., 2020, 40)*.

We suggest that the following functions of an attorney-at-law in mediation should be distinguished:

– consultative, which consists of: informing the client about the mediation process, its advantages and limitations, which allows the client to make an informed choice about participation in mediation, explaining the client's legal position and prospects for consideration of his/her case in court, taking into account the current case law, determining the interests (needs) behind the positions stated by the client;

– negotiation, which consists in: facilitating the achievement of an agreement without emotional conflicts and without violation of ethical standards, protecting the client's interests not only before the other party, but also before the mediator;

– psychological support, which consists in reducing emotional stress and focusing on constructive conflict resolution;

– legal assistance, which consists of legal support at the stage of agreement, which means both legal formalisation of the mediation agreement and further enforcement.

3. The place of mediation in the defence strategy

In view of the amount of atypical work that an attorney-at-law has to do in the course of preparing and conducting mediation, it is advisable to determine the grounds for using mediation in defending the client's interests.

In our opinion, the following are sufficient grounds for using mediation as an alternative to litigation:

– cost reduction. Mediation avoids lengthy and expensive court costs (especially in property disputes), reduces the cost of attorneys' fees and other legal services (forensic examinations, participation of interpreters, valuation procedures), which reduces the financial burden on the client;

– prevention of escalation of the conflict between the parties and the possibility of maintaining long-term relationships. Often, the existence of a legal dispute between the parties (for example, in commercial or family disputes) does not lead to the termination of legal relations between them, and therefore reducing tension and maintaining positive relations in resolving the dispute between the parties may be the main task.

– confidentiality. The use of mediation means that any circumstances of the dispute, details of the conflict, will not be reflected in the court decision and will not be disclosed, which may be important for the business reputation of the parties. The mediator, other participants in the mediation, and the entity providing the mediation may not disclose confidential information unless otherwise provided by law or unless all parties to the mediation agree otherwise in writing. Moreover, a mediator may not be questioned as a witness in a case regarding information that became known to him or her during the preparation for and conduct of mediation (Article 6 of the Mediation Law);

– Flexibility and adaptability. Mediation allows the approach to be tailored to the specific circumstances of the case, making the dispute resolution process more flexible and suitable for complex situations where standard judicial methods may be less effective.

– Legal relations between the parties are characterised by the presence of a foreign element. Participants in private law relations with a foreign element choose mediation as a tool

that allows them to simplify the process of resolving a dispute between persons from different countries. In this case, mediators must take into account the cultural and business characteristics of the parties to reach a consensus.

At the same time, we agree with the galaxy of scholars who divide disputes depending on their mediaability. Referring to the definition proposed by A. Bitsai, we understand mediability as the property of a legal conflict that allows it to be settled directly by the parties to the conflict during the mediation procedure *(Bitsai, A. V., 2016, 82)*.

For example, not all administrative disputes, contrary to the provisions of Article 47(5) of the Code of Administrative Procedure of Ukraine, can be settled through mediation. For example, disputes between individuals or legal entities and a public authority regarding appeals against decisions, actions or inaction of such a body do not currently appear to be mediable, which should be taken into account by an attorney-at-law when developing a strategy for protecting interests.

4. Conclusions

Thus, we argue that mediation as a method of dispute resolution predates the judicial system and all known ancient civilisations mention the use of mediation to resolve conflicts. In modern conditions, the Ukrainian legislator's attention to this procedure is driven by globalisation processes that facilitate Ukraine's integration into the international community and require the introduction of modern approaches to dispute resolution.

Mediation, as one of the most effective alternatives to court proceedings, is in line with global trends and contributes to the adaptation of national legislation to European standards. Governmental and non-governmental international organisations, including the United Nations, actively promote mediation. For example, the UN Convention on International Settlements Concluded by Mediation (Singapore Mediation Convention 2018), developed by UNCITRAL, is an important tool for promoting the recognition and enforcement of mediation agreements between parties from different countries.

In our opinion, in connection with the adoption of the Law of Ukraine 'On Mediation' No. 1875-IX, the lawyer has an obligation to critically assess the prospects for protecting the client's interests in court and in an out-of-court (alternative) procedure. When preparing a legal position, an attorney-at-law is obliged to analyse a number of circumstances, such as the subject matter of the dispute between the parties to the conflict, their goals (desired outcome), the presence or absence of a need to maintain long-term relations, the cost of the court procedure in the event of a potential court dispute (the amount of court fees and other court costs) and, depending on the information received, offer the client the best way to resolve the dispute. Thus, the introduction of mediation has enabled lawyers not only to resolve conflicts, but also to reduce the escalation of disputes, facilitate consensus and maintain long-term relationships between the parties. In the author's opinion, mediation procedures in disputes with public authorities should be subject to a separate study and legislative regulation, since currently, it is impossible to resolve disputes with these entities through mediation.

In general, we consider the introduction of mediation as an additional dispute resolution tool at the legislative level to be a positive trend. This not only facilitates Ukraine's integration into the European legal space, but also ensures the efficiency, cost-effectiveness and adaptability of dispute resolution mechanisms, especially in the context of the growing complexity of modern legal relations.

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GLOBAL CRISES AND THEIR IMPACT
ON INTERNATIONAL HOTELS AND RESTAURANTS

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Summary

The aim of this paper is to analyze the impact of global crises, particularly the war in Ukraine, on the operation and sustainability of the hotel and restaurant industry. The study examines how armed conflicts disrupt tourism flows, supply chains, financial stability, and customer demand in hospitality businesses. The focus is placed on the Ukrainian hospitality sector, which has experienced significant losses due to the ongoing war. The study explores the challenges faced by hotels and restaurants, including security threats, workforce shortages, infrastructure destruction, and financial instability. Furthermore, it evaluates adaptive strategies such as digitalization, crisis management innovations, and the transformation of business models in response to war-induced disruptions. The methodological approach incorporates general scientific methods (analysis and synthesis, induction and deduction), statistical assessment of industry performance, and expert interviews. The findings highlight the urgent need for government support, international aid, and strategic policy adjustments to facilitate the recovery of Ukraine's hospitality sector. The research contributes to a broader understanding of how hospitality businesses can survive and adapt in times of geopolitical instability.

Key words: hospitality industry, global crises, tourism resilience, war impact, Ukraine, hotel business, restaurant sector, crisis management.

1. Introduction

The hospitality sector is highly sensitive to global crises such as economic downturns, pandemics, and armed conflicts. The war in Ukraine has triggered unprecedented challenges for the country's hotel and restaurant businesses, leading to a sharp decline in tourism, disruptions in supply chains, and financial distress. Many hospitality enterprises have been forced to close, relocate, or repurpose their services to support internally displaced persons (IDPs) and humanitarian organizations *(Plzáková & Smeral, 2024)*.

This study aims to analyze how global crises, particularly war, affect the hospitality sector, with a focus on Ukrainian hotels and restaurants. The research objectives include:

– Identifying the primary economic and operational challenges faced by hospitality businesses during wartime.

– Examining the strategies employed by Ukrainian hotels and restaurants to mitigate crisis impacts.

– Evaluating prospects for recovery and sustainable development in the post-war era.

The methodological framework is based on a combination of qualitative and quantitative approaches, including industry performance data analysis, case studies, and expert interviews.

This research seeks to provide actionable insights for policymakers and hospitality professionals to enhance the sector's resilience.

2. Economic and Operational Challenges in the Hospitality Sector

Prior to the war, Ukraine's tourism industry was experiencing steady growth, with international travelers contributing significantly to the economy.

The main directions of tourism in Ukraine included cultural and historical tourism, which attracted tourists with architectural heritage, museums and festivals in cities with rich history, such as Lviv, Kyiv, Odesa, Chernivtsi, Kamianets-Podilskyi and Uzhhorod. Ski tourism was popular in the Carpathians, in particular in the resorts of Bukovel, Dragobrat and Slavske, among Ukrainian and foreign tourists. Ecotourism and green estates developed in rural areas of Transcarpathia, Polissya, the Carpathians and Podillia, attracting nature lovers. Health tourism was widespread in the resorts of Truskavets, Morshyn, Satanov and Myrhorod, known for their mineral waters and sanatoriums. Until 2014, Crimea was an important sea tourist destination, but after its occupation, the tourist flow shifted to Odessa, Mykolaiv and Kherson regions. Festival tourism was also of great importance, with numerous international festivals such as Leopolis Jazz Fest, Atlas Weekend, Zaxidfest, "Fine City" and others.

However, since the outbreak of war, the country has seen a drastic drop in inbound tourism. Hotel occupancy rates have plummeted, especially in conflict-affected regions, forcing many businesses to close or repurpose their operations to accommodate IDPs, journalists, and relief workers *(Marchenko et al., 2024)*.

The main reasons for the sharp decline in inbound tourism were the security situation, as constant shelling, destroyed infrastructure, and risks to life made it impossible for foreigners to come for tourism purposes. The closure of airspace since February 2022 caused the suspension of air traffic, which significantly complicated international travel. In addition, the war changed the priorities of Ukrainians – domestic tourism decreased significantly, as people spent money mainly on primary needs.

Restaurants and hotels have faced severe disruptions in food supply chains due to border restrictions, fuel shortages, and damage to transportation infrastructure. Rising food prices and logistical challenges have led to increased operational costs, forcing many businesses to either raise prices or reduce their service offerings *(Zavidna et al., 2025)*.

The displacement of millions of Ukrainians has significantly impacted the hospitality workforce. Many employees have either relocated abroad or shifted to other industries, exacerbating labor shortages. The lack of trained staff has further strained the sector, particularly in service-oriented businesses like restaurants and hotels *(El-Said et al., 2024)*.

3. Crisis Management and Adaptive Strategies in Hospitality

Adaptation and crisis management are critical for the hospitality industry during wartime due to a number of factors that affect the stability and functioning of the business. One of the main challenges is the sharp drop in demand, as the flow of tourists and business travelers decreases, which leads to a decrease in income from traditional services. Logistical and resource constraints also complicate the operation of establishments, as there are disruptions in the supply of products and goods, and the costs of fuel, energy resources and logistics increase significantly.

In addition, the hospitality business faces serious security threats, including the destruction of infrastructure and the risk of shelling, which often forces owners to close their

establishments in dangerous regions. An additional challenge is the personnel crisis: many employees go abroad or are subject to mobilization, and the level of staff qualifications is gradually decreasing due to a lack of opportunities for training and professional development.

Financial pressure on businesses is also increasing due to the loss of investors and creditors, while high inflation and volatile exchange rates make it difficult to plan costs and ensure stability. All of these factors require operational decisions, strategic planning and adaptation measures so that businesses can not only survive, but also find new opportunities for development in the face of a crisis.

One of the most effective adaptation strategies has been the rapid digitalization of hospitality services. Hotels have optimized their online booking systems, while restaurants have increasingly relied on food delivery platforms. Contactless payment systems and virtual customer engagement have become essential tools for businesses striving to maintain operations in uncertain conditions *(Plzáková & Smeral, 2024)*.

Several hotels and restaurants have adapted by shifting their focus to humanitarian aid. Many hotels have transformed into temporary shelters for displaced families, while restaurants have started offering free or subsidized meals to vulnerable populations. This shift has been supported by partnerships with international NGOs and humanitarian organizations *(Marchenko et al., 2024)*.

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The Ukrainian government, along with international institutions, has implemented financial aid programs to support businesses affected by the war. These programs help hotels, restaurants, tourism companies and other businesses that have suffered losses due to the war.

Typically, such programs include preferential loans, grants, tax breaks, as well as support in adapting businesses to new conditions. In addition, businesses can receive funding to restore infrastructure, modernize and develop services to preserve jobs and attract more tourists.

This is part of a broader effort by the government and international partners to rebuild the country's economy after the war and stimulate the development of important sectors, in particular the tourism industry, which is one of the key sources of income for many regions.

However, bureaucratic obstacles and the scale of economic devastation mean that many businesses continue to struggle despite these interventions *(Zavidna et al., 2025)*.

4. Future Prospects and Recovery Strategies

Despite ongoing challenges, the Ukrainian hospitality sector has the potential to recover and rebuild through several key strategies.

Table 1

Key strategies that can help in the recovery of the hospitality sector

Strategic direction	Strategic rationale
Development of domestic tourism	After the war, many Ukrainians remain in the country, and this creates opportunities for the development of domestic tourism. Hospitality businesses can target local tourists, creating interesting offers for traveling around Ukraine. It is important to develop unique tourist routes that offer not only natural beauty, but also historical and cultural attractions
Infrastructure modernization	Renovating and modernizing hotels, restaurants, tourist facilities and transport infrastructure is critical to increasing competitiveness. It is also important to invest in innovative technologies, such as digital booking platforms and process automation, which will make service more efficient and convenient
Improving service quality	In the restored hospitality sector, a key strategy should be a focus on service quality, which includes staff training, updating service standards, and adapting the business to modern consumer needs. It is important to preserve the atmosphere of hospitality, which is one of the strong features of Ukrainian culture
Attracting foreign tourists	To do this, it is necessary to work more actively on promoting Ukraine as a tourist destination in international markets, conduct advertising campaigns and cooperate with international travel agencies
Green technologies and sustainable development	Hospitality businesses can implement energy-saving solutions, use local products, and organize eco-tours that will attract conscious tourists

One of the primary approaches is infrastructure rehabilitation and investment, which involves government-led restoration projects aimed at repairing war-damaged hotels and restaurants. Additionally, diversification of services can help the industry expand into new markets, such as business tourism, wellness tourism, and eco-tourism, reducing dependence on traditional tourist flows. Another crucial factor is the establishment of public-private partnerships, fostering collaboration between businesses, government agencies, and international organizations to accelerate recovery efforts. Furthermore, marketing and promotion of domestic tourism can stimulate local travel through targeted campaigns and incentive programs, encouraging citizens to explore domestic destinations. In the long term, Ukraine's hospitality sector must prioritize resilience-building measures to withstand future crises, ensuring sustainable growth and economic stability. These strategies align with the findings of El-Said et al. (2024), who emphasize the importance of crisis-driven innovation and adaptive recovery measures in the hospitality industry.

5. Conclusions

The war in Ukraine has drastically altered the landscape of the hospitality industry, leading to economic losses, business closures, and major disruptions in service delivery. However, even in such conditions, attempts at adaptation are observed: military, volunteer and extreme tourism are developing, and interest in local travel is growing, especially in the western regions. The sector has demonstrated remarkable adaptability through digitalization, humanitarian initiatives, and innovative business model transformations.

After the victory, we can expect a revival of the industry, as many people will want to visit Ukraine for tourism, volunteer work, or business purposes. The development of new routes, restoration of infrastructure, and effective promotion of the country in the international market will be crucial.

Government support, international collaboration, and strategic investments in infrastructure will be crucial for the recovery and future growth of Ukraine's hotel and restaurant industry. Future research should focus on assessing the long-term effects of the war on tourism demand, investment trends, and workforce development in the hospitality sector.

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GENDER-ROLE SOCIALIZATION OF YOUTH
IN CONTEMPORARY CONDITIONS

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Summary

The article examines the factors that influence the process of shaping an individual as a representative of a particular gender and that determine the behaviours of individuals as men or women. It explores approaches by foreign and domestic scholars in defining the terms "gender-role socialization" and "gender socialization" , as well as related concepts of "sex" and "gender." The primary stages of the gender-role, or gender socialization process, are described, including primary socialization, which begins at birth and ends at adulthood, and secondary gender socialization, which begins during social maturity and continues throughout life. The factors affecting a child's personality development are characterized. The most significant agent of a child's gender socialization is the family, as children consciously and subconsciously model their behaviour after their parents, internalizing gender roles and aspects of inter-gender relationships. Another factor influencing gender-role socialization is the presence of older or younger siblings and whether the child is raised in a complete or single parent family. Peer groups, school environments, and mass media also affect the internalization of social values, as specific norms and behaviour patterns and the acquisition of formal and informal knowledge regarding theories and practices of gender behaviour stereotypes.

Key words: sex, gender, gender socialization, gender roles, gender identity, gender-role identification.

1. Introduction

A necessary factor in personality development, without which the formation of personal qualities does not occur, is socialization – the process through which individuals not only internalize established forms, attitudes, behaviour patterns, and methods of social life, interacting with material and spiritual culture, and adapting to society, but also develop their own social experience, value orientations, and lifestyle.

In contemporary psychological and pedagogical research, the process of personality formation is increasingly viewed in terms of gender identity, examining individuals as representatives of a particular gender and carriers of specific inherent qualities that determine individual behaviour as male or female, boy or girl.

It is generally accepted in science that the formation of human gender differences occurs under the influence of the sociocultural environment as a result of internalizing a system of

social values, which includes specific norms, behavioural patterns, and appearances associated with male or female gender roles.

Children acquire social behaviour norms and values by emulating their parents and identifying with them. These processes are particularly significant, as they are not consciously recognized by children nor explicitly controlled by parents. Children orient themselves toward the example set by their parents, strive to emulate them, and adopt the gender-role behaviours of their parents.

2. Approaches to defining the concept

In a broad sense, gender-role socialization is the formation of an individual as a representative of a particular gender. Frequently, the term "gender socialization" is used instead of "gender-role socialization." It is believed that the term "gender" was first introduced into scientific discourse by American psychoanalyst Robert Stoller in his work "Sex and Gender: On the Development of Masculinity and Femininity" *(R. Stoller, 1968)*. R. Stoller viewed "gender" as a concept reflecting psychological, social, and cultural traits, independent of those explained by biological sex. Thus, it is not necessary to link a woman's existence with "femininity" or a man's with "masculine" behaviour. This approach was supported by many sociologists, initiating a new direction in social research –gender studies. Today, this term is used in various senses: to denote sex – "social sex"; to express societal expectations of what men or women should do. The process through which individuals acquire gender roles is denoted by the term "gender-role socialization."

Numerous factors influence the development of human gender characteristics. Over recent decades, significant changes in gender roles have occurred, resulting in various models that do not always align with traditional stereotypes of masculinity-femininity. Against this backdrop of change within the sphere of gender culture, a contradiction arises between the evolution of gender roles and the conservatism of gender stereotypes, affecting the nature of the gender-role socialization process.

The issue of gender-role socialization is not new; however, its relevance not only remains but has grown. This is evidenced by the large number of international and domestic scientific works in which authors explore various aspects associated with gender identity. Nevertheless, there is still no consensus on the terminology for this process, leading to diverse perspectives: gender-role, sex, gender, differential, and gender-role socialization. Here are some definitions of this term proposed by scientists.

According to American sociologists T. Parsons and R. Bales, "gender socialization" is the process of a child's internalization of gender roles and stereotypes of masculinity and femininity as required by society *(T. Parsons et al., 1955)*. V. Kravets defines "gender socialization" as a process of directed and spontaneous influences on an individual that helps them assimilate norms, behavioral rules, and attitudes in line with cultural representations of the role, position, and purpose of the sexes in society, thereby becoming a complete man or woman and integrating into an established system of gender roles *(V. Kravets, 2003)*. In T. Hovorun's research, gender socialization is defined as "a social function aimed at the distribution of gender roles, expanding their range, and harmonizing gender interactions in various spheres of human existence" *(T. Hovorun et al., 2016)*.

V. Romanova describes gender-role socialization as "the process by which individuals internalize sociocultural factors that account for most existing features of gender-role behaviour. These factors primarily include: gender attitudes as a system of views about men

and women; cultural stereotypes of masculinity and femininity; distinct methods of raising boys and girls; gender-specific types of labour; and differentiated male and female roles" *(V. Romanova, 2002)*. V. Moskalenko interprets this as "the process of forming characteristics that define an individual as male or female" *(V. Moskalenko, 2013)*. A. Ablitarova defines this concept as "the assimilation of sociocultural values by an individual, which determines most of the existing characteristics of gender-role behaviour" *(A. Ablitarova, 2010)*. P. Hornostai defines gender-role socialization as the process by which a person internalizes gender roles, societal expectations regarding these roles, as well as gender development of the individual, i.e., the formation of psychological characteristics that correspond to gender roles *(P. Hornostai, 2010)*.

3. Stages of Gender-Role Socialization

Researchers present the process of gender role or gender socialization, which gives rise to gender identity, as a three-stage process associated with personality development. It includes three stages:

1. Gender identity (sex identification), achieved by the age of three (referred to as "awareness of gender affiliation" or "gender identification");

2. Competence in behaviour during the ages of 7 to 12 years (termed "gender differentiation of behaviour" or "self-socialization"), which aligns with the perceptions of gender roles and standards of masculinity and femininity, as well as the formation of psychological traits attributed to the respective gender by society;

3. Establishment of primary identity, described by Erik Erikson (referred to as "re-evaluation of gender identity" or "self-regulation") *(E. Erikson, 1968)*.

Researchers differentiate between primary and secondary gender socialization. Primary gender socialization begins at birth and continues until the onset of adulthood (18 years). Awareness of one's gender affiliation develops in children by the age of one and a half years. A two-year-old child knows their gender but is not yet able to justify this attribution. By the age of three to four, a child can distinguish the gender of others but often associates it with purely external characteristics (such as clothing) and allows for the possibility of gender fluidity. By the age of six to seven, the child fully realizes the irreversibility of gender affiliation. Between the ages of seven and ten, they learn the basic rules of propriety, and their behaviour significantly differs from that of a three-to-five-year-old child. During the ages of 14 to 17, issues of gender socialization and sexual education become central to school life. In this period, and sometimes at an earlier age, adolescents experience their first crush.

In accordance with the role of the child's leading activities and the institutions that play a crucial role in gender socialization, two important stages are identified in primary gender socialization: firstly, childhood, in which the dominant institution is the family and play is the leading activity; and secondly, adolescence, characterized by the addition of the school as an institution and peer interaction becoming the leading activity. Secondary gender socialization begins during the period of social maturity and continues throughout life. This period also has several stages corresponding to the transition from one social-age status to another *(T. Hovorun et al., 2014)*.

During gender socialization, the establishment of gender identity occurs under the influence of biological prerequisites and the regularities of gender differentiation. Among its most important elements are the personal and gender characteristics of parents, including their gender identity and role models, the child's gender, parents' expectations about how their child of a particular gender should behave, and the features of socialization institutions. As noted above,

gender socialization literally begins at the moment of a child's birth, although the anticipation of the birth of a child of a particular gender also entails a certain attitude from the parents. Parents attempt to determine the future child's gender and build various plans regarding them, choose a name, and create an image of the unborn child. Through upbringing, the family, the education system, and culture embed gender norms in children's consciousness, forming specific rules and creating notions of who is a "real man" and what a "real woman" should be, i.e., gender stereotypes *(O. Kononko, 1998)*.

American sociologist Ruth Hartley identifies four primary ways in which adults construct a child's gender role: socialization through manipulation, verbal appeal, channelling, and demonstration of activities. An example of the first process is a mother's concern about her daughter's appearance; the second involves addressing the child in a style like "you are my beauty", emphasizing her attractiveness. The child learns to view herself through her mother's eyes, while verbal appeals enhance the manipulative action. The girl gets the idea that appearance and nice clothing are very important. Channelling refers to directing the child's attention to specific objects, such as toys suited for playing "house" or imitating household items. Children often receive social approval for playing with gender-appropriate toys. Demonstration of activities is expressed, for instance, in the fact that daughters are much more often asked to help around the house than sons. Thus, girls learn to behave and act "like Mom", while boys learn to act "like Dad".

In Western psychological literature, the gender schema theory *(S. Bem, 1993)* has recently been the most widely used to explain the mechanism of gender information transmission from parents to children. It is based on two theories of role acquisition: social learning theory and cognitive development theory. Proponents of social learning theory believe that the development of gender role behaviour depends on parental models that the child tries to imitate and on the reinforcements that parents provide for the child's behaviour (positive reinforcement for behaviour appropriate to their gender and negative reinforcement for behaviour that is contrary to it). According to cognitive development theory, in the process of acquiring a gender role, the child's own activity is of paramount importance. The child learns about the existence of two genders and identifies themselves within one of the categories, subsequently regulating their behaviour based on this self-definition and choosing various forms of behaviour. The ability of children to categorize and process information facilitates gender typing.

Gender typing is the result of processing information through a gender schema, meaning the readiness to assimilate information about oneself in the context of "male-female" concepts. This processing occurs because society has accepted gender-identifying practices. Gender typing, as a process of acquiring preferences, skills, attitudes, and behaviours appropriate to one's gender, occurs as a result of gender schematization. Gender schematization is a generalized and trained cognitive readiness of children to code and organize information about themselves and others according to cultural definitions of "male-female".

The next stage of gender role acquisition involves the integration of the gender schema into the child's self-concept structure. The child learns to apply the schema not only for selecting external information but also in relation to themselves. Children choose from many possible human characteristics only those that are culturally defined as acceptable for them or their gender, thus organizing the content of their self-concept. Concurrently, children learn to evaluate themselves against the gender schema (as parents and others discipline them), contrasting their own preferences, behaviours, and traits with those of the opposite gender. The gender schema becomes a prescription that dictates behavioural standards.

S. Bem emphasized that the gender schema theory is a process theory rather than a content theory. Gender typing distinguishes individuals not by the degree of femininity or

masculinity but by the extent to which their self-concept and behaviour are organized based on the gender schema.

4. Factors of gender-role socialization

The development of a child's personality is influenced by numerous factors, including the type, composition, and structure of the family, the birth order of children, the professional roles of parents, and the nature of marital and parent-child relationships. The most significant agents of gender socialization within the family are the personal and gender characteristics of the parents, their identity and role models, the sex of the newborn child, and the parents' perceptions of what a child of a given gender should be like. Through their parents, children fulfil their needs for psychological and physical security, emotional communication, and learn about the rules of behaviour among individuals of the opposite sex. Contemporary researchers, such as A. Ablitarova, place great importance on the relationships between mothers and children, shared experiences, and parental communication with children, which stimulate the child's individuality according to gender and shape their vision of future family life.

Regardless of how much a boy loves his mother, he primarily imitates his father. The same happens with girls; despite their love for their father, they identify themselves with their mother. Through the process of identifying with their parents, children develop their attitudes toward men and women and learn the norms of inter-gender communication. Parents support typical behaviours for boys, girls, and exhibit negative attitudes toward behaviours that deviate from their gender norms. Through words and example, children internalize a set of behavioural rules "for boys" and "for girls." Boys are taught to restrain their emotional expressions earlier than girls do. In any relevant situation, a father reminds his son how real men behave: they are not afraid of the dark, they offer their hand to their mother and sister when getting off the bus, etc. *(L. Oliinyk, 2010).*

After the age of 5–6, the process of gender role socialization becomes more complex, as children begin to choose book and movie/video heroes as role models: for girls, this includes princesses, ladies, and fairy tale characters. Imitating female figures often encourages children to develop artistic abilities. For example, when portraying their favourite heroine, girls dance, sing, and tell their own stories. Unfortunately, among contemporary boys, the bearers of masculine behaviour often include not-so-positive heroes, characters from cartoons, action movies, and video games. As a result, behaviours such as defiance and rudeness emerge, which are mistakenly perceived as displays of masculinity.

The family shapes a child's conscious attitude toward themselves as an independent personality equal to others, leading to the development of a positive self-image, a sense of dignity, and personal significance among others. According to S. Lytvynenko, the family can determine the development of personality, promoting self-development at both conscious and subconscious levels, but it can also negatively impact the process of a child's gender role socialization *(S. Lytvynenko et al., 2003).*

Many children are raised in single-parent families, where upbringing is solely the responsibility of the mother. Such "feminine pedagogy" complicates the formation of adequate gender role perceptions and masculine gender-role identification in boys, hindering their assimilation of "male" gender roles and values. A boy who grows up without a father may gradually exhibit feminine traits. Masculine characteristics may be absent due to excessive maternal care. The absence of a father can also lead to serious disruptions in the child's psychological development, decreased social activity, personality deformities, and impairments in the process of gender-role identification,

as well as various behavioural issues and mental health problems. Psychologists believe that boys raised solely by their mothers adopt feminine behaviour patterns or develop unrealistic notions of male interaction models, leading to difficulties in future relationships with the opposite sex. Often, such boys vulgarize masculinity by adding aggression, rudeness, and irritability to their behaviour as markers of male behavioural stereotypes. As they mature, these boys tend to be less socially mature than their peers from well-off families are. The absence of a father also affects the gender-role socialization of girls, as gender-role socialization for children of different sexes requires the presence of both male and female role models. If the child remains with the opposite-sex parent, the process of gender identification is slowed and complicated. At the same time, the motivated absence of one parent has a less negative impact on the child's development than an aggressive relationship between the parents. As noted, parental influence derives not only from their words but also from the atmosphere within the family. Not only biological differences in sex but also cultural traditions of child rearing determine how future men and women will build their families. Simultaneous exposure to both parental roles provides awareness of the patterns and characteristics of inter-gender communication and develops skills for establishing and regulating harmonious relationships between the sexes. Psychologists have proven that girls from single-parent families have less chance of understanding their husbands and sons in adulthood, as well as predicting their behaviour and desires, compared to girls from complete, well-functioning families *(S. Kharchenko et al., 2012)*.

When analysing the family's influence on children's gender-role socialization, it is important to note the impact of siblings on this process. Research by L. Yatsenko shows that older siblings significantly influence the formation of gender identification. The researcher notes that an older sister has a greater impact on a younger sister, just as an older brother does on a younger brother, since younger children prefer same-sex interactions and more easily identify with same-sex relatives. In particular, the example of an older brother helps a boy identify with the role of a father, facilitating the process of gender role typification in male behaviour *(L. Yatsenko et al., 2007)*.

According to T. Hovorun and O. Shargana, gender-role upbringing in the family is a dynamic phenomenon that changes over time. In modern families, the stereotypical division of roles into male and female gradually diminishes in significance due to the overall democratization of traditional gender norms in the socialization of children *(T. Hovorun et al., 2016)*.

Another significant system of gender identity formation is the socialization system "child-child," which comes into play somewhat later compared to the family and takes place within various types of collectives. Adults have always granted children the right to form their own, unique child subculture, which includes methods of discussing forbidden topics and sharing necessary sexual knowledge. This subculture contains the most acceptable, child-friendly, and time-tested forms, texts, and behaviour stereotypes.

The child community has always served as an important educational institution, a kind of testing ground where children acquire relevant knowledge and practice the behavioural skills they have learned. It is within peer groups that children receive a large portion of the knowledge they need and assimilate the stereotypes of sexual behaviour accepted in that particular society.

A powerful means through which society reproduces gender and social relations is the education system. According to many feminist researchers, schools play a significant role in establishing ideas about the natural role limitations of women, fostering feelings of professional inadequacy and social deprivation among girls.

At the same time, it should be noted that there is currently some progress in maintaining gender equality through educational materials. Modern textbooks represent a broader range of women's occupations, bringing them closer to male professions, and vice versa.

Gender role typification and socialization are also reinforced by mass media, including magazines, radio broadcasts, television, and most powerfully, the Internet. Today, the Internet offers quick and easy access to any information. Modern youth are often Internet-dependent; spending a significant portion of their time online, where there is not only a wealth of useful information but also easy access to pornographic sites and adult literature, which can negatively affect the overall development of the individual.

5. Conclusions

Thus, one of the main components of the socialization of the younger generation is gender role socialization, during which adaptation and integration into society occur, and the gender role repertoire is assimilated. The formation of human gender differences takes place under the influence of the sociocultural environment as a result of the individual assimilating a system of social values, which includes certain norms, behaviour patterns, and external appearances associated with the male or female gender. It is essential to clearly differentiate between the concepts of "sex" and "gender", as recent scientific discourse distinctly separates the biological and sociocultural aspects of male and female differences, linking them to the concepts of sex and gender. These two concepts are interrelated and mutually complementary.

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POST-COLONIAL INDIA:
RETHINKING POLITICS, ECONOMY AND CULTURE

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Summary

Analysis of post-colonial practices of modern India, which are based on critical re-evaluation of the colonial heritage and formation of an independent, authentic national identity. The rationale for the research article is dictated by the need to conceptualize the experience of decolonization of India, which is a unique example of the confluence of traditions and modernization.

General scientific methods of analysis, synthesis, comparison and description, as well as historical, sociological and political science tools were applied to analyze how the confluence of the revival of traditions and modernization reforms helped India create a unique model of post-colonial development.

The post-colonial practices of India encompass decolonization of political institutions, economic strategies, and cultural narratives. The main achievements were adoption of legislative instruments that promoted social equality, development of democratic principles adapted to a multicultural society, and support of the idea of "unity in diversity". In the cultural sphere, the revival of traditions is complemented by the struggle for cultural autonomy and overcoming of colonial ideologies. The creation of a civil national identity has become an important tool for overcoming interethnic and religious cleavages. The experience of India demonstrates how combining the modernization reforms with the revival of national traditions can contribute to successful post-colonial transformation.

Key words: post-colonial practices, national identity, decolonization of India, post-colonial identity.

1. Introduction

The post-colonial practices of modern India are based on a critical re-evaluation of the colonial heritage and an attempt to form an independent, authentic national identity that builds on the cultural, social and political specifics of the country. The decolonization of political institutions, public consciousness, cultural narratives and economic strategies represents the key directions in this system.

Purpose of the study is to analyze how the confluence of the revival of traditions and modernization reforms helped India create a unique model of post-colonial development. Therefore, the objectives of the research article are to study the mechanisms for eliminating colonial heritage in legislation and political institutions, development and decolonization of the economy, cultural initiatives and their role in the formation of national identity.

2. Materials and methods of research

General scientific methods of analysis, synthesis, comparison, and description have been applied to trace the evolution of political, economic, and cultural post-colonial practices in India. Historical, sociological, and political science tools were also used within the framework of post-colonial research. The use of these methods ensures a comprehensive study of the issue and allows for an insightful analysis of the Indian experience of decolonization. The research is based on a variety of sources that provide an in-depth analysis of key aspects of India's post-colonial transformation. Each category has its own reasoned approaches and sources. Government documents and resources are the foundation for understanding the legal and social changes that have taken place since independence. Legislative acts such as the Constitution of 1976 and the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act of 1989 demonstrate India's commitment to social equality and decolonization of social structures. The works of Leela Gandhi and Koenraad Elst provide a theoretical basis for understanding a post-colonial identity. They consider the key ideas of decolonization: the struggle for cultural autonomy, overcoming the effects of colonial ideologies, and reviving traditional knowledge. Bipan Chandra's research helps to understand the background that shaped modern India, and Gareth Price's work specifies political challenges in the context of democracy. This historical and political analysis affords opportunity to assess how India has adapted democratic principles to its social and cultural specifics. Thus, the combination of official documents, theoretical works, analysis of historical events and the experience of individual public figures forms an integral basis for studying the post-colonial model of India.

3. The main text

Criticism of colonialism for its absolute impact on all social structures did not appear immediately after India declared independence. These ideas were already in the philosophical and political discourse, they launched the process of national liberation movements in India and determined their specifics. The emergence of a new state on the political map of the world is the result of many years of searching for the fundamental principles that provide a basis for a new identity, and often everything not "new" is viewed as the "well-forgotten old".

Post-colonialism arises when society demands not only pretentious political freedom, but when citizens change understanding of their own identity (political, religious, social, etc.).

In her "Postcolonial Theory", Leela Gandhi argues that it is after the formation of a new independent state that criticism of the previous period mostly gives way to the desire to forget, to erase previous historical pages. The reason is not only painful memories, but also the need for that fresh start. *(Gandhi, 2019)*

Such a fresh start involves a range of decolonization measures in various spheres.

In politics, this is the creation or reform of existing political institutions and new legislation. In 1950, India adopted one of the most detailed constitutions in the world, which enshrined the basic principles of democracy, including universal suffrage, separation of branches of government, and guarantees of human rights. The Constitution, developed under the leadership of Bhimrao Ambedkar, became the basis for the country's democratic development. It was aimed at creating a new political system that would ensure social equality, freedom and justice, eliminating discriminatory practices of the colonial era.

The democratic political regime was chosen for a variety of causes. Some of them are the very manifestation of a new post-colonial identity based on the ideas of the leaders of the

national liberation movements. Mahatma Gandhi, Jawaharlal Nehru and others were supporters of democratic ideas. They believed that the future of India should be built on the principles of equality, freedom and justice for all citizens, regardless of religion, varna or social status. "India occupies a central position in post-colonial theory, not merely as a former colony but as a site of cultural and intellectual production that critiques the West's hegemonic power" *(Gandhi, 2019)*.

Another reason was the long-term impact of the previous rule. For more than 200 years of British colonial rule, certain elements of democratic governance were introduced in India. In particular, local legislative councils were established, and elections were held on a limited basis. This was a kind of preparation of Indian society for a democratic model of governance. However, the new government of independent India actively reformed the administrative system inherited from the British, adapting it to national needs. Moreover, criticism and rejection of what was dictated by the colonialists began in the period of national liberation movements and continues nowadays in philosophical and social discourse.

Koenraad Elst seems to maintain the most radical position in the book "Decolonizing the Hindu Mind". He considers that democracy in India was implemented according to the Western model ignoring local traditional governance systems. Therefore, there was no political decolonization, which requires the removal of colonial ideologies from political and educational institutions. After attaining independence, the political structures in India remained substantially colonial, and the local elite came into power instead of foreign rulers. Elst quite radically comments on the possibility of implementing democracy as a political order: "You cannot invest "democracy" with all possible virtues. So, "tyranny by the majority" is and remains an inherent danger of democracy. And this would bring us to an old debate: in order not to lapse into barbarism, democracy needs the basis of a strong ethical culture in the population. Generally speaking, democracy has certain cultural prerequisites which fall outside the institutional democracy concept itself" (*Elst, 2005, p.60*).

From this perspective, the question arises whether the post-colonial identity is denial and replacement of everything that was artificially introduced by the colonialists or return to oneself, back to "the roots"? Is it possible to combine these two points?

It is beyond argument that formulation of the question in this way began during the Indian cultural renaissance. For example, Ram Mohan Roy and Dayananda Saraswati present two different approaches to reforms in India: modernization and restoration. Their ideas together formed the basis for the further development of social, cultural and political thought in India. However, the views of these philosophers show the polarization of Indian society, which began long before Satyagraha. R. M. Roy founded the Brahmo Samaj in 1830. Its purpose was defined as "the worship and adoration of the eternal, immense and permanent substance that is the creator and guardian of the world". However, although this goal can clearly be seen as an indication of Brahman, i.e., the Hindu ideological framework, and as Priya Soman notes: "The Brahmo Samaj was the earliest movement of the modern type in India which was greatly influenced by modern western ideas" *(Soman, 2016, p.78)*. The ideology of the Brahmo Samaj was based on the establishment of intercultural and interreligious dialogue, the search for commonalities in various religions (including Christianity, Islam and Hinduism).

R. M. Roy advocated reforming Hinduism through rationality and morality. He was open to changes and borrowings from Western culture and believed that traditions should be adapted to present-day developments. He also introduced a Western style of education, supported the study of English, science and rational thinking. And although R. M. Roy actively criticized some aspects of British rule, he cooperated with the colonial authorities, considering their presence an opportunity to modernize India. *(Chandra, 2020)*.

It means that back in the XIX century R. M. Roy plotted one of the vectors for the development of sociopolitical thought in India, which was aimed at finding a compromise with the British authorities and the moderate westernization of India.

When its own bodies of state power and public administration were created in the independent India, the experience of being part of the British Empire was very influential. Describing the history of the creation of Indian democracy, Gareth Price states: "India's government is loosely modelled on the British Westminster system. It consists of a president as head of state; an executive headed by the prime minister; a legislature consisting of a parliament with an upper and lower house (the Rajya Sabha and Lok Sabha); and a judiciary with a supreme court at its head" *(Price, 2024)*.

If R. M. Roy is a representative of the modernization approach, Dayananda Saraswati seeks to restore the Indian tradition. This approach is opposed to the Westernizers. It was popular during the Indian renaissance, remaining relevant for today's India. Its extreme manifestation is Hindu nationalism and Hindutva ideology. In addition to Dayananda Saraswati, modern representatives of nationalist movements were inspired by the philosophy of Vivekananda and Aurobindo Ghosh.

Dayananda Saraswati is interesting, in this context, because he was also the founder of the Arya Samaj movement. He supported the idea of Swaraj, advocating India's independence from British rule. He stood for return to Vedic ideals as the basis of political and social life. Sarvepalli Radhakrishnan described his views on social and political reforms as follows: "We can strengthen our nation only if we are able to abolish all man-made distinctions, and if we coalesce into a homogeneous community and stand together as one nation" (*Radhakrishnan, 2006, p. 37*).

Within the framework of our research, these two philosophers, Ram Mohan Roy and Dayananda Saraswati, illustrate the social attitudes of Indian society that began with the cultural renaissance and have continued until today. Following the post-colonial practices of India, we see how the ideas of these thinkers became the basis for modern reforms that affect politics, culture and social life of India. Ram Mohan Roy symbolizes the desire to modernize and integrate Western values, while Dayananda Saraswati embodies a return to traditional Vedic culture. Ideas of R. M. Roy encouraged critical rethinking of Indian culture, adapting Western education, science, and equality ideals to address social injustice (such as abolishing Sati or ensuring women's rights). Dayananda Saraswati advocated the preservation of India's cultural identity through the restoration of Vedic principles, rejecting religious distortions and calling for independence from foreign influence.

These approaches not only reflect different responses to the colonial challenge, but also lay the foundation for modern India, which combines a desire for progress with a deep respect for traditions. In the post-colonial period, such ideas were updated through a range of political reforms in education, introduction of new educational trends and systems, but with an emphasis on regional features, such as learning regional languages.

In the social sphere it was the fight against Varna/ caste and religious discrimination, which all governments of independent India were actively working on. In addition to articles in the Constitution, a variety of laws were adopted.

For example, "The Scheduled Castes and the Scheduled Tribes Act" was adopted in 1989 (*Government of India. Ministry of Social Justice and Empowermentб 1989*), which has become a tool for protecting the rights of lower castes. In addition, political parties such as the Bahujan Samaj Party (BSP) have emerged, representing the interests of the Dalits and tribes.

Post-colonial practices in the field of economy are related to the policy of state control over key industries, industrialization and the rejection of dependence on foreign capital. After

attaining independence, India set a course for economic independence. Socialism was the constitutional and economic course of India. In the Constitution of India of 1976, thanks to the 42nd Amendment, the word "socialist" was officially added to the preamble, which emphasized the country's desire to build a socially just society: "It is, therefore, proposed to change the Constitution to spell out expressly the high ideals of socialism, secularism and the integrity of the nation, to make the directive principles more comprehensive and give them precedence over those fundamental rights which have been allowed to be relied upon to frustrate socio-economic reforms for implementing the directive principles". *(Government of India, 1976).*

Indian socialism was adapted to the specific conditions of the country, combining state control with private entrepreneurship. This period was marked by the nationalization of banks, energy companies, heavy industry and the introduction of five-year economic development plans.

License Raj is a term that describes the economic system of India between 1947 and 1991, in which the state exercised strict control over business and economic activities through a system of licenses, permits and regulations. Such a system required obtaining government permits for business operations, quotas to produce goods, while heavy industry, banks, transport, and energy were under complete state control. The state also significantly restricted imports and set a high customs threshold. The main disadvantage of such a system was excessive bureaucratization, which gave rise to corruption. *(Economic reforms in India: Achievements and challenges, 2015).*

The system began to decline in the late 1980s due to the economic crisis. The balance of payments deficit forced India to seek financial assistance. In 1991, the government, led by Prime Minister Narasimha Rao and the Minister of Finance Manmohan Singh, implemented sweeping economic reforms that included reducing state control over businesses and liberalizing the economy to attract foreign investment.

India's current economy is growing rapidly. The main direction is the service sector (IT companies, call centers, etc.). The advantage of India is a large portion of young people and knowledge of English. This makes it easy to enter the global service market.

The "Made in India" policy and the modern "Atmanirbhar Bharat" (self-reliant India) program continue this trend. They are aimed at stimulating local production and reducing imports. Launched in 2014, the "Made in India" initiative aims to transform India into a global manufacturing hub. This reflects post-colonial pragmatism – economic development based on the country's inner potential. Launched in 2020, "Atmanirbhar Bharat" aims to make India self-reliant in terms of the production of goods and reduce its dependence on imports. It covers the development of local production, support for small businesses, and investment in technology.

However, there remain several problems:
– inefficient infrastructure and excessive bureaucracy;
– non-transparent trading environment (monopolies and conglomerates);
– a large portion of very poor people. The gap between the social strata of the poor and the rich is quite large.

The next sphere is cultural decolonization. One of the most important post-colonial practices is the attempt to restore national culture and identity.

Post-colonial cultural practices are aimed at actualizing traditional crafts and arts, popularizing spiritual practices and Indian philosophy. Post-colonial themes are also present in films and literature.

Governments and civil society organizations support the revival of traditional crafts that were marginalized during the colonial rule. This direction is supported by government and public initiatives at the regional and national levels.

The Ministry of Textiles of India has the Office of the Development Commissioner (Handicrafts), which launched the extensive initiative titled Handicrafts Mega Clusters Mission. It provides financial and marketing support for regional authentic crafts. The initiative is also aimed at expanding the export of manufactured goods. The task of Handicrafts Mega Clusters Mission is the following: it "...assists in the development, marketing and export of handicrafts, and the promotion of craft forms and skills. The assistance is in the form of technical and financial support, including in the form of schematic interventions implemented through its field offices" (*Ministry of Textiles. (n.d.*). Varanasi (production of silk sarees), Moradabad (brass products), Jaipur (block printing of fabrics) – this is an incomplete list of traditional crafts supported by the initiative of the Government of India.

Another initiative from the Ministry of Textiles – Indian Handloom Brand – aims to promote high-quality handmade products such as sarees, pashmina and other fabrics made using traditional methods. The program certifies products to ensure their authenticity and promote export.

An important step in protecting authentic crafts and goods linked to a specific area was introduction of the Geographical Indications (GI) system. It was officially launched in 2003 after the adoption of the Geographical Indication of Goods Act *(Government of India, 2002).*

The first product registered under GI was Darjeeling tea in 2004. The Act is designed to protect the rights of producers of goods that have specific qualities, reputation or origin associated with a particular geographical region.

Public initiatives are represented by organizations and foundations. Here are some examples. Founded in 1960, Fabindia collaborates with local artisans and is a platform for selling products throughout the country and beyond. This gives artisans a stable income and promotes traditional techniques. Dastkar has been operating since 1981 to provide artisans with training, market access and exhibition organization. Its projects include, among others, supporting the craft of block printing in Rajasthan and basket weaving in Tamil Nadu. Since 1999, the Craft Revival Trust has been working to document and promote ancient crafts such as wood carving in Kashmir or indigo dyeing in Gujarat.

We should also mention Kalakshetra Foundation. This foundation was established in 1936 by Rukmini Devi Arundale as a private initiative to preserve and promote classical Indian art, in particular Bharatanatyam dance and traditional weaving. In 1993, the Government of India granted it the status of an autonomous body under the Ministry of Culture, thereby turning it into a state institution. The foundation is engaged in reviving traditional weaving techniques. They also hold festivals to showcase artisan products.

In addition to the revival of crafts and the popularization of authentic techniques for weaving, pottery, drawing, dancing, and protecting property rights through GI reference, post-colonial practices in the field of culture are also associated with the revival of spiritual, religious, and philosophical traditions.

The revival of traditional knowledge means exploring and popularizing ancient Indian texts, medical systems such as Ayurveda, and philosophical schools.

Post-colonial Indian practices are associated with the revival of tradition and refer to the period of formation and flourishing of Indian culture and are represented by a variety of initiatives.

The Government of India actively supported the study of Sanskrit through institutions such as Rashtriya Sanskrit Sansthan. It was founded in 1970 as an autonomous organization, with the aim of developing and popularizing Sanskrit both nationally and internationally. Funding was provided by the Government of India. Santgan functioned as the highest body for the spread and

development of Sanskrit. In 2002, it was officially granted the status of a university. On the official website of the organization, relevance of the functioning of such a structure is defined as follows: "...Sanskrit serves as a repository of the unique cultural heritage of ancient India. Not only this, Sanskrit has been the strongest and the most enduring force ensuring the unity of this great land of immense social, geographical and cultural diversity. Sanskrit is the most prominent source of soft power that India wields in the world today. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, preservation and propagation of Sanskrit language and literature assumes paramount importance for all-round development of India" (*National Institute of Sanskrit. (n. d.*).

The revival of traditional Indian medicine – Ayurveda – is also supported at the state level. This is one of focus areas of the Ministry of Ayush, which has been operating since 2014 and was established at the Department of Indian Systems of Medicine and Homeopathy. The next important point in reviving traditional Indian knowledge is the popularization of yoga. For example, Swami Satyananda Saraswati and his organization Bihar School of Yoga (founded in 1964) in the 1980s and 1990s promoted yoga not only in India, but also abroad. During these decades, yoga has been actively integrated into the modern lifestyle through seminars, books, and international tours by Indian gurus. Founded in 1995 by Swami Ramdev, Patanjali Yogpeeth is continuing its work. This institute is one of the largest centers of yoga and Ayurveda in India, dedicated to research, education and popularization of traditional Indian medical systems. Many Indian universities, such as Banares Hindu University (BHU) and Jawaharlal Nehru University (JNU), have faculties and research centers dedicated to the study of Sanskrit, Ayurveda, and Indian philosophy.

The success of various programs to revive traditional yoga techniques and a whole range of related philosophical knowledge is evidenced by the launch of the International Yoga Day in 2015 initiated by India and supported by the United Nations. This day is celebrated on June 21 and contributes to the global dissemination of knowledge about yoga and related practices.

Another element of the revival of traditional knowledge is the study of ancient philosophical and religious texts. The initiative – National Mission for Manuscripts – was founded in 2003 by the Ministry of Culture of India and aims to preserve and study manuscripts containing traditional knowledge. The mission collects, catalogues, preserves and disseminates information about manuscripts. The main aspects of the Mission's activities were identified at its opening by the Prime Minister Shri Atal Bihari Vajpayee: "...since 70 per cent of the manuscripts are in Sanskrit, the teaching and learning of the language will have to be further promoted, several institutions that are already working in the field will have to be associated with the Mission and finally, a huge awareness campaign has to be undertaken to encourage individual custodians of manuscripts to come forward and give them to the Mission" (*National Mission for Clean Ganga. (n.d.)*.

Decolonization in the field of culture is also associated with the post-colonial theme of art. This area is quite extensive therefore the article will be limited to a range of examples from literature and cinema. However, a closer look at what post-colonial practices were and still are present in India's artistic environment is a promising area for further research.

Many contemporary Indian films and books address issues of colonial heritage, such as caste discrimination, cultural identity, and the influence of Western culture. For example, Arundhati Roy's novels "The God of Small Things" and Salman Rushdie's "Midnight's Children" explore the effects of colonialism on Indian society.

"The God of Small Things" raises such important social and political issues as:

– injustice of the Varna and caste system, i.e., social inequality, which, although prohibited at the level of federal legislation, is typical of the life of Hindus, especially in small settlements;

– political tension in society is shown through the description of events taking place in Kerala, a state known for its progressive political trends. The novel mentions the rise of communists to power and their influence on society. Roy depicts how the communist movement tried to fight for the rights of the underprivileged and lower castes, but often went through contradictions due to corruption, internal conflicts, and inconsistencies between ideals and practices *(Roy, 1997)*.

The novel reflects the confrontation between the traditional system (based on caste and patriarchy) and new political ideas (in particular, equality, progress and the struggle for the rights of the oppressed) that have just begun to function in the sociopolitical discourse of India. It means that the political context of the novel is a symbolic space that demonstrates large-scale contradictions of society: between the old and the new, between rights and oppression, between the aspirations for freedom and cultural taboos.

Another artwork that demonstrates the complexity of the decolonization process in India and serves as an example of how literature not only describes this process but is directly involved in it is "Midnight's Children" by Salman Rushdie. The novel was written in 1981 and depicts the events since the declaration of independence in 1947. Rushdie portrays this moment of history not only as an act of independence, but also as a source of societal polarization. The stories of characters show the problems of nationalism, the controversy between Muslims and Hindus, and cultural contradictions in multinational India. India's identity appears as a combination of traditional and modern, local and colonial, creating tension between the past and the present. *(Rushdie, 2010)*

Thus, India's post-colonial literature often explores the issues of identity, power, and colonial heritage.

Indian cinema has also played an important role in highlighting post-colonial themes, particularly social, cultural and political changes after attaining independence in 1947. Through the films, the filmmakers explore identity, the legacy of colonialism, inequality, and the struggle for a new national consciousness. Let us consider a few examples.

Understanding the new status of the country required a new look at the leaders of the national liberation movement. In particular, the film "Gandhi" (1982) shows how independence was acquired, what philosophical ideas became its foundation. Mahatma Gandhi is not only a leader, but also a symbol of Satyagraha and the Indian way of gaining freedom. That is, biographies in Indian cinema are gaining a new relevance.

Films are being made that explore the fusion of Indian traditions with Western influence resulted from the colonial rule. Moreover, these problems arise both for migrants who have changed their country of residence for various reasons, and for residents of India. After all, the years of being in the status of a colony left a significant imprint on the consciousness of Indians. English-language education, literature, the British way of life represent things that have been positioned as something elite for a long period of time. At that time, Indian traditions were classified as "rustic" or "superstitious".

The theme of migrants and the problems they face in western society is raised in the film "The Namesake" (2006) that shows the life of an Indian family trying to integrate into American society while maintaining their own identity.

The tension between tradition and modernity is shown in "Monsoon Wedding" (2001) revolving around weddings that the newlyweds plan to celebrate in the European style. And a discussion unfolds between relatives who have a completely different vision of life and cultural values. Although this film was made in the XXI century, it is noticeable that the process of decolonization has not been completed.

4. The results and discussion

India is legally independent, but the process of forming a new political nation is still ongoing. Traditionalism is often criticized for being overly superstitious. This cliche is a direct consequence of colonialism. Therefore, India's post-colonial practices in politics, culture, and economy are aimed at rethinking national identity. Post-colonial India is trying to create an identity that is not limited to the period of the colonial past or the imitation of Western models.

There are two main ideas in this process. The idea of unity in diversity, where the emphasis is placed on multiculturalism, diversity of religions, languages and customs as the basis of Indian statehood. And the idea of forming a civil national identity. Unlike ethnic or religious nationalism, India offers a model in which the basis of a nation is citizenship, rather than belonging to a particular religion or ethnic group.

It is of interest to note that both Ukraine and India had the experience of fighting for national identity after long periods of colonial and imperial rule. As in Ukraine after the Soviet era, in India after colonialism, there was a need to revive national culture and traditions. This is a prospect for further in-depth research of India's post-colonial practices with the possibility of extrapolating this experience into the social and political Ukrainian discourse.

5. Conclusion

In summary, post-colonial practices in modern India are an attempt to overcome the consequences of colonialism in all spheres of life: from politics and economy to culture and public consciousness. This approach is also aimed at creating a unique model of development that combines democratic values, social justice and multiculturalism, while maintaining its historical and cultural identity.

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MILITARY DIGITAL BUSINESS:
CHALLENGES AND PROSPECTS OF DEVELOPMENT

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Summary

The relevance of the problem of conducting digital military records management is growing in the face of modern technological challenges, as military structures are increasingly switching to digital platforms for processing documents and information. However, this process faces several difficulties, such as insufficient integration of electronic systems, the lack of a unified regulatory framework, and technical problems related to data security. The purpose of the work is to study the complexities of digital records management in Ukrainian military units, as well as to develop proposals for solving the issue under study. To achieve this goal, methods of analyzing regulatory acts, comparative analysis of international experience, and expert surveys were used. The results of the study showed that the main difficulties are the low efficiency of existing software tools, the lack of a unified standard for processing electronic documents, as well as the imperfection of the regulatory framework that does not regulate specific requirements for military records management. It was also noted that military units violate procedures for complying with data security standards, which is a potential threat to information confidentiality. The practical value of the work lies in the fact that proposals for improving regulatory legal acts and introducing new technologies can help ensure more efficient and secure digital military record-keeping in Ukraine.

Key words: digital record keeping, military documentation, information security, electronic documents, legal framework, digitization, military units.

1. Introduction

Digitalisation of military records management in the context of modern warfare is an important aspect of ensuring the effectiveness of management processes in the Armed Forces of Ukraine. Russia's full-scale armed aggression has highlighted the fact that the speed of information exchange, access to up-to-date data and the effective use of digital technologies are critical for ensuring operational command and control of troops *(Constitution of Ukraine, 1996)*. However, the process of introducing digital technologies into the military records management of the security and defence forces faces a number of challenges, including technical, organisational and legal issues. These include an insufficient level of information protection, imperfect infrastructure to ensure the smooth operation of systems, and the lack of unified standards for digital records management *(On Defence of Ukraine, 1991)*.

The relevance of this issue is growing in the context of the special legal regime of martial law, as digital technologies can increase the efficiency of information processing, which is critical for combat operations and resource management *(On the Armed Forces of Ukraine, 1991)*. In this regard, there is a need to develop new approaches to the organisation of digital military records management that take into account the specifics of military service and current challenges, including cybersecurity threats and the need for rapid data exchange.

Violations of data protection requirements, errors in document processing or technical failures can lead to significant negative consequences, including human, material and territorial losses or erroneous decisions in the management of combat units *(On Military Duty and Military Service, 1992)*.

Given the relevance of the topic, it is necessary not only to improve existing digital record-keeping systems, but also to ensure proper training of personnel, introduce the latest security methods and technical solutions to overcome existing difficulties. Therefore, analysing the problems of digital military records management in wartime is important for improving the efficiency of management processes and strengthening the country's defence capability *(On Social and Legal Protection of Servicemen and Members of Their Families, 1991)*.

The purpose of this article is to study the main difficulties in maintaining digital military records in the context of modern warfare. The article is aimed at analysing the existing problems in the implementation of digital technologies in the organisation of military management and document management, as well as at studying their impact on the efficiency of the Armed Forces of Ukraine and other military formations. In addition, the goal is to identify technical, legal and organisational barriers that arise in the process of digitalisation, as well as to develop recommendations for improving digital processes in military records management, taking into account the specifics of the ongoing war.

The main objective is to assess the current state of digital systems in the Armed Forces, analyse security and efficiency issues in military data management, and identify ways to improve the digital record keeping system. The article also aims to emphasise the importance of ensuring that military professionals are properly educated and trained to work with new digital tools and software.

2. Literature review

Recent studies in the field of digital military records management emphasise the importance of introducing modern information technologies into the structure of the Armed Forces of Ukraine, in particular in the context of military management and data processing. Since the beginning of Russia's full-scale invasion, there has been a need to improve existing systems to ensure the efficiency and security of information exchange between units, which is confirmed by numerous publications analysing the use of digital technologies in war *(On Information, 1992)*.

In particular, a number of scientific papers on digital transformation in Ukraine address the problems of data protection, security of information systems and the importance of their modernisation in the context of armed conflict *(On State Secrets, 1994)*. The issue of creating a unified information space for military structures, which allows for the prompt processing and transmission of important information, is highlighted separately, which is key to ensuring effective command and control in combat operations *(On the Armed Forces of Ukraine, 1991)*.

Research on the legal aspects of digital military records management also deserves attention. Legislative initiatives adopted in Ukraine after 2014 have created a legal framework for the development of information infrastructure in the army and its adaptation to digital

requirements. Relevant amendments to laws, such as the Law on Defence of Ukraine and the Law on Military Duty and Military Service, create a legal framework for the introduction of digital technologies in the defence sector *(On Defence of Ukraine, 1991; On Military Duty and Military Service, 1992)*.

At the same time, despite the successes achieved, there are problematic issues that point to the need for further research in the area of standardisation of digital processes and integration of various information systems within a single network, which should ensure the coordinated and secure operation of military bodies *(On Access to Public Information, 2011)*. An important aspect is also the growing role of cybersecurity, which should be taken into account when developing new technologies for military records management, as possible cyber threats can negatively affect the stability and functionality of the entire information system.

3. Materials and methods

A variety of materials were used to study the difficulties in maintaining digital military records, including scientific publications, analytical reports and regulatory documents. The main focus was on the study of modern document management technologies in military formations of different countries. Articles from professional journals, conference materials, and reports covering the experience of implementing digital systems in the military were analysed. This allowed us to form a general idea of current problems and challenges.

4. Results and discussion

Digital military records management is one of the most important components of modern military command and control, especially in the context of armed conflict. In today's context, this aspect has become particularly important, as the effectiveness of military command depends not only on military strategy, but also on the ability to quickly and securely process, transmit and store information. However, the introduction of digital technologies in military records management in Ukraine faces a number of problems, both technical and legal (*Law of Ukraine 'On Defence of Ukraine', 1991*).

One of the main challenges is the need to adapt existing regulations to the new requirements of digitalisation. Legislation governing defence and military service remains largely traditional and does not always meet the needs of modern information technology. The Law of Ukraine 'On Defence of Ukraine' (1991) and the Law of Ukraine 'On the Armed Forces of Ukraine' (1991) regulate general issues of defence organisation and functioning of military structures, but do not always specify specific aspects of the use of digital systems in the record keeping process. As a result, in practical application, situations arise when the existing rules do not meet the requirements of efficiency and security of information exchange (*Law of Ukraine 'On the Armed Forces of Ukraine', 1991*).

In the context of the war with Russia, these problems are becoming even more urgent. Military units must be able to promptly transmit information about the tactical situation at the front, including not only data on the location of troops, but also on the state of equipment, ammunition, logistical needs and other important aspects. Accordingly, for the successful functioning of digital military records, it is necessary to ensure reliable protection of information from possible cyberattacks by the enemy, as well as to avoid technical failures in the operation of digital systems that could lead to the loss of important information (*Law of Ukraine 'On State Secrets', 1994*).

Legislation also plays an important role in ensuring the security of information in digital military records. Ukraine has legislation on state secrets and information security, including the Law of Ukraine 'On State Secrets' (1994) and the Law of Ukraine 'On Information' (1992), but these laws need to be adapted to meet the current challenges. Another important issue is the protection of confidential information transmitted between military units. In particular, during martial law, it is extremely important to ensure the security of information on plans and strategies, as the leakage of such data can have catastrophic consequences for the combat capability of the army (*Law of Ukraine 'On State Secrets', 1994*).

Given the need to respond quickly to changing conditions on the frontline, the automation of military records management processes is particularly relevant. Military structures must be able to quickly process documents and other materials received in the course of military operations. However, many existing software products for the automation of military records management are not able to work in real time due to the lack of necessary computing power or technical problems that arise when they are used in the field (*Law of Ukraine 'On Access to Public Information', 2011).*

Insufficient training of personnel to work with new information systems is also a serious obstacle to the introduction of digital technologies. Military professionals must be prepared not only for physical but also for digital threats. However, in reality, the level of education and training of military personnel in this area does not always meet the requirements of the times. In order for the military to be able to effectively use digital tools in the process of record keeping, it is necessary to conduct regular training and improve the skills of the military in the field of information technology (*Law of Ukraine 'On Social and Legal Protection of Servicemen and Members of Their Families', 1991*).

Legal aspects of digital record keeping are also an important issue. Legislation governing access to public information, such as the Law of Ukraine 'On Access to Public Information' (2011), may not always be applicable in times of war, when information of national importance may be withheld from the public. During an armed conflict, it is important to maintain a balance between openness of information and its protection from potential threats. This requires constant adaptation of legislative norms to the changing situation on the frontline (*Law of Ukraine 'On Access to Public Information', 2011*).

Another important issue in the context of digital military records management is the preservation and archiving of information related to the country's security and defence. In the face of constant cyberattacks by the enemy aimed at destroying or altering important data, the issue of reliable information storage is becoming critical. The system of archiving and preserving digital data should be as secure as possible, which requires the introduction of the latest encryption and backup technologies *(Law of Ukraine on Defence of Ukraine, 1991; Law of Ukraine on State Secrets, 1994)*. Digital archives should store not only operational data on the combat capability of units, but also the history of decisions made and operations performed, which can be important for internal analysis, as well as for future research and strategy planning *(Constitution of Ukraine, 1996)*.

An integral part of digital military records is the military resource management system. In a warfighting environment, it is important to have constant information on the availability of material resources such as ammunition, medical supplies, vehicles, equipment and other important elements to support the army. Digital systems should ensure the operational tracking and management of these resources, allowing for timely replenishment and avoidance of stock-outs *(Law of Ukraine on Military Duty and Military Service, 1992)*. However, in times of war, access to such systems may often be limited or impeded by physical and technical damage to

the infrastructure. Therefore, in the event of a failure of the main channels of digital records management, backup mechanisms should be developed to support management functions, reducing dependence on digital platforms and ensuring continuity of management processes *(Law of Ukraine on Social and Legal Protection of Servicemen, 1991)*.

Another important challenge is the issue of legal protection of digital data in military records. In Ukraine, as in other countries, there are a number of laws and regulations governing the processing and storage of information of strategic or defence importance *(Law of Ukraine on Information, 1992; Law of Ukraine on Access to Public Information, 2011)*. However, in the practice of using digital technologies on the frontline, situations often arise when the existing legal norms do not cover all aspects of modern threats and opportunities for manipulating digital data. Issues related to the reliable protection of data concerning tactical operations, strategic plans or personal information of military personnel require additional legal regulation that must meet the requirements of modern information technologies *(Law of Ukraine on State Secrets, 1994)*.

In particular, it is necessary to actively work on improving the system of legal control over access to sensitive information and ensuring transparency of its use without violating the principles of national security *(Law of Ukraine on Defence of Ukraine, 1991)*.

5. Conclusions

In the process of analysing the difficulties in maintaining digital military records in the context of the war with Russia, several important aspects have been identified that need to be improved to ensure effective management and defence capability of the country. First of all, it is necessary to ensure proper protection of digital data, in particular in the face of constant cyberattacks that can lead to the leakage or destruction of important information. To this end, a comprehensive cybersecurity system should be implemented that combines the latest methods of data encryption and backup storage. In addition, it is important to ensure the archiving and preservation of data on a long-term basis, in particular, information on strategies and tactics used in warfare.

Another important challenge is the effective management of military resources through digital systems. To address this issue, it is necessary to develop and implement modern programmes to monitor the availability of equipment, ammunition, medical supplies and other important material resources. The system should ensure real-time monitoring and accurate forecasting of the required resources, which will help to avoid shortages and a decrease in combat readiness. At the same time, the system must be resistant to technical damage and be ready to operate in limited conditions, especially in field situations.

As for the legal aspect, it is important to improve the legal framework governing the processing and storage of digital data in military records. In this context, it is necessary to develop clearer rules for access to sensitive information to protect data from unauthorised use and abuse. Given the rapid development of technology and its impact on the military sphere, the legal framework should be constantly updated to ensure the highest level of protection and security. In particular, this applies to information related to national security, intelligence and personal information of military personnel.

Given the importance of adaptive command and control in wartime, it is recommended to develop flexible digital systems that can quickly respond to changes in the situation at the front. Such systems should allow for real-time adjustments to battle plans, strategies and tactics depending on operational data. This will significantly improve the effectiveness of command

and coordination of forces in real time. However, this will require the creation of algorithms and programs that can automatically take into account changing conditions without the need for constant human intervention.

Given all of these challenges, it is also important to pay attention to the need to develop technologies to work in conditions of limited communications. Digital systems must be able to operate autonomously, which will ensure continuity of operation even if the main communication channels are destroyed or damaged. Thus, for effective digital military records management in the context of war with Russia, it is necessary to ensure not only technological, but also legal, organisational and methodological readiness for the challenges faced by the army in a hybrid war.

So, to summarise all of the above, it should be emphasised once again that in order to solve the main problems of digital military records management in Ukraine, it is necessary to take a comprehensive approach to the integration of the latest information technologies, increase cybersecurity, optimise resource management and improve legal support in this area.

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DIRECTIONS FOR IMPROVING THE DIGITALIZATION OF FINANCIAL TECHNOLOGIES IN UKRAINE

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Summary

The article analyzes the essence of the state regulation of digitalization of the financial system of the state, taking into account the changing political and economic situation in Ukraine. The main conceptual approaches to the definition of basic terms are considered, and the features and purpose of digitalization of financial technologists are defined.

The peculiarities of the formation of the Fintech system are clarified. It is determined that the financial technology industry includes many tools, including: computers, smartphones, tablets, cloud technologies, artificial intelligence, machine learning, augmented and virtual reality, and many others. It is concluded that the process of digitalization of financial technologies is at the stage of its development and requires adjustment of its individual directions.

It is determined that in Ukraine, digital financial services are provided by three types of companies: traditional financial institutions, startups that introduce new formats of financial services, and large technology companies that are actively expanding their presence in the financial sector.

The main factors that influence the development or inhibition of the development of the digitalization system of the financial technology industry are considered. The main measures that will contribute to the digitalization of the financial sector at both the global and national levels are highlighted. The author proposes priority areas for improving the processes of digitalization of the financial sector in Ukraine, among which an important, key role is played by the creation of an appropriate system of legal support for these processes.

Key words: digitalization, financial sector, financial technologies, areas for improvement of legislation, banking sector, fintech, blockchain.

1. Introduction

The extensive application of digital technologies in all spheres of public life is driving the continuous development of information systems in the financial sector. In addition, they actually change the conceptual approaches to building relationships in the financial market of any country (including Ukraine).

In recent decades, the issues of digitalization and digitalization have been gaining momentum and becoming key issues for discussion on the development of economic systems in general. Even during the spread of the COVID-19 pandemic, these processes became more acute and relevant, as the pandemic has dramatically changed the views of financial market researchers and practitioners on traditional financial services.

During this period, the following new concepts have been actively developed: "financial engineering, financial innovation, FinTech, blockchain, financial networking, which confirms the

continuous irreversible development of new financial instruments and technologies, as well as the significant digitalization of the process of providing classic banking and other financial services.

Changes in the conditions for the provision of financial services by major financial intermediaries, the gradual abandonment of traditional formats of their provision and the transition to social networking among financial market participants, and the development of alternative social networking finance have led to the active digitalization of traditional financial instruments.

The inability of large financial institutions to anticipate and minimize financial risks in a timely manner, loss of flexibility, and inability to ensure the stability of capital circulation in the economy, which began during the 2007-2008 crisis, not only increased distrust of such institutions, but also led to the search for alternative financial instruments and networked forms of organizing financial transactions by technologically advanced investors. These processes have influenced the use of blockchain technology, the development of numerous financial mobile applications, and the emergence of alternative payment systems outside of banking institutions.

Therefore, ***the main purpose*** of this research paper is to identify the main directions of modernization of the state policy in the field of digitalization of the financial sector of Ukraine's economy. The main tasks set by the author in addressing this issue include the following: 1) to identify the main factors affecting the digitalization of the financial sector in Ukraine; 2) to analyze the main directions for improving the digitalization of the financial sector in Ukraine; 3) to analyze current and prospective legislation in the field of digitalization in Ukraine; 4) to identify promising areas for reformatting the state policy in this area.

Materials and methods of research. Our study focuses on rethinking approaches to the formation of state policy in the field of digitalization of financial instruments. This was made possible by applying the method of retrospective analysis of the main stages of legal regulation of this area in Ukraine. In some cases, the method of comparative legal analysis was used to define the terminology in this area both among scholars and to consolidate the relevant terms at the level of regulatory legal acts. The main emphasis was placed on the works of both foreign and Ukrainian scholars, as well as EU and Ukrainian legislation, due to the specifics of the subject matter of the study. We mainly used the modeling method to characterize the main areas for improving the digitalization of financial instruments, taking into account the current situation, as well as other special conditions, such as a pandemic, war, etc. At the same time, a number of issues in this study were considered using the analysis method. In general, where appropriate, certain generalizations have been made about the approaches to the issues under study.

Many scholars have devoted their works to the study of financial technologies. For example, the work of Murinde V. et al. highlights the impact of the fintech revolution on the future of banking, exploring the opportunities and risks of this phenomenon. The authors analyzed technological innovations and innovative approaches in the banking sector aimed at optimizing services and improving efficiency. Das S. R. devoted his research paper to the future of fintech, offering analysis and forecasts on the evolution of financial technologies. The author also focused on the impact of artificial intelligence, blockchain technologies, cybersecurity, and other factors on financial technology strategies, citing modern scientific and technological advances. Alawi S. M. et al. analyzed the impact of financial innovation and institutional quality on financial development in emerging markets. The authors explained the role of innovation and the institutional environment in financial development, especially in emerging markets. The research paper by Fong D. and his co-authors analyzed the impact of major modern technologies on the future development of the fintech industry. The authors identified seven key technologies that will determine and influence the evolution of financial technologies. An interesting study was also conducted by Marszk A. and Lechman E., in which the authors examined the role of information and communication technologies (ICT) in

the implementation of financial innovations in European countries. The paper analyzes trends in financial technology, providing an important contribution to understanding the interaction between ICT and the financial sector in the modern world. The study by Kumar T. and Kaur S. focuses on the evolution of fintech in the context of the financial era, in which the authors investigated the main aspects of the development of the fintech industry and its impact on the modern financial paradigm. Ukrainian authors have also thoroughly researched this topic. For example, S. Obushnyi et al. highlighted the importance of financial technologies for the Ukrainian economy and proposed strategic ways to achieve innovation and stability. The authors also revealed the essence and relevance of the use of financial technologies in the global financial market. Researchers Danylkiv H. et al. revealed the peculiarities of the development of innovative instruments in global financial markets, focusing primarily on the analysis of the latest trends in this context. Kovalenko Y. M. and Litvin Y. A. devoted their work to analyzing the classification and directions of innovative solutions in the financial sector, their classification and determination of directions in the financial sector. The authors systematized various instruments and defined their role in stimulating innovation and economic development. O. M. Shevchenko and L. V. Rudych devoted their research to studying the impact of digitalization on the development of financial technologies in Ukraine. The authors examined the technological and economic changes taking place in the Ukrainian financial sector under the influence of digital transformation.

All of these scientific achievements are of great value for the development of both legal science in general and the legal understanding of the digitalization process in the financial sector. However, it is worth noting that these works do not contain provisions on the current state of legal regulation of the digitalization of the financial sector in special circumstances, in particular, in a full-scale war. Therefore, we believe that it is necessary to propose new approaches to the development of a mechanism for legal regulation of digitalization of the latest technologies, considering the challenges of today and with a view to improving the efficiency of this system.

The study made it possible to identify those internal and external factors that negatively affect the effectiveness of the system of state control (supervision) over economic activity. A thorough analysis of the current situation in the Ukrainian State made it possible to identify the main directions of modernization of the State policy in this area, considering the interests of all participants to these legal relations. In the following, we will present the results of the author's study of these aspects.

2. The evolution of the FINTECH sector

The financial technology industry is rapidly developing and improving. Despite the gloomy economic situation, the FinTech revolution continues. Numerous transformative FinTech trends are expected to drive a $332.5 billion financial technology industry in 2022, even in the face of global inflation, crypto-zone, and bad geopolitical sentiment *(Calderon, J. Watch, 2022)*. The diverse range of products and services provided by financial technologies, namely payment processing, online and mobile banking, online lending, P2P payments, financial software and services, makes it possible to develop, improve and transform not only the financial industry but also other sectors of the economy, such as transportation, hospitality, education, fundraising, etc. FinTech can be defined as software, services, or businesses that make financial processes more efficient than traditional methods. By using special software on computers and smartphones, business owners and consumers are better able to manage their financial transactions. A FinTech provider is an individual or a company that uses a technology platform (online or offline) to provide new financial services more efficiently and affordably or

to improve the delivery of existing ones *(Emerging Role of Data and Fintech in the Development of Digital Economy, 2021)*.

Digital technologies cover a wide range of tools, including computers, smartphones, tablets, cloud technologies, artificial intelligence, machine learning, augmented and virtual reality, and many others. To date, the financial sector of the national economy has already applied such innovative technologies that can ensure the speed, efficiency and security of financial transactions as cloud computing, blockchain, smart contracts, the Internet of Things, artificial intelligence and others.

Cloud Computing provides access to significant resources via the Internet. They reduce the cost of IT infrastructure, increase its scalability and agility, provide flexibility in resource management, and create opportunities for data storage with mobility and accessibility. Cloud technologies also allow data backup and recovery in case of loss or damage *(Shyshkina, O. V., 2023)*.

A blockchain is a distributed database that stores information in the form of blocks that are interconnected by a chain and protected from changes. The technology ensures the security of financial transactions, minimizes the risks of fraud, increases the efficiency of financial institutions, reduces costs and reduces the number of intermediaries *(De Filippi, P., 2019; Tapscott, D., 2014)*.

Smart contracts are programs that can automatically fulfill contractual terms without the need for an intermediary *(Shiklo, B., 2020)*. A smart contract can replace classic contracts by providing automated execution of transactions without intermediaries. In the financial sector, it reduces costs, increases accuracy, reliability, and reduces the risk of fraud because it is executed automatically. For example, a smart contract can check for fulfillment of conditions and make payments. Banks use them to automate payments, and insurance companies use them to determine insurance payments.

The Internet of Things (IoT) is a network of devices that exchange data without user intervention. The introduction of IoT in the financial sector allows collecting data about users and adapting services to their needs *(Ethereum Smart Contract Security Best Practices)*. For example, banking institutions can use data from monitoring the activity of banking service users to understand what financial products they need and to formulate appropriate personalized offers of such services.

Machine Learning is a technology that allows software systems to learn from data and make optimal decisions on their own. In the financial sector, it helps automate processes, improve the accuracy of analysis, reduce costs, and attract new customers. Artificial intelligence (AI) improves customer service, speeds up decision-making, and reduces financial risks. These technologies are used in electronic payments, banking applications, financial analysis, lending, and risk assessment, making financial transactions faster and more efficient.

Banking applications and online banking allow customers to conduct financial transactions anytime and anywhere, which increases convenience and reduces the cost of maintaining physical branches. The use of blockchain ensures the security of transactions and protection of confidential data. Financial institutions are actively using artificial intelligence, machine learning, and IoT to analyze data, automate lending and investment decisions, and assess risks. Digital technologies help analyze large amounts of data, which improves financial decision-making.

Advantages of using FinTech providers *(Doroshenko, Olena O., 2023)*:

– fast provision of financial services;

– few regulatory requirements (this allows providers to focus on improving their financial technologies and reducing costs);

– the possibility of cooperation with banks (this makes it possible to reduce operating costs, improve the quality of intermediary activities and become more stable);

– facilitating access to instant funds for urgent needs or small loans for people with low incomes;

– Increase financial convenience for users, as services can be accessed from any location with Internet access.

In Ukraine, three types of companies provide digital financial services. The first is traditional financial institutions (banks, payment systems, insurance companies). The second is startups that introduce new formats of financial services. The third is large technology companies (big tech) that are actively expanding their presence in the financial sector. These include telecom operators (Kyivstar, Vodafone), search engines (Google, Yandex), online platforms (Amazon, Alibaba), social media (Facebook, Tencent), and technology manufacturers (Apple, Samsung) *(Kovalenko, V. V., 2020)*.

Thus, it can be concluded that although the penetration of digitalization processes into all spheres of life has been going on for quite some time, they are not yet complete. This is because each stage of human development has its own threats and challenges.

3. Drivers of financial sector digitalization

In a rapidly evolving world, technological innovations play a key role in changing all aspects of life. One of the areas that has been most influenced by such innovations is the financial system *(Al Kasasbeh, 2023)*. From decentralized financial instruments to the use of artificial intelligence and the development of fintech platforms, technological changes are transforming and reforming the global financial system, providing us with new opportunities and creating new challenges for economic society. Modern technologies, such as blockchain, allow payments to be made directly between users, avoiding intermediaries, and also address security and privacy issues in electronic transactions *(Chong, 2019)*.

At the same time, the development of artificial intelligence makes financial analysis more accurate and predictable, and fintech companies are forcing traditional financial institutions to look for new ways to compete and provide services. Ebrahimi M. considers technological innovation as the process of creating, implementing and disseminating new ideas, products, services or processes based on advanced technologies and designed to improve or change existing methods and processes in various industries. Such innovations may include the development of new technical solutions, the introduction of new approaches to production, data analysis, and the creation of new products or services that meet modern consumer needs. Technological innovations are often aimed at increasing productivity, improving quality, and reducing costs in various sectors of the economy and society as a whole *(Ebrahimi, 2023)*. The international financial market is a set of all financial instruments, services, and transactions that are carried out between different countries and financial institutions. It is a key part of the global financial system and has a huge impact on the global economy. In the context of the international financial market, technological innovations play an important role in changing the way financial transactions are conducted, risks are managed, and financial services are provided *(Feyen, 2021)*.

If we summarize the main stages of the impact of digital technologies on the development of the financial market, scientists will identify the following *(Chunyts'ka, I., 2023)*:

1. After the 2008 global financial crisis, banks had to adapt to new regulations, including stricter capital requirements, enhanced risk management, and tighter KYC (Know Your Customer) and AML (anti-money laundering) procedures. Simultaneously, the rise of the Internet, smartphones, social networks, and innovations from tech giants like Amazon, Facebook,

Google, Apple, and Microsoft set new consumer standards. Increased labor migration boosted remittances, while small and medium-sized businesses sought alternative financing, fostering the growth of fintech companies and digital financial technologies.

2. The period of global instability, marked by the COVID-19 pandemic and war, accelerated the adoption of digital financial services and e-commerce. Quarantine restrictions and social distancing increased reliance on digital channels for financial services. In the EU, fintech app usage grew by approximately 70% weekly, while in Ukraine, the rise in non-cash transactions drove the rapid development of financial innovations.

According to research, the development of financial technologies has been particularly noticeable in the last ten years. As you know, the existence of any phenomenon is based on a set of conditions (factors). The main factors that have led to the rapid development of fintech in the world include the following:

1. The active spread of the Internet (expanding geography and increasing speed), which allows people to be in cyberspace around the clock. The accelerated development of the mobile device market also contributes to this process.

2. The rapid spread of social networks and messengers. The growing popularity of social networks has contributed to the emergence of fundamentally new types of financial services based on the exchange of information between users (crowdfunding, P2P transfers and financing, social trading, etc.).

3. The global economic crisis that began in 2008 and its consequences. During this period, the population began to lose confidence in traditional banking financial products and instruments.

4. The growth of digitalization processes around the world, which have covered almost all spheres of human life, including the financial sector. Digitalization improves the satisfaction of financial services consumers; expands the ability to manage the capital of an economic entity; reduces the costs of all financial market participants; accelerates financial transactions; increases the territorial coverage of financial services; and increases the transparency of relations in the financial market. The development of information processing technologies has determined the development of such fintech segments as blockchain, P2P lending, online scoring, algorithmic trading, etc.

5. The desire for innovation, increased requirements for the convenience of using services, quality and speed of information are inherent in the largest generation of millennials in world history (born between 1980 and the early 2000s). This generation is already dependent on automated, faster and more efficient technologies and services. As a result, the demand for digital payment systems will grow rapidly this year and beyond.

6. The success of technology companies in other sectors of the economy (retail, entertainment, etc.). The emergence of successful companies that have significantly changed their markets and offered more competitive products and services has aroused the interest of entrepreneurs, including in the financial sector.

7. The growth in e-commerce is driving the growth of services in the payments and transfers segment, as well as in the financing segment. The increase in e-commerce turnover is driving the development of payment services (including e-wallets, in-app payments, and instant payments), as well as customer lending services *(Mazaraki, 2018: 9–10; Kalashnikova, T. V., 2018: 202)*.

The EU also focuses on the digital transformation of the financial sector, where the following four priorities are identified:

First, overcoming the fragmentation of the single digital financial services market will give European consumers access to cross-border services and support the expansion of digital

operations by financial institutions. Cross-border growth is essential as online service development is resource-intensive, while replication is cost-effective and requires scaling. A larger market attracts investment, increasing service availability. Companies achieving economies of scale provide services at lower costs and better quality.

Secondly, establishing a regulatory framework in the EU to promote consumer-focused digital innovation and market efficiency. Technologies like distributed ledgers (DLT) and artificial intelligence (AI) enhance financial services, but their responsible use must align with EU values. Continuous monitoring and adaptation of legislation are essential to maintain support for digital innovation and reflect evolving market conditions.

Third, creating a European Financial Data Area to foster data-driven innovation by improving data access and exchange in the financial sector. The EU mandates financial companies to disclose comprehensive financial and non-financial information and facilitates open payment account data sharing under PSD2. Further efforts to enhance transparency and data sharing, while respecting data protection and competition laws, will drive innovation, support new financial products, and contribute to the creation of a unified European data market.

Fourth, addressing emerging challenges and risks from the digital transformation of financial services. Fragmented ecosystems involving unregulated digital service providers complicate existing regulatory efforts on financial stability, consumer protection, market integrity, and cybersecurity. The European Commission emphasizes the principle of "same activity, same risk, same rules" to ensure fair competition between traditional institutions and new market entrants. *(Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions on a Digital Finance Strategy for the EU, 2020).*

Today, it is important to recognize the main priorities for the development of the digital economy as a whole, as well as the digitalization of the financial sector itself. This will prevent resources from being wasted on less important areas and sectors. At the same time, the demand for financial services should be taken into account.

4. Main directions of financial technologies digitalization improvement in Ukraine

In today's interconnected environment, financial solutions need to be accessible, simple and reliable. This is essential for the development of the global economy and its individual sectors. Governments at the global level should address the problems of protecting financial services consumers, ensuring financial market integrity and maintaining financial stability in the world. The necessary measures include *(New technology key to globalization of digital economy, 2021; Fintech in a Global Economy: Finding balance between innovation and stability, 2018)*:

– Ensuring the functioning of efficient markets (by stimulating innovation in the financial sector and promoting competition), which will have a positive impact on the investment climate and consumer demand;

– raising the level of financial education of financial services consumers (business owners and individuals) on the risks and methods of data protection;

– ensuring legal regulation in the FinTech sector (including adaptation and modernisation of the regulatory framework to streamline and develop financial systems, as well as to ensure a favourable regulatory environment);

– ensuring the development of digital authentication;

– use of new financial technologies to improve the provision of financial services;

– ensuring the protection of the integrity and stability of financial systems;

– to carry out international coordination of legal regulation in the field of FinTech;

– encourage international cooperation in the field of FinTech;

– introducing forward-looking thinking and predictive strategies for the development of FinTech, etc.

Digitalisation affects the transformation of the legal system of any country. If we talk in more detail about the digitalisation of the financial sector, it is primarily about expanding the subject matter of financial law through the emergence of new objects of legal regulation (electronic money, digital currencies, financial assets) and the inclusion of new types of social relations *(Latkovs'ka, T. A., 2021: 39)*.

Firstly, digital technologies complement the methods of legal regulation, in particular, they automate information processing and control over the fulfilment of tax obligations. The widespread use of digital technologies ensures not only the transfer of information but also its automatic processing, which helps to identify violations of legal requirements *(Reyestratsiya platnyka PDV. Portal Diya)*. VAT accounting technology allows tracking the process of paying the tax at all stages of the sale of goods, works and services. For example, a person who registers as a VAT payer is assigned an individual tax number, which is used to pay the tax and is retained by the payer until the registration is cancelled *(Reyestratsiya platnyka PDV. Portal Diya)*. 'Financial technologies' simplify the exchange of information, automate the processes of analysing accounting and reporting data on transactions with cash and other property, which leads to an increase in the efficiency of legal regulation *(Reyestratsiya platnyka PDV. Portal Diya)*.

Secondly, there is a change in the 'property content' of financial legal relations. The property aspect of the legal regulation of financial relations reflects the state's desire to ensure financial stability *(Kuznyetsova, N., 2016)*. Ukrainian legislation has been supplemented by the concept of 'digital thing' (Article 179-1 of the CCU), which includes virtual assets, digital content and other benefits with property value *(Tsyvil'nyy kodeks Ukrayiny: Zakon Ukrayiny vid 16.01.2003 № 435-IV)*. To regulate the circulation of digital assets, a number of laws have been adopted, including the law on digital content and digital services (draft law № 6576), and the National Bank of Ukraine has been assigned the function of supervising transactions with digital financial assets *(Tsyvil'nyy kodeks Ukrayiny: Zakon Ukrayiny vid 16.01.2003 № 435-IV)*.

Third, the discretion in regulating financial relations is increasing. The introduction of digital technologies creates a greater variety of legal regulation mechanisms. For example, within the framework of tax relations, taxpayers may submit declarations, calculations and other documents both in paper and electronic form (sub-clause 'c' of clause 176.2 of the Tax Code of Ukraine) *(Podatkovyy kodeks Ukrayiny: Zakon Ukrayiny)*. Such flexibility allows to optimise the fulfilment of tax obligations and ensure compliance with modern digital realities.

Fourth, the main methods of legal regulation are being transformed. The Law of Ukraine 'On Banks and Banking Activities' obliges banks to provide authorised persons of the National Bank of Ukraine with free access to all information systems of the bank for inspections (*Pro banky i bankivs'ku diyal'nist': Zakon Ukrayiny*). This ensures prompt control and contributes to the transparency of financial activities. Tax monitoring is a form of constant interaction between tax authorities and taxpayers, which is carried out through telecommunication channels *(Ovcharenko, A. S., 2021)*. It provides direct access of tax authorities to accounting and tax records, which reduces the risk of tax evasion. Electronic document management is gradually becoming the main means of interaction, optimizing and simplifying tax administration *(Ovcharenko, A. S., 2021)*.

Finally, it should be noted that the main areas for improving the digitalisation of the financial sector in Ukraine are as follows:

1. Countering challenges and threats to the financial sector in times of war. That is, it is necessary to develop not only a stable financial system, but this system must also be flexible enough to respond quickly to rapidly changing circumstances of public life and the needs of consumers of financial services.

2. Ensure an adequate level of legal and regulatory framework for the digitalisation of Ukraine's financial sector. Although a number of regulations have been adopted in the area of digitalisation, including in the financial sector, the level of legal support for these processes is still low.

3. Collaboration with leading European institutions to join the European financial area and define common tasks and priorities.

4. Monitoring the success of digitalisation reforms in order to adjust them to the needs of today.

5. Developing the basic principles of state policy in the field of digitalisation, as well as setting priorities for the coming years.

5. Conclusions

Digitalisation of financial relations is an integral element of the transformation of not only financial markets but also the economy as a whole. Services resulting from the integration of innovative technologies and financial services are becoming platform-oriented. In such circumstances, there is a need to standardise data access methods and develop technologies to ensure security and protect against new risks.

The introduction of new digital technologies is contributing to increased competition in financial markets. Product offerings are expanding amid easier access to them. The boundaries between financial products and lifestyle services are gradually blurring, setting new standards.

Today, it is important to identify priority areas for improving Ukraine's legislation in the field of digitalisation of financial technologies in times of war, as the obvious problem is the lack of resources for global reforms.

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INCONSISTENCY AS A RISK FACTOR: NEW CHALLENGES IN INTERNATIONAL COMPLIANCE, LAW, AND TRADE-TARIFF REGULATION

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Summary

In the context of global transformation processes in international politics and economics, the instability and occasional irrationality of legal frameworks governing international relations have a substantial impact on global trade and law enforcement.

This article explores inconsistency as a risk factor from the perspective of international compliance, law, and trade-tariff regulation. In particular, it focuses on changes in international trade, sanctions policies, tariff regimes, as well as abrupt shifts in guidelines and legislation in some countries that have a significant impact on global trade.

The article analyzes potential risks for companies involved in international trade, especially those with operations spanning multiple regions of the world. Practical recommendations for managing risks in the context of legal instability are also proposed. The methodology includes a comparative analysis of the approaches to regulation in the United States and the European Union in the given context, content analysis of legislative and regulatory acts, as well as an examination of hypothetical cases of companies facing legal uncertainty, using a systemic approach to identify connections between political decisions and economic consequences.

Key words: global transformations, regulatory uncertainty, sanctions, legal instability, impact.

1. Introduction

The world as we know it, along with the global economy and international law, is undergoing a period of significant and, in some cases, fundamental changes, which, in turn, give rise to a new quality of regulatory uncertainty – its constant presence or expectation.

Regulatory unpredictability has become one of the main challenges for international trade. Frequent and often contradictory changes in legislation, sanctions; international military conflicts, and trade wars, as well as the unreliability of international agreements, are the primary sources of inconsistency in the legal field. All of this creates substantial risks for companies operating in the international environment.

Against the backdrop of this instability, companies face difficulties in adapting to changing regulations, requiring them to make prompt business decisions and implement flexible compliance strategies.

The novelty of this study lies in the examination of regulatory inconsistency as a systemic phenomenon that affects all aspects of international trade, law enforcement, and sanctions regulation. The assessment of the causes and consequences of this issue, as well as proposed risk minimization strategies, could make an important contribution to the study of international law, compliance, and economics.

The purpose of the article is to identify the key causes of regulatory inconsistency and unpredictability, assess its impact on international trade and law enforcement, and propose effective approaches to managing this risk.

The research tasks are as follows: to determine the main factors causing legal inconsistency in international trade, to assess the consequences of regulatory changes for compliance practices and business, and to explore adaptive risk management mechanisms in conditions of legal uncertainty.

As previously mentioned, the methodology of this study combines multiple approaches to provide a comprehensive understanding of the topic. It includes a comparative analysis of the regulatory systems of leading global players, as well as content analysis of relevant legislative and regulatory acts. The study further examines real-life scenarios in which companies encounter legal uncertainty, providing practical insights. A systemic approach is applied to explore the connections between the inconsistencies in international regulation and their broader economic consequences, ultimately contributing to a deeper understanding of the problem.

This article is an important effort to shed light on the complexities of regulatory issues and provide solutions for navigating the ever-changing landscape of international law and trade.

2. Causes of regulatory unpredictability and inconsistency

Regulatory unpredictability and inconsistency result from several interrelated factors, shaped by contemporary geopolitical, economic, and legal processes. These factors significantly complicate the challenges faced by companies trying to navigate the constantly evolving landscape of international relations.

(a) Political decisions and Sanctioning Pressure

Political decisions by one country and opposition from another country or group of countries cause a global transformation in international trade. A clear example of this is the application of sanctions against the Russian Federation. As stated, "since the start of Russia's full-scale invasion of Ukraine on 24 February 2022, the EU has imposed massive and unprecedented sanctions against Russia.

... The sanctions include targeted restrictive measures (individual sanctions), economic sanctions, diplomatic measures, and visa measures. The aim of the economic sanctions is to impose severe consequences on Russia for its actions and to effectively thwart Russia's ability to continue its aggression.

... Sanctions are more effective if a broad range of international partners are involved. The EU has worked closely over the last few years with like-minded partners such as the United States in order to coordinate sanctions. The EU is working with the World Bank Group, the European Bank for Reconstruction and Development (EBRD), the Organisation for Economic Co-operation and Development (OECD), and other international partners to prevent Russia from obtaining financing from such institutions. To coordinate this international effort, the Russian elites, proxies, and oligarchs task force allows the EU to cooperate with the G7 countries – Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States – as well as with Australia, to ensure sanctions are implemented. *(Council of the European Union, 2022)*".

At the same time, the United States has also increased its sanctions pressure on Russia in 2022. As stated: "since the February 24, 2022, Russian invasion of Ukraine, the scope and severity of U.S. sanctions and export controls imposed on Russia have expanded significantly. … U.S. exporters should consider conducting transactional due diligence for all business involving Russia and Russian entities or individuals, and may wish to keep in mind the

substantial sanctions that have been levied against the Russian banking and financial sector, which greatly complicate payments. Transportation and logistics in/out of Russia have also become more complicated, in part due to restrictions on air and maritime links. These actions have been coordinated extensively with European and Asian allies. U.S. exporters should be aware that the United Kingdom, European Union, Canada, Japan, Australia, and other allies and partners have also imposed sanctions against Russia in response to the invasion. While the sanctions and export controls have been substantially and carefully coordinated, companies should be aware of differences between the U.S. and international sanction and export control regimes" *(International Trade Administration, U.S. Department of Commerce, 2022).*

Analyzing and summarizing the regulatory measures implemented under international law by the European Union and the United States in response to Russia's wrong political decisions and horrific military conflict, it becomes evident that these sanctions have been highly coordinated, aligning in both goals and objectives. They have exerted a significant influence on Russia's ability to sustain the active phase of the war, leading to a considerable weakening of its economy and military capacity.

Analytical and statistical data confirm this. As stated, "the effect of Western sanctions on both Russia's GDP and levels of personal disposable income has been considerable *(IMF, 2025).* After three years of war, Russian GDP is now 10-12% below pre-invasion trends… With both inflation and domestic interest rates in Russia currently running at over 20% – as well as the loss of foreign exchange reserves, bankruptcies rising in domestic businesses and real estate, and increasing difficulties in interbank and state bank transactions – Russia's economy looks increasingly weak" *(Szyszczak, 2025).*

However, in February 2025, signs of inconsistency and even irrationality in regulating this area began to emerge. As noted in a recent article: "A dramatic day of high stakes diplomacy at the United Nations has exposed growing cracks in the transatlantic alliance since President Donald Trump returned to the global stage and massively shifted US foreign policy. When Russia invaded Ukraine three years ago, Europe had no stronger partner than the United States. But this week, in the halls of the General Assembly and at the Security Council, the US worked against its closest allies and sided with Russia, Belarus and North Korea to pass resolutions on the conflict in Ukraine. …Washington's diplomats had urged other countries to vote against the measure and to instead support their "forward looking resolution" that was only three short paragraphs. It took a neutral stance on the war, without blaming Russia, and called for a swift end with a lasting peace to follow" *(Tawfik, 2025).*

Furthermore, U.S. officials have recently made increasingly frequent statements about the need to normalize relations with Russia and the possibility of a partial lifting of sanctions. Such messages increase regulatory uncertainty, making it difficult to prognose and plan global trade flows, logistics routes, and the balance of supply and demand in international markets, especially for countries and companies that have implemented and are complying with these sanctions.

Uncertainty and inconsistency arise from sudden changes in approaches to international law and sanction regimes, making them difficult to predict. As a result, businesses and market participants face challenges in adapting to rapidly changing conditions, often driven by political decisions.

(b) Trade Wars: Unexpected Tariffs

On January 20, 2025, United States President Donald Trump issued the "America First Trade Policy", "that promotes investment and productivity, enhances our Nation's industrial and technological advantages, defends our economic and national security, and – above

all – benefits American workers, manufacturers, farmers, ranchers, entrepreneurs, and businesses" *(Presidential Actions, 2025)*.

On February 1, 2025, President Donald Trump issued three executive orders imposing tariffs on almost all imports from China (+10%), Canada (10% on energy and energy resources and 25% on all other goods of Canadian origin), and Mexico (25% on all goods of Mexican origin).

As a result, all affected Chinese imports, regardless of their value, will be subject to total tariffs of up to 35%, combining the existing 25% Section 301 duties from Trump's first term with the newly introduced 10% tariffs under the current administration.

The effective date of these tariffs on imports from Mexico and Canada was postponed from February 4, 2025 to March 4, 2025.

Canada, China and Mexico, in turn, are developing a program to respond to such an important and unexpected (for Canada and Mexico) decision.

On February 10, 2025, President Donald Trump reinstated the 25% tariff on imports of steel, emphasizing the effectiveness of the tariff in "mitigating the threatened impairment of U.S. national security*" (Presidential Actions, 2025)*.

President Donald Trump has repeatedly stated his intention to impose tariffs on goods from the European Union, averaging 25%, in the near future.

According to the Kiel Institute for the World Economy, Trump's threatened 25% tariffs on EU imports "could trigger "economic turmoil", sharply push down growth and send inflation soaring".

These unexpected and rapid tariff and regulatory measures, particularly against partner countries such as Canada and the European Union, are the cause of inconsistency in international trade. It is already evident that they will lead to strict countermeasures and inflation growth, both in the countries where manufacturing occurs and directly in the United States.

3. Challenges for companies in global trade

Let's consider a manufacturing and trading company based in the European Union, specifically in Poland, which specializes in the production of steel kitchen furniture for restaurants. The primary customers of this company are a group of businesses located in the United States. This Polish company strictly complies with all legislative requirements, including sanctions and tariff regulations.

However, due to the current state of global trade regulation, long-term budget and sales planning for this company is either unrepresentative or impossible. This is primarily because there is a noticeable inconsistency in global trade regulation, which manifests itself in various ways:

– Possible Abrupt Imposition of Import Tariffs in the U.S.: The company may face the sudden introduction of high import tariffs by the U.S. government. This volatility creates significant uncertainty, especially when tariffs can change the overall costs for the company's customers in the U.S. market.

– Sanctions on Russian Companies: There is also the possibility that sanctions against Russian companies could either be lifted entirely or partially. This would present an additional risk to the Polish company, as Russian suppliers, able to offer similar products at lower prices due to cheaper raw materials, could gain a competitive advantage. If sanctions are lifted, Russian companies could enter the market, making it more difficult for the Polish company to maintain its market share.

– Impact of Steel Tariffs on Imports to the U.S.: The company is also exposed to the potential influence of steel tariffs, which may be either increased or maintained, depending on the political decisions of the U.S. government. Changes in tariffs could drastically affect the final price of steel products, thus impacting the Polish company's profit margins and pricing strategy.

– Currency Fluctuations: Given the current instability in the market and regulatory environment, significant fluctuations in exchange rates are another potential challenge. Such fluctuations would directly affect the company's profitability, especially since it deals with international transactions and relies on stable currency exchange rates for forecasting revenue.

Therefore, all of these factors share one common feature: due to the current global political climate and regulatory inconsistency, all these outcomes are equally likely. This uncertainty makes long-term planning highly difficult for companies in the international trade environment, as they must remain adaptable and ready to adjust quickly to rapidly changing conditions. The company in this case finds itself in a precarious position where traditional methods of strategic planning no longer suffice, and instead, it must continuously react to the global economic and political landscape.

4. Risk mitigation strategies amid regulatory uncertainty

Regulatory uncertainty affects all industries, from manufacturing and commerce to finance, logistics and technology. As a result, organizations need to adopt proactive and adaptable strategies to manage potential risks. Below are two key strategies to mitigate these risks in an ever-changing global landscape:

(a) Proactive Strategy for Adapting to Changes.

– Diversification of supply chains: Analyzing and establishing alternative supply chains with partners from different jurisdictions reduces dependence on a single country and minimizes risks associated with sanctions or tariffs.

– Exploring alternative locations for product substantial transformation: The utilization of alternative jurisdictions where substantial transformation of goods occurs enables companies to use the country of origin rule based on the location of substantial transformation. This strategic approach provides access to more favorable import conditions.

– Proactively identifying new markets: Companies that analyze and explore promising export and import substitution opportunities in advance gain a competitive edge over those that adapt reactively.

Those who adapt to changes first gain a strategic advantage, reduce operational risks, and strengthen their position in international markets.

(b) Implementation of a Legal Monitoring and Compliance Risk Analysis System.

In an era of regulatory uncertainty, businesses must adopt a systematic and proactive approach to monitoring legal changes and assessing compliance risks. The rapid evolution of trade policies, sanctions, and tariffs necessitates an adaptive legal framework that enables companies to anticipate, evaluate, and respond to emerging regulatory challenges.

5. Conclusions

The conducted research confirms that regulatory inconsistency in global trade poses systemic risks to companies engaged in international business. Sudden shifts in tariff policies, sanctions regimes, and trade agreements create significant uncertainty, complicating long-term

planning and strategic decision-making. The analysis of recent developments demonstrates that businesses must use proactive adaptation strategies to maintain stability and competitiveness.

The key conclusions of this study are as follows:

– Regulatory inconsistency has a structural impact on global trade and economic stability. The unpredictability of trade policies and compliance requirements increases financial and operational risks for international businesses.

– Companies need to implement advanced legal monitoring and risk assessment mechanisms to track regulatory changes in real time and ensure compliance with evolving legal frameworks.

– Proactive strategies, including supply chain diversification and jurisdictional risk mitigation, are crucial for reducing exposure to regulatory shocks and ensuring business continuity.

Further research should focus on practical solutions that help businesses navigate regulatory uncertainty, including:

– Developing algorithms for early prediction of changes in compliance frameworks and regulatory policies, enabling companies to respond quickly to regulatory changes.

– Analyzing the financial impact of regulatory instability and strategies for mitigating associated costs.

By focusing on these areas, businesses can reduce exposure to regulatory risks and maintain competitiveness in an unpredictable global market.

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HEALTH, ENVIRONMENT, DEVELOPMENT

EFFECT OF STAPHYLOCOCCAL BACTERIOPHAGE ON BIOFILMS OF STAPHYLOCOCCUS AUREUS STRAINS SENSITIVE AND RESISTANT TO CEFOTAXIME AND AZITHROMYCIN DEPENDING ON THE CHEMICAL COMPOSITION OF THEIR MATRIX

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Summary

Removal of mature biofilms is the main task of therapy, because biofilms are the basement of the pathogenic process. An influence on staphylococcal biofilms can be done by destruction of extracellular matrix. Phages produce a depolymerase that can destroy the exopolysaccharide matrix of biofilms. This treatment is more effective than standard antibiotic therapy.

It was showed that the effect of the drug "Bacteriophage staphylococcal liquid" on biofilms of sensitive to cefotaxime and azithromycin strains, characterized by decreasing of absorbance level of eluted dye on 19.1%. A more significant effect of the bacteriophage was found for biofilms of strains resistant to cefotaxime and azithromycin (33.9% decrease in optical density).

Study the composition of biofilms matrix based on the specific destruction of its components. It was found that the main component in the biofilm matrix of the studied strains is exopolysaccharides, and their amount is 12.02% higher than in the antibiotic-resistant strain. After treatment with sodium periodate the decreasing of optical density of eluted dye at $47.00\pm2.87\%$ for antibiotic sensitive strain and $59.02\pm2.10\%$ – for resistant strain.

The results demonstrate the effectiveness of the phages drugs use to control the growth of biofilms formed by *Staphylococcus aureus* strains, the matrix of that consisting of a large number of exopolysaccharide.

Key words: staphylococci, biofilm, matrix, exopolysaccharides, polysacchariddepolimerase.

1. Introduction

In recent years, a lot of information has been accumulated about bacterial biofilms. Thus, it has been shown that biofilms are highly ordered communities of bacteria that form on biological or artificial surfaces *(Muhammad et al., 2020)* as a result of adhesion, growth and reproduction of microorganisms and the formation of an extracellular polysaccharide matrix, which is produced by the microbes themselves for protection *(Goltermann et al., 2024)*. The bacteria themselves make up only 5–35% of the mass of the biofilm, the rest of it is an interbacterial

matrix, which can account for more than 90% of the total organic carbon of biofilms *(Pinto et al., 2020)*. Microorganisms form biofilms both in nature and in the host organism, which creates major problems in medical practice and in various industries. This is especially true for opportunistic bacteria, *S.aureus* in particular.

It is known that from 67% to 78% of clinical isolates of *S. aureus* can form biofilms. The main structural components of the *S. aureus* biofilm matrix are exopolysaccharides, which can also include proteins, glycolipids and bacterial DNA *(Chang et al., 2022)*.

The main element of the polysaccharide matrix of staphylococci is the polysaccharide intercellular adhesin PIA (Polysaccharide Intercellular Adhesin), which is involved in both cell-substrate adhesion and the subsequent formation of cell clusters. PIA initiates hemagglutination and prevents phagocytosis by activating bacterial aggregation *(Nguyen et al., 2020)*. The polysaccharide matrix plays an important role in the formation of antibiotic resistance of staphylococci in biofilms. The surface membrane and components of the biofilm matrix prevent access, bind and inactivate antimicrobial drugs *(Xia et al., 2025)*. Therefore, the issue of finding additional or alternative means to antibiotics in the fight against bacterial biofilms is currently relevant. In this sense, the use of phage therapeutic drugs may be promising, which will exert their effect by destroying the polysaccharide matrix with phage-encoded polysaccharide depolymerases *(Joo et al., 2023)*.

The aim of the work was to study the correlation between the chemical composition of the extracellular matrix and the effect of bacteriophages on biofilms of *S. aureus* strains sensitive and resistant to cefotaxime and azithromycin.

2. Object and methods of the study

To achieve the aim of the work, 2 film-forming strains of *S. aureus* were selected from the culture collection of the Department of Microbiology, Virology and Biotechnology of the Oles Honchar Dnipro National University. One of them was sensitive to cefotaxime and azithromycin, the other was resistant. The choice of these antibiotics was due to the fact that cefotaxime inhibits cell wall synthesis and can potentially inhibit the synthesis of the polysaccharide component of the matrix, while azithromycin is a blocker of protein synthesis and can potentially inhibit the synthesis of the protein component of the biofilm matrix.

The effect of bacteriophage therapeutic preparations on the film formation process was determined by changes in the number of cells in the biofilm and the optical density of biofilms. To determine the number of cells in the biofilm, 1 ml of the suspension of the studied culture with a cell content of 1×10^4 CFU/ml was seeded into 6-well plates in 1 ml of MPB. Only MPB (2 ml) was added to one of the wells and used as a sterility control. The plates with the test samples were incubated at 37°C for 72 hours. 1 ml of the standard bacteriophage preparation was added to the formed biofilms and incubated for another 24 hours. After incubation, the remains of the nutrient medium were removed from the wells of the plate. The contents of the wells were washed three times with 0.5% isotonic NaCl solution. Then, 1 ml of sodium dodecyl sulfate solution (0.004 mol/dm3) was added to the wells for 15 min to destroy intercellular bonds and the biofilm's bond to the plastic surface. The contents of the wells were collected and placed in sterile plastic tubes and centrifuged three times for 10 min at 5000 rpm. After each centrifugation, the liquid phase was collected and an isotonic NaCl solution was added. To determine the number of cells in the biofilm, 10-fold dilutions were made (0.1 ml of the suspension was added to a tube with 0.9 ml of 0.5% isotonic NaCl solution). 0.1 ml of each dilution was sown on Petri dishes with MPA. The sown areas were incubated for 24 h, the number of CFU in

1 ml of the sample was counted and compared with the number of cells in the biofilm not treated with phages.

To determine the change in optical density under the influence of bacteriophage preparations, a daily culture of the studied strains was diluted in 0.5% physiological solution according to the turbidity standard of 1×10^9 CFU/ml. The resulting suspension in an amount of 50 µl was added to the wells of a 96-well plate containing 150 µl of meat-peptone broth. The plates were incubated in a thermostat at a temperature of 37°C for 72 hours. Phages were added to the formed 72-hour biofilms. 24 hours after the introduction of the phage, the remnants of the nutrient medium were removed from the wells, washed three times with distilled water (200 µl each), fixed with 96° ethyl alcohol (50 µl) and stained with a crystal violet solution (50 µl) for 2 minutes. Then the dye was removed and washed three times with distilled water (200 µl). Optical density was determined on a SUNRISE microplate photometer, Tecan (Austria), in the "Absorption" measurement mode, "Normal" reading mode, and a wavelength of 620 nm using Magellan software.

To study the chemical structure of the extracellular matrix of *S. aureus* biofilms, substances that provide specific destruction of various matrix components were used *(Izano et al., 2008, Liu et al., 2021)*. Seeding and incubation were performed as described above. After 72 hours of incubation, the remnants of the nutrient medium were removed from the wells, 50 µl of a solution of enzymes were added: proteinase K (Amresco, USA) and DNase (Fermentas, Lithuania) at a concentration of 250 µg/ml, trypsin (Merck Farma, Germany) at a concentration of 250 µg/ml and 50 µl of a solution of sodium periodate (sodium meta iodate) at a concentration of 40 mM. Biofilms with enzymes were incubated for 60 min at 37°C. Tris-Cl buffer (pH 7.5) without enzymes was used as a control. Biofilms with sodium periodate were incubated for 23 h at 4°C. Distilled water was used as a control. After incubation, the destructors were removed from the wells, washed three times with distilled water (200 µl each), fixed with 96° ethyl alcohol (50 µl) and stained with crystal violet solution (50 µl) for 2 minutes. Then the dye was removed and washed three times with distilled water (200 µl). Optical density was determined on a SUNRISE microplate photometer, Tecan (Austria), in the measurement mode "Absorption", reading mode "Normal" and wavelength 620 nm using Magellan software. The results were expressed as a percentage relative to the control samples.

Statistical processing of the results was performed for a significance level of 0.05 using Origin Lab Pro 7.0 software.

3. Results of the research and their discussion

When studying the effect of the drug "Staphylococcal bacteriophage liquid" on 72-hour biofilms of the studied strains, it was determined that for the strain sensitive to cefotaxime and azithromycin, a decrease in the optical density of the dye eluted by the 72-hour biofilm was observed by 19.1%, while the number of cells in the biofilm decreased by 253.0 times. For biofilms of the strain resistant to cefotaxime and azithromycin, a greater effect of staphylococcal bacteriophage was determined, it led to a decrease in optical density by 33.9%, while the number of cells decreased by 393.6 times.

Removal of mature biofilms is the main task of therapy, since it is such films that are the basis of the pathogenetic process. The ability of the matrix to actively bind and slow the diffusion of antibiotics through the biofilm leads to incomplete elimination of microorganisms, which in turn contributes to their survival and the formation of chronic processes *(Omwenga et al., 2024)*. The effect on staphylococcal biofilms can be aimed at the destruction of the

extracellular polysaccharide matrix. Such treatment, which should affect the structure of the biofilm, is more effective than standard antibacterial therapy. Doolittle et al. *(Doolittle et al., 1996)* in 1996 described that phage progeny spread radially along the entire biofilm, infecting neighboring cells and destroying the biofilm matrix. To do this, phages produce depolymerases that are able to destroy the biofilm matrix *(Topka-Bielecka et al., 2021),* which largely depends on the structure of the polymer matrix. Therefore, an important stage of our research was the study of the biochemical composition of the polymer matrix of staphylococcal biofilms.

The study of the nature of the biofilm matrix was based on the specific destruction of its various components. To determine the proportion of exopolysaccharides in the composition of biofilms, the treatment of the formed 72-hour films with sodium periodate was used. It was found that after it there was a decrease in the optical density of the eluted dye by 47.00±2.87% for the antibiotic-sensitive strain and 59.02±2.10% for the resistant one.

To determine the presence of proteins in the matrix, proteinase K and trypsin were used. It was found that after the addition of proteinase K to the 72-hour biofilm, the optical density of the eluted dye retained by the biofilm decreased by 8.52±1.72% from the control of the 72-hour biofilm without the addition of the enzyme for the antibiotic-sensitive strain and by 3.52±1.11% for the resistant one. When trypsin was added, the decrease in the optical density of the eluted dye was also small – 12.16±1.49% for the antibiotic-sensitive strain and by 7.20±2.12% for the resistant one.

The content of extracellular DNA in the matrix was also determined. For this purpose, the DNase enzyme was added to the already formed 72-hour biofilm. It was shown that the optical density of biofilms decreased by 15.72±2.55% from the control 72-hour biofilm without the addition of the enzyme for the antibiotic-sensitive strain and by 14.50±1.33% for the resistant one.

Comparing the obtained results with known data *(Balducci et al., 2023, Bowden et al., 2024),* it can be assumed that the matrix of the studied staphylococcal biofilms consists mainly of polysaccharide material, which contains DNA and protein impurities. This does not contradict the literature data *(Lamret et al., 2021, Lu et al., 2022, Schilcher et al., 2020),* which indicate the existence of S. aureus strains with different matrix types.

Several studies of phage-biofilm interactions have demonstrated the ability of phage to degrade biofilm exopolysaccharides and infect biofilm cells *(Duarte et al., 2024, Plota et al., 2021).* Adams and Park *(Adams et al., 1956)* proposed the use of phage polysaccharide depolymerases to degrade bacterial exopolysaccharides in 1956. These enzymes are attached to the phage basal lamina in the form of spikes. The capsular material can serve as a secondary receptor and provide phage binding while the polymer is being dissolved, and then the phage is able to reach the outer cell membrane, bind to the receptor, and infect the cell *(Nazir et al., 2023).* Subsequently, a number of authors *(Dicks et al., 2024, Guo et al., 2023)* confirmed that the bacteriophage genome contains genes whose expression leads to the synthesis of specific destructive enzymes – polysaccharide depolymerases, which increases the mobility of bacteriophages upon contact with a polymeric substance. Phages that use extracellular depolymerases destroy a sufficient part of the matrix to make bacteria immersed in biofilms vulnerable.

Therefore, the determination of the dominant amount of exopolysaccharides in the matrix of the studied biofilms and the information about the encoding by phages of depolymerase enzymes that destroy polysaccharides in the matrix allow us to assume that the detected effect on *S. aureus* biofilms was provoked precisely by this method.

4. Conclusions

It was established that the main component in the matrix of the biofilms of the studied strains is exopolysaccharides, and their amount is 12.02% higher in the antibiotic-resistant strain. In addition, when staphylococcal bacteriophage was introduced into the biofilms of the studied strains, a decrease in the optical density of the eluted dye by 19.1% and the number of cells in the biofilm was noted up to 253.0 times for the antibiotic-sensitive strain and by 33.9% and 393.6 times, respectively, for the resistant strain. We can conclude that the intensity of the effect of bacteriophage preparations on biofilms of the studied *S. aureus* strains depends on the amount of exopolysaccharides in their matrix. The obtained results indicate the effectiveness of using bacteriophage therapeutic preparations to control the growth of biofilms of *S. aureus* strains, the matrix of which consists of a large amount of exopolysaccharides.

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION

CIRCULAR ECONOMY: CONCEPT, PRINCIPLES AND PROSPECTS FOR IMPLEMENTATION AT PASSENGER TRANSPORT ENTERPRISES IN UKRAINE

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Summary
The article examines the concept of circular economy, its basic principles, barriers and opportunities for implementation at passenger transport enterprises in Ukraine. It is determined that the transition to a circular model in the transport sector is a strategically important direction of development. It helps to optimise the use of resources, increase energy efficiency, minimise waste and reduce the negative impact on the environment. The author examines the key advantages of circular business models, including the introduction of resource reuse technologies, the use of renewable energy sources, the development of environmentally friendly public transport, and the reduction of operating costs and the increase of competitiveness of enterprises. The article examines the key barriers that impede the transition to a circular economy in the transport sector. These barriers include high initial investment costs, technological limitations, outdated infrastructure, insufficient regulatory support, and social factors such as low public awareness and resistance to change. The article aims to explore the concept and principles of the circular economy model, as well as its barriers and potential for implementation in passenger transport enterprises. The following methods were used in the study: generalisation – in studying the essence of the concept and principles of the circular economy; analysis and synthesis – in the scientific substantiation of the implementation of the principles and business models of the circular economy at passenger transport enterprises; systematic approach – in the process of identifying barriers that complicate the transition to the circular economy in the field of passenger transport.
Key words: sustainable business models, transport modernisation, resource efficiency, economic potential, economic efficiency, green technologies, sustainable development.

1. Introduction

At the current stage of global economic development, the traditional linear business model is increasingly losing its effectiveness due to several factors. Global environmental challenges, the depletion of natural resources, the growing volume of industrial and household waste, and heightened requirements for sustainable development all necessitate a shift towards

new economic models. One of the most promising alternatives is the circular economy, which is founded on principles of resource efficiency, waste minimization, and material reuse.

In Ukraine, the transition to a circular economy within passenger transport enterprises is highly relevant, as this industry plays a crucial role in ensuring population mobility and the functioning of urban infrastructure. However, the current model of passenger transport operations, which primarily follows the traditional linear economy principles, creates significant environmental, economic, and social challenges that require immediate attention. Despite these difficulties, transitioning to a circular economy in Ukrainian passenger transport is a strategically important step toward sustainable development. This shift will not only minimize the negative impact of transport on the environment but also enhance economic efficiency, promote technological modernization, and improve the quality of life for citizens. Implementing circular business models and investing in innovative transport solutions will enable Ukraine to make significant strides toward an environmentally sustainable future. Therefore, it is essential to analyse the concept of the circular economy, explore its principles, identify key barriers, and assess the prospects for its implementation in passenger transport enterprises in Ukraine.

The purpose of the article is to analyse the main directions of implementation of the circular economy, its concepts and principles, and the possibility of its adaptation to Ukrainian realities. The methodological basis of the study is based on the dialectical method of scientific knowledge and a systematic approach to the study of the conceptual foundations of the circular economy and the prospects for its implementation at passenger transport enterprises in Ukraine. In particular, the following methods were used: semantic analysis, methods of induction and deduction, general and specific in generalising the conceptual foundations of the circular economy, methods of analysis and synthesis, statistical groupings, and graphical representation to analyse the challenges and barriers to the implementation of circular economy principles and models at passenger transport enterprises.

2. The main goals of the circular economy

Today's global challenges, such as the depletion of natural resources, increasing waste, environmental pollution and climate change, require new approaches to economic development. One of the most effective mechanisms for addressing these challenges is the circular economy, which is directly linked to the concept of sustainable development. The circular economy is aimed at achieving economic efficiency, environmental safety and social responsibility, which allows for a long-term balance between production, consumption and environmental preservation.

The main Sustainable Development Goals *(United Nations)* that the circular economy is based on include:

– Goal 6: Clean water and sanitation. The circular economy promotes the efficient use of water resources, wastewater treatment, and reuse.

– Goal 7: Affordable and clean energy. The circular economy supports the development of renewable energy, reducing dependence on fossil fuels.

– Goal 8: Decent work and economic growth. The circular economy promotes the creation of new jobs in recycling, eco-design and the green economy.

– Goal 9: Industry, innovation and infrastructure. The transition to a circular economy requires innovative approaches to production, material recycling and resource management.

– Goal 11: Sustainable cities and communities. The circular economy helps cities become environmentally friendly, resource efficient and comfortable to live in.

– Goal 12: Responsible consumption and production. The main idea of the circular economy is to optimize production and consumption by reducing the use of resources and waste.

– Goal 13: Climate action. The circular economy helps reduce greenhouse gas emissions, which are one of the main causes of global warming.

– Goal 14: Life below water. The circular economy helps reduce ocean pollution from plastic, chemicals and industrial waste.

– Goal 15: Protecting land ecosystems. Sustainable use of natural resources helps to preserve biodiversity and ecosystems.

The circular economy is a crucial approach for achieving the Sustainable Development Goals, as it integrates economic development, environmental sustainability, and social responsibility (*Scholtysik, Koldewey, Rohde, Dumitrescu 2023*). This is accomplished through the fundamental principles of the circular economy, which form its foundation and enable the creation of sustainable business models. These models promote the responsible and efficient use of resources while fostering the harmonious development of society *(Reike, Vermeulen, Witjes, 2018)*. The basic principles of the circular economy include the following key approaches:

– Reduce – reducing resource consumption and waste generation.

– Reuse – reuse of products and materials.

– Recycle – recycling and reuse of materials.

– Repair – repair, modernisation and extension of product life.

– Recover – use of renewable energy sources.

– Rethink – revising approaches to production and consumption through the introduction of new circular business models.

– Refuse – conscious refusal to use excessive materials, energy, and products.

– Remanufacture – modernisation and reuse of parts and components to create new products without the need to manufacture all elements from scratch.

– Repurpose – use of materials or products not for their original purpose, but in a new quality, without significant processing.

The circular economy is one of the key areas of sustainable development aimed at rational use of resources, minimising waste and reducing the negative impact of human activity on the environment. It shapes new economic approaches that allow businesses, consumers and governments to operate more efficiently, reducing dependence on non-renewable resources and contributing to building an environmentally responsible society. It is a multidimensional concept that integrates economic, environmental and social aspects of development and involves changing approaches to production and consumption, developing new business models and introducing technologies that reduce the use of natural resources, minimise negative environmental impact and ensure sustainable economic growth. The transition to a circular economy is a prerequisite for achieving global sustainable development goals, increasing the competitiveness of enterprises and improving the quality of life of the population.

3. Benefits of the circular economy for passenger transport companies

The adoption of circular business models in the passenger transport sector is essential for enhancing economic efficiency, ensuring environmental safety, and promoting greater social responsibility among enterprises. In today's context, where resource costs are increasing, environmental pollution is intensifying, and there is mounting international pressure to reduce

emissions, transitioning to a circular economy is not merely a trend; it is a strategic necessity. The main reasons for implementing circular business models in the passenger transport sector:

    1. Cost optimisation and economic benefits.

    2. Increase in environmental efficiency

    3. Increase in resource efficiency

    4. Compliance with international environmental standards

    5. Improving the quality of services and competitiveness

The traditional transport system requires significant amounts of natural resources (oil, metals, rare earth elements, etc.) for the production and operation of vehicles. However, the exhaustibility of these resources and their high cost make it necessary to look for more efficient approaches to their use. Circular business models can optimize the use of materials through the reuse of vehicle components; reduce the cost of maintenance and renewal of vehicles through the implementation of durability and repair strategies; and manage the vehicle fleet more efficiently through the introduction of vehicle sharing (e.g., car sharing or ride-sharing).

Circular business models can enhance the profitability of transport companies by lowering operating costs through the adoption of energy-efficient transportation methods and renewable energy sources. They also encourage innovation and attract investment in the development of new technologies within the transport sector. Additionally, European and global trends indicate that transitioning to a circular economy can be financially advantageous. Many governments and international organizations provide grants, subsidies, and tax incentives for businesses that implement environmentally responsible strategies.

Circular models have a positive impact not only on the economy and the environment but also on the quality of transport services. They help to reduce congestion through the rational use of transport resources; improve passenger comfort through the use of new transport technologies, increase the efficiency of transport infrastructure; and create new jobs in the field of green technologies, which contributes to social development.

Thus, the transition to circular business models in the passenger transport sector is a key condition for economic growth, environmental safety and increased transport efficiency. Optimizing resources, reusing materials, introducing digital technologies and environmentally friendly transport solutions create a sustainable and profitable transport system of the future. The transition to circular business models in the passenger transport sector is not only an important environmental necessity but also a strategically beneficial solution for businesses, the state and society as a whole. Successful implementation of circular business models in the transport sector requires active cooperation between the state, business and society, as well as financial incentives, technological innovations and regulatory support. This will help create an efficient, sustainable and cost-effective passenger transport system that meets the challenges of the modern world.

4. Barriers to implementation at passenger transport enterprises

Despite the clear advantages of a circular economy for transport companies, implementing it comes with various challenges and barriers. These include economic, technological, regulatory, and social factors that impede the transport sector's transition to closed resource cycles (see Figure 1).

The move towards circular models in passenger transport enterprises encounters several technological obstacles that prevent large-scale implementation. The main challenges include:

– Outdated rolling stock and lack of modernisation technologies.

– Limited opportunities for recycling and disposal of vehicles and their components.
– Low level of digitalisation and implementation of intelligent transport systems.
– Lack of developed infrastructure for environmentally friendly transport.
– Inconsistency of technical standards governing circular processes.

Economical
- High initial investment
- Long payback period
- Lack of financial incentives
- Low cost of primary raw materials
- Lack of economic motivation for consumers

Technological
- Insufficient infrastructure development
- High costs of technological adaptation
- Limited opportunities for reuse of materials
- Lack of advanced digital technologies

Regulatory and legal
- Lack of a unified circular economy policy in the transport sector
- Unclear standards of environmental friendliness of transport
- Complex licensing and certification procedures

Social
- Low level of awareness among businesses and consumers
- Resistance to change among transport industry employees
- Lack of professional staff

Logistics
- Lack of reverse logistics
- Insufficient transport infrastructure for environmentally friendly transport
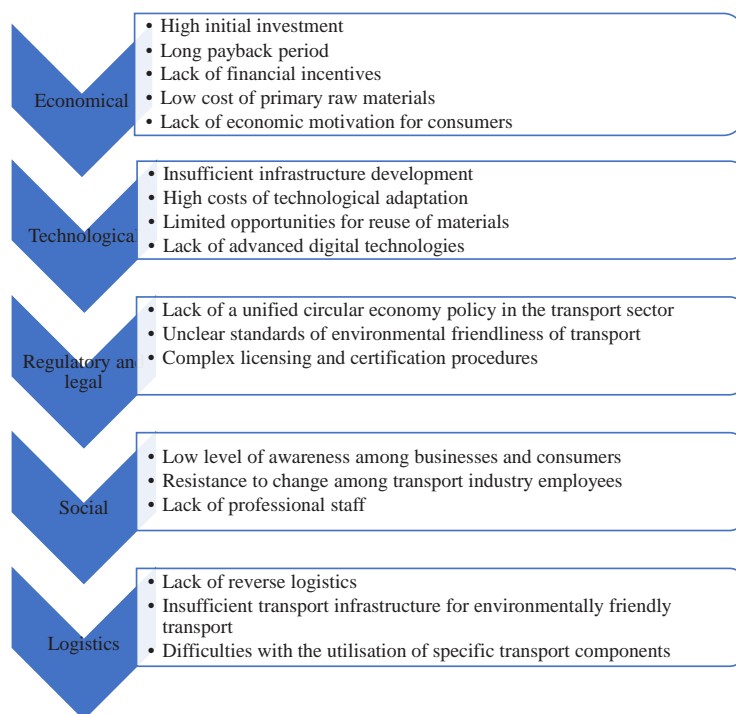- Difficulties with the utilisation of specific transport components

**Fig. 1. Barriers to the implementation of circular economy principles
and models at transport enterprises**

Among the problems associated with regulatory barriers are the lack of a necessary legislative framework, outdated regulations, legal uncertainty in the recycling of materials, and insufficient incentives for the environmental transformation of transport companies. Overcoming these barriers will help make passenger transport more environmentally friendly, resource-efficient and cost-effective in the long term.

Implementation of circular economy principles and models in passenger transport enterprises faces numerous economic barriers, which are the most serious challenge on the way to sustainable development. Despite the obvious benefits of the circular economy, such as resource optimization, waste reduction and increased transport efficiency, economic difficulties often hinder this process.

The introduction of a circular economy in the transport sector is essential for reducing the environmental impact of transportation, optimizing resource use, and improving overall efficiency within the industry. However, this transition presents significant economic challenges, primarily due to the substantial capital investment needed to modernize rolling stock, develop necessary infrastructure, and implement advanced technologies. One of the main obstacles is the high initial cost associated with replacing traditional vehicles with more environmentally

friendly alternatives, such as electric buses, hydrogen buses, or vehicles powered by alternative fuels. The expense of purchasing these vehicles can be a heavy burden for businesses, particularly in regions with limited financial resources. Additionally, considerable funding is required to integrate modern technologies, including digital transport management systems, energy-efficient solutions, resource monitoring systems, and automated waste collection and recycling technologies. Embracing innovative approaches is crucial for the transition to a circular economy; however, their successful implementation demands long-term financing and adaptation to the specific conditions of each country or region.

An important barrier to adopting circular business models is the long payback period for such investments. While these models can lead to significant resource savings in the future, many businesses cannot afford to wait decades for a return on their investment. This concern is particularly relevant for small and medium-sized enterprises in the transport sector, as they often lack access to long-term loans or government subsidies. Additionally, the absence of government incentives further hampers the implementation of circular business models. The lack of tax breaks, grants, subsidies, and affordable loans for sustainable transport development diminishes businesses' motivation to invest in eco-friendly solutions. Furthermore, the low profitability of recycled materials, exacerbated by an unstable market and high processing costs, makes it economically unfeasible for transport companies to use recycled materials.

An important factor to consider is the lack of economic incentives for consumers. Environmentally friendly transportation often comes with higher fares, and mechanisms to encourage its use, such as discounts or loyalty programs, have not been adequately developed.

Consequently, economic barriers serve as a significant obstacle to implementing circular economy principles in the passenger transport sector. To address these challenges, a comprehensive approach is necessary. This should include financial support from the government, the establishment of a stable market for recycled materials, and the development of economic incentives for businesses and consumers. Only under these conditions can we achieve a transition to a sustainable and efficient transport system that aligns with the principles of the circular economy.

Implementation of circular economy principles in the passenger transport sector not only requires economic solutions, technical innovations and regulatory changes but also requires public support. When implementing the principles of the circular economy in the activities of passenger transport enterprises, certain problems and public opposition arise that slow down or even make it impossible to transform transport ecologically. The key challenges include low public awareness, resistance from industry employees, a lack of trust in new technologies, social inequality, and transport user habits. Many passengers and even transport workers are unaware of the benefits of the circular economy and its impact on quality of life, the environment and the economy. Due to this lack of knowledge, the population often does not support measures aimed at ecological modernization of transport, considering them unjustified or not bringing real benefits. Transitioning to a circular economy involves changing traditional business models, which can cause a negative reaction among transport workers due to fear of losing their jobs, the necessary retraining to work with new environmental technologies and their habitual use of traditional working methods. Due to these factors, employees may actively or passively resist environmental modernization, which complicates the process of implementing circular models. Overcoming these challenges will help make the circular economy a reality in the passenger transport sector, which will not only help to conserve resources but also improve the quality of life of citizens.

The introduction of circular economy principles and models in passenger transport enterprises is a necessary step towards achieving sustainable development, reducing environmental

impact and increasing resource efficiency. However, the barriers and challenges that accompany this process make it difficult to implement circular approaches in the transport sector. Overcoming these barriers requires a comprehensive approach, including the development of effective government strategies and incentive programs, financial support for businesses, active infrastructure modernization, improved regulation and public and business awareness, which will contribute to economic development, environmental safety and improved quality of transport services, which are key priorities of modern transport policy.

5. Conclusions

The circular economy is a strategically important area of development for the transport sector, as its implementation allows for more rational use of natural resources, reduced environmental pollution and increased economic efficiency of transport companies. In the face of growing environmental challenges and depletion of non-renewable resources, the traditional linear model of transport economics is becoming unacceptable. Instead, the circular approach involves reducing waste and pollution, extending the life cycle of vehicles and components, and introducing more environmentally friendly and resource-efficient technologies.

The application of the circular economy in the transport sector helps to expand the use of renewable energy sources, modernize infrastructure and switch to cleaner modes of transport. The implementation of such approaches not only reduces energy consumption and carbon dioxide emissions but also cuts costs for companies through the reuse of materials and the development of vehicle sharing.

At the same time, the implementation of the circular economy in transport enterprises in Ukraine faces several economic, technological, regulatory and social barriers. The high cost of initial investments, insufficient legislative support, limited access to financial resources, and low public awareness of the benefits of circular approaches significantly complicate the transition to sustainable business models. For the effective implementation of the circular economy in the transport sector in Ukraine, it is necessary to: develop a strategy at the state level that will provide financial incentives for enterprises implementing circular models; improve the regulatory framework by adapting it to European environmental standards; stimulate the development of innovative technologies in the transport sector, including the transition to alternative energy sources; and raise environmental awareness among the population and transport operators.

Thus, the circular economy is not only a necessary response to current environmental and economic challenges but also a promising direction for the development of Ukraine's transport industry. Its implementation will contribute to the creation of an efficient, environmentally sustainable and cost-effective passenger transport system that meets European standards and current trends in sustainable development.

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