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F MEDICAL SCIENCES

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A SOCIAL SCIENCES

AA	PHILOSOPHY AND RELIGION
AB	HISTORY
AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
AG	LEGAL SCIENCES
AH	ECONOMICS
AI	LINGUISTICS
AJ	LITERATURE, MASS MEDIA, AUDIO-VISUAL ACTIVITIES
AK	SPORT AND LEISURE TIME ACTIVITIES
AL	ART, ARCHITECTURE, CULTURAL HERITAGE
AM	PEDAGOGY AND EDUCATION
AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

SOME ASPECTS OF LEGAL REGULATION OF ADMINISTRATIVE PROCEDURES IN UKRAINE AND THE EUROPEAN UNION: THEORY AND REALITIES

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Abstract: Administrative procedures are of fundamental legal importance in the practice of legal construction and public administration. This institution is an integral part of modern administrative law. In countries that have a positive practice of applying legislation on administrative procedures in public administration systems, a proper legal order, openness and accessibility of the functioning of the public administration apparatus, real responsibility of officials and civil servants have been established. The study allowed not only to establish the main elements of the content and the internal logic of the development of administrative procedures, but also to expand the understanding of the structure and prospects of codification of the general part of administrative law by creating a legislative foundation for the positive management activities of public administration. The scientific novelty of the research lies in the fact that a comprehensive consistent concept of legal regulation of administrative procedures has been developed. Essentially new is the disclosure of administrative procedures as an institution inextricably linked with the principles of administrative law and with administrative acts.

Keywords: Administrative procedures, Court, Public administration, Reforms, Rights.

1 Introduction

The end of the 20th – the beginning of the 21st centuries became an era of complication of socio-economic, political, and legal reality. The development of almost all states follows the path of expanding their functions, increasing the number of spheres in which public administration is carried out, and increasing the role of administrative discretion. At the same time, traditional problems “superimposed” on new challenges and crisis phenomena. All of the above compels a more intensive search for legal forms and organizational models for making legal, justified, and expedient managerial decisions.

It is not surprising that the past decades in many countries have been marked by administrative reforms. Modernization of Ukrainian administrative law and EU administrative law is aimed at improving not only the system of internal apparatus relations, but also the interaction of state bodies with the population in various directions, including the provision of public services, the implementation of state control and supervision, ensuring the information transparency of public administration, the introduction of new electronic technologies in the management process. It should also be noted that a number of sustainable development objectives recognized by Ukraine in the framework of international cooperation are directly related to improving public administration and have a procedural dimension (in particular, promoting the rule of law, fighting corruption, creating effective, accountable and transparent institutions at all levels, responsible decision-making, ensuring public access to information and protecting fundamental freedoms).

2 Literature Review

The role of proper legal regulation of administrative procedures in this context cannot be overestimated. The modern state does not just unilaterally affect passive objects, but interacts with citizens and organizations, recognizing their legal personality and providing an opportunity to participate in the development of administrative decisions, especially when these worsen the

legal status of the addressees. This important aspect of the development of public legislation and the practice of its application is primary, while all other areas of modernization of public administration (including the introduction of electronic technologies) should be considered derivatives of it. Namely the institution of administrative procedures can act as a means of the most profound transformations of public administration, contributing to the achievement of the following tasks: first, the creation of guarantees for the protection of the rights of citizens and organizations in mutual legal relations with state bodies, officials (including by ensuring the ability to defend their legal position in the procedure), secondly, ensuring legality and transparency, accountability of public administration, thirdly, rationalizing the activities of public administration, fourthly, legitimizing administrative decisions, fifthly, creating a legal framework for administrative discretion, sixth, combating corruption seventh, standardization of administrative and judicial practice, as well as stimulating economic growth and creating favorable conditions for investment [8, 21, 33].

At the same time, the procedures for the positive (indisputable) activity of the executive authorities, despite the adoption of a large number of mainly by-laws, have not received a sufficiently strong and modern legislative foundation in Ukrainian public law [32].

Thus, the formation of a unified and consistent, adequate, increasingly complex socio-economic, legal reality of the theory of administrative procedures, as well as the search for concepts of proper legal regulation of relevant relations is one of the most important problems of modern public law both in Ukraine and abroad. These circumstances determine the relevance of this research and its significance for the science of administrative law.

3 Materials and Methods

The object of the research is public relations regulated by law, arising in connection with the interaction of state authorities, local self-government bodies, and other organizations exercising public functions with citizens and organizations regarding the adoption of individual or regulatory administrative acts. The purpose of the study is to develop the concept of theory and practice of legal regulation of administrative procedures.

The methodological basis of the research is determined by its object and subject and includes philosophical, general and special-scientific methods: dialectical, historical, comparative legal, formal logical, methods of analysis and synthesis, the method of abduction. The entire system of cognitive methods used was aimed at solving the assigned tasks and achieving the goal of the work [1-7]. A special role in the study is played by the comparative legal method, which made it possible to identify and compare the advantages and disadvantages, including gaps in the legal regulation of administrative procedures both in Ukraine and in foreign countries, to establish trends for the further development and improvement of relevant legislation and practice of its application with taking into account the experience of foreign countries. The works of experts on general issues of administrative law, process and procedures are used.

4 Results

Administrative procedures act as a “connecting link” between various administrative and legal phenomena: public administration (the implementation of whose competence is regulated), administrative acts (adopted by the public administration as a result of the procedure), citizens and organizations (whose legal status is undergoing changes as a result of the adoption of legal acts of management). Finally, administrative procedures serve as a means to implement the requirements of the principles of administrative law. Being regulated by administrative legislation, administrative

procedures “permeate” all of its main institutions and ensure their unity, consistency [52]. Thus, the theory of administrative procedures is an important part of the theory of administrative law, and the legislation on administrative procedures contributes to the systematization (codification) of legislation on public administration.

Various authors today point out that the essence of administrative procedures, which has become more complicated in parallel with the evolution of the entire public administration, can no longer be revealed exclusively through the prism of rationalizing the activities of state bodies). Modern administrative procedures are not just a sequence of actions performed by officials [10-13, 20]. Legal regulation of administrative procedures should be no less based on human rights ideas, securing for citizens and organizations the necessary set of guarantees of subjective rights to defend their interests in interaction with the public administration.

At the same time, legal regulation of administrative procedures is impossible without an internally consistent system of principles of both the procedures themselves and administrative law in general [23, 24]. Within the framework of the concept of legal regulation of administrative procedures, a system of principles of administrative law has been developed. According to the functions of law, it is proposed to distinguish the following: universal principles of administrative law, regulatory static, protective static, regulatory dynamic and protective dynamic principles. Universal principles of administrative law cover the entire set of administrative and legal relations and institutions [9, 16, 51]. Static principles are the principles of material institutions of administrative law, dynamic procedural, regulatory ones determine the structure and logic of institutions that regulate the lawful behavior of subjects, protective ones are devoted to countering illegal behavior, as well as resolving legal disputes. Accordingly, regulatory static principles are the fundamental principles of the organization of public administration and executive power. Protective static principles are material principles of administrative responsibility (coercion). Dynamic principles cover all types of administrative process: protective dynamic principles are the principles of administrative proceedings and administrative jurisdictional process, regulatory dynamic are the principles of administrative procedures.

It should be noted that the development of administrative procedure in Ukraine is due primarily to the specifics of the development of administrative law in the Soviet period. The activities of public administration bodies were not regulated at the legislative level, as public administration bodies had to be guided primarily by the criteria of political expediency. After all, there was no objective need for legislative regulation of the administrative procedure, because in the conditions of continuous nationalization of all spheres of society, most issues were resolved independently, without taking into account the interests of society [32]. That is why the introduction of the legislative act “On Administrative Procedure” into Ukrainian legislation and, of course, the correct formation of the norms of this law should eradicate the Soviet principles of administrative law, which are still reflected in the objective reality.

First of all, it should be noted that under the administrative procedure we understand the normative algorithm (procedure for achieving the result) of consideration and resolution of public administrative cases by public administration, which is carried out to promote and protect the rights, freedoms and legitimate interests of individuals and legal entities of rule of law in Ukrainian society. Administrative procedures can significantly increase the efficiency of public authority, clear performance of functions and powers of bodies and officials, but, most importantly, they are designed to ensure the necessary consistency in the exercise of citizens' rights and interests and become an effective means of combating subjectivity by law enforcement officials of public authorities. In addition, it is fundamentally important that due to administrative procedures, the legal positions of the subjects of power and human are

actually “aligned”, as opposed to the so-called subordination relations, in which the subjects of administrative relations are usually located [15 18, 19].

The main characteristic feature of legislative development, including administrative, in democratic countries is the focus of development on guaranteeing the rights and interests of citizens within the relations between the state and its bodies, of the legal type. One of the most important guarantees of this is the precise regulation of the procedural side of legal relations between individuals and the state. In such a situation, the employee of the administration does not act arbitrarily, but exactly following the established procedure. The above guarantees the equality of persons before the provisions of the law, as a common procedure is used for all such cases. In addition to the above, it should be noted that the existence of a procedure established by law is the basis for the implementation of control of legality in the activities of government bodies, including the judiciary [25].

However, the level of regulation is a very important and difficult point, because of which, as noted by the German administrator Luchtergand, in Europe, there is a constant debate about whether the efficiency and professional quality of administrative procedure is reduced due to its excessive regulation [32, 33]. Other scholars add that legal regulation is detrimental to the law itself. The rule of law, as a state of restraint and moderation, requires in the use of resources the right to observe moderation to have a feeling of common sense.

It should be noted that in most EU member states, there are three main models of systematization of administrative procedure law: a) systemic and detailed procedural rules with a “code” and multi-volume acts, for example, as in Germany; b) administrative law, which consists of general principles that are concentrated in acts of small size, as in Italy, but these models usually disappear because the legislation is full of detailed and fairly broad rules; c) administrative legislation relating to only certain parts of the procedure, such as access to documents, participation, hearings, without framework legislation, as in France. In addition to these models, a variety of situations can still be observed in the Member States, especially in the countries that joined the Union much later [23, 41, 49].

It should be noted that “Europe is a continent of diversity” [24]. The correctness of this point of view can be easily verified if we pay attention to the specifics of the administrative-legal systems of European states. This diversity has attracted the interest of comparative comparative lawyers. However, this diversity is, at the same time, a barrier to a common, cross-border understanding of the practice and theory of administrative law in the European legal space. The reason for the administrative and legal diversity should be sought, first of all, in the territorial and intellectual (spiritual) fragmentation of the continent, which for a long period made it difficult to exchange opinions. In the 19th century, the factor of nationalism was added here as an additional factor. In addition, the administrative-bureaucratic apparatus multiplied, which necessitated a clearer structure of administrative-territorial units, as well as a reorganization of relations between administrative government bodies and individuals. Against this background, it seems not surprising that the time of formation of modern administrative law should be considered the second half of the 19th century. During this period, political relations in individual states were still rather heterogeneous, which explains why the newly created national administrative legal order unfolded and developed in very different ways [22, 26-31]. Only in the second half of the 20th century did they gradually begin to converge with each other, although, despite this trend, as before, however, there are still significant differences.

It can hardly be argued that there are as many administrative and legal systems in Europe as there are European states. States that have developed their own unique system, but have not had much impact on other countries, are rather rare. This can be confirmed by the experience of Switzerland, where the principles of direct democracy have been implemented so consistently for a long

period that the Swiss administrative legal order was in many respects unique and partially remains so to this day [25, 44].

As another, similar example, one can point to the Scandinavian countries. This group of countries can be contrasted with a group of other states, mainly the major world powers, which widely “promoted” their own administrative and legal systems in Europe, whether due to their military and political superiority, their economic importance, or due to the influence of their scientists-lawyers. Great Britain, France, and Germany are among the most important examples in this sense. Both systems of administrative law and order – both remaining unique and those that have become the most influential – are considered as the main types (within) of state administrative law [48]. At the same time, the category of the most influential types of administrative law seems to be especially significant, since many other states have used these administrative-legal systems as a model.

If we take the regulation of individual legal protection as the main criterion, then three types of administrative law should be distinguished, each of which is named after the country in which they were first implemented in practice: French, German, and British type.

Overall, the French system has changed dramatically over the past decades. It nevertheless retained its advantages and advantages [42]. This can be attributed, on the one hand, to relatively easy access to the courts, when not only the addressee of the administrative act and third parties whose rights it directly affects can challenge this act in court, but also those third parties who declare their own – let not entirely clear or definite – material or moral interests [34, 35]. On the other hand, not only administrative acts in the sense that they are understood in Germany, but also all types of decisions and orders, including those adopted by the government, can be appealed in court, and in this case they are subject to careful legal control.

The German type of administrative law, although it arose rather late, nevertheless, quickly began to exert a great influence on many other European states. The German type of administrative law today is characterized by a number of features, among which the following should be highlighted. This is a high degree of institutional differentiation, on the one hand, at the level of federal states, which are understood as states with their own constitutional, constituent, and legislative power (even if its boundaries are sometimes drawn rather artificially), and on the other hand, at the level of well-developed institutions of self-government. In addition, this is the recognition of the supremacy of the Constitution, in particular, of the fundamental constitutional rights and freedoms, as well as control over their observance by the bodies of constitutional jurisdiction. Finally, an important feature is the fact that the administrative justice bodies are part of the judicial power system and carry out exclusively judicial activities. Their role is mainly to resolve disputes between citizens and government authorities within the framework of checking the legality of administrative acts. However, in disputes related to contracts and state property, they have only limited competence, and in tort claims they have none at all. It is also important that the administrative process is focused primarily on protecting the subjective rights of the plaintiff [52]. The high degree of decentralization has led to the fact that the lands and communities have received important administrative competencies, which facilitates the control of administrative acts due to their usually less important political significance.

Another important feature of the German type of administrative law is the differentiation between the so-called “bound” administrative acts (*gebundenem Verwaltungshandeln*), decisions of full discretion (*Ermessen*; discretionary decisions) and freedom of judgment in decision-making (*Beurteilungsspielraum*) [17].

The British system of administrative law has largely retained its identity, which is a positive factor during Brexit, since it eliminates the need to revise the order of organizing

administrative procedures after the withdrawal from EU. When it comes to sources of law, it is important to keep in mind that there is no constitution in the UK in a formal sense. Parliamentary legislation is still considered a clear exception to common law, and common law continues to act as a source of general principles of law. In addition, great attention is still being paid to the principle of the unity of the rule of law and the principle of the unity of the justice system. The effect of these principles, in any case, is somewhat limited as a result of the fact that a special place is currently assigned to administrative law within the framework of general civil law, as well as a result of the fact that a specific procedural mechanism of legal protection against decisions of administrative bodies – the so-called an application for judicial review. With the introduction of the Administrative Court, an institution specialized in administrative law was created within ordinary jurisdiction [21]. All this is a manifestation of the special position of administrative law in relation to common law, on the one hand, and civil law, on the other.

In Ukraine, the legal framework for the protection of freedoms, rights and public interests during the implementation of administrative procedures, as noted by D.V. Sushchenko, is based primarily on the provisions of the Constitution [33]. For example, Article 3 of the Basic Law stipulates that the greatest and highest social value in Ukraine is people, their life and health, honor, dignity, inviolability and security, and the affirmation and guarantee of human rights and freedoms is a basic state obligation. The provisions of Art. 40 of the Constitution stipulates that everyone has the right to send individual and collective written appeals or personal appeals to state, local governments and their officials, officials who must consider the appeal, and after giving a reasoned response within the period prescribed by law. The norm of Art. 55 of the Basic Law guarantees everyone the right to appeal against decisions, actions or omissions of state, local governments, their officials, officials in court [41].

The current Law of Ukraine “On Citizens’ Appeals” is also included in the general legislative acts with the content of administrative-procedural norms applicable to all bodies of public administration [42] in particular, Articles 16 (consideration of citizens’ complaints), 17 (deadline for filing a complaint), 18 (citizens’ rights when considering an application or complaint), 19 (duties of public authorities, local self-government and other entities for consideration of applications or complaints), 20 (deadline for consideration of citizens’ appeals). Another general legislative act that actually contains administrative procedural norms is the Code of Administrative Procedure of Ukraine [36]. Article 3, paragraph 3, of this Code of Judicial Procedure, entitled the requirements to be reviewed by administrative courts when appealing against decisions, actions or omissions of public authorities; in fact, it sets out the basic principles of administrative procedure. The obvious problem with the application of this rule by public servants is that it is contained in a piece of legislation designed to regulate primarily the activities of courts, rather than public administration.

The second group of legislative acts with the content of administrative-procedural norms includes conditionally framework legislative acts that regulate a fairly broad area of public administration. For example, the administrative procedure during the performance of one of the defining functions of public administration – the provision of administrative services is regulated, in particular, by Articles 9 (procedure) and 10 (terms of provision) of the Framework Law of Ukraine “On Administrative Services” [42]. The third group is special legislative acts in Ukraine, which in some cases are even called codes. This is due, in particular, to the presence in them of not only administrative and procedural, but also material norms, as well as the importance of a separate area of public administration. For example, the Tax and Customs Codes of Ukraine regulate, *inter alia*, the procedure of formally one executive body, the State Fiscal (currently tax) service of

Ukraine, in the system of which there are two subsystems of the respective entities [14].

Thus, there is an urgent need to adopt a legislative act that would regulate the relationship between public administration bodies and the individual, as they are not regulated, but only scattered to some extent in a large number of different regulations, which creates some inconsistency and complexity of such norms.

5 Discussion

At the present stage, administrative arbitrariness and corruption in state and local government bodies continue to be the most acute problems that hinder the positive socio-economic development of Ukraine [37-40, 43]. The absence or inconsistency of legislation, bureaucratic confusion of procedures for registration, licensing, certification, approval of investment projects create serious difficulties in the implementation of constitutional rights and freedoms of citizens. The tasks facing the state and society require a revision of the legal regulation of the relationship between executive bodies, citizens, and organizations.

In Ukraine, attempts to pass a law on administrative procedure have been going on for over twenty years. At this time, Ukrainians suffer from unreasonable decisions and arbitrariness of officials, from exhausting bureaucracy and time-consuming struggle with the state.

Illegal developments, incomprehensible inspections of business are only a small part of the iceberg of problems that citizens and businesses are trying to deal with on their own [45-47, 50]. Evidently, while the anger is mostly directed at government agencies, individual officials or even politicians, many of the problems are rooted in outdated procedures.

It is obvious that it is necessary to consolidate in the legislation on administrative procedures the following universal principles of administrative law: legality, fairness, equality, proportionality (proportionality), the principle of legal guarantee (legal stability). The specified list of principles is not full; however, the "loss" of at least one of the above elements clearly indicates the incompleteness of the system.

The law on the administrative procedure is, in fact, a "quiet revolution" that fundamentally changes the Soviet mentality in the interaction of the state with its main stakeholders' citizens.

The adoption of the law will ensure equality of all participants in administrative proceedings and uniform standards in the work of officials, accelerate the provision of more high-quality and convenient services for citizens.

One of the directions of transformation was the use of an electronic communication channel to inform citizens. Technologies of this kind, which provide for electronic interaction with citizens, have long been mandatory in the international practice of government bodies. One of these technologies is the presence of an official website, which should have not only the central level of the authorities, but also the regional level (clause 2, part 2, Article 6).

In addition, the Law obliges the city, village, or settlement council to provide information and advise on the provision of services to citizens through telecommunications (including e-mail) (clause 4, part 2, Article 6). Thus, the official website and e-mail have become mandatory technologies in the activities of public authorities.

The law obliged all city councils of cities of regional significance to establish Centers for the provision of administrative services, the so-called "integrated offices" (part 2 of Article 12). According to clause 1 of the Approximate Regulation on the Central Administrative Office of February 20, 2013 No. 113 [36], it should be created not only in cities of regional significance, but also in all cities and even villages that are administrative centers of districts. In accordance with clause

20 of the "Approximate regulations of the center for the provision of administrative services" dated August 1, 2013 No. 588 [42], the body that formed the center creates and ensures the operation of the center's website or a separate section on its website. Thus, having its own official website has become a mandatory technology not only for the overwhelming majority of city councils in Ukraine, but also for some village councils.

Another important innovation that provides for the use of electronic technologies when informing the subjects of circulation is the Register of Administrative Services. The register is a unified information database on services provided by public administration bodies, the purpose of which is to record services, ensure transparent access to information about services.

In states based on a free democratic rule of law, administrative law is determined mainly through the normative regulation of legal relations between state (public) power and the individual, as well as through the provision of guarantees of individual legal protection [53-57]. These aspects are decisive insofar as the rights and interests of citizens constitute the *raison d'être* of a free democratic state. The organization of government bodies or the administrative system can have a significant impact on the relationship between public authorities and citizens, but they cannot, nevertheless, affect the very essence of these relationships.

Administrative procedures are recognized as one of the most important institutions for building effective interaction between individuals and executive bodies in democratic states. Most domestic experts also consider administrative procedures as an institution that ensures the formation of a rule of law state and the implementation of the norms enshrined in the Constitution of Ukraine [14].

The development and adoption, taking into account the needs of the Ukrainian legal reality, of normative legal acts on administrative procedures will make it possible to achieve significant success in public administration: to overcome administrative barriers; modernize the system of executive power; create conditions for the development of economic freedoms; determine the strategic guidelines for the country's development; provide the population with high-quality public services and effectively manage state property; go to a clear technology for the development, adoption and execution of decisions.

6 Conclusion

The draft Model Code of Administrative Procedures of the European Union attempts to summarize the positive examples of codification of administrative procedural legislation and the practice of its application in the member states of the European Union. The EU experience may well become a guideline, a best practice for application in Ukraine.

First of all, the legal consolidation of the democratic principles of public administration in the administrative and legal relations between public administration bodies and individuals should be based on the position of the individual as an entity before which the state is responsible for its activities. At present, the legal norms governing the administrative procedure are contained in regulations of various legal force, which, however, does not eliminate a large number of gaps in the legal regulation of administrative-procedural relations, which can be eliminated only by adopting a codified law.

One of the reasons for the protracted codification of administrative and procedural legislation is called a wide range of relations, which will be part of the subject of legal regulation of the relevant law. However, the wide range of relations that will be included in the subject of legal regulation of the law should not be considered as an obstacle to the codification of administrative and procedural legislation. Instead, the possibility and necessity of adopting a single legislative act to regulate administrative procedures is confirmed by the rich foreign experience of both continental and general legal systems.

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Primary Paper Section: A

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LEGAL ISSUES OF INFORMATION SECURITY OF PUBLIC AUTHORITIES IN UKRAINE AND THE EUROPEAN UNION: EXPERIENCE AND REALITIES

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Abstract: The topic of information security of public administration, and, in particular, of public authorities, is relevant all over the world. Modern public administration becomes vulnerable without ensuring an adequate level of information security on a par with the level of military equipment. The article shows that the high rates of the formation of the global information space and the informatization of all spheres of society's life have created the prerequisites for the intensive use of the information sphere for the implementation of public administration, and at the same time for the emergence of new threats to the information security of states. The steady growth of these threats necessitates the improvement of doctrinal approaches to ensuring national security in the information sphere, in particular, in the field of legal support. Generalization of the practice of creating a system of legal regulation of information security and scientific and practical research of the problems arising in this area showed numerous shortcomings associated with the lack of sufficient theoretical foundations of legal support for information security.

Keywords: Cyber threat, European Union, Information security, Public authorities, Ukraine.

1 Introduction

One of the most important factors determining the development of modern society is the ongoing information revolution, thanks to which the possibilities of realizing the human right to freedom of information activity have significantly expanded. New social relations are emerging, the objects of which are information and information infrastructure, and, as a consequence, conditions arise for the transition of society to a new, post-industrial phase of its development, often called the information society.

There have been qualitative changes in the content of national interests, which are largely associated with the active participation of Ukraine in the formation of the information society, with the development of modern information technologies and their use to ensure sustainable economic growth, increase public welfare, maintain national harmony, strengthen democracy and stability. The protection of these interests from threats increasingly determines the content of national and international information security.

In the face of global challenges, the main strategic national resource that determines the economic and defense power of the state is information and information technology, on which all spheres of life of Ukrainian society depend decisively: production and management, defense and energy, transport and communications, banking and finance, science, education, and many others [1-7]. At the same time, insufficient security of information resources leads to the leakage of the most important political, economic, scientific, and military information.

2 Literature Review

The need to improve the organization of the work of executive authorities to implement the main directions of domestic and foreign policy of the state, the steady increase in the needs of government bodies for objective, reliable and timely information about the real state of affairs in a particular industry, sector of the economy, region, city, enterprise, determines updating the processes of informatization in the field of public administration [22-24].

The urgency of the problem of ensuring the security of information in the structures of executive authorities is due, in addition, to the need to make effective, adequate to political tasks, management decisions. First, we note that dependence on information and information technology is becoming one of the qualitative conditions of the emerging society [9-13, 16, 35]. Possession of timely, accurate, reliable data is an extremely important factor in the effectiveness of managerial decision-making both at the state level and at the level of regions. Information becomes a strategic value of both the state and any administrative structure in the system of political administration. Ultimately, the quality of functioning and security of the information sphere, as well as the state of legal regulation of relations in this area, determine the level of development of the state. As a strategic resource, information requires a special state attitude, not only in terms of its development and accumulation, but also protection.

Provision of information security is associated with issues of ensuring the technological security of the country. It is also of significant interest to consider the problem of the correlation between the capabilities of protective equipment and means of unauthorized collection, processing and access to information resources, the availability of protocols for the interaction of users and information, taking into account the degree of its importance and secrecy, the state of the socio-economic and socio-political situation in the country and its subjects [26-28]. All this taken together, as well as the scientific search for comprehensive measures, means and methods for improving the information security system of political structures, increasing the management potential, mainly of national and regional executive authorities, determines a high degree of relevance of the study.

The development of the concept of an information security system for public authorities is aimed at increasing the efficiency of public authorities, protecting the interests of Ukraine, as well as protecting public authorities from unauthorized access to available information resources.

At the same time, information security of public authorities will contribute to the achievement of the following results [8, 46]:

- An increase in citizens' confidence in electronic services, which are provided on the portals of state bodies of Ukraine;
- Strengthening state guarantees of privacy when using information and telecommunication technologies;
- Strengthening cooperation between civil society, business and the state in various fields (including the use of electronic technologies);
- Information support of citizens' participation in state governance;
- Development and implementation of information technologies in government bodies; development of communication services and information processing provided to citizens and organizations; ensuring the protection of national interests in the information sphere from internal and external threats.

It should be noted that the formation of the information security system of public authorities in Ukraine should be based on the international experience of other countries, and, therefore, a comparative analysis of the situation in the field of legal support of information security of public authorities in Ukraine and the European Union, the appropriate experience and best practices seems to be highly relevant.

3 Materials and Methods

Informatization in all spheres of activity in Ukraine on the basis of the wide use of software and hardware of foreign production, in the absence of a unified centralized methodology for building departmental and territorial information and communication

systems, led to the uncontrolled creation and duplication of information resources, the emergence of many hard-to-detect access points to them [30-33]. These circumstances, in the conditions of well-developed technical means of reconnaissance and wide opportunities for their practical official use, as well as the low quality of existing means of protection, led to the emergence of a wide range of threats, the formation of unconventional technical and other channels of information leakage, as well as methods of unauthorized access to it.

Some implications of historical and comparative methods are used. The theoretical basis of the research is represented by the general theory of national security, information theory, security theory, theoretical developments of domestic and foreign scientists in the field of information, information technology and information security.

The methodological basis of the study is a system of both general scientific and special research methods of socio-political, legal and other humanitarian problems.

4 Results

According to the Doctrine of Information Security of Ukraine (hereinafter – the Doctrine), information security is an independent sphere of ensuring the national security of Ukraine and at the same time an integral component of each of its spheres. The main goal of the Doctrine is to create a developed national information space in Ukraine and protect its information sovereignty.

Recently, the term “cyber warfare” has been appearing increasingly more often in the national information space. The confrontation in the Internet space is becoming a constant companion of other, “earthly” hotbeds of tension [36, 37, 50]. The weak relevance of the defense doctrine, as well as the lack of real steps to implement the doctrine of information security of Ukraine, make the state vulnerable to cyber threats. Despite the presence of appropriate units to counteract them in individual law enforcement agencies, objective factors are gradually shaping private and public initiative in this area.

With the development of the Internet of Things, according to futurological research by Cisco Systems, we will gradually move to the Internet of Everything – the inclusion of people, processes, data and things in a single network. In practice, this will mean dependence on the Network of all spheres of human life. A threat in such a network can be a direct threat to both a specific individual and groups of people. So far, cybercriminals are trying to ‘solve’ this problem with the help of existing cyberwar technologies, the main purpose of which is to disable the computer systems of government bodies and critical infrastructure facilities [25, 29].

Within the framework of the list of threats in modern cyberwar, which does not claim to be complete and consistent, the following can be distinguished [42]:

- Vandalism in relation to information resources with the aim of misinforming the audience and discrediting, incl. public authorities;
- Propaganda using fictitious social media accounts and news resources;
- Hacking of information systems and accounts in public services in order to steal sensitive information (both personal data and data from state information resources);
- Denial of Service (DoS/DDoS) attacks on public resources, in particular news sites, government portals, payment systems, telecommunications infrastructure nodes;
- Targeted attacks aimed at disabling information systems of critical infrastructure facilities and, as a result, disrupting their operation (energy facilities, housing and communal services, oil and gas pipelines, etc.).

Most of the threats are not new for Ukraine; they are being fought with varying degrees of effectiveness. However, one

thing is clear: there is no unified policy to counteract them at the state level.

A natural question arises: how has the protection of state information resources been carried out so far? The only mechanism for ensuring their security, determined by the domestic regulatory and legal framework, is an integrated information protection system (hereinafter referred to as IIPS) an interconnected set of organizational and engineering measures, means and methods of information protection.

The criteria for assessing the security of information and telecommunication systems, as well as other fundamental regulatory documents in this area, date back to the end of the 90s. It is quite natural that the typical models of threats developed within the framework of such IIPS are not even close to the ones listed above. IIPS is increasingly becoming the product of some kind of creative work of the developer, directly dependent on the skill of the latter. After all, while the requirements for the design of a set of accompanying documentation are more or less defined (is it worth mentioning that often “paper” work makes up the lion’s share of the work on the creation of IIPS), the physical content in the form of various means of protection, not to mention their configuration and setting, often remains behind the scenes [40, 41, 47, 48]. A separate, but no less important point is the maintenance of such systems, and again we are faced with problems, both personnel and qualifications. As a result, well-documented IIPS, with clear and detailed instructions, effective and adequate software and hardware protection, functioning along with the personnel as a truly complex and unified system, are now rare. At the same time, certificates of compliance with the requirements of the technical protection system of information are multiplying, since the process of state examination of the IIPS is in many ways not devoid of formality.

The organization of response to computer incidents, supported by an up-to-date legal framework, also deserves special attention. Of course, at the first stage, both qualitatively different financing of this activity and close interaction between the regulator, law enforcement agencies, public and commercial organizations will be required, however, everybody must understand the need to form a new defense strategy both in terms of general and cybersecurity.

5 Discussion

Cybersecurity issues are extremely relevant for Ukraine, but measures to counter challenges and threats in this area are at an early stage and are not comprehensive.

In June 2017, within one day, the “Ransom: Win32/Petya” computer virus attacked the private and public sectors of the Ukrainian economy, in particular banks, airports, the state railway company, television companies, telecommunications companies, large chain supermarkets, energy companies, state fiscal services, public authorities and local self-government bodies, etc. The virus also affected private and public entities of other states, but experts in this field agree that Ukraine has suffered the most [14].

The current version of the legislation introduces important basic concepts in the field of cyber security and cyber security and defines the rights and obligations of government agencies regarding cyber security. However, the analysis of its text shows that many provisions are of a declarative nature, it is overloaded with provisions that deal with intentions and principles, which is inappropriate for the law.

Moreover, the project duplicates the provisions of the Cybersecurity Strategy of Ukraine, approved by the Decree of the President of Ukraine dated March 15, 2016 No. 96.

Even in the opinion of the Main Legal Department of the Verkhovna Rada of Ukraine, it is necessary to finalize the conceptual apparatus of the law, since the introduction of new terminology into the legal field should be carried out in a

comprehensive manner and be consistent with the existing one. Indeed, the proposed definitions of terms are too complex, since their formulation is carried out using words, expressions and terms, the meaning of which is no more clear or known than the term itself.

With regard to the definition of the functions and powers of public authorities in the field of cyber defense, the law provides for the following distribution of scope, tasks and responsibilities [29, 34, 38]:

1. The State Service for Special Communications and Information Protection of Ukraine will provide cyber protection of critical information infrastructure facilities; coordinate the activities of other cybersecurity actors; ensure the creation and operation of the national telecommunications network; prevent, detect and respond to cyber incidents and cyberattacks and eliminate their consequences; inform about cyber threats and methods of protection against them; provide information security audit at critical infrastructure facilities, establish requirements for information security auditors, determine the procedure for their certification and recertification. The State Special Communications Service retains control over the observance of legislation in the field of information protection, the conduct of state inspection in this area in accordance with the Law on the Protection of Information in Information and Telecommunication Systems, in force today. This law also provides for the creation of the State Cyber Defense Center.

2. Subordinate to the State Special Communications Service, the Governmental Team of Response to Computer Emergency Events of Ukraine CERT-UA is intended to analyze data on cyber incidents and maintain their register; help prevent, detect and eliminate the consequences of cyber incidents; organize and conduct seminars on cyber defense; prepare and post on its website recommendations on countering cyber attacks and cyber threats; process information about cyber incidents; assist state bodies, local self-government bodies, military formations, enterprises, institutions and organizations, regardless of the form of ownership, as well as citizens of Ukraine in resolving issues of cyber protection and countering cyber threats. For these purposes, as the legislator plans, CERT-UA, will interact with law enforcement agencies, timely informing them about cyber attacks; with foreign and international organizations on cyber incident response; with Ukrainian teams of response to computer emergency events, as well as other entities, regardless of their form of ownership, carrying out activities to ensure the security of cyberspace.

Specialists of the Situation Center for Cybersecurity of the national security body in June of this year stopped and neutralized 76 cyber attacks on the information systems of public authorities [14]. Even under such conditions, comprehensive scientific research in the field of the theory of legal regulation of relations related to information security in Ukraine has not yet been carried out.

Meanwhile, an analysis of the experience of legal regulation of relations in the field of countering threats to the security of national interests in the information sphere shows that a correct understanding of the nature of these relations and the patterns of using methods of legal influence on them is possible only on the basis of a theoretical understanding of the entire problem area and all legislation governing actions through which threats are manifested.

Without this, the authorized state bodies are unable to correctly determine the priority areas of legislative activity. Taking into account the terminological richness of the regulatory framework governing the relations under consideration, and its importance for identifying events associated with the manifestation of information security threats, it became necessary to comprehensively assess this activity, define a number of important concepts related to the subject of legal regulation, and create a scientifically grounded system of such concepts [44, 45]. The multidimensionality of the country's interests in the information sphere, the significant variability of the

manifestations of threats and the variety of mechanisms of legal regulation of the relations arising in this connection require the development of special approaches to the study of the problem [52-56]. It seems that the solution of issues arising in this area is possible on the basis of the theory of legal support of information security, as well as analysis of best practices and benchmarking. The examples of the EU countries are the best targets for this, due to some similarity of legal approaches and existing threats, respectively.

In the legal doctrine of the European Union (as well as the United States), the definition of "information security" is carried out through the enumeration of specific elements of the information sphere, which it is aimed at protecting, and is linked to the legal principles of confidentiality, integrity and accessibility of information and information systems [14, 19, 49]. The implementation of these principles makes it possible to ensure a balance of interests of various participants in legal relations, thus acting as a guarantee of human rights in the field of information security.

Subject to the principle of confidentiality, familiarization with confidential information, its processing and presentation of a request for its provision are allowed only for a person who has the right to access such information. The role of the confidentiality principle is to prevent harm that can be caused to public relations as a result of the unlawful provision and dissemination of information kept secret due to its importance for the safety of an individual, society or state. This principle corresponds to a kind of right to "conceal" information, i.e., keep it secret, restrict third party access to it, control its intended use [21].

The domestic legal literature also uses the definition of "information safety" through the state of security of the information sphere, in which it is impossible to implement known threats in relation to its constituent elements [39]. In this case, the concept of "information safety" is considered as a more general category in relation to the concept of "information security", in which the emphasis is on a set of measures and actions aimed at ensuring the security of information [15, 17]. In this case, we are talking about the state of information security, and not the interests of the individual, society and the state.

In mid-December 2020, the European Commission presented a new EU Cybersecurity Strategy, which aims to strengthen Europe's collective resilience to cyber threats. The implementation of these principles allows ensuring a balance of interests of various participants in legal relations, thus acting as a guarantee of human rights in the field of information security and ensure that all citizens and businesses can make full use of reliable and trustworthy services and digital tools. The strategy is intended to lay down new principles for the development of the cybersecurity sector for the next decade.

The strategy will also enable the EU to set international cybersecurity norms and standards and strengthen cooperation with partners around the world to promote an open, stable and secure cyberspace. The European Commission has also made proposals to improve the cybersecurity of critical physical objects and networks, including the protection of infrastructures that may be subject to cyber attacks, such as transport, energy, health care, the financial system and many other sectors [43]. Thus, the Strategy aims to address current and future online and offline risks, from cyberattacks to cybercrime or natural disasters.

The European Commission also proposed the creation of an EU cybersecurity operations department to coordinate the actions of all countries of the community, deploy a network of operations centers in the EU using AI for early detection and counteraction of cyber attacks, and develop new integrated principles for protecting the entire infrastructure of the EU countries. Primarily, the new cybersecurity strategy aims to protect the global and open Internet, but at the same time offers guarantees not only to ensure security, but also to protect European values

and fundamental rights of everyone through regulatory, investment and policy initiatives [20].

In public law relations, specialized state information systems are increasingly used, for the full functioning of which it is necessary to expand the powers of authorities in the field of processing various types of personal information in an automated mode. These processes, along with measures taken to ensure national security, lead to the formation in legislation of restrictions on the right to privacy. At the same time, the prevention of illegal interference in private life and abuse by the authorities is becoming one of the priority areas for ensuring the information security of an individual.

Currently, the document of interest is a proposal for a Directive of the European Parliament and of the Council concerning measures to ensure a high common level of network and information security across the Union, submitted by the European Commission in February 2013. The directive defines the main goal of harmonizing approaches to information security in the EU member states. The directive contains requirements for private companies to provide information on information security incidents. The number of companies includes operators of critical infrastructure in the field of energy, transport, financial industry, healthcare companies providing Internet services. Annex 2 of the Directive includes in the range of regulated entities operators of critical infrastructure facilities organizations whose activities in the EU are defined by the term "information society services": e-commerce platforms; companies providing access to Internet payment systems; social networks; search engines; companies working in the field of cloud computing; application stores. In October 2014, when the draft directive was before the EU Council, the draft directive included Internet traffic exchange points, domain name registrars and web hosting companies [51].

It is expedient to note that the development of legal regulation and the harmonization of relevant standards for ensuring information security, including the security of information technology, in the countries of the European Union began to develop much earlier than in Ukraine, therefore it has a fairly systemic and thorough character. In addition, the regulation of information security in the EU is clearer and more structured: first of all, the basic concepts and categories are clearly defined, a list of relevant threats to information security has been presented, for example, personal data of an individual, and the like. German legislation is characterized by a detailed development of a system of various types of information with limited access, clear formulations of their definitions in federal legislation. In particular, according to the Law "On Security Verification", the system of classified information includes state secrets (information marked "top secret" and "secret") and departmental secrets (information marked "confidential" and "for official use"), which, unlike other types of secrets concerning the confidential sphere of individuals, is due to the interests of the external security of the state. Confidential information is considered especially important and subject to special protection. The leading role in ensuring information security in Germany is played by the Federal Information Security Service (BSI).

According to the Law on the Federal Office for Information Systems Security, BSI collects and evaluates information regarding cybersecurity threats of the state, detects new types of cyber attacks, and analyzes appropriate countermeasures [43]. Also, BSI, in cooperation with NATO and the EU, is responsible for the following functions: risk assessment of the introduction of information technologies; development of criteria, methods and test tools for assessing the degree of security of national telecommunication systems; checking the degree of security of information systems and issuing appropriate certificates; issuance of permits for the implementation of information systems in important state facilities; implementation of special security measures for information exchange; propaganda of the need to ensure information security.

As we can see from the above, in order to achieve the goal of ensuring information security in any sphere of public life, a clear and well-coordinated functioning of the subject of ensuring such security, which is endowed with exclusively specialized powers, is necessary. It is a specialized body (department, institution, enterprise) that can most effectively observe information security, since it accumulates special experience, improves the educational, technical, material, practical basis, as well as the result from interaction with other subjects of legal relations in the state and subjects of international law. Also, using the example of Germany, it is clearly possible to determine that the proper basis for the further effective functioning of the administrative and legal mechanism for ensuring information security in the state is, first of all, effective and high-quality legal regulation.

In Poland, the national information policy is focused on building a free open society, introducing the concept of free cross-border circulation of information, ensuring human rights. The Homeland Security Agency (ABW) plays a key role in ensuring cyber security. In 2013, ABW developed the Polish Cybersecurity Strategy and initiated the creation of the Cryptology Center under the Ministry of National Defense, which is tasked with information security, cyber defense and offensive cyber operations [17]. ABW has also established a Government Computer Incident Response Team (CERT) [15], whose main task is to ensure and develop the capabilities of government agencies to protect against cyber threats, in particular, from attacks on infrastructure consisting of IT systems and computer networks, or destruction which can significantly threaten the life and health of people, national wealth [20]. Civil society is actively involved in ensuring information security in Poland. An important trend that can and should be borrowed from Poland in the context of ensuring information security is the active involvement of non-state actors in this process, especially members of civil society. It is positive and common with the experience of other leading countries that information security is ensured by adopting, first of all, a key strategic document that guides the activities of all subjects of information security, determines the key areas of these activities and the tasks set for the information security mechanism.

6 Conclusion

The interests of the state in the information sphere are to create conditions for the harmonious development of the Ukrainian information infrastructure, for the implementation of constitutional rights and freedoms of man and citizen in the field of obtaining information and using it in order to ensure the inviolability of the constitutional system, sovereignty and territorial integrity of Ukraine, political, economic and social stability, in the unconditional provision of law and order, the development of equal and mutually beneficial international cooperation.

Thus, information security of a country is a state of protection from internal and external threats to national interests in the information sphere, which is determined by a set of balanced needs in ensuring the sustainable development of the individual, society and the state [18].

The information security of Ukraine is inextricably linked with the information security of the state bodies of the country, and namely the state authorities represent the force for ensuring the information security of Ukraine, using technological, legal, and organizational means.

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LEGAL REGULATION OF THE LAND MARKET: EUROPEAN EXPERIENCE AND UKRAINIAN REALITIES

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Abstract: The concept of land relations covers a wide range of economic, industrial, and legal issues. The change and development of land relations must be associated with the change and development of land ownership. The land market should be understood as a system of legal, organizational, and economic relations that are established in the process of commodity circulation of land plots based on the determination of the market value of these plots. The article highlights the state of the use of agricultural land in Ukraine. The experience of such European countries as France, Germany, Latvia, Romania, and Poland in the regulation of the agricultural land market is analyzed. The historical stages of the formation of the market, the features of state policy in this area are considered. After analyzing the experience, the general elements of an effective mechanism for regulating the land market in European countries were highlighted, and conclusion was made that it is possible to introduce the mechanism in Ukraine. Attention is focused on the need to improve legislation in the land area, organizational and informational conditions for land reform. Legislators should take into account the experience of European countries, which is analyzed in the article.

Keywords: Agricultural purpose, Europe, Land market, Land relations, Legal regulation, Ukraine.

1 Introduction

The land is the largest national wealth of Ukraine – in our country, there are about 800 types of soils, most of which are chernozems, which occupy 27,800,000 hectares, that is 8.7% of their world area and is the main fund for crop production. They constitute the main area of agricultural land in Ukraine 67.7% [51]. However, today we can observe that land use is ineffective and irrational, the legislation in this area is not sufficiently regulated. The land issue is very topical in Ukraine [18].

For a long time, there has been a moratorium on the free sale of agricultural land in the country, however, according to the Law of Ukraine “On Amendments to Certain Legislative Acts of Ukraine Concerning the Turnover of Agricultural Land”, adopted on March 31, 2020, the formation of the agricultural land market will take place in stages. The purpose of the article is to summarize the experience of some European countries for borrowing and introducing an optimal and effective model for the use of agricultural land and the formation of a market turnover of land in Ukraine [49].

The issues of legal regulation of the market turnover of agricultural land in European countries are studied in the works of domestic and foreign authors. The very concept of “land market” is quite controversial among scientists. Some authors consider the agricultural land market as a system of economic, legal, organizational, and managerial relations between subjects of private, state, and communal forms of ownership with the aim of transferring or selling property rights under certain conditions.

2 Literature Review

The market is an agreement for the purchase and sale, lease and mortgage of land plots. In turn, this is the process of determining the value of land and including it as capital in economic circulation [66], making civil transactions regarding the transfer

of ownership of a land plot or its use in accordance with the procedure established by law, taking into account supply and demand [49].

As noted earlier, the issue of opening a market for agricultural land is covered in the Law of Ukraine “On Amending Certain Legislative Acts of Ukraine Concerning the Turnover of Agricultural Land” [18]. In accordance with it, starting from July 1, 2021, only citizens of Ukraine individuals with a restriction of up to 100 hectares, have the right to purchase agricultural land. Agricultural lands of state and municipal property will not be sold. Legal entities registered in Ukraine will be able to buy agricultural land starting from January 1, 2024 [57]. Until January 1, 2030, the sale price of agricultural land plots allocated in kind (on the ground) to the owners of land shares cannot be less than their normative monetary value.

Settlements related to the payment of the price of agricultural land plots under civil law contracts are carried out in a non-cash form [2-9]. Banks can be owners of land plots only in order to collect collateral, which are sold at auction for two years. A nationwide referendum will decide the issue of allowing foreigners to buy land in Ukraine [53]. This Law provides for a list of persons, both individuals and legal entities, who, under any conditions, including if approved in a referendum, are prohibited from acquiring ownership of agricultural land plots, namely: foreign citizens in a 50 km zone from the state the borders of Ukraine, legal entities, the participants of which are citizens of the aggressor state, individuals against whom sanctions have been applied, and the like [52].

The total area of agricultural land plots owned by a citizen of Ukraine cannot exceed ten thousand hectares. However, it is worth noting that there is a risk that the agricultural land market will not start functioning from July 1, 2021. Thus, it is noted that all Ukrainians expect that in July there will be an opportunity to sell or buy land [59]. Instead, we will get a time bomb, since the law does not provide for a clear procedure for the valuation and sale of land. This is the main gap in the document. Therefore, the next six months after the opening of the market, the Rada, together with the Cabinet of Ministers, will be obliged to urgently finalize the legislation, adopt those bills that we recommended last year [54]. Only in this format is it possible to fully launch the land market. According to forecasts, this will not happen until 2022.

3 Materials and Methods

The article used statistical data to process information. Almost all countries that have passed the stage of the formation of the market turnover of land have had long-term targeted programs, which, among other things, provide for the provision of concessional loans for the purchase of land to local farmers. So, in Poland, a loan for the purchase of land can be obtained for 15 years at 2% per annum, in Latvia – for 20 years at 3%. The interest rate on loans in Germany is 3% per annum. It becomes obvious that Ukrainian farmers conduct their economic activities in unequal economic conditions with their Western competitors, which in the future, with the hasty introduction of the market turnover of agricultural land, may adversely affect the results of their management [36].

Returning to our realities, it should be noted that every year the average rent in Ukraine is growing, and the forms of its payment and the terms of payment are improving.

The average annual rent for agricultural land in Ukraine, which was analyzed at the Institute of Agrarian Economics, for state-owned land reached 120 euros/ha, private – 100-105 euros/ha. This amount exceeds the payment for leased land in Slovakia (€ 50/ha), Latvia (€ 57/ha), Estonia (€ 58/ha), Croatia (€ 69/ha), Lithuania (€ 99/ha) and the Czech Republic (104 euros/ha), and is also approaching the level of the corresponding indicator in

Slovenia (134 euros/ha), Spain (148 euros/ha), Hungary (160 euros/ha) [10].

In some regions of Ukraine, in particular, in Khmelnytsky (278 euros/ha), Vinnitsa (255 euros/ha) and Poltava (237 euros/ha), - for state-owned lands, as well as in Cherkasy (250 euros/ha) for private lands, the rent for agricultural land has already exceeded the level in France (215 euros/ha), Luxembourg (244 euros/ha) and is approaching the indicators of Austria (288 euros/ha) and Ireland (295 euros/ha). As noted by scientists, the share of rent in the structure of the prime cost of Ukrainian agrarians remains relatively high and amounts to 11-13% [17].

4 Results and Discussion

4.1 European Union

A key component of the infrastructural support for the market turnover of agricultural land should be a land auction, which must be supplemented with the procedure for introducing electronic trading using blockchain technology, that will allow transparently, on-line, collect, visualize and store information for authorizing land tenders [11]. The electronic auction mechanism will speed up the process of entering the market turnover and increase the level of capitalization of agricultural land [35].

Taking into account the territorial affiliation of Ukraine to the European continent and the European integration prospects of the agrarian economy determined at the state level, as a positive example, it is necessary to study the long experience of the formation and functioning of the land market in the United States and EU member states [12, 14-16]. At the same time, as the practice of land reform in these countries proves, the creation of a land market cannot be considered an end in itself.

It should be noted that, of the total area of agricultural land in private ownership, 61% is cultivated by owners, 31% by tenants, and 8% of the area is owned by persons who consider land as an investment object (they buy and then sell the ownership of land or the rent right, etc.) [17, 18].

When selling an agricultural land plot, the majority of landowners use the land auction for this. Moreover, the interests of the owner of the land plot are represented by a licensed broker who operates on a commission basis.

Selling land with the help of a broker is absolutely justified, because he has access to information that is not available to landowners, knows the market well and is guided by it. A land plot, as a rule, is sold by a broker at a price 10-30% higher than its initial cost.

As for foreign citizens who buy land not from state property, but from private individuals, there are no prohibitions here. However, the situation is not as straightforward as it might seem at first glance.

When a foreigner buys a land plot, the latter is obliged to submit reports to state bodies on investments and profits from agricultural production, and if a non-resident is a citizen of an unfriendly country, then the purchase of land is prohibited [23, 32]. At any time, the state can take away a land plot, motivating it by social necessity. In addition, every agreement on the transfer of ownership with the participation of non-residents must be agreed with the Ministry of Agriculture.

Each country is unique in this respect, since there is no unified model for regulating land relations [28-30]. Thus, Poland's policy to regulate the market turnover of agricultural land is also aimed at the development of family farms. This situation is enshrined in Art. 23 of the Constitution of Poland, according to which the basis of the agrarian structure of this state is the family economy (family farms).

To control the transfer of ownership and other property rights in relation to state property, in particular, agricultural land, the Agricultural Real Estate Agency (Agencja Nieruchomosci Rolnych) was established in Poland [20].

In Poland, a list of persons entitled to acquire ownership of agricultural land plots is legally enshrined and clearly defined.

Buyers of agricultural land can be:

- An individual (farmer) with a limited area of land owned by one person 300 hectares;
- Close relatives of the farmer and heirs;
- Local government bodies;
- State Treasury or Agricultural Real Estate Agency;
- Any person if the land plot does not exceed 0.3 hectares.

After Poland's accession to the EU (2004), a moratorium was introduced on the sale of agricultural land to foreigners for a period of 12 years. After the end of this period, amendments to the Polish law "On the formation of the agricultural system" were adopted.

Currently, Polish legislation does not contain a direct prohibition on the acquisition of agricultural land by foreigners, but the legal requirements for foreign buyers make such agreements too burdensome and complicated.

State regulation of the agricultural land market in Germany takes place through a specialized state institution, the Agency for the Management and Realization of Lands (Bodenverwertungs- undverwaltungs GmbH – BVVG) [13]. The main goal of the agency is to manage the market turnover of state-owned agricultural land. Its key tasks are the following: ensuring the privatization of state-owned agricultural land; restitution and distribution of land rights. The BVVG is supervised by the Federal Ministry of Finance and the Ministry of Agriculture.

In Germany, there are no regulated requirements for buyers of agricultural land, including foreigners. However, according to the law "On measures to improve agricultural structures and provide agricultural and forestry associations", a person who intends to acquire an agricultural land plot with an area of more than 1 hectare must obtain a special permit from local authorities [38-44]. According to Art. 6 of this law, within one month from the date of application, such permission will be granted or denied. It depends on how well-reasoned is the buyer's justification of the need to purchase such a land plot and whether he confirmed the availability of appropriate professional training (education).

It is not prohibited for foreigners to acquire ownership of agricultural land in Germany, however, in accordance with the law, they must obtain permission from the local authorities at the location of the land plot.

France's policy to regulate the market turnover of agricultural land is aimed at the development of farming. The country created the Agency for Land Management and Rural Development (Societe d'amenagement foncier et d'etablissement rural SAFER), which has three main tasks: increasing the efficiency of agriculture and supporting young farmers, protecting the natural environment, landscapes and natural resources, support and development of the rural economy. SAFER is a limited liability company, a non-profit organization that is subordinate to the Ministry of Agriculture and the Ministry of Finance of France [19].

The purchase of agricultural land by foreigners in France is not prohibited. However, if the price of the land plot exceeds 38 million euros or the subject of the purchase agreement is vineyards, he must obtain permission from SAFER.

In the regulation of the market turnover of agricultural land, an economic incentive mechanism is used, which consists in the fact that when buying a land plot through the SAFER company, the buyer is exempt from paying tax. Otherwise, land acquisition transactions are taxed on a general basis.

The regulation of the market turnover of agricultural land in France is more stringent than in Poland or Germany, which is

due to the significantly broader powers and capabilities of the SAFER society.

Despite the existence of different models of government in Poland, Germany, and France, the regulation of the market turnover of agricultural land in these countries has common features and is aimed at protecting the national producer.

In addition, the studied countries have a fairly high level of budgetary support to farmers, which makes them more competitive both in the domestic and foreign markets. In particular, in Germany, direct budgetary support is 346 euros/ha, support for the development of territories – 82 euros/ha. The total amount of support for farmers in Germany is 428 euros/ha, in France – 357, in Poland – 317 euros/ha [21].

In the light of Ukrainian history, Cabinet decrees and software development for their implementation, including automatic verification of the ownership limit, Matti Maasikas, Head of the EU Delegation to Ukraine, made it clear that “it is important to take 5 steps by July 1 (it was about 2021) to make the reform a success story”, namely:

- Communication campaign for land owners;
- Decrees of the Cabinet of Ministers and development of software for their implementation, including automatic verification of the ownership limit for 100 hectares;
- Development of a monitoring system for the sale/lease of land;
- Anti-corruption audit of the State Geocadastre;
- Access to loans for farmers immediately after the opening of the market [18].

4.2 Ukraine

Having analyzed the norms of Ukrainian legislation on the regulation of the agricultural land market, we consider it appropriate to consider the experience of European countries, such as France, Germany, Romania, Latvia, and Poland, in order to borrow the experience of state regulation of the market turnover of land [1]. Thus, in Romania, the land market was developing at a fairly rapid pace, especially after joining the European Union. It should be noted that the area of agricultural land is 14,700,000 hectares, of which 64% is arable land. One of the goals of the land reform in Romania was to increase the production and productivity of the agricultural sector. The land market in this country is open with restrictions. Citizens of the European Union, as well as Iceland, Liechtenstein, and Norway have the right to buy agricultural land, provided that this land is used for its intended purpose. It should be noted that foreign enterprises own agricultural land plots, the area of which is 11% of the total arable land [66].

Buyers who are local residents have the right to purchase agricultural land of up to 100 hectares. They should also have agricultural knowledge or experience. Each land agreement must be published and registered with the local or central authorities of the Ministry of Agriculture and Rural Development. Regarding the preemptive right to purchase land, it is worth noting that it is used by co-owners, tenants, owners of land plots, located near the plot that is being sold, as well as by the Romanian Public Property Agency. The opening of the land market became the basis for the rapid rise in average prices for agricultural land. Thus, in 2004, the price was \$360, and already in 2005 the price has tripled up to \$1,145.

According to 2019 data, in the country, the price for agricultural land, depending on the region, varies from 2,700 euros to 8,700 euros. In turn, in Latvia, the purpose of the land reform was to return the ownership of agricultural land to the heirs of those families who had been doing business on this land before July 21, 1940. According to this reform, these persons received the right to buy land in private ownership and change its purpose, and the communities had the opportunity to plan territories in accordance with the needs of society, protection and rational use of land [57]. Since the end of 2008, Latvian citizens have received full rights to buy and sell agricultural land. The land

market in the country was fully open without restrictions until 2017.

After the opening of the land market, more than half of agricultural land belonged to foreign companies, and local residents were forced to lease land from foreign owners; according to the Latvian Land Fund, not all land suitable for cultivation was used. In 2017, the Seimas adopted amendments to the Law “On the Privatization of Land in Rural Areas”, according to which the conditions for acquiring land for Latvian citizens – local residents, were simplified, and at the same time, the conditions for foreigners were made more difficult [26, 60]. In particular, the legislation provided for a prohibition on buying land plots if they are not living in Latvia. If the buyer has an intention to acquire land, he must be able to speak Latvian and submit a land use plan in Latvian, answer all questions of the commission of a special self-government body in Latvian [46]. An equally important change is the foreseeable pre-emptive right to redeem the land in accordance with this, if the owner wants to sell the land, this right belongs to the land lessee, the local government body and the Latvian Land Fund.

In order to prevent the concentration of land in the ownership of one person or related persons, there is a limitation that one natural or legal person can get ownership of 2000 hectares. Agricultural production in Poland employs 11.2% of the active labor force. Agricultural lands occupy 47.1% of the country's territory, 35.2% is arable land. Land reform in Poland began in 1991 with the adoption of the Law “On the Management of State Agricultural Lands”, according to which, unlike in Latvia and Romania, it was decided to refuse restitution; however, claims for the return of lost property rights were considered within the framework of civil law on an individual basis.

The main goal of the land reform was the formation of a transparent agricultural land market, the creation of family-type farms, the protection of agricultural land. By 2016, foreigners were not allowed to buy agricultural land. Today, they have the right to do so if they are married to a citizen of Poland and have lived in Poland for the last 2 years, or if they have lived in Poland for 5 years, after obtaining permanent resident status. Only entities that will conduct economic activities can be landowners; individuals must have an agricultural education (secondary or tertiary level) or work experience in this area (on a farm). There is also a limitation that one person can own an agricultural land plot with an area of not more than 500 hectares. Regarding the preemptive right to purchase agricultural land, it is worth noting that it belongs to the tenants, if it was rented for at least three years, and to the National Center for Agricultural Support [33].

In Germany, 53% of the total area of this country is used as agricultural land, half of which is classified as less favorable for growing crops. The agro-industrial complex of the country employs about 20% of the population, while directly in agriculture only 1.3% are engaged. Now almost 100% of agricultural land is privately owned. The privatization of German land was carried out in three stages. At first, the land was leased for up to 12 years, then the laws “On unresolved issues of property” and “On compensation and reimbursement” were adopted, which were included in the program of land redemption at a reduced price for citizens who lost their land in 1945, and citizens, who were engaged in agricultural production. Subsequently, the country adopted the laws “On the appraisal of agricultural land” and “On the further development of the market structure in the field of agriculture”, according to which the lands that remained in the state fund are sold at market prices on a competitive basis [22].

The land market is open, no restrictions have been established for German citizens (individuals and legal entities) and for foreigners (individuals and legal entities), however, the future landowner must provide a plan for the development of the economy [24]. There are also no restrictions on the maximum area of land, however, federal law may establish a minimum area. It is worth noting that former landowners can buy land, depending on the quality of the soil, at a lower price, but the

owner then undertakes to use this land in agriculture for at least 20 subsequent years [25, 50]. Germany has a system of control over the sale and purchase of agricultural land. So, specially authorized organizations operate in the country, whose powers include the possibility of stopping the process of buying and selling land if they suspect that this agreement is speculative, if the future landowner is not going to use the land for the purpose of agricultural activities, or the price is too low and does not correspond to reality.

In France, agricultural production is considered to be highly productive and intensive, so it is not surprising that the country ranks first in Europe in terms of output, and second in the world in terms of agricultural exports. According to BBC News Ukraine, agricultural production in France in 2018 amounted to 73 billion euros, while in Germany – 56 billion euros, and in Italy – 51 billion euros. France has the largest fund of agricultural land among the EU countries – 27,800,000. The land market in the country is open with restrictions. So, the purchase of agricultural land by foreigners in France is allowed, but when the price of a land plot exceeds 38 million euros and when the subject of the purchase agreement is vineyards, additional permission from Societies of Land Plotting and Agriculture (SAFER) must be obtained [27, 56]. Citizens of the country have a pre-emptive right to purchase neighboring land plots, but they also have obligations for the personal use of the acquired land for 15 years with a prohibition on leasing.

It should be noted that the country has a complex system of control over the land turnover market. Consequently, land purchase transactions in France are under the control of the SAFER, which is subordinate to the Ministry of Agriculture and the Ministry of Finance of France. The main function of SAFER is to stimulate the development of farming while setting limits on the area of land plots owned by one user. The Land Plotting and Agricultural Societies have a technical committee composed of representatives of agricultural organizations and trade unions, local authorities, and representatives from the ministries of finance and agriculture, whose purpose is to review the dossiers of potential buyers of agricultural land. If the landowner decides to sell the land, he is obliged to inform SAFER, who has the pre-emptive right to purchase this land, provided that the regulator decides that the land will be of great benefit to France, and he must publicly justify his decision on the pre-emptive purchase. SAFER also has the right to stop the process of buying and selling agricultural land if it suspects that the price of the land is not true and is too low, or a new landowner buys a land plot for speculative purposes or to change its purpose. In addition, there is a limitation according to which the new landowner must necessarily have an appropriate (agricultural) education or experience in agricultural activities [31].

After analyzing the experience of regulating the agricultural land market in some European countries, we can identify common elements of state regulation of the land market, namely:

- No moratorium on the sale and purchase of agricultural land;
- The establishment of requirements for the citizens of the country, namely the availability of special education and work experience in the field of agriculture [55, 58];
- Establishment of restrictions on the maximum area of agricultural land given to the ownership of one person;
- Creation of a special body, the main function of which is to control the purchase and sale operations;
- Granting a pre-emptive right to a lessee, local government body, or a specially created body;
- Establishing control over the purpose of acquiring agricultural land and the price of the contract [34].

Having considered the European experience in this area, we believe that it expedient to present our own proposals for improving Ukrainian legislation in this area. First, the land market must be open with restrictions, namely:

- a) By the area of land provided for ownership for legal entities registered in Ukraine – up to 2000 hectares, and for citizens of Ukraine 200 hectares;
- b) For citizens of Ukraine, experience in agricultural activities;
- c) For foreigners, the residency requirement is 5 years, and the future owner of the land must provide a plan for the development of the economy [37].

Secondly, a supervisory body should be created that will monitor the sale and purchase transaction and prevent market speculation and monopolization. It is also worthwhile to regulate in detail the rights and obligations of this body; the presence of territorial bodies; the process of the sale and purchase of agricultural land with the participation of this controlling body, including the timing, inspections, grounds for interfering with this agreement and stopping it, the grounds on which this body has a pre-emptive right to purchase land. Thirdly, it is worth foreseeing in the legislation the existence of a pre-emptive right to purchase land to tenants, owners of land plots, which is located near the plot that is being sold, as well as to the supervisory authority [45]. Thus, the introduction of a market for agricultural land in Ukraine should be carried out taking into account the European experience in regulating land issues, since the market turnover of these countries is well developed and functions at the proper level [49].

Summarizing the above, it is possible to outline the key directions for completing the land reform with the introduction of agricultural land turnover in Ukraine, namely:

- It is necessary to involve specialists in the agricultural sector of the economy in the development of mechanisms for the functioning of the agricultural land market and introduce the appropriate infrastructure of this market;
- To sell the right to lease on lands of state and communal ownership in order to obtain land rent – income from property by the state and territorial communities [61-63];
- To solder the lands of research farms of the Agrarian Academy of Sciences (with the allocation of reserve and reserve lands) between the workers of these research farms and transfer them to private ownership;
- Introduce free circulation of private land with a 10-year moratorium for the sale of land to foreigners and persons with dual citizenship [64, 65];
- To determine the optimal size of agricultural land owned by up to 4000 hectares as enterprises (at this time) – the largest taxpayers in terms of 1 hectare of arable land, no more than one per district, which will induce the direct owner to live and be registered in this territory, that is, to take a direct part in the production process (as a rule, these are the territories of the former village councils) [47];
- To determine the optimal amount of lease of agricultural land in one person (for one and related persons) within the region no more than 5%, the county – no more than 7%, Ukraine – 0.1%, which will not allow monopolization in this market;
- Sale of agricultural land, lease to be carried out in order to determine the market price only through the established agency for land management – an electronic auction, which will ensure budget receipts in accordance with the norms developed by the Tax Code of Ukraine [18].

5 Conclusion

Considering the features of global agricultural production, it is important to understand that Ukraine, integrating into the world community, takes a leading position in a number of indicators and can, with the maximum use of available land resources, increase its influence on the world food market. It is extremely important, when building a transparent market turnover of agricultural land, to take into account the positive experience of foreign countries [18]. Ukrainian agrarian and economic science, based on the experience of other countries, develops its own model of market turnover of land, which will take into account national characteristics and interests, and will also meet the

needs of farmers. Subject to the normal operation of organizational and economic mechanisms, such a turnover should ensure the distribution of land, in which the movement of the land resource will be carried out to an effective owner, independently managing the land, living in the territory where the land plot is located, contributing to the development of local infrastructure and filling local budgets [10].

A fairly common condition for the purchase of agricultural land in European countries is the professional training of the buyer, the availability of the means of production and the necessary capital, which should also be taken into account for Ukraine.

The introduction of the agricultural land market requires the introduction of legislative and regulatory acts to form the economic principles of competitive agricultural production, the investment attractiveness of the sphere and the preservation of the positive achievements obtained. It should be noted that the objective condition for the development of agricultural production is the desire for an equivalent exchange, and ultimately making a profit, as in any other business.

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EUROPEAN STANDARDS OF MEDIATION IN CIVIL DISPUTES AND THEIR IMPLEMENTATION IN UKRAINE: THEORY AND PRACTICE

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Abstract: The purpose of the article is to determine the state and prospects for the introduction of mediation as an alternative way of resolving legal disputes in the judicial procedure in Ukraine. The European Court of Human Rights in its decisions has repeatedly pointed out the imperfection of judicial protection in Ukraine, especially paying attention to such problems of the Ukrainian judicial system as insufficient legal certainty, failure to comply with reasonable time limits for considering cases, limitation of the right to access to court, insufficient observance of the principles of independence and impartiality of court. Therefore, the introduction of new alternative methods of resolving legal disputes in Ukraine, one of which is mediation, should become an integral part of the national mechanism for protecting the rights and freedoms of the individual.

Keywords: European standards, Labor disputes, Legal disputes, Mediation, Protection of rights and freedoms.

1 Introduction

The European judicial system remains for Ukraine a “beacon” of reforming justice in order to improve its quality and accessibility. However, this year the countries of the European Union were obliged to reduce the role of courts in resolving disputes. Until May 21, 2011, all EU member states were forced to implement regulations to fulfill the provisions of the European Parliament Directive “On Certain Aspects of Mediation in Civil and Commercial Disputes” dated May 21, 2008. Reconciliation, carried out with the participation of an independent mediator, is seen as a full-fledged alternative to the courts [1].

Domestic and international experience shows that the introduction of alternative methods of dispute settlement along with the justice system is an effective prerequisite for resolving legal disputes. Today, the justice system in Ukraine has some shortcomings: a high workload of courts, the length and complexity of the trial, significant court costs, insufficient development of the mechanisms of adversariality and equality of parties in the process, publicity of the trial, which leads to cases of disclosure of confidential information, etc. Now business representatives and participants in disputes choose not only arbitration as one of the methods of alternative dispute resolution, but also mediation, which implies the involvement of a mediator to resolve the dispute.

In Ukraine, the discussion on the benefits of mediation was updated after the registration of the draft law “On Mediation” (No. 8137) on February 21. Among the main advantages of the methodology, there is the ability to resolve the conflict, taking into account the interests of both parties. Mediation does not make a decision – it is like a civil law agreement between the parties, where each of them gets what it wants. The effectiveness of such a method is always higher than winning in court, because the principle of “win-lose” presupposes that someone puts up with their mistake [4].

It should be noted that even critics consider mediation an important innovation, but they see a lot of shortcomings in the existing project. An example is the conclusions of the Supreme Administrative Court of Ukraine, the Supreme Court of Ukraine and the Main Scientific and Expert Department of the Supreme

Council of Ukraine. The following remarks are the most important: there is no prohibition to make decisions regarding third parties; release from the responsibility of criminals bypassing the Criminal Code is possible; the norms of the project can lead to the legalization of violations in the field of land relations.

2 Literature Review

A number of issues related to the mediation procedure in the judicial system of Ukraine have repeatedly been the subject of research by many foreign and domestic scientists. At the same time, the updating of procedural legislation provided for the introduction of new conciliation procedures that are associated with mediation, and, therefore, require additional research.

Mediation, as a pre-trial dispute resolution process, has many advantages for parties as opposed to litigation. First, the participants control the negotiation process [9]. Mediation can be carried out in the manner and under the conditions determined by the parties in agreement with the mediator. In particular, the parties have the right to make proposals on the procedure for conducting mediation, provide the necessary information, declare the need to participate in mediation of third parties, initiate an individual conversation with the mediator, participate in the discussion of the proposals put forward, form a range of issues requiring discussion, express their opinion and position on the disputable situation.

Secondly, confidentiality is an advantage. All information regarding the mediation process is confidential and cannot be disclosed without the consent of the party that provided it. The parties and the mediator are not entitled to refer to such information during the court session, as well as to disclose it in any other way [3].

Third, it saves time and money for the business. [29] The parties to the mediation do not need to spend money on legal costs (which can be significant amounts), the involvement of specialists (for carrying out expert examinations, the cost of which in some cases may be more than the amount of the claim), payment for the services of lawyers [2, 6-8]. The expenses of the parties to the mediation are limited to the payment of the mediator's remuneration, the amount of which is determined by agreement between the parties and the mediator and is fixed in the agreement on the use of mediation.

Fourth, non-standard and flexible solutions [5]. The parties to the mediation are not limited either by the subject of the dispute or by the stated requirements at the beginning of the mediation. The only limitation in mediation is the desire and willingness of the parties to discuss certain aspects of the conflict. In mediation, there is no need to try to “fit” the options for resolving the conflict within the original requirements [13, 23-26]. Thanks to this, it is possible to achieve non-standard solutions, depending on the specific case. The parties can discuss options for getting out of the conflict until they find a way that best suits their interests. This option, if the parties agree, forms the basis of the mediation agreement [41].

It should be noted that mediation is traditionally defined as a negotiation process in which the parties involve a third party or persons in order to provide them with assistance in the amicable settlement of disputes arising from or related to contractual or other legal relations [32-35]. Over the past decades, mediation has become widely used by most countries in the world. It is considered as the most progressive form of informal settlement of individual legal disputes. At the same time, world practice considers mediation not only as a definite alternative to resolving legal conflicts and disputes, but also as a part of the judicial system as a whole [41].

Unlike litigation, which is clearly regulated and formalized, mediation provides an opportunity for a flexible approach to resolving the conflict, taking into account all aspects of the disputed situation [21]. Mediation is guided by the principles of absolute voluntariness, and the parties to mediation independently determine the procedure for carrying out this procedure. A number of norms of international law indicate the advisability of introducing the mediation procedure into civil proceedings in Ukraine: recommendations of the Council of Europe "On Mediation in Civil Cases", "On Family Mediation", "Green Book" on alternative settlement of disputes in civil and commercial law of the Commission of the European Commonwealth, Model UNISRAL Law on International Commercial Conciliation Procedure with guidelines for its implementation and application, etc. At the same time, in Ukraine, the mediation procedure is still not regulated at the legislative level, which significantly complicates its use in practice.

3 Materials and Methods

The concepts of introducing mediation into the national defense system envisage several approaches. Thus, according to the program of the European Union and the Council of Europe "Transparency and efficiency of the judicial system of Ukraine", mediation should become an integral part of the judicial procedure. For this purpose, as an experiment in individual courts of Ukraine, for several years, mediation has been used in the consideration of administrative, economic, and civil cases [28]. Representatives of another concept consider mediation as an independent way of resolving legal conflicts, which exists autonomously and functions in parallel with the judicial process. There is an opinion that mediation in no case can be an element of the national civil process, if only because the principles of its organization and conduct do not correspond to the principles of civil procedural law [37]. Thus, civil proceedings are subject to the requirements of the procedural form, which is characterized by imperativeness, clear definition of the content and sequence of procedural actions that are performed by the participants in the process, documenting almost every procedural action, etc. [5].

Mediation is carried out on the basis of absolute voluntariness. The parties to the mediation independently determine the procedure for carrying out this procedure; the mediator can only establish the mediation procedure when there is no agreement between the parties to the dispute on this matter. From the point of view of the science of civil procedural law, namely judicial mediation raises a number of legal issues that require additional settlement [19].

4 Results

Recent changes in civil procedural legislation (new version of the Civil Procedure Code of Ukraine dated 03.10.2017), aimed at increasing the efficiency of civil proceedings and bringing it in line with international norms and standards, provide for a number of novelties, including the possibility of settling a civil dispute with the help of a judge [5, 10]. However, the question of the correlation between the dispute settlement procedure with the participation of a judge and mediation arises. According to the norms of civil procedural legislation (Article 201 of the Civil Procedure Code of Ukraine), the procedure for resolving a dispute with the participation of a judge is carried out by agreement of the parties by the beginning of the proceedings on the merits. The court issues a resolution on such actions, which at the same time suspends the proceedings [3].

The settlement of the dispute with the participation of a judge is carried out in the form of general closed meetings or separately with each participant. The parties also receive the right to participate in such meetings via videoconference. Such actions must be carried out within a reasonable time, but not more than thirty days from the date of issuance of the relevant resolution [31]. The possibility of repeated carrying out of the mentioned procedure is also excluded.

In the science of civil procedural law, there is an opinion that the settlement of a dispute with the participation of a judge should be considered as an independent model of mediation, the so-called "judicial mediation", integrated into the judicial system of Ukraine [11]. Moreover, supporters of this idea demonstrate several approaches to understanding this type of mediation. According to the first approach, the judge must directly carry out the mediation procedure under the conditions provided for by the national procedural legislation [44-48]. Another approach to judicial mediation refers to the procedures that are carried out in accordance with the recommendations or decisions of the judge after the acceptance of the relevant case, as well as mandatory pre-trial procedure by virtue of the requirements of the law. It should also be noted that the program document "Integration of mediation into the judicial system of Ukraine" identifies the following types of judicial mediation: voluntary mediation with the participation of a mediator judge and a dispute settlement procedure with the participation of a judge.

The first type of mediation assumes that judges undergo training in facilitation mediation, which allows them to act as mediators, separating the functions of a judge and a mediator. In this case, the case must be transferred from one judge to another, who acts as a mediator and conducts the mediation procedure in a special mediation room.

The second type of conciliation procedures is mediation with the participation of a judge in whose proceedings the case is. Such a procedure was launched within the framework of the Ukrainian-Canadian project to reform the judicial system of Ukraine and was called "negotiating the pre-trial settlement of a dispute with the help of a judge." In the original version, the model allowed the judge, who was involved in the settlement of the dispute, to make a decision on the case. There is also an opinion, which is fully supported by the author, that the settlement of a dispute with the participation of a judge is not mediation at all, but is a separate procedure that differs significantly from the classical model of mediation [30].

5 Discussion

Among the characteristic features that distinguish the procedure for settling a dispute with the participation of a judge, experts single out the following: implementation by the judge in whose proceedings the case is; the possibility of settling the dispute before starting the decision on the merits; implementation of the settlement process within a reasonable time, but not more than thirty days from the date of the decision to conduct it [27]. The difference between the settlement of a dispute with the participation of a judge from mediation is also indicated by the fact that the powers of a judge include the opportunity to offer the parties a way of peaceful settlement of the dispute (part 4 of article 203 of the Code of Civil Procedure of Ukraine); in closed meetings, the judge has the right to draw the attention of the parties to judicial practice in similar disputes, to propose to the party and/or appropriate representative possible ways of peaceful settlement of the dispute (part 5 of article 203 of the Code of Civil Procedure of Ukraine); if the parties conclude an amicable agreement - to accept it (clause 4 of part 1 of article 204 of the Code of Civil Procedure of Ukraine); in case of failure to reach agreement by the parties, the case is transferred to another judge (part 4 of article 204 of the Code of Civil Procedure of Ukraine).

Also, the draft Law of Ukraine "On Mediation" dated December 17, 2015, contains a number of fundamental provisions indicating a clear difference between the concepts under study. In particular, a mediator can be a specially trained mediator who assists the parties to the conflict (dispute) in its settlement through a structured negotiation process. At the same time, the procedure for resolving a dispute with the participation of a judge, prescribed by the Code of Civil Procedure, does not provide for the involvement of a trained (certified) mediator judge.

The norms of the project correspond to the order accepted all over the world: the dispute is referred to mediation after the conclusion of the mediation agreement by the parties or by the

court before the decision is made [12]. A mediator can be an individual who, at the time of the conclusion of the mediation agreement, turned 21 years old, has undergone special training in the relevant areas in Ukraine or abroad and has received a certificate or other document confirming the completion of such training (at least 40 hours). Let us note that Article 12 requires certification of a mediator by special non-governmental organizations operating in Ukraine, but there are no provisions on the need, and all the more so the procedure for certification of these organizations. This approach is consistent with foreign experience [36].

Excessive regulation will lead to the fact that the Cabinet of Ministers of Ukraine will approve the training program, draw up a list of organizations, and then license them [42]. This does not guarantee quality. In civilized countries, the market itself selects the best.

According to Article 19 of the draft law, the mediator is not only prohibited from imposing a decision on the settlement of the conflict on the parties to mediation, but it is even prohibited to provide legal advice, expert opinions, or other advice on the subject of the conflict or the possible results of its resolution. Lawyers see this as a limitation of the mediator's rights to resolve the conflict. However, the authors of the bill, introducing such a prohibition, aimed to eliminate the subjective factor from the reconciliation procedure [38]. Although the mediator may offer the parties to suspend the mediation in order to carry out additional preparatory actions or to attract the necessary specialists, in addition, the mediator has the right to help the parties to the mediation formulate the content of the agreement on the results of the mediation in accordance with the decisions made by the parties. The role of the mediator is minimal. He only helps the parties in the dialogue process to prioritize interests and to formulate "on paper" the thoughts expressed by the parties themselves [14, 15, 17].

A positive effect is expected primarily in relation to the unloading of ships. True, at the same time, the bill presupposes new grounds for legal claims: due to the mediator's provision of poor-quality services (Article 13) and failure to comply with the agreement on the results of mediation within the allotted time (Article 24). However, the experience of mediation in the UK shows that the parties rarely go to court on these grounds. After all, if citizens have reasons to doubt the success of mediation, then they, as a rule, terminate the procedure before the conclusion of an agreement. The advantages of mediation include the fact that the parties do not need to spend money on the services of lawyers for the preparation of claims and on representing the interests of the parties in court [16].

A positive effect from mediation will be obtained if these services are provided at the proper level. Who will monitor the quality – parties, mediator associations, or the state? The project leaves the issue of quality to the discretion of the parties: they can go to court if they are dissatisfied with the services [49-51]. Since reconciliation is a public function, control by the state is mandatory. It would be logical to delegate these powers to the Ministry of Justice as the central body responsible for legal policy [43]. The Ministry of Justice must approve the standards and rules for the professional activity of mediators, developed by the organizations of mediators. In the current version of the project, the developers themselves have the right to approve these documents. According to the authors of the project, even the issue of payment for mediation should be regulated by the market.

The bill on mediation claims to be an alternative to processes arising from civil, economic, family, labor, criminal and administrative disputes. There are no contradictions here. As for mediation in the criminal sphere, its application should be limited to certain categories of cases – crimes of minor severity or with the participation of minors. However, this is not spelled out in the project itself [19].

The fact that the mediation procedure is applicable for resolving administrative disputes is evidenced by the accumulated

experience, including domestic experience. Vinnytsia District Administrative Court and Donetsk Administrative Court of Appeal since 2009 have been participating in the Council of Europe project on the introduction of alternative methods of dispute resolution. According to experts, disputes regarding the dismissal of civil servants, as well as in the case of complaints from citizens when receiving information from state bodies, are successfully resolved. In the Netherlands, mediation is widely used to resolve tax disputes. In Germany, mediators helped to resolve large-scale conflicts when territorial communities opposed construction projects that pose a threat to the environment.

As an example of the positive development of mediation, we can cite several countries in which mediation is used by business representatives to resolve disputes at the level of litigation and is enshrined in specific regulatory legal acts. Speaking of the statutory regulation of mediation, for example, in the United States of America, as early as 1981, California became the first state in which mediation was proposed to resolve disputes related to child custody [27]. Non-disclosure of confidential information is very important for Americans. In the United States, more than 250 statewide privacy and privilege rules govern the question of what information can be disclosed in the mediation process without fear of further dissemination. For this purpose, the Uniform Mediation Act was developed. With regard to the European practice of introducing mediation, Directive 2008/52/EC of the European Parliament and of the Council on certain aspects of mediation in civil and commercial matters, approved in 2008, provides for the implementation of the norms in the legislation of the member states. This directive establishes the basic principles for the conduct and implementation of the mediation procedure in the national legislation of the EU member states. However, successful foreign experience undoubtedly needs to be adapted taking into account domestic legal traditions.

With the adoption by the Verkhovna Rada of Bill No. 3665 as a basis, discussions continue whether the institution of mediation will be able to find its place in the legal plane of Ukrainian national legislation. Back in 2013, the Verkhovna Rada registered bill No. 2425-1 "On Mediation", but in 2014 the bill was withdrawn. In 2014, Ukraine signed an Association Agreement with the European Union. According to Article 1 of the Agreement, Ukraine and the EU should strengthen cooperation in the field of justice, freedom and security in order to ensure the rule of law and respect for human rights and fundamental freedoms. The countries of the European Union agreed that ensuring the rule of law and better access to justice should include access to both judicial and non-judicial methods of dispute resolution [5].

Later, by the Decree of the President of Ukraine No. 276/2015 of 20.05.2015, the Strategy for reforming the judiciary, legal proceedings and related legal institutions for 2015-2020 was approved. In accordance with clause 5.4 of the values of the Strategy, it is envisaged to expand the methods of alternative (out-of-court) settlement of disputes (including through the practical implementation of the institution of mediation and mediation). As of today, the Verkhovna Rada of Ukraine has registered several drafts of the Law "On Mediation", but the adoption of the law continues [18].

Now in the Verkhovna Rada two bills are presented - No. 3665 and No. 3665-1. Both have a number of shortcomings, but Bill No. 3665 has already been adopted in the first reading. It should be noted that the draft law No. 3665 does not clearly regulate the issues of organizing the professional activity of mediators and their professional training. In particular, the conclusion of the Main Expert Directorate states that it is necessary to prohibit the participation in mediation of employees of local government bodies, judges and other employees of the judicial authorities, officials of the prosecutor's office, notaries, etc.

In draft No. 3665, it would be advisable to more clearly define the issues of the legal status of mediators and the legal grounds for their activities (in particular, whether they are subjects of

entrepreneurial activity, etc.). For example, in Article 8 of the draft law, it would be necessary to describe in more detail the list of circumstances that make it impossible for the neutrality of the mediator, and the consequences of the mediator's failure to comply with the prohibition on participation in mediation of disputes in which he has a personal interest [20]. Although the draft law contains provisions on the neutrality of the mediator, based on their content, they are only formal in nature. It is not clear how such neutrality can be checked, and also how, in case of revealing the facts of abuse of neutrality by the mediator, to withdraw his mediation [39].

According to the draft, mediation can be used in any disputes, including civil, family, labor, economic, administrative, as well as in criminal proceedings and cases of administrative offenses. An important aspect of the bill is that its provisions provide for the responsibility of the mediator [21]. The mediator is responsible for violation of the requirements of the law on mediation, the rules of ethics of mediators, any contractual obligations regarding the parties to mediation.

A party to mediation who believes that material or moral damage has been caused by illegal actions or inaction of the mediator may file a complaint with the organization that provides mediation, the association of mediators, as well as with the court for the protection of their legal rights and interests. On the one hand, this is a positive moment, because such provisions make it clear who is responsible for violation of the mediation procedure. However, the bill for some reason provides for the responsibility of only the mediator, but not the parties to the dispute [22]. On the other hand, such provisions may lead to overregulation of the institution of mediation. At the same time, the responsibility of the parties is not established, for example, in the case of disclosure of confidential information [40]. Also, after the adoption of the draft law in Ukraine, it is planned to create a register of mediators. The register will include information about the mediator (education, information on the preparation of a person as a mediator, information about the organization that carried out the training, the number of hours of preparation, as well as other information that will help the parties choose a mediator for a particular case). In accordance with the provisions of the law, the parties to the dispute will be able to independently choose a mediator. This procedure is somewhat similar to the procedure for choosing an arbitrator in the dispute settlement process by arbitration.

6 Conclusion

Mediation should become an integral part of the judicial procedure in Ukraine. However, it is more appropriate to see it as a separate alternative procedure for resolving legal conflicts, which can be used in preparing a case for trial, as well as at other stages of the civil process. Now the draft law No. 3665 is being finalized for the second reading, but the proposed provisions for the future law will already be able to ensure the effective and high-quality development of mediation in Ukraine. However, it should not be forgotten that today (without a valid law) mediation in Ukraine is often used as a way to reconcile the victim and the offender, to protect consumer rights, to resolve labor and family disputes [5].

An indicator of the effectiveness of mediation in Ukraine is the very implementation of the agreements reached during mediation by the parties. According to statistics, only about 20% of decisions reached as a result of mediation are not implemented. Mediation is voluntary.

If the parties agree to settle the dispute through mediation, this means that they are ready to fulfill the agreements reached by them [28]. After the adoption of the law, the only obstacle to the rapid development of mediation in Ukraine may be a low level of knowledge about mediation among ordinary citizens and in the business environment, which may give rise to distrust of such a procedure. Mediation in Ukraine is not as unrealistic as it might seem, but it is necessary to go the way of defining this procedure at the legislative level.

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TOPICAL ISSUES OF THE DEVELOPMENT OF LEGAL CULTURE AND PROFESSIONAL COMPETENCE OF CIVIL SERVANTS: THE PRACTICE OF THE EUROPEAN UNION AND WAYS OF IMPROVEMENT IN UKRAINE

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Abstract: The article aims to reveal contemporary issues and provisions on the subject of legal culture and professional competence of civil servants. Professional culture is aimed at creating a positive moral and psychological climate in a state body, which would allow a civil servant, regardless of the level of the position being replaced, to develop as a person and a professional, to reveal his creative potential, to feel his significance and involvement in solving priority tasks facing the state body. In order to provide methodological and practical assistance to the heads of state bodies and personnel services in the formation and development of professional culture, this study was carried out. The materials of the article can be used to form a professional culture common for several state bodies united by common goals and objectives, or state bodies of a subject of the country. It is also recommended to take into account the provisions of the proposed methods in the municipal service for the formation of a professional culture in local governments.

Keywords: Civil servant, Development of Ukraine, Legal culture, Practice of the European Union, Professional culture, Professional competence.

1 Introduction

The legal culture and professional competence of the organization is formed under the influence of various factors, among which the most significant are the influence of the management as the initiator of changes and the personnel department. Modern experience shows that the professional culture of an organization, developed and maintained on a systematic basis, allows you to achieve high results in performing the necessary tasks and functions at the lowest cost by defining clear guidelines for the activities of employees using the values and mission, creating a favorable environment in the team that motivates responsibility and initiative [10].

In order to improve public administration, effectively implement the tasks and functions of state bodies, develop the professional potential of civil servants, increase the effectiveness of their activities, this experience can be applied in the civil service. The introduction of professional culture in the civil service is carried out taking into account the specifics of the legal status of state bodies that are part of the unified system of state administration.

Unlike the professional culture of an organization that can develop separately, the professional culture of a specific state body is formed based on its special constitutional and legal nature and is based on regulatory legal acts that determine the status, tasks and functions of a state body, as well as the requirements for civil servants.

The professional culture of a state body is a set of values, mission, principles and rules of conduct established in a state body, adherence to which contributes to the effective implementation of the tasks and functions of a state body by civil servants [21]. Legal culture and professional competence affects the image of a state body and is aimed at increasing the prestige of the civil service, the cohesion of civil servants committed to common values, and is also a means of forming and monitoring the observance of principles and rules of conduct by civil servants [33, 43, 46, 53].

Professional legal culture will improve:

- Motivation and involvement of civil servants, and, as a consequence, the effectiveness of their professional service activities;
- Mutual understanding between civil servants, as well as the formation and maintenance of a friendly environment in the team, which helps to reduce the costs of implementing the tasks and functions of the state body;
- The effectiveness of preventive measures in the field of combating corruption;
- The satisfaction of civil servants with the conditions of service in a government agency [25].

2 Literature Review

The rule of law is a universal principle. The need for universal provision and observance of the rule of law both at the national and international levels was recognized by all UN member states in 2005 in the World Summit Outcome Document (§ 134). As stated in the Preamble and in Article 2 of the Treaty on European Union (TEU), the rule of law is one of the basic values shared by the European Union and its members [25].

The rule of law is associated not only with human rights, but also with democracy, i.e. with the third core value of the Council of Europe. Democracy means involving people in the decision-making process; the purpose of human rights is to protect people from arbitrary and undue encroachment on their rights and freedoms, and to protect their human dignity. The rule of law focuses on the limitation of power and independent control over the activities of state bodies. The rule of law contributes to the development of democracy by establishing the accountability of those in power and upholding human rights designed to protect minorities from the arbitrary rule of the majority.

The rule of law has become a “global ideal and aspiration”, the basic principles of which are valid around the world. This, however, does not mean that its implementation should be the same everywhere, regardless of specific legal, historical, political, social and geographical conditions [20]. While the basic components or “ingredients” of the rule of law remain unchanged, the specific ways in which it is implemented in different countries may differ depending on local conditions, in particular, the constitutional order and traditions of the country in question. These conditions can also determine the relationship between the various components of the rule of law.

Historically, the rule of law has evolved as a means of limiting the power of the state (government). Human rights were seen as a means of protection against encroachments on the part of the holders of this power (“negative rights”). Over time, the understanding of human rights in many states and in European international law has undergone changes. Despite the differences in details, there is a general trend towards expanding the scope of civil and political rights, especially in the field of recognizing the positive obligations of the state to ensure legal protection of human rights from encroachments by private sector entities. Relevant terms are “positive obligations to protect”, “horizontal effect of fundamental rights” or “Drittwirkung der Grundrechte” [61].

The European Court of Human Rights has recognized the existence of positive obligations in several areas, for example in relation to Article 8 of the ECHR. In some of its decisions, the Court has established specific positive obligations, linking Article 8 of the ECHR to the rule of law. Despite the fact that in the cases considered by the court, positive obligations to protect could not be derived solely from the concept of the rule of law, the principle of the rule of law creates additional obligations for the state to ensure that citizens under its jurisdiction have access to effective legal remedies to protect their rights, in particular, in situations where their rights are violated by private sector actors

[1-8]. Thus, the rule of law creates a criteria for assessing the quality of laws protecting human rights: legal provisions in this area (as well as in others) must, among other things, be clear, predictable and non-discriminatory, and they must be applied by independent courts and with the same procedural guarantees that are applied in resolving conflicts related to the violation of human rights by public authorities [18].

One of the most important elements of the context in which the rule of law is implemented is the legal system as a whole [11]. The sources of law that create legal norms and thus provide legal certainty differ from country to country: some states, except in special cases, use mainly statutory law, while others adhere to a common law system based on jurisprudence.

Different states may also use different criminal justice procedures, for example, with regard to the principle of a fair trial (adversarial system or investigative system, jury system or judges deciding criminal cases) [61]. Tangibles that are instrumental in ensuring a fair trial, such as legal and other assistance, can also take many forms.

The distribution of powers between different government bodies can also influence the context in which the checklist is applied. It must be well balanced with a system of controls and counterweights [16, 17, 19]. The exercise of the functions of the legislature and the executive should be subject to constitutional and legal review by an independent and impartial judicial body. The smooth functioning of the judiciary, whose decisions are effectively implemented, is essential to maintaining and expanding the rule of law.

At the international level, the requirements and application of the rule of law reflect the state of the international legal system. In many respects, this system is much less developed than national constitutional and legal systems [21]. With the exception of specific regional systems such as the European Union system, international systems lack a permanent legislature and, in most cases, a judicial system with compulsory jurisdiction, while democratic decision-making is still very weak [15].

The supranational character of the European Union prompted it to develop the concept of the rule of law as a general legal principle applicable to its own legal system. In accordance with the established jurisprudence of the Court of Justice of the European Union, the rule of law includes the primacy of law, institutional balance, judicial review, fundamental (procedural) rights including the right to judicial protection, as well as the principles of equality and proportionality.

The contextual elements of the rule of law are not limited to legal factors alone. The presence (or absence) of a common legal culture in a society, as well as how this culture relates to the existing legal system, help determine to what extent and to what extent certain elements of the rule of law should be unequivocally spelled out in laws [22, 26, 29]. For example, national traditions in the field of dispute and conflict resolution should influence what specific guarantees of a fair trial are given in a given country. It is very important that in each state a strong political and legal culture stands behind specific mechanisms and procedures of the rule of law, which must be constantly monitored, changed and improved.

The rule of law can only be successfully exercised in a country whose people feel collectively responsible for implementing this principle and want to make it an integral part of their legal, political and social culture.

In Ukraine, traditionally, in comparative studies, there is a contrast between eastern and western legal cultures, which are due to various characteristics. At the same time, the differences lie not only in geographical, but also in cultural-historical, political-legal, socio-economic, religious, intellectual and spiritual factors [54]. From all this totality, the vector is formed and formed, in which the direction of the experiences, worldviews, assessments and responses to the objects of state-

legal reality, that is, the legal mentality, is traced. Legal culture and professional competence have been studied by foreign and domestic scientists for a long time [65]. Despite the presence of a large number of studies, there are a lot of unresolved issues, one of which is the influence of Western and Eastern legal traditions on the Ukrainian legal mentality and culture.

Legal culture and professional competence are formed within the framework of legal traditions determined by different civilizations. When assessing legal development, one should take into account the differences in socio-cultural worlds with specific ideas about the universe, man, the conditions of his being and the forms of social life associated with him [32, 35]. This is primarily about the differences between East and West as separate civilizations. Despite the active dialogue between them, their value paradigms diverge significantly. The features of the Eastern legal mentality are the following features:

- Conservatism and traditionalism, which is associated with the historical formation of fundamental values, the inadmissibility of the inclusion of innovations in rule-making and legal traditions;
- An indifferent attitude towards subjective rights and freedoms, collectivism and the manifestation of their characteristics not in favor of the individual, but in favor of society;
- Religiousness, which contributes to the unification of people within the framework of spiritual laws, at the same time, legal regulation only structures society [18].

The features of the Western legal mentality can be considered as follows:

- Belief in law, legal norms, which in turn ensure public order and justice; autonomy of law, its isolation from other systems of social regulation (religion, morality, customs);
- The law recognizes the supremacy in relation to politics and state power; the state protects the rights and freedoms of the individual, the need for changes in connection with the development of social society;
- Rationalism - the predominance of reason as a source of true knowledge; the predominance of personality over society;
- Dualism of natural and positive law; transparency of legislative and judicial processes;
- Stability and continuity of decisions of state bodies and departments; legal literacy of the population;
- Being a law-abiding citizen;
- Full confidence of citizens in the institutions of state power [31].

The Eastern legal tradition is not based on the law, the legal consciousness of the East is a consequence of the foundation of law on morality, on actions, procedures, ceremonies, and here people rely on the wisdom of the ruler [23]. The Western legal tradition is based on rationalism and policy, and the system-forming role belongs to the ideas of freedom, civil society, law and natural human rights. In a political context, law acts as a principle and means of limiting power and violence, and the idea of freedom is a direct expression of the political nature of Western society. Western European culture is based on the idea of a positive law, which in turn is identified by it with freedom. If we talk about the law as an idea that characterizes the system of legal culture, then it is considered as the essence of social life, a condition for the equality of people, a guarantee of legal relations [38-40, 42]. Throughout almost the entire history of its existence, Ukraine has been at the crossroads between the West and the East. At the same time, a feature of Ukrainian cultural contacts is the fact that these contacts were mediated [13].

Since in Kyivan Rus they did not know the Greek language well, the Byzantine sources were mostly perceived through Bulgaria. The culture of Catholicism and counter-reformation – through Poland, classicism – through Russia [9]. At the same time, one should pay attention to the fact that the situation was complicated by the fact that “the so-called West, East and South

are represented by countries that are themselves marginal entities with rather vague historical realities. Russia cannot be considered the classic East, just as Turkey is the South and Poland is the West [12]. We can only talk about certain general guidelines and structural elements. But each of the massifs has significant potential and great ambitions for the political, cultural, economic assimilation of Ukraine or its part [49, 50, 55]. All this could not but leave an imprint on the formation of the Ukrainian legal mentality. Ukrainian legal culture has absorbed elements of both Eastern and Western legal traditions. Both those and other determinants of the Ukrainian legal mentality received their own original "reading", their content, their views on their perspective location and significance in relation to each other.

3 Materials and Methods

This methodology provides for the following concepts for use in its application:

Values – moral, ethical and moral guidelines for the activities of civil servants, aimed at achieving goals, objectives and implementing the mission of a state body.

Mission is the highest goal of a state body, defined succinctly and at the same time briefly, motivating civil servants to achieve the goals and objectives of a state body and meet the needs of citizens, organizations and society.

A unified model of values and mission of a state body, professional and personal qualities (competencies) – a set of components of professional culture, including the values and mission of a state body, reflecting the ideas and beliefs of civil servants to meet the needs of citizens, organizations and society, and the corresponding professional and personal qualities (competencies) [13, 21, 28, 52, 61, 65].

Instruction on the professional interaction of civil servants is a methodological document that summarizes the rules for the interaction of civil servants based on the principles of legality, honesty, morality and aimed at the worthy performance of their official duties, as well as at increasing the trust and respect of citizens, organizations, society to the activities of a state body [58].

4 Results

The formation of a professional legal culture of a state body consists in defining its main components, such as values, mission, principles and rules of conduct for civil servants, fixing them in legal (instructive) documents of a state body and carrying out a set of measures that ensure the commitment of the entire team to them [14].

The special public-legal status of civil servants, due to the exercise of the powers of state bodies, imposes on this category of persons a number of obligations established by federal laws to comply with restrictions, fulfill obligations and requirements for official conduct.

Taking into account that the components of professional competence form common guidelines for the entire team of conscientious performance by civil servants of official duties, it is recommended to include the values and mission of the state body in the code of ethics of the state body [24].

It is fundamentally important to involve the maximum possible number of civil servants of a state body in the discussion of the components of professional culture [59, 60, 62]. Approval of the components of professional culture at a general meeting in a state body and formalizing a decision in a protocol can significantly increase the commitment to professional culture by civil servants who feel their importance and involvement in solving priority tasks facing the state body.

In the future, it is recommended to regularly conduct anonymous surveys of civil servants in order to assess their level of

commitment to the professional culture of the state body. If a low level of adherence to the professional culture of a state body is revealed, it is advisable to pay attention to the need to intensify the implementation of relevant activities.

A civil servant, ensuring the execution of the powers of a state body, must always remember that the recognition, observance and protection of the rights and freedoms of a person, a citizen is his fundamental constitutional obligation, in his behavior and decisions made to confirm adherence to the highest value [27].

The highest value predetermines the following basic values inherent in civil servants:

- Professionalism and competence of civil servants [64];
- Honesty and impartiality in the performance of official duties by civil servants [58].

Values in conjunction with the powers of a state body make it possible to define the mission of a state body.

The content of the mission allows to reveal the essence of the activities of a state body, answering questions about its purpose, to bring to civil servants in a concise and accessible form the significance for society of their professional service, to form a clear idea among citizens, organizations and society about the priority areas and results of the activities of the state body.

When defining a mission, it is necessary to analyze:

- The regulation on the state body, containing the main tasks and functions of the state body;
- The area (s) and type (s) of professional service activity (hereinafter referred to as the area and type of activity) carried out by civil servants;
- The history of the creation and development of a state body, including its traditions;
- The needs and expectations of citizens, organizations and society from the activities of a state body;
- Availability of resources of the state body to implement the mission of the state body.

Fundamental questions, the answers to which should be considered when forming a mission are:

1. To meet what needs and expectations is the activity of the state body directed?
2. What values are civil servants guided by in carrying out their activities?
3. What is the desired result of the activity of the state body should be achieved in the future?

The content of the mission is recommended to be updated at least once every five years, as well as the necessary results are achieved and taking into account significant changes in the powers, priority goals and objectives of the state body [57].

It is advisable for the head of the state body to approve the specified components of professional culture in a single model of values and mission of the state body, as well as professional and personal qualities (competencies) [25], which must be guided by a civil servant in the implementation of professional service activities.

In order to disseminate ideas and beliefs in the state body provided for by the values and mission of the state body, to develop the commitment of civil servants to them, it is advisable for the head of the state body, together with the personnel service, to provide:

- Publication in a state body of information and educational materials (brochures, memos, posters) describing the importance of observing the specified values and mission in the performance of official duties by civil servants (hereinafter – information and educational materials);

- The creation of symbols, slogans with the values and mission of the state body, their distribution in public places (conference rooms, assembly halls of a state body, a canteen), in the offices of the head of a state body, heads of structural divisions and their deputies, as well as ensuring familiarization with them, both civil servants and visitors to a government agency [56].

These documents are drawn up in short and accessible form and can be used to inform citizens when entering the civil service.

It is also important to raise awareness of professional culture through positioning the values and mission of the state body, established principles and rules of conduct for civil servants on the official website of the state body, other information resources, in the media, as well as at official events (meetings, competitions, conferences).

5 Discussion

Despite the fact that the majority of domestic researchers attribute Ukraine to the Romano-Germanic legal family, it should be noted that in addition to purely formal signs, there is also the so-called "living law", which clearly illustrates that the Ukrainian legal culture, according to M. Smolensky, "Did not create the preconditions for the perception, together with Christianity, of the rational foundations of Roman law and separated the Orthodox culture, based on moral law and belief in the value of the transcendental, spiritual life, from the pragmatic and materialized Catholic and Protestant culture, where the values of the individual, individual achievements, labor is a divine service on Earth [54]. Without going into the discussion of the question of whether such a difference creates the possibility of perceiving the legal values of Western legal culture, let us note the fundamental differences between the Western legal tradition and the Ukrainian one through the prism of mentality [28]. The western legal tradition is based on individualism, that is, it is focused on a person who is seen as a primary and priority value. The individual here is not absorbed by the social totality, but stands out from it and, to a certain extent, opposes it.

The inalienable attributes of such a person are equality and freedom. Freedom is understood as the inherent ability of a person to make a conscious choice and implement one or another variant of behavior. Freedom is a quality that identifies a person; it is equally inherent in all people and distinguishes them from the world of other living beings. Freedom is a universal attribute of human beings, moreover, the most universal or, rather, the most important among the universal attributes [30].

Freedom presupposes the equality of its carriers, that is, their mutual recognition and respect for each other as persons endowed with freedom and formally having equal opportunities for their realization. The relations of such free and formally equal individuals acquire the character of mutual equivalent exchange, and the main way of ordering them is a contract. Most researchers believe that one of the main characteristic features of the Ukrainian legal mentality, like the Western European one, is individualism [63, 66-70]. However, Ukrainian individualism differs from Western European one. And the point here is not only that in the Ukrainian state and legal reality a person is not perceived as a primary and priority value is endowed with freedom and equality only on paper, the difference lies in the choice of ways to achieve their own success. Individualism in the minds of a representative of Western legal culture is a disposition to achieve personal success or high social status in honest and legitimate ways with the help of one's own abilities, hard work and purposefulness [51]. Only when such conditions exist does a person achieve social recognition. In the Ukrainian version, the formation of the individual principle is somewhat different from the Western European one.

The individualism of a Ukrainian is characterized by a focus on his own feelings and experiences, aloofness from solving problems of society and the state. The Ukrainian is only

interested in his immediate entourage; strangers, other people are not important to him, they can be used to achieve their own benefit or manipulate them. The main thing for a Ukrainian is not to be disturbed. The individualism of the Ukrainian people is anti-state, which manifests itself in the rejection of formal institutional relations, primarily legal ones, as well as in political infantilism.

5.1 On Reforming the Civil Service in Ukraine

The working group of the civil service of Ukraine submitted to the Cabinet of Ministers the draft Law of Ukraine "On the civil service". The bill is based on a new European understanding of the professional civil service, which presupposes its objectivity, fairness, impartiality in the preparation of political decisions, independence of the professional position from the influence of political or private interests, loyalty to the state and its legitimate political leadership [13].

The draft law provides for a number of innovations in comparison with the current Law of Ukraine "On Civil Service". In particular, the changes will affect the definition of the status of a civil servant and the peculiarities of the performance of his powers, social guarantees for civil servants. Issues of responsibility of officials will also be settled [13].

The civil service is proposed to be defined as public-law relations arising between persons holding civil servants positions in public authorities and the state, while these persons carry out activities on a professional basis for the implementation of state and political powers with the receipt of salaries for this from the State budget. Compared with the current Law, the concept of "public-legal relations" is new, which more accurately characterizes this institution and generally meets the trends in the development of Ukrainian legislation, based on the general rules of rule-making [23].

Clear criteria for assigning posts to civil service will be determined. In particular, the President of Ukraine, members of the Cabinet of Ministers and their deputies, people's deputies, judges and prosecutors are not civil servants. Employees of patronage services, employees of government bodies performing auxiliary functions, employees of state enterprises and institutions, as well as persons who are in other specialized service (diplomatic, military) are also not civil servants. Their status is determined by special laws.

It is planned to change the structure of the civil service, introducing five instead of seven categories. There will be a separate category of political positions, the appointment to which will take place without a competition. These are the positions of the head of the Supreme Council Administration, the Head of the Presidential Secretariat, heads of central government bodies who are not members of the Cabinet of Ministers, heads of local state administrations, members of collegial state bodies. All other positions will be divided between the remaining four categories ("A", "B", "C", "D"). Just as in the current law, the Draft law provides for the relationship between the category of the civil service position and the rank of a civil servant. But the proposed system of ranks is more flexible, which creates additional incentives for the civil servant [52].

Certification and personnel reserve of civil servants will be abolished due to their inefficiency. But at the same time, the institution of disciplinary responsibility of officials will be introduced.

The draft law provides for the formation of a fully valid civil service management system, the creation of a vertical of management bodies: the Cabinet of Ministers – a specially authorized central executive body (Main Department of Civil Service of Ukraine) – heads of civil service in executive authorities – personnel services of executive authorities. A separate section of the Draft law is devoted to regulating the powers of the central executive body that manages the civil service [23].

The draft law provides for the possibility of equal access to the civil service. Appointments are made based on the results of a mandatory competition. And only for political appointments, an appointment without competition is possible [31]. Knowledge of the Constitution and laws of Ukraine, fluency in the state language will appear among the mandatory requirements for a candidate. Also, the authors of the draft law made sure that the civil servant was healthy – which will need to be confirmed by a certificate of health [54].

Among the mandatory requirements for a candidate for a civil servant position, a complete higher education is also provided. That is, persons with a bachelor's educational level will not be able to become civil servants. In addition, it is provision is made for creating the necessary conditions for professional training and retraining of specialists. In particular, based on the results of the annual assessment of the activities of the civil servant, an individual training program will be drawn up, which includes professional training, internship and self-education of the official. It is envisaged to allocate special time for these purposes within the framework of office hours. The law will establish that a civil servant is obliged to improve his qualifications at least once every five years.

The fight against nepotism will be intensified. An official can be dismissed if he does not report on the occurrence of relations of direct subordination of close relatives during his civil service.

The civil service, according to the draft law, is apolitical. Civil servants should not publicly demonstrate their political views or in any other way show their attitude towards certain political forces. Civil servants will be prohibited from creating political parties and blocs, as well as being members of political parties during their civil service positions [52]. They will also be banned from taking part in strikes, civil disobedience actions and campaigning.

Civil servants will not be subject to the provisions of the Labor Code of Ukraine. Issues related to the labor activity of officials will be regulated through a service contract – a public law agreement between a representative of the employer and a person who enters the civil service or a civil servant on the passage of civil service and holding a position in the civil service. Among the prerequisites of an employment contract are the title of the civil service position, the duration of the civil service (the beginning of the civil service is mandatory, the end date is only for fixed-term service contracts), the rights and obligations of the civil servant, the rights and obligations of the employer, working hours and rest time, the size of the official salary, a probationary period when joining the civil service [34]. The person signing the contract will be obliged to remove all obstacles to the passage of public service, in particular, to leave a political party, stop doing business or participate in the work of supervisory bodies and governing bodies of business organizations.

The service contract will provide for the conditions of responsibility of a civil servant for non-performance or improper performance of official duties. It is forbidden to demand from a civil servant the performance of duties not stipulated by the service contract. The contract will be in writing only. Making any changes is possible only with the consent of the parties. The standard form of a service contract must be approved by the Cabinet of Ministers.

One of the important innovations of the Draft law is the consolidation of the disciplinary responsibility of civil servants. An official can be brought to disciplinary responsibility if he commits a disciplinary offense – violation of the requirements of the legislation on the civil service, in particular, non-fulfillment or improper performance of official duties, non-compliance with the requirements for incompatibility of the civil service with other types of activities, or committing actions that discredit the civil service [13]. Specific types of disciplinary sanctions and the conditions for their imposition will be established.

5.2 On the Practice of the European Union

The main requirement of the rule of law is the definition by law of the powers of public authorities. To the extent that the concept of legality defines the actions of public officials, it also requires that the law allows these actions, and that they then act within the limits of their powers, respecting the rules of procedural law and substantive law. Similar guarantees should be established by law for all cases where government powers are delegated to private sector entities. Especially, but not exclusively, this applies to coercive rights. In addition, public authorities must actively defend basic individual human rights against encroachment by private sector actors. The term “Law” includes not only the constitution, international law and regulations, but also, where applicable, laws made by judges, such as binding common law. Any law must be accessible and predictable.

The actions of the state must be carried out by competent specialists in accordance with the law and be authorized by them. While the need for judicial control over the actions and decisions of the executive branch and other actors performing government tasks is universally recognized, national practice on how to ensure compliance of legislation with the constitution is very different. While judicial review is an effective means of achieving this, there may be other means to guarantee the proper implementation of the constitution in order to enforce the rule of law, such as prior review by a special committee.

In international law, the principle of *pacta sunt servanda* (agreements must be respected) is an expression of the principle of legality. It does not define how international customary law or treaty law is implemented in the domestic legal system, however, a state “is not entitled to invoke its domestic law to justify its failure to comply with a treaty” or failure to comply with customary international law.

The rule of law does not dictate the choice between monism and dualism, but the principle of *pacta sunt servanda* applies regardless of the national approach to the relationship between international and domestic norms. Either way, full domestic compliance with international law is a key criterion. When international law is an integral part of domestic law, it is binding. This does not mean, however, that it should always have supremacy over the constitution or customary law.

Unlimited powers of the executive, *de jure* or *de facto*, are the main feature of absolutist and dictatorial systems. Modern constitutionalism was created to combat such systems, and therefore it guarantees the rule of the legislature.

The security of the state and its democratic institutions, as well as the security of its representatives and population, are vital interests that deserve protection, which can result in temporary derogations from certain human rights and in an extraordinary separation of powers. However, authoritarian governments have repeatedly abused emergency powers in order to maintain their power, silence opposition and restrict human rights in general. In this regard, it is of paramount importance to strictly limit the duration, circumstances and scope of such powers. State and public security can be effectively ensured only in a democracy that fully implements the rule of law [36].

To avoid abuse, parliamentary and judicial scrutiny is required on the existence and duration of a declared emergency.

The relevant provisions of the International Covenant on Civil and Political Rights, the European Convention on Human Rights and the American Convention on Human Rights are similar [51].

They provide for the possibility of derogation (not to be confused with the limitation of guaranteed rights) only in extremely exceptional circumstances. Among other things, no derogation from the so-called absolute rights: the right to life, the prohibition of the use of torture and inhuman or degrading treatment or punishment, as well as slavery and derogation from the principle *nullum crimen, nulla poena* is possible.

Despite the fact that the full application of the rule of law is possible only in rare cases, the basic requirement of the principle of the rule of law is respect for the law. In particular, this means that public authorities must effectively implement laws. The very essence of the rule of law would be called into question if the law existed only in books, but was not applied and enforced in an effective way [37].

The duty to comply with the law consists of three elements, implying the observance of the law by individuals, the duty of reasonably enforcing the law by the state, and the duty of public officials to act within the scope of their powers.

Obstacles to the effective implementation of the law can arise not only as a result of illegal or negligent actions of the authorities, but also because the quality of the legislation makes it difficult to implement it [41]. Therefore, it is so important to assess how the law is enforceable in practice, before its adoption, as well as to check a posteriori whether it can be effectively implemented and whether it is actually being implemented. This means that, from a rule of law perspective, legislation must be assessed ex ante and ex post.

The proper implementation of the law can also be impeded by the lack of adequate sanctions (*lex imperfecta*), as well as insufficient or selective enforcement of appropriate sanctions [44].

The instability and inconsistency of laws or regulations of the executive branch can affect the ability of citizens to plan their actions. Stability, however, is not a goal in itself: legislation must be able to adapt to changing circumstances. The law can be changed, but only after public comment and notice, and so that there is no violation of the principle of legitimate expectations.

5.3 On the Development of Legal Culture and Professional Competence of a State Body

A civil servant assuming a leadership position, by his personal example, forms the principles and rules of behavior for subordinates.

The behavior of a civil servant assuming a leadership position, his ability to manage subordinates, conduct explanatory work and create a moral and psychological climate in the team, contributes to the development of trust and initiative of civil servants, their involvement in the achievements of the entire team and, as a result, to increase the efficiency and effectiveness of their professional service activities [48].

It is important for a civil servant assuming a leadership position in his activities to maintain a relationship with his subordinates, which involves:

- An individual approach to each civil servant, taking into account the characteristics of his character, qualifications and attitude to business;
- Maintaining emotional calm in relation to subordinates;
- Rendering assistance to civil servants in solving assigned tasks, allowing them to independently implement them;
- Gratitude for the good work of subordinates;
- Constant maintenance of the interest of subordinates in the results of their activities;
- Careful discussion of comments and suggestions of subordinates;
- Self-criticism, admission of their mistakes when making decisions;
- Joint analysis of performance results, including the reasons for failure;
- Determination of the prospects for the career development of civil servants, their "strengths" and "weaknesses" in professional performance [47].

The creation of a moral and psychological climate in a team is possible only when a civil servant replacing a managerial position, in accordance with the hierarchy, takes care of

subordinates, motivates and controls their responsibility for the quality and timely execution of tasks, and also encourages the enthusiasm and efficiency of civil servants [34].

6 Conclusion

The principle of legitimate expectations is part of the general principle of legal certainty in European Union law, which is derived from national laws. It also expresses the idea that public authorities must comply not only with the law, but also with their promises and the expectations they generate. Under the doctrine of legitimate expectations, those acting in good faith under the law (as it is) should not be deceived into their legitimate expectations. However, in exceptional cases, new situations that have arisen may justify changes in legislation that lead to deceiving legitimate expectations. This doctrine is applicable not only to legislation, but also to individual decisions of political power [13, 54].

Citizens should be warned in advance of the consequences of their actions. This implies predictability and non-retroactivity, especially in criminal law [41]. In civil and administrative law, retroactive force can have a negative impact on rights and legitimate interests.

However, outside the field of criminal law, restricting the rights of citizens or imposing new duties on them as a result of a reverse action (including temporary) may be permissible, but only in the interests of society and in accordance with the principle of proportionality. The legislator should not interfere with the application of existing laws by the courts.

Exercising powers that lead to manifestly unfair, unjustified, unreasonable or repressive decisions is a violation of the rule of law. Unrestricted powers of the executive bodies are contrary to the principle of the rule of law. Therefore, in order to protect against arbitrariness, the law should determine the extent of any such powers. The abuse of discretionary power should be subject to judicial or other independent scrutiny. Existing remedies should be clearly spelled out and available.

Unlike Europe, where law occupies the highest place in the value hierarchy, Ukraine has historically developed a peculiar attitude towards law. Some authors wrote in this regard, that we look down on the law with contempt. We are entirely in the highest areas of ethics, in the world of the absolute, and we do not care about that highly relative and imperfect order of human society, which is law. The Ukrainian people are characterized by a more striving for justice than for legality, for truth than for law, since there is a belief that it is justice and truth that have the potential that is necessary to ensure the normal functioning of society. In Ukraine, historically, it so happened that the law was assessed through the category of justice, since in our minds law is not capable of becoming a moral ideal, in contrast to the truth. Ukrainian legal culture is sociocentric. It is based on solidarity, responsibility, duty in relation to society, group or collective.

The components of legal culture and professional competence are effective tools for organizing and managing the personnel processes of a state body [52]. The directions of personnel work should be based on the components of professional culture, ensuring the embodiment in the practical activities of the state body of such values as professionalism and competence, honesty and impartiality of civil servants through their observance of the principles and rules of conduct established in the state body.

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Primary Paper Section: A

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FORMATION OF PRACTICAL SKILLS OF APPLICANTS IN LEGAL EDUCATION BASED ON A COMPETENT APPROACH: WORLD EXPERIENCE AND UKRAINIAN PROSPECTS

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Abstract: Currently, the system of legal education in Ukraine is quite complex and interacts with other systems: political, economic, cultural, social. Under these conditions, the system of legal education cannot be passive; it significantly and dynamically affects the environment, forming a civilized democratic legal field. Legal education is the most attractive not only for young people, but also for a wide range of specialists who intend to move up the service hierarchy. The article analyzes the actual state of legal education, the most important methodological approaches to the content of legal education in modern conditions of social and legal development both within the framework of the domestic state and from the point of view of world practice.

Keywords: Competent approach, Legal education, Legal theory, Ukrainian practice, World practice.

1 Introduction

The involvement of the legal sphere of education in the system of market relations requires updating its content and improving the technologies and methods of professional training. At the same time, in different strata of society, claims arise related to the inadequate quality of the training of lawyers, which are caused by a number of factors, such as:

- Changing the role of the lawyer in society and on the legal services market;
- The presence of various high-quality requests to lawyers from employers, the scientific and educational community, representatives of the legal profession, the state, society, etc.;
- Growing public reflection on law and the legal profession;
- Growing tension between legal education, professional practice and market demands [28].

The main direction of transformations of higher and secondary specialized education is their integration with practical activities and science, as well as the development of the creative personality of the future specialist in the team. Reforming education at this stage is carried out taking into account the peculiarities of territorial labor markets, the socio-demographic specifics of the structure of labor potential, the current conjuncture of jobs, the dynamics of employment in various sectors of the economy in each specific region, trends in the investment activity of market entities, modernization of production technologies, the nature of the influence of market relations to territorial redistribution and professional mobility of personnel [7].

The cardinal changes that have occurred recently in the higher education of Ukraine require the formation of a new content of professional education for future specialists, which will provide the necessary level of professional knowledge, the acquisition of professional competence, the development of creative abilities, a professional type of thinking, the formation of independence and dynamism in decision-making, the ability to apply the acquired knowledge in their professional activities. The principles of teaching determine conceptual ideas regarding the structure and content of education, professional training of future specialists [14]. They are used as specific recommendations regarding the process of forming the professional competence of future specialists, the organization of the educational process, the observance of which is the key to the effectiveness of pedagogical activity. The principles reflect the relationship between the patterns of the educational process and learning

objectives. The total number of principles in didactic theory is not clearly defined. It determines the relevance of this study.

According to the information of the Ministry of Education and Science of Ukraine, as of March 15, 2016, the number of licensed places for the training of lawyers (bachelor + specialist + master) was 108,227 places. The number of graduates was (by government order / at the expense of individuals and legal entities): bachelor – 4769/17615; specialist – 1243/9812; master – 2587/6324. In total, 42340 lawyers were trained in 433 educational institutions. The number of universities, together with their branches, which have licenses for training: bachelor – 139, bachelor + specialist – 146, bachelor + specialist + master – 147, master – 1 [18].

Over the past 10 years, the United States Agency for International Development (USAID), the OSCE and other foreign organizations have repeatedly allocated funds to Ukraine for scientific and practical research in the field of education. The most significant reports on the most important projects are presented on the official website of the Ministry of Education and Science of Ukraine in the section "Materials processed by the Working Group on the development of the Concept for improving legal education for the professional training of a lawyer in accordance with European standards of higher education and the legal profession" [7], as well as the above website presents a draft Concept for the improvement of legal training and education for the professional training of a lawyer in accordance with European standards of higher education and the legal profession.

2 Literature Review

The formation of a system of market relations entails social transformations. Social development in the XXI century confirms the assumptions put forward in the works of many authors [6]. Material progress is only a necessary condition for the formation of a new society, as sufficient should be considered a change in the value orientations of a person. A characteristic feature of society in the XXI century becomes the presence of a component of knowledge in each product and service, not only as a factor in creating surplus value, but also in competitiveness. The knowledge-based economy is emerging, the information environment acts as the main production resource, and entrepreneurship is considered as the most economically productive form of management [29].

The world is on the verge of global social change: new social groups are being formed that will become its driving force. Given the conditions, the adherence of the post-Soviet school to 6 traditional educational models conflicts with the demands of society for readiness to act in a changing world. The formation of a system of market relations requires a transformation of people's thinking [9]. Education as a social institution solves the problem of preparing members of society with economic thinking, requires new approaches to teaching, the use of advanced pedagogical experience and predetermines the use of non-traditional forms, methods and means of teaching and upbringing, and with them new forms of activity of objects of the educational process that carry in itself the features of both training and labor.

The most effective form of activity is built on the model of interactive learning, which assumes that the object of learning in the educational process also acts as its subject. Interactive methods contribute to the formation of competence, teach democracy, communication, think critically and make your own thoughtful decisions. Interactive learning technologies are based on didactic approaches such as cognitive (or traditional), socio-role and behavioral [31]. The cognitive (or traditional) approach is aimed at developing theoretical thinking and cannot provide a high level of motivation to study the material of the discipline

and effective interaction of participants in the educational process. In professional training, it is effective only for students with high self-motivation and conscious professional self-determination [1-5]. The socio-role approach is aimed at assimilating the subject's role positions in the structure of socio-economic relations and creates conditions for professional self-determination and the formation of the business qualities of the individual. Its effectiveness is based on the presence of at least a general idea of the essence and content of specific role functions in the student, and on the teacher's perfect mastery of the material of the academic discipline and an arsenal of various active teaching methods for the timely change of traditional roles and methods of behavior in the classroom.

The didactic system attracts the attention of many researchers, especially when it comes to its scientific status, requirements for its design, as well as its significance for the practice of higher educational institutions [8, 10-12]. A generalization of the latest publications, in which the solution of this problem was begun, showed that the attention of domestic teachers is mainly focused on the study of individual aspects of the design of didactic systems, which allows one to study didactic systems at a certain stage of the development of society, as well as their main characteristics. Researchers note that the most productive and promising is such a didactic system, in which the educational process is organized taking into account the professional orientation, as well as focusing on the student's personality, his interests, inclinations and abilities [30, 32].

3 Materials and Methods

This study was based on the following competency-based approaches to the formation of practical skills of applicants in legal education:

Cognitive (or traditional) approach. Aimed at the development of theoretical thinking; assimilation by students of knowledge of basic economic and professional concepts and theories; the formation of basic skills of analysis, generalization, classification and characteristics of the phenomena and patterns of the economic life of society. Forms and methods of implementing the approach: forms and methods of work, the subject of which is the reproduction of the studied material of the discipline with various methods of activating traditional training sessions [13].

Socio-role approach. It is aimed at mastering the role positions of the subjects in the structure of socio-economic relations, professional self-determination and the formation of the business qualities of the individual. All economic phenomena and patterns are considered from the point of view of certain subjects of economic processes. Forms and methods of approach implementation: various active teaching methods and changes in traditional roles and behaviors in the classroom.

Behavioral approach. Aimed at the formation of students' competencies regarding adequate response and decision-making in problem situations. Forms and methods of implementing the approach: solving practical problems; simulation modeling of the organization of joint professional activities; presentation of projects.

The behavioral approach is aimed at the formation of students' competencies in terms of decision-making, and the use of game forms creates an opportunity for them to master the corresponding activity and at the same time gain experience of its "experience", forming their own attitude towards it [15, 20-23]. Its effectiveness is based on the distribution and change of role positions between the participants in the game in the process of solving practical problems, organizing joint activities, collective discussion of solutions, presentation and defense of their projects.

The behavioral approach allows to implement the principle of conscious learning and form the practical experience of your own professional legal activity, disciplines, increases self-

esteem, and creates a positive emotional background. The purpose of this article is to summarize the theoretical, methodological and practical experience of forming a competent specialist in the legal industry, capable of independent activity and social interaction in the conditions of the formation of society in the XXI century [38].

4 Results

The main tasks to be performed within the Bologna process are reduced to six main positions:

1. The introduction of two training cycles: the first – for obtaining a bachelor's degree with a duration of 3-4 years of study, the second – for obtaining a master's degree (1-2 years of study after bachelor's degree) or for a doctorate;
2. The introduction of a system of credit units (in each of the national educational systems, the calculation of the labor intensity of a student's academic work should be carried out in credits, which will ensure their accumulation, the implementation of the concept of "lifelong learning" – Life Long Learning);
3. Quality control of education (agencies created on accreditation, independent from national governments and international organizations, standards of transnational education will be established) is based not on the duration or content of training, but on the knowledge, skills and abilities that graduates have acquired;
4. Expanding the mobility of students, teachers and other personnel for mutual enrichment of experience (it is planned to accelerate changes in national legislative acts on the employment of foreigners);
5. Ensuring the employment of graduates (the orientation of higher education institutions to the final result implies that the practical use in the interests of the whole of Europe of the academic degrees and qualifications of graduates should be ensured; professional recognition of qualifications should be facilitated on the basis of a joint diploma supplement recommended by UNESCO);
6. Ensuring the attractiveness of the European education system, which will be the result of the implementation of innovations, will increase the interest of the whole world in higher education in Europe.

Among the six tasks identified, as we can see, there are three main strategic goals of the Bologna process:

- 1) Increasing the competitiveness of European higher education;
- 2) The mobility of students, teachers, administrative staff of European higher education institutions;
- 3) The ability of graduates of European higher education institutions to find employment in the global labor market [7].

All other measures – the introduction of a two-stage higher education, the introduction of a European sample of the diploma supplement, the European system of credits, the harmonization of national systems for assessing the quality of education and accreditation, etc. – are only tools for the implementation of three main goals [16]. By accepting the basic requirements of the Bologna Process, each country has the opportunity to deepen these requirements, while remaining unique, unique in a single educational space. The desire of Ukraine to join the European educational space is an urgent internal need due to the demands of the labor market and global trends in the development of educational activities [33-35, 37]. The task of Ukraine is to build a national education system that would be able to harmoniously combine with foreign standards.

Having studied the texts of these draft laws and related materials to them, we considered it necessary to bring our thoughts, comments and suggestions to the attention of the scientific community [36]. Do the authors of the draft laws really believe that ensuring the effectiveness of the further development of legal education and access to the legal profession really depends

on the legislative regulation of these processes? Will the existence of a separate law become a guarantee and guarantee of real changes in education and science in our conditions of the flourishing of legal nihilism inherent in both society and the state?

The answer to this question is set out in the explanatory notes to the draft laws:

- To the first – the adoption of the bill will transform the legal profession into an independent profession aimed at establishing the rule of law and protecting human rights and freedoms;
- To the second – the adoption of the bill will introduce European standards for the training of lawyers (jurists), ensure admission to the profession of highly professional specialists, ensure an increase in the quality of legal services, the effectiveness of the activities of public authorities and the subsequent approval of Ukraine as a democratic, rule-of-law state.

In our opinion, these are very noble and important goals that can lead to an increase in the level of domestic legal education, however, when analyzing draft laws, a number of questions arise:

1. How is legal education fundamentally different from other professional education, that a separate law is proposed to regulate it?
2. What is the reason for the reform of legal education in Ukraine?
3. What professions are legal?
4. Is there a need to introduce new legal definitions, such as: lawyer; law school; law teacher; applicant for legal education; specialized qualification exam and others?
5. What are the main reasons hindering the improvement of the quality of legal education in Ukraine?

And of course, as conclusions:

6. What steps and who needs to be taken to improve the quality of legal education in Ukraine?

Instead of a detailed consideration of the articles of the draft laws, we will try to answer the above questions, which are of a fundamental nature.

Education is a purposeful cognitive activity of an individual to acquire knowledge, abilities and skills or to improve them. The process and result of a person's assimilation of a certain system of scientific knowledge, practical skills and abilities and the associated one or another level of development of mental-cognitive and creative activity, as well as moral and aesthetic culture, which in their totality determine the social face and individual identity of this person [14].

5 Discussion

World practice shows that a relatively small number of graduates of university law school become practicing lawyers or scientists. In order to become them, they, as a rule, first go on a long (1-2 years) internship in law companies or state legal structures (prosecutors, courts, government bodies), and only then choose their own path: future scientists and teachers – to the magistracy, future practicing lawyers – to a professional law school, where some prepare themselves for scientific research, others take a professional exam for the right to access the legal profession. This process continues for another 1-2 years [17].

Thus, the training of a lawyer-specialist (and not just a person with a university degree) in these countries lasts on average 6-8 years, and a legal career begins at the border of 30 years old, judges and prosecutors become at the age of at least 35-40 years with 7-10 years of professional legal experience.

Undergraduate law programs are expected to provide their students with a basic knowledge of philosophy and theory of law, constitutional law, public, private and criminal law, with the option of willing students to selectively attend special and in-depth study courses on selected topics in these basic sciences. Such training courses should provide students with in-depth knowledge, abilities and skills on the basic institutions of law, the interpretation of legislative norms and their application in the practice of real life of society and a particular person [47].

In addition, it is advisable for students of the bachelor's program to give a clear idea of the legal profession, its goals, objectives, mission, and features of certain types of legal activity in order to better prepare a young person for his future awareness of his choice in the context of self-realization in a particular area [37, 39-44]. A fairly long internship (industrial practice) will allow him to make a more conscious choice of his future life and professional path.

Professional law schools for the preparation of future practicing lawyers can be created as independent structural units at the law faculties of universities, or as independent educational institutions. 90% of teachers in such schools should be practicing lawyers with significant professional experience.

In parallel, these schools should:

- 1) Prepare for the professional exam for the right to access a regulated legal profession;
- 2) To teach specialized courses in certain areas of legal relations;
- 3) To form the skills of legal writing and Soft Skills (social skills of general and professional communication), as well as the principles and postulates of professional responsibility (deontological rules) of a lawyer.

Master's programs in jurisprudence should prepare, first of all, future researchers of social and legal phenomena, lawmakers and law teachers with appropriate educational programs.

It is important that professional public associations must participate in the licensing and accreditation procedures of law faculties of universities and professional law schools and their word is decisive [45].

The final version of the Concept, together with a step-by-step plan, a roadmap for implementation, should be discussed at regional legal conferences of the faculty of universities who wish to take part in such a discussion, as well as in legal public communities (Law Society of Ukraine, National Associations of Lawyers, Prosecutors and Notaries). And instead of putting it into effect by orders of ministries and departments, the Concept should be accepted for implementation at the All-Ukrainian Legal Conference, the Assembly of Lawyers of Ukraine.

Reforms can be effective only when they are recognized by all participants in their implementation.

In our country, there are essential prerequisites for the introduction of education according to the most modern standards. But there are a number of factors that hinder this process. One of them is the lack of philosophical foundations of the theory of designing didactic systems in line with the competence-based approach. So, the didactics of higher education requires new theories and concepts, in particular, the problem of developing the philosophical foundations of the theory of designing a didactic system for training specialists, which would be consistent with the competence-based approach, is ripe [46, 48]. The presentation of the results of the second task, defined in this article, will begin with a presentation of the essence of the concepts "theory", "didactic concept", "didactic system", and then proceed to the analysis of the basic requirements for their creation.

"Didactic concept" is considered by us as a system of views on processes and phenomena in education, or as a leading concept that determines the strategy of actions in the implementation of

reforms, programs, projects, plans, "didactic system" – a specially created integral unity of teachers, students, means, technologies and learning conditions, which allows you to build the management of the cognitive activity of students in order to achieve a certain level of their training [18]. Undoubtedly, the presence of a practical need, which the Bologna Declaration indicates, is not enough for the development of the philosophical foundations of the theory of the design of didactic systems, which is the subject of our scientific research, since this requires a certain level of development of the didactics of higher education itself [50-53]. Domestic science has already reached the required level of science; the creation of a theory can only be hindered by a lack of factual material and an unclear definition of the object of the theory. In our theoretical research, we tried to solve the problems associated with the search for factual material.

Didactics is inherently a pluralistic science, various philosophical foundations for constructing theories are allowed. This, of course, has its positive aspects. For example, it allows you to study the object of research from different angles. However, there is something negative in this, which, in particular, is explained by the inconsistency of the foundations of its construction, which sometimes leads to conflicting theoretical conclusions, unfounded and incorrect discussions, since the authors defending different positions are based on different principles [55, 56]. Therefore, we considered it necessary to avoid these shortcomings when developing the philosophical foundations of the theory of designing didactic systems for training specialists and, having accumulated various approaches, proposed a theory that would consider the problem as comprehensively as possible.

The essence of designing a didactic system for training specialists is to determine (analyze) the initial conditions, factors and characteristics of the educational process and build its predictable model. A didactic system is an ordered set of interconnected and interdependent integral structural and functional components that make up a single whole in their structure, united by common goals, motives and tasks aimed at educating and teaching the individual [9]. Schematically, a didactic system can be depicted as a connection between its elements – a teacher, a student; content of training; learning technologies; teaching aids (conditions); target; teaching environment;

F – quality (function) of the system; G is a system-forming factor, which, as a rule, means activity, its varieties and other interactions between elements.

Developing the philosophical foundations of the theory of designing a didactic system of training specialists in line with the competence-based approach, one should proceed from the main advantages of the theory that have developed in didactics. Among them: in the epistemological sense, it is an ideal model of a certain class of phenomena; proceeding from uniform (fairly general) laws and principles, it explains the essence of a certain class of phenomena; on the basis of an explanation provides for the course of events, the consequences of certain phenomena of a given class; makes it possible in practice to check the truth of the explanations given by it, and to establish the measure of phenomena, the unity of their qualitative and quantitative features, inevitably associated with formalization; describes the phenomena of this class in a rather specific language, a "sublanguage" of a given branch of knowledge; indicates the limits of the area where it is correct, as well as the reasons for the existence of such boundaries; plays an irreplaceable role of the method of scientific knowledge, linking the essential features of this class of phenomena with others; is "holistic", does not contain internal logical contradictions; is a system of evidence-based reasoning; relies on a certain system of cognitive methods and sooner or later finds practical application [49].

To build a new theory for the system of higher education in Ukraine, the theory of designing didactic systems for training specialists in line with the competence approach, which would be based on the principles of the Bologna Declaration, we used

as a traditional methodology, which is based on five main methods (analysis, synthesis, induction, deduction and reduction), and methods specific to didactics (the method of scientific knowledge and experimental research). The presence of experimental confirmation of the conclusions is a necessary condition for the construction of a didactic theory, in principle; it is a kind of symbiosis of empirical and theoretical conclusions [54]. We also meant that at the heart of the construction of the philosophical foundations of didactic theory should be a combination of formal and informal logic.

The first is represented by attempts at modeling, which are characteristic, in particular, of a systematic approach, and the second – by expert assessments. We took into account that the mathematical and statistical substantiation of expert conclusions is also not correct if the sample is not representative. The conclusions characterized the influence of the experimental didactic system of training specialists on the effectiveness of training (for example, the level of professionalism of students, the health of participants in the educational process, the influence of the experimental didactic system on the personal and professional qualities of a student). We admit the possibility of coexistence of various theories (theoretical constructions), but as a result of self-organization, only the one that corresponds to reality will "survive" and gradually "die off" and that does not correspond to it. The theory of designing a didactic system for training specialists in line with the competence-based approach is vital, is used in the educational process of higher educational institutions of Ukraine, will be supplemented and enriched with new ideas, which we are sincerely convinced of.

The advantages of the theory of designing a didactic system for training specialists is the use of various methodological foundations that underlie its construction – in addition to competence, a combination of systemic and synergetic approaches, as well as technological, activity, ergonomic, ecological (networking), personal approaches.

According to the third task of the study – the identification and theoretical substantiation of the principles of the formation of professional competence of future specialists, we note that the principles of teaching perform a regulatory function from the point of view of the philosophical foundations of designing didactic theories and methods of regulating the practice of the educational process. We agree that the content modules are built in accordance with the following principles: the purpose of the information material; combination of complex, integrating and own didactic goals; completeness of the training material in the module; relative independence of the module elements; feedback implementation; optimal transmission of information and teaching materials [24].

Analyze the possibilities of forming the professional competence of future specialists, which is provided by the observance of each of the principles.

The first of them – the principle of the targeted purpose of information material – indicates that the content of the information bank is built on the basis of a didactic goal. If it is required to achieve cognitive goals, the information bank is formed on the basis of epistemological criteria. If it is required to achieve the goals of activities, an operational approach is applied in building an information bank, as a result of which substantial modules of an operational type are created. The principle of combining complex, integrated and individual didactic goals is implemented to determine the structure of meaningful modules for studying academic disciplines. The complex didactic goal is the top of the pyramid of goals and is implemented by the entire set of content modules. It combines integrable didactic goals, each of which is realized by a specific module. Modules that correspond to the integrated didactic goals, constitute a comprehensive goal, are combined by a modular program. Each integrated didactic goal consists of separate goals, which correspond to one learning element in the module. The principle of completeness of the educational material in the module concretizes the modular approach and is revealed by the following rules:

- 1) The main points of the educational material, its essence are stated;
- 2) Explanations are given to this material;
- 3) Indicate the possibilities of further deepening the material or its expanded study by using a computer, other teaching methods, or recommending specific literary sources;
- 4) Practical tasks and explanations for their solution are given;
- 5) Theoretical tasks and answers to them are set.

The principle of relative independence of elements also implements a modular approach to the study of academic disciplines, aimed at isolating isolated elements from the content of training. It is closely related to the principle of constructing meaningful modules, which requires a combination of complex, integrable and separate didactic goals. The degree of independence of the elements depends on the degree of independence of the individual didactic goals, which make up one integrable didactic goal [16].

In accordance with the principle of implementing feedback, the process of assimilating knowledge should be controlled. To implement feedback for building a module, the following rules should be observed:

- 1) The possibility of feedback in continuity should be created, that is, it is necessary to provide the module with direct control means, which will show the level of the student's preparedness for mastering it;
- 2) Current, intermediate and generalized control should be applied: the first – at the end of each element, and the last – at the end of the module;
- 3) Current and intermediate control can be carried out in the form of self-control;
- 4) Both of them should contribute to the timely identification of gaps in the assimilation of knowledge, and in case of poor progress, clearly show which parts of the educational material should be repeated or learned more deeply;
- 5) Generalizing control should show the level of mastering the module; in case of insufficient assimilation, the student is offered to repeat the material (in the form of specific educational elements), for which unsatisfactory answers were received [25].

The principle of optimal transfer of information and methodological material requires the presentation of the materials of the module of the academic discipline in such a form as to ensure their most effective assimilation in specific conditions. In addition to these principles (according to P. Yutsvichene), the following important principles of the formation of professional competence of future specialists can be distinguished, such as: compression of educational information in a content module; generalization of knowledge; interconnectedness, logic of knowledge. The principle of compressing educational information in a content module is important for the formation of professional competence of future specialists.

In the modular construction of courses for intensive study of academic disciplines by specialists, through the establishment of links between the modules, the proper scientific content is achieved, which manifests itself not so much in a clear presentation, but in a logically correct sequence and systematic construction of a system of its internal relationships. The main definition of the method of intra-subject structuring includes the logical structure of educational material as a set of stable and ordered logical-didactic connections between its elements. The presence of a logical-didactic connection between any two elements of the educational material of the discipline means that the study (assimilation) of one element is based on the knowledge of the second element, that is, requires its preliminary assimilation. From a technological point of view, the intra-subject structuring of an academic discipline can be embodied in structural and logical diagrams, that is, in an image using graphs of a system of logical and didactic connections between elements from the leading direction of relationships.

Information is accumulated not only in the system, but also during the compilation of its functional parts and elements. The clearer the hierarchy of a logical structure, the higher its information content [24].

Legal education is a branch of education and part of the system of specialized education, therefore, it is subject to the principles of state policy in the field of education and the principles of educational activities, which are listed in sufficient detail in the article of the Law of Ukraine "On Education". Also, legal education is characterized by forms of organization of the educational process, types of training; the goal and objectives of scientific, scientific and technical, artistic and innovative activities; quality assurance system for higher education; licensing of educational activities and accreditation of educational programs; state control in the field of education, etc. – everything that is characteristic of education in general and other types of specialized education in particular: pedagogical, medical, economic, technical, veterinary, and so on.

In principle, the legal education system is no different from other systems of specialized education. In our opinion, and in terms of legislative practice, the adoption of separate laws on forestry, art history, agrarian and other entities is a false path that leads to duplication, complication, confusion and inconsistency of legislation.

The main principles of state policy in the field of education are defined in the Laws "On Education", "On Preschool Education", "On General Secondary Education", "On Out-of-School Education", "On Vocational and Technical Education", "On Higher Education" adopted by the Verkhovna Rada.

The Ministry of Education and Science of Ukraine is the main body in the system of central executive authorities that ensures the formation and implementation of state policy in the field of education, science and state supervision (control) over the activities of educational institutions.

The Ministry of Education and Science in accordance with the tasks assigned to it: develops and approves state educational standards for specific professions; carries out normative-legal and educational-methodological support of the functioning of educational institutions; carries out, in accordance with the established procedure, licensing of educational activities of educational institutions; develops draft licensing conditions and amendments to them; monitors compliance by licensees with the requirements of licensing conditions [17].

The Ministry of Education and Science, within the limits of its powers, issues orders that are mandatory for execution by central executive bodies, local administrations, local governments, enterprises, institutions and organizations, regardless of the form of ownership and by citizens – organizes and controls their implementation [19].

Thus, the analysis of the "Regulations on the Ministry of Education and Science of Ukraine" allows us to conclude that the Ministry of Education and Science of Ukraine has all the necessary powers to organize work on the implementation of state policy in the field of legal education.

Professional training of lawyers should take place in accordance with a set of requirements for personnel, educational, methodological, material and technical and information support of the educational process; requirements for the content and results of educational activities of higher educational institutions for each level of higher education, within each specialty on the basis of the mechanism for determining the list and content of subjects, their correlation, organization of practice, knowledge assessment procedures, methods of forming practical skills. The main criterion for assessing key knowledge, abilities, skills and professional values should be their compliance with the needs of employers and professional communities. In other words, the training of lawyers should be carried out in accordance with the standards of educational activities and the standards of higher education [26].

The development of educational standards is a direct functional responsibility of the Ministry of Education and Science of Ukraine, but the international community does not provide funding to fulfill its direct responsibilities, therefore, the ways of reforming in the field of legal education look confusing and vague.

In addition, in Ukraine, there is practically no framework for qualifications of the legal profession, professional standards of the legal profession and national standards of legal education, but this remained and remains outside the area of attention of the Ministry of Education and Science of Ukraine.

Currently, everyone is engaged in the training of lawyers: classical universities, specialized legal universities, non-core universities (technical, economic, pedagogical, transport, etc.), departmental universities [27]. The website of the state enterprise "Inforesurs" contains the "Register of educational institutions", which contains data on higher educational institutions and scientific institutions of Ukraine. As of the end of December 2017, in accordance with the register in the specialty "Law", training is carried out in 298 civil and 10 universities and colleges sponsored by government agencies. In terms of the number of licenses issued by the Ministry of Education and Science to universities of Ukraine for the training of lawyers, the specialty "Law" is in the middle of the top five:

- Accounting and taxation – 450,
- Finance, banking and insurance – 431,
- Law – 308,
- Economy – 305,
- Entrepreneurship, trade and exchange activities – 294.

For comparison, note that in Poland there are only 25 such universities (of which 10 are private), in Germany – 42, in the United Kingdom – 97, in the Netherlands – 10, in Austria – 5, and even in the United States of America – less than 200 [9, 14].

In our opinion, the modern process of comprehensive "reform", including in the field of education and science, was described very accurately by the adviser to the President of Ukraine, Director of the National Institute for Strategic Studies, Academician of the National Academy of Sciences of Ukraine, Doctor of Technical Sciences, Professor V.P. Gorbunin "... many key, meaningful essences of reforms are turning into a kind of simulacrum, where the process is seen as a result, and internal regression is seen as external progress.

Reform decisions that are made are often one-legged, ill-considered and are shaped so that one can report to donor structures, but not launch the process fully (often to the delight of those who are trying to reform directly). And this is a stone in the garden not only of the powerful teams, but also of various outside "reformers": the former often lack the will to change the way it was, for what is needed, and the latter - knowledge, real motivation and perseverance" [13].

Legal activity unites many professions, therefore it is impossible to provide a common platform for the classification of all legal professions. There are a sufficient number of classifications identified according to various criteria of legal professions: by belonging to the public service (public, private); by accessibility to a specific type of legal profession (open, limited and closed); by educational level (requiring higher legal education, requiring incomplete higher or secondary legal education, not requiring legal education); by professional specialization or by subjects of the implementation of activities (lawyer, investigative, prosecutorial, judicial, notarial) [26]; in the social sphere (legal activity in the sphere of economics, politics, the spiritual sphere); by type of employment (salaried and self-employed); on the content of intellectual activity (cognitive-search, organizational, reconstructive, registration, communication), etc.

Traditionally in Ukraine they train universal and wide-profile lawyers. In the first years, students study general humanitarian subjects: philosophy, sociology, cultural studies, logic; theory and history of state and law, constitutional law, civil,

administrative, and criminal law are taught as professional disciplines. In most educational institutions, in recent times, various specializations are offered, which begin in the third or fourth year. These are mainly criminal law, state legal, civil, economic and international specialization.

Law-making is the most important type of legal technique, which is characterized by certain rules (linguistic, logical, epistemological) – specific requirements for the process of developing a legal act. Since in the course of the development of the bill, the issues of the accuracy and adequacy of its textual form are resolved, there is a need for a clear and unambiguous formulation of concepts and definitions (definitions).

Legislative definitions are not only instruments of law-making technique, but also (in most cases) independent legal prescriptions, the violation of which, for the subject of law, may entail undesirable consequences. It is the definitions that ensure the stability of legal regulation today.

The texts of the current educational laws have a significant number of definitions related to education and science:

- The Law of Ukraine "On Education": teaching, educational institution, applicants for education;
- The Law of Ukraine "On Higher Education": institution of higher education, field of knowledge, applicants for higher education, qualifications, competence, licensing, educational activities, educational (educational and professional, educational and scientific or educational and creative) program, specialization in the specialty [24];
- The Law of Ukraine "On Scientific and Scientific and Technical Activity": adjunct, postgraduate student, production-oriented (branch) scientific institution, scientist, scientific activity.

At the same time, far from all concepts found in normative acts should be defined. According to law-making practice, the following concepts are subject to definition: imprecise; rare; special; foreign; complex legal; polysemantic; which are interpreted differently by legal science and practice; used in a normative act in a broad or narrow sense [16]. For the first time, a number of definitions have been introduced into the texts of the above draft laws, which are not present in the current regulatory legal acts.

In the project "On legal education and legal profession":

- A law teacher – a scientific and pedagogical employee of a law school who has a higher education and / or an academic degree in the specialty "Law", "International Law" and on the basis of an agreement (contract) carries out educational, methodological, scientific activities;
- Law researcher – a law school researcher with a higher education in the specialties "Law", "International Law", carries out research activities in the law school in the subject areas in the specialties "Law", "International Law";
- admission to the legal profession – the procedure for a person to acquire the right to practice the legal profession;
- Applicant for legal education – a person studying at a law school at a certain level of higher education in the specialty "Law" or "International Law" in order to obtain an appropriate degree and qualifications;
- A lawyer – a person who has received a legal education of the appropriate level in a law school with a degree in Law or International Law;
- A leading law school – a law school that carries out educational activities in the specialty "Law" or "International Law" at all levels of higher education, has a doctoral degree and in which there is a specialized academic council for the defense of dissertations for the degree of Doctor of Science in the specialties "Law", "International law";
- Regulated legal profession – a legal profession, admission to which and confirmation of professional competencies (qualifications) is regulated by the legislation of Ukraine;

- Specialized qualification examination – certification of a person applying for the relevant regulated legal profession;
- Legal education – higher education received in Ukraine in the specialty "Law" or "International Law", as well as higher education received in foreign countries and recognized in Ukraine in the manner prescribed by law as received in the specialty "Law" or "International Law";
- Law school – an institution of higher education or a structural subdivision of an institution of higher education, which operates in accordance with the issued license to carry out educational activities at certain levels of higher education in the specialty "Law" and / or "International Law" [29].

In the project "On legal education and general access to the legal profession":

- A lawyer – a person who has completed his studies at a law school and has successfully passed the Unified State Qualification Exam;
- Legal education – higher education in the specialty "Law", which is obtained according to the end-to-end program within the framework of the master's level of higher education;
- Law school – a university or a structural unit of a higher educational institution that trains lawyers.

In our opinion, none of the above definitions belongs to the category of imprecise, rare, special, complex legal and the like. But if we consider in more detail, then:

First, it is necessary to determine the use of the term "lawyer" or "jurist" and derivatives from it: legal or legal education, law or law school, etc.

Secondly, the higher education system of Ukraine consists of higher educational institutions of four levels of accreditation: the first level is a technical school, a school, and other higher educational institutions equated to them; the second level – college, other equivalent higher educational institutions; the third and fourth levels (depending on the results of accreditation) – conservatory, academy, institute, university. As you can see, the functioning of such educational institutions as a law school or a legal school is not provided for by the regulatory legal documents in Ukraine.

Thirdly, the definitions: a lawyer (jurist), a law teacher, a law researcher, an applicant for legal education, a regulated legal profession, a specialized qualification exam, admission to the legal profession are already consistently used in everyday life, scientific research, regulatory and educational documentation and are axiomatic (postulate) character, that is, not requiring definitions.

Thinking about improving the quality of legal education, let us once again draw attention to the main reasons that hinder this process, namely:

- The lack of industry standards for training bachelors and masters of law for a long time;
- The lack of universality of legal education. Regardless of the specialization, it must comply with a single standard, which must be based on universal requirements for the future of a lawyer;
- Imperfection (absence) of the system of state control over the level of professional training of lawyers;
- The lack of work to study the state of provision of legal personnel in the state (state executive bodies, local governments, law enforcement, judicial bodies, social protection bodies) and determine the need for lawyers of different educational and qualification levels of training and specializations;
- Pseudo-reform of legal education. The unprincipled position of the Ministry of Education and Science of Ukraine in licensing and accreditation, agreeing on adventurous admission rules, imposing certain non-legal subjects into the curriculum, unreasonably imitating low-

ranking European universities, ignoring the development of domestic law schools and teaching methods.

When studying the materials on reforming legal education in Ukraine and their presentation in this article, we were once again convinced that there was a substitution of concepts – instead of developing national standards for legal education, there is a decrease in the number of licenses for training lawyers in universities in general and the termination of such training in departmental and specialized educational institutions (pedagogical, agricultural, administrative, etc.), the Ministry of Education and Science declares the need to reform it under the pretext that the content and methodology of training lawyers in Ukraine retain the Soviet approaches and that this negatively affects the understanding of law by law students and the image profession.

6 Conclusion

The innovative movement, which is gaining strength with the introduction of the ideas of the Bologna Process, has actualized design activities in all structural links of the Ukrainian education system. The design of didactic systems for training specialists by a teacher plays a decisive role in the implementation of the tasks of the Bologna process in higher education institutions in Ukraine. Therefore, it is important that the design is theoretically substantiated, although it is not at all necessary to create a new theory or concept every time when constructing new didactic systems, programs, textbooks and teaching materials. It is quite possible to rely on ready-made knowledge. However, in order to create a life project of a didactic system for training specialists with a real positive creative professional-oriented potential that can change the state of affairs in practice for the better, didactics should be considered as the main, system-forming basis for the scientific substantiation of the project and the development of criteria for evaluating the design procedure in higher education institutions [9].

It is important to observe the highlighted principles of the formation of professional competence of future specialists, in particular: the purpose of the information material; combination of complex, integrating and own didactic goals; completeness of the training material in the module; relative independence of the module elements; feedback implementation; optimal transmission of information and teaching materials; compression of educational information in a content module; generalization of knowledge; interconnectedness, logic of knowledge. The use of the selected principles in the educational process will contribute to the deep and complete assimilation of educational material by students, stimulate creativity, develop professional skills, and form a stable interest in learning. Prospects for further research in this direction consist, first of all, in the real construction of the philosophical foundations of the theory of the didactic system of training specialists, taking into account the requirements for its design investigated in this article, the selection and analysis of general didactic and specific pedagogical principles of the formation of professional competence of future specialists in the process of studying academic disciplines [25].

Having carefully analyzed the actual state of legal education in Ukraine and its regulatory framework, we come to the following provisions:

- 1) The leading position in the complex of organizational and methodological measures to improve the quality of legal education belongs to the Ministry of Education and Science of Ukraine as the main body in the system of central executive authorities, ensuring the formation and implementation of state policy in the spheres of education and science, as well as ensuring the formation and implementation of state policy in the field of state supervision (control) over the activities of educational institutions.
- 2) Under the auspices of the Ministry of Education and Science, with the participation of the Ministry of Justice and the Academy of Legal Sciences, it is necessary to create a

- working group to develop uniform national standards of legal education in Ukraine (bachelor, master), setting specific deadlines for its adoption – to submit the developed standards for approval by the Cabinet of Ministers of Ukraine, and after their approval, to approve standard educational programs and standard educational plans;
- 3) Strengthen state control over higher education institutions that train lawyers. Concentrate training of lawyers at universities and specialized universities. To prohibit the training of lawyers in non-core, departmental educational institutions, as well as in structural divisions of all universities.
 - 4) Raise the requirements for accreditation examinations for training specialists with educational degrees "Bachelor" and "Master" in the field of knowledge "Law", while focusing on the following areas:
 - Staffing for the training of specialists (the presence of pedagogical staff on the staff, the number and educational qualifications of which ensure the implementation of educational activities on educational programs implemented in accordance with the license – obligatory during the period under review, and not at the time of the accreditation examination);
 - Educational and methodological support of educational activities (publication of textbooks, lecture courses and other educational and methodological literature by the teaching staff of the educational institution);
 - Information support (availability of legal literature on the subjects studied, subscription to specialized periodicals of domestic and foreign legal publications, access to electronic international educational and scientific resources in the field of law, including the Scopus and Web of Science databases);
 - Advanced training and postgraduate education of teachers (in domestic and / or foreign universities, determined by order of the Ministry of Education and Science of Ukraine) [45].
 - 5) To study the state of provision of legal personnel (in state executive bodies, local governments, law enforcement, judicial bodies, and social protection bodies) and determine the need for lawyers of different educational and qualification levels of training. Based on the results of this audit and taking into account the actual recruitment, to reduce the licensed volume of training for lawyers and establish a reasonable number of places for training lawyers under the state order.
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UNIVERSALLY RECOGNIZED AND NATIONAL PRINCIPLES OF COMPETENCE OF CIVIL SERVANTS AS A BASIS FOR LEGAL PROVISION OF INFORMATION SECURITY: THE EXPERIENCE OF THE EUROPEAN UNION

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Abstract: The results of the analysis of the practices of the European Union in the field of the principles of competence of civil servants as a basis for legal provision of information security, the demand for methodological tools in the authorities, the analysis of regulatory and methodological support for the assessment of competencies in information security are presented. Conceptual approaches to the development of a competency model, assessment tools and evaluation procedures are given, taking into account the requirements of regulatory enactments in the field of information security, the characteristics of the target groups of the assessed governmental employees and the purpose of assessment. It is assumed that the use of methodological tools will provide an opportunity to obtain the necessary analytical information for defining tasks and choosing programs for the development of competencies of civil servants in the field of cybersecurity, which may also be in demand in educational organizations that train civil servants.

Keywords: Civil servant, Competence, Concept, Cybersecurity, Information.

1 Introduction

The development and widespread use of information and communication technologies is a global trend in world development in recent decades. The 21st century is characterized by the predominance of global and informational features of society in world civilization. The processes of convergence and interpenetration of national policies and economies are acquiring a global scale, permeating various aspects of the socio-economic, political and cultural life of the integrating countries, based on the development of computer technologies [35]. In these conditions, globalization presupposes the formation of a single world information space, as well as the formation of an international legal and cultural information field, a kind of infrastructure for interregional, including information, exchanges.

The modern stage of development of society is characterized by the increasing role of the information sphere, which represents the totality of information, information infrastructure, entities that collect, form, disseminate and use information, as well as the system of regulation of the resulting public relations. The information sphere, being a system-forming factor in the life of society, actively influences the state of political, economic, defense, and other components of security. Therefore, the information component is an important component of national security. By virtue of its versatility, information security affects various spheres of public life, in particular, it is an integral part of military security, but is not confined within its framework. Information security is not limited to purely technical and technological parameters (information and technical security) [54]. Information and psychological (psychophysical) security is no less important for both the military and non-military areas. Undoubtedly, each of the designated aspects has its own specifics, but there is no insurmountable border between them, therefore it is necessary to see their connections and interactions, which contributes to the creation of a holistic picture of the modern global and national information space.

National information security is a complex concept that is disclosed in different ways in various public documents, textbooks, and expert articles [1-8]. It is not limited only to the information security of the state, its bodies, the spheres of defense and internal politics.

The information security doctrine considers the balanced interests of the individual, society, and the state as an object of protection. Without the protection of the informational interests of the individual and the citizen, it is impossible to perceive the state as a subject of a social contract and a bearer of sovereignty, without which the protection of citizens is impossible. Also, within the concept, there is the protection of information infrastructure, carried out by software, physical and technical means, ensuring the safety of scientific developments and know-how [54].

Thus, national security in the digital space, including ensuring the information security of the individual, society, state, and infrastructure, is understood as the state of protection of the information environment, which guarantees the observance of the rights and legitimate interests of the individual, society, and the state in the information sphere, when their protection, implementation is fully ensured, as well as development opportunities regardless of the quantity and quality of internal and external threats.

The key components of information security are technology, processes, and people. At the same time, national and global experts emphasize the most important role of governmental employees in ensuring information security, the importance of developing personnel competencies in this area [10-12]. If the requirements for the technologies used are met and the processes are properly built, work to ensure information security without assessing and developing the competencies of employees in this area will always be fraught with risks.

Developing the ideas of the influence of the human factor on the success of digital transformation and, in general, on information security, various studies rely on a competency-based approach to determining the state of information security in state bodies and focuses on the assessment of public civil servants in the field of information security. At the same time, the assessment is considered as a starting point for the development of programs for the development and training of state (and municipal) employees, the most important part of systemic measures in government bodies to achieve the required level of legal support in the field of information security [31].

Meanwhile, the lack of systematic work to determine the level of development of the competencies of civil servants in the field of information security in the context of digitalization increases the risks of the state authorities of nation-state in this area [13]. The existing gaps in legislation, in the methodological support by regulators, in the practice adopted in the civil service, and the urgency of the problem made it necessary to study the EU best practices in the field of the need to ensure a high level of competence of civil servants regarding, first of all, legal provision of information (cyber-) security [17-19].

2 Materials and Methods

Due to the development of the processes of informatization of public administration, civil servants are involved in the whole system of information legal relations; therefore, it is almost impossible to imagine their control and supervisory, licensing, and jurisdictional activities without obtaining and using relevant information [23, 25, 26]. Taking this into account, in the modern period, it seems necessary to develop a new model of administrative and legal regulation of information, legal relations in the system of the state civil service, which would take into account the fundamentally new problems of global

informatization of modern society [27-30]. The state civil service is experiencing an ambiguous informational impact, the consequences of which do not always have a favorable effect on the efficiency of the service, and sometimes on the professional and social image of civil servants. Currently, the information support of the civil service needs to be improved, especially with regard to information exchange issues in the civil service system in general and in particular. In addition, the administrative and legal mechanism of information exchange between various types of public service, as well as between the public civil service and the municipal service, needs to be improved.

According to experts, the most important process of information globalization is informatization as an organizational socio-economic, scientific and technical process of creating optimal conditions for meeting information needs and realizing the rights of citizens, public authorities, local governments, organizations, public associations based on the formation and use of information resources [14, 15, 20, 24].

The changes taking place in the information sphere, on the one hand, cause the transition to uniform standards; on the other hand, they are characterized by the erection of new barriers associated with ensuring the safety of the individual, society, and the state as a whole.

The information security of society and the state is determined by the degree of their defence and, consequently, the stability of the main spheres of life in relation to dangerous, destabilizing, destructive information influences that infringe on the interests of the country at the level of both implementation and the level of extraction of information.

In connection with the above, the methodological basis of the study is the doctrinal foundations of information security, management theory [32-34]. The use of the descriptive-comparative method allows studying and comparing the various views of researchers, whereby it is possible to justify their own positions and views. In the course of the research, general scientific methods were also actively used - analysis, synthesis, deduction, generalization, analogy, etc [36-38]. The use of the comparative historical method made it possible to identify the general and specific in approaches to the study of information security issues. In the process of studying the policy of foreign states in the field of legal regulation of information security, the structural and functional analysis of the system approach was used.

3 Results

Information security is determined by the following abilities of the state (society, individual):

- To provide, with a certain probability, sufficient and protected information resources and information flows to maintain their life and vitality, sustainable functioning and development;
- To resist informational dangers and threats, negative informational influences on the individual and public consciousness and psyche of people, as well as on computer networks and other technical sources of information [39];
- To develop personal and group skills and skills of safe behavior;
- To maintain a constant readiness for adequate measures in information confrontation, no matter who imposed it.

Not a single sphere of life in modern society can function without a developed information structure. The national information resource is today one of the main sources of the state's economic and military power [42-44]. Penetrating into all spheres of state activity, information acquires a specific political, material, and value expression. Against this background, the issues of ensuring national information security as an integral element of national security are becoming increasingly more relevant, and information protection is turning into one of the priority state tasks [14].

An important area of improving the legal sphere of ensuring information security is the organization of activities to generalize law enforcement practice in this area.

In such circumstances, the competence of civil servants in the field of information security becomes critically important.

One of the necessary qualities of an employee during the period of digitalization in all spheres of activity, including the civil service, is the skill of working with information as a specific subject of labor. In this regard, the question of whether civil servants have skills to work with information in a digital environment, "the ability to use digital technologies, communication tools and/or networks to gain access to information, manage it, integrate, evaluate, create and transmit information in compliance with ethical and legal norms in order to successfully live and work in a knowledge society" [16, p. 37].

It is advisable to note that the development of legal regulation and harmonization of relevant standards for ensuring information security, including the security of information technology, in the European Union began to develop relatively long ago; therefore, it has a fairly systemic and thorough character. In addition, the regulation of information security in the EU is clearer and more structured: first of all, the basic concepts and categories are clearly defined, a list of relevant threats to information security has been presented, for example, personal data of a person and the like.

Since the beginning of active discussions in the mid-1990s about the development of the information society in the European Union, the issue of emerging risks and threats has certainly been raised, which has led to the development of appropriate political and legal instruments to counter these risks and threats. Constant attention was paid to the issues of ensuring the security of the information society [46, 47]. The active activity of the EU institutions in this area was carried out primarily within the framework of the first (European Community) and third pillars (cooperation between the police and courts in the criminal sphere). In connection with the entry into force of the Lisbon Treaty on December 1, 2009, the system of three pillars was eliminated and the European Community was abolished; the full successor of it was the European Union [31]. Further development of EU legislation in the field of information security is carried out within the framework of the unified system of EU legal regulation.

An important stage in the development of European policy in the field of network and information security was the adoption of the European Commission Communication "Security Strategy for the Information Society: Dialogue, Partnership and Empowerment" in 2006 [22]. This Strategy accumulates an overview of the current state of threats to the security of the information society and highlights additional measures to ensure network and information security. The section "Key Threats" of this Strategy notes the fact that despite all efforts, both at the international, regional and national levels, increasingly more new security challenges arise, including attacks on information systems for mercenary purposes, active distribution of malicious software, spyware viruses. Within the framework of this Strategy, the Commission also focused on the growth of the use of mobile devices and network mobile services as potential targets of cyber attacks [49-52]. The document rightly notes that any form of new means of communication and information systems will inevitably create new opportunities for various types of malicious attacks.

In the EU, the practice of organizing the activities of state authorities in the external and internal information environment demonstrates the existing technology in the prevention of information risks and incidents. The implemented measures are aimed at the formation of a complex of knowledge, skills, behavioral stereotypes of civil servants as those among the most important factors in ensuring information security [55].

Germany legislation is characterized by a detailed development of a system of various types of information with limited access, clear formulations of their definitions in federal legislation. In particular, according to the Law "On Security Verification", the secret information system includes state secrets (information marked "top secret" and "secret") and departmental secrets (information marked "confidential" and "for official use"), the protection of which, unlike other types of secrets concerning the confidential sphere of individuals, is due to the interests of the external security of the state. Confidential information is considered especially important and subject to special protection. The leading role in ensuring information security in Germany is played by the Federal Information Security Service (BSI). According to the Law "On the Federal Office for Information Systems Security", BSI collects and evaluates information regarding cybersecurity threats of the state, detects new types of cyberattacks, analyzes the appropriate countermeasures [45]. Also, BSI, in cooperation with NATO and the EU, is responsible for the following functions: risk assessment of the introduction of information technologies; development of criteria, methods and test tools for assessing the degree of security of national telecommunication systems; checking the degree of security of information systems and issuing appropriate certificates; issuance of permits for the implementation of information systems in important state facilities; implementation of special security measures for information exchange; propaganda of the need to ensure information security [45]. In early 2011, Germany adopted a new Federal Cyber Security Strategy, which outlines the following main areas of cybersecurity: 1) The main priority of cybersecurity is the protection of critical information structures and ensuring cooperation defined by the CIP; 2) IT security in Germany is carried out on the basis of joint activities of society and the state based on the correlation of threats and measures [45]. The National Cyber Response Center optimizes operational collaboration between all government agencies and improves the coordination of security and IT incident response.

As we can see from the above, in order to achieve the goal of ensuring information security in any sphere of public life, a clear and well-coordinated functioning of the subject of ensuring such security, which is endowed with exclusively specialized powers, is necessary. It is a specialized body (department, institution, enterprise) that can most effectively observe information security, since it accumulates special experience, improves the educational, technical, material, practical basis, as well as the knowledge and competence from interaction with other subjects of legal relations in the state and subjects of international law [56-59]. Also, using the example of Germany, it is clearly possible to determine that the proper basis for the further effective functioning of the administrative and legal mechanism for ensuring information security in the state is, first of all, effective and high-quality legal regulation, implemented by highly qualified civil servants.

In Poland, the national information policy is focused on building a free open society, introducing the concept of free cross-border circulation of information, ensuring human rights. The Homeland Security Agency (ABW) plays a key role in cyber security. In 2013, ABW developed the Cybersecurity Strategy of Poland and initiated the creation of the Cryptology Center under the Ministry of National Defense, which is tasked with information protection, cyber defense and offensive cyber operations [40]. ABW has also established a Government Computer Incident Response Team (CERT), whose main task is to ensure and develop the capabilities of governments to protect against cyber threats, in particular, from attacks on infrastructure consisting of IT systems and computer networks, or those the destruction of which could significantly threaten the life and health of people, national wealth [40].

In 2008, Estonia, for the first time among the members of the European Union, published a national cybersecurity strategy [45]. Since the indicated time, the phenomenon has acquired an avalanche-like character – the Strategies are adopted by most of the EU countries, and some specific features are reflected in the national strategies.

Specifically, the Swedish Government has commissioned the Agency for Civil Protection and Preparedness MSB to administer the national cyber security action plan, which was drawn up in 2008 and updated in 2010. The plan is based on the national security information strategy and was created in collaboration with a number of other authorities and organizations in this area. Four main areas have been identified as priorities [41]:

- The need to improve multisectoral and intersectoral work on social information and security. Comprehensive information security rules can be designed in such a way as to apply them in all instances under government control;
- A basic level of security for the security of public information should be created, which is a prerequisite for the provision of information resources, that are increasingly becoming fundamental for the trade and public sector; society must be able to process the vast amount of information related to IT riots and crises [60, 61]. At the same time, operational national coordination functions should be established;
- There is a lack of expertise on information security at all levels of society.

In 2016, the European authorities agreed to introduce the Network and Information Security (NIS) Directive in the field of information security, which will be valid in all EU countries after formal approval by the European Parliament and the European Council. The directive sets requirements for all members of the European Union. Each country's government is obliged to comply with its requirements and establish its own Computer Security Incident Response (CERT) and Directive Compliance Center in each State. In addition, according to the directive, a single coordination center for information security will be created in the European Union, which will serve as a platform for interaction between EU members. The leadership of this center will be appointed by the European Commission [21].

The innovation is due to the need to prevent incidents in the field of information security, affecting computer networks, servers, storage systems and network nodes, on the proper functioning of which people's lives depend. At the same time, according to government officials, protection must be provided not only from hacker attacks, but also from technical problems, human errors, and natural disasters. Given the growing number of incidents and the role of information systems in the life of modern society, these measures have become urgent [21].

In general, in the EU, qualification requirements for information security are formed for several target groups of civil servants (depending on the degree of their involvement in the processes of information security provision, for example, information security specialists, IT specialists, managers of all levels, all other civil servants).

In the European Union, efforts to develop information security skills are systemic in nature and are being implemented sequentially: from defining a competency model, developing training programs to creating a toolkit for assessing competencies, including self-assessment [9, 41]. A modern civil servant of any level must be ready every hour, every minute for a situation of mobile, competent response to requests from citizens and organizations, which presupposes professionalism and a high level of information competence. The insufficient level of information competence of civil servants becomes a natural reason for the inefficiency of the civil service in terms of the interaction of this institution with citizens, the slow pace of change in the existing bureaucratized management style, and the lack of a system for providing public services to citizens as one of the results of administrative reforms. The efficiency of the ongoing administrative reforms and the optimization of administrative processes in this regard, the development of democracy and the formation of civil society also directly depend on the increase in the level of information competence of civil servants.

In the EU, an acmeological concept for the development of information technology competence of civil servants has been developed, which gives a holistic picture of a comprehensive solution to the problem of integrating science and practice in the field of improving professionalism and optimizing the work of civil service personnel in the context of universal informatization [48]. The acmeological concept of the development of information technology competence of civil servants is of a general nature and is meaningfully a system of views on the subject of research, mechanisms for the development of this type of competence, as well as a system of ideas about the ways and methods of optimizing the process of this development. It expresses a conceptual scheme for the synthesis of theoretical, methodological, and applied foundations and combines a number of interrelated components [48]. In accordance with this concept, effective information technology training of a civil servant is based on a three-component model for the development of information technology competence, including the following: motives, integrated knowledge, skills in computer science, as well as skills in using new information technologies in their professional activities, understanding all potential cybersecurity threats and ways to eliminate them.

4 Discussion

The acmeological model of the development of information technology competence of civil servants reflects the conceptual scheme of the pedagogical system, in which the interaction of the teacher and the student is carried out through technical means of communication. It provides for the integration of the developed theoretical provisions and conclusions into an integral system of ideas about the productive development of information technology competence of students. The model includes interrelated theoretical, technological, and procedural components. This made it possible to implement an iterative and technological approach to the personal and professional development of the information technology competence of civil servants. The model is innovative, as it reflects the process of qualitative changes in the development of a person as a subject of the process of informatization of public administration, thanks to which he acquires the ability to achieve higher personal and professional results. The model contains the stages of productive development of information technology competence: problem-oriented analysis, design of a reference state, planning of changes, implementation of changes. The acmeological system for the development of information technology competence of civil servants is presented in accordance with the model of its productive development, which includes the following content directions: motivational, general psychological, pedagogical, in particular, didactic.

The principles of the construction and functioning of the acmeological system for the development of information technology competence of civil servants in the EU as an open system functioning under conditions of intensive informatization of state power (principles of dynamic balance, structural stability, feedback) have been determined. A normative model of the subject area has been developed, built on the basis of coordinating the factors of the objective necessity of the civil service in the use of a number of information technologies, the subjective need of civil servants in the development and use of information technologies in their professional activities and a real opportunity to master and use these technologies. The necessary psychological-pedagogical and information-technological conditions for building an acmeological developmental environment have been substantiated [53]:

- Organization of a didactically oriented system of distance interaction to higher levels of development of information competence, both vertically (teacher - trainee) and horizontally (between trainees of the same level) (mode of demonstration of elements of "correct" activity, direct transition from informing and demonstrations for self-repetition of actions by trainees, built-in diagnostic systems, the use of screen animation and multimedia, the creation of electronic textbooks, information and control

materials for distance learning, simulation models of situational management processes);

- The presence of pedagogical and developmental technologies based on the joint use of a modular approach and the theory of the stage-by-stage formation of mental actions with the maximum possible consideration of the individual-personal, status, age and professional characteristics of civil servants for the implementation of their individual trajectory of development;
- Availability of organizational and methodological support corresponding to the peculiarities of informatization of the student's activity (scenario approach to the organization of educational tasks for working out certain elements of professional activity, the development of specially organized "end-to-end" educational tasks to combine meaningfully related elements and types of professional activity);
- Structuring of educational data, aimed at the gradual complication and variability of educational tasks (modularity in the organization of educational material, which involves not so much the fragmentation of the content, but rather the allocation of elements and connections of the studied system of professional activity, the most significant for the result of this activity).

When determining the qualification requirements for civil servants in the field of information security, as the basis for creating an assessment toolkit, the features of the activities of employees and the levels of responsibility in their positions are taken into account. In addition, the assessed knowledge, skills and abilities should reflect the current trends in digitalization as a promising area for the development of competencies.

5 Conclusion

In conclusion, it is important to note that the algorithms being introduced today that formalize the decision-making process in the selection and recruitment of a candidate for a civil servant position, including with the involvement of neural networks and artificial intelligence capabilities, will transfer the process of standard recruiting from conducting an interview that gives a subjective assessment, to an objectively compiled map of applicants with a rating of their best qualities and characteristics, including in relation to competence in the field of information security.

The same competency map can become a good tool for motivating an employee for professional development, and most importantly, for constantly monitoring the competencies of civil servants, selecting employees who have shown the best results in the talent pool, to create their individual development plan and develop training and advanced training programs in the information (cyber) security. An integrated technological system for the development of information and technological competence of civil servants has been introduced in EU, which is the basis for continuous education, distance learning, diagnostics of the state, simulation of real management activities, and developmental trainings in various areas.

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Primary Paper Section: A

Secondary Paper Section: AE, AD, AG

MOTIVATIONAL MECHANISMS OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN PRACTICING PSYCHOLOGISTS

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Abstract: The article deals with the features of emotional intelligence and analysis of factors that influence its development. Classical theories that give rise to the study of emotional intelligence and the latest developments of modern researchers are considered. Emotional intelligence is an important component of the personality of workers of helping professions, including psychologists. Although the issue of the development of emotional intelligence is quite well studied, only a small part of research covered the motivational factors that affect its level. The article draws attention to the motivational components of personality, as possible factors in the development of emotional intelligence. The novelty of the study is the identification of motivational factors that affect the emotional intelligence of practical psychologists. The aim of the article was to find out the features of emotional intelligence of practicing psychologists and the factors that affect its level in this group of subjects. The study was conducted through an electronic anonymous survey. A set of diagnostic methods was chosen, with quantitative and qualitative methods used for their processing (Statistica 16). It was found that the medium and high level of development of components of emotional intelligence dominate in subjects, and its development is significantly influenced by the components of prosocial motivation of an individual. We see the prospect of further research in a more detailed study of the peculiarities of the development of emotional intelligence of workers of various helping professions.

Keywords: Emotional intelligence, Motivational factors, Practicing psychologists, Prosocial motivation.

1 Introduction

In the modern world, a rational attitude to life is actively developing, which involves the improvement of mental capabilities, detailed analysis of one's own mistakes, focus on the thinking process, rather than the emotional world. However, understanding and the ability to express one's own emotions is an important component of human social development, because the rejection of one's own emotions leads to their displacement, and the inability to effectively deal with emotional situations, in turn, leads to negative consequences for the personality, which can manifest themselves in a wide range of problems – psychosomatic disorders, communication difficulties, problems in professional growth or even manifestations of deviant behaviour. Therefore, the development of emotional intelligence, which involves the ability to understand and modulate emotions, both one's own and the emotions of other people, is important for the mental well-being of human. The development of emotional intelligence is especially important for practicing psychologists, as workers of helping professions, because understanding other people's emotions and empathy are part of their job. The level of emotional intelligence of practical psychologists affects not only their mental health, but also indirectly – the mental health of their clients, because the ability to understand and interpret the emotional states of others is one of the foundations of a successful practicing psychologist.

This study is the first to consider motivational factors as those influencing the emotional intelligence of psychologists. In particular, the focus is made on the prosocial motivation of practicing psychologists.

The hypothesis of the study is the assumption that the components of motivation of social psychologists have an impact on the level of their emotional intelligence.

The aim of the article is to find out the motivating factors that can affect the level of emotional intelligence of practical psychologists. This determines the following objectives: 1) find out the features of the development of emotional intelligence and its components in practicing psychologists; 2) study which aspects of prosocial motivation are related to the components of emotional intelligence; 3) find out those motivational tendencies that influence the emotional intelligence level of practicing psychologists.

Emotions, as an evolutionarily earlier mechanism for regulating behaviour than the mind, have a significant impact on human behaviour and health. They affect the ability to resolve conflicts, cope with stress, performance, mood, etc. The ability to manage one's own emotional state determine one's own motivation, professional performance, and performance of the organization as a whole. That is why the term "emotional intelligence" has recently become increasingly popular [18]. The review of literature on the subject under research showed that the foundation for the study of emotional intelligence was laid in 1988, when physiologist Reuven Bar-On used the term "Emotional Coefficient" [28]. Two years later, the authors of [20] introduced the term "emotional intelligence" into scientific circulation by publishing an article of the same name. Let us formulate some more definitions of emotional intelligence from works for the last 4-5 years:

- This is an integral category in the structure of the intellectual and emotional-volitional sphere of an individual, which determines the success of his/her activities and relationships with others [8];
- This is an integrative unit that provides awareness, understanding, and regulation of one's own emotions and the emotions of others, allowing for successful interpersonal interaction [5];
- This is an internal emotional resource of human emotional regulation, which allows the subject to control his/her behaviour, keep emotions under control in problematic situations and achieve economic well-being [14].

Thus, despite the difference in definitions, it is proposed to associate emotional intelligence in the most general sense with the ability of an individual to interpret emotions – one's own and other people's emotions, as the basis for organizing effective interaction in society. The content of the term allows clarifying the essential features of emotional intelligence. These include the ability to manage inducing emotions, the ability to understand the emotions of others, emotional awareness, the ability to influence the emotions of others, the ability to distinguish between real emotions and their simulation, the ability to identify the causes and consequences of emotions [24].

Speaking of emotional intelligence (EI), it should be noted that there is no consensus among foreign and domestic researchers on what benefits can a person have with this type of intelligence. According to [10], such people are socially active, and their activities are productive; they are successful; their life is full of events; they are not overwhelmed by anxious thoughts; they are in contact with others, they adhere to ethical principles. Those whose emotional intelligence is underdeveloped are prone to mood swings, which ultimately affects productivity.

According to [19], emotional intelligence allows an individual to be more adaptable to changes in society through the ability to control internal impulses. A group of American psychologists [6, 11] believe that a highly developed ability to interpret the emotions of others, as well as increased sensitivity to positive as well as negative emotional states lead to depression. Other researchers [26] believe that emotional intelligence in itself is

not a “harbinger of success”, although it can be the same springboard that is necessary to achieve significant professional results.

The process of emotions flows functionally reflects the algorithm of emotional intelligence, which consists of the following stages [1]: perception and understanding of emotions, their experiences and behavioural reactions. On this basis, there are three levels of functioning of EI: cognitive, emotional, and behavioural.

The cognitive level of EI is the processing and systematization of emotional information. Emotional information is understood as the meaning of individual emotions, their combination, sequence, and evaluation of the relationships they reflect. A characteristic feature of awareness is the inclusion of the received signals in the system of information (about oneself, about the world, about emotions), arranged in accordance with the socially produced system of values assimilated by the individual.

Emotional competencies shape a person’s emotional experience, which is defined in the psychological literature as a system of emotions and feelings that a person experienced at different periods of his/her life, having different levels of influence on the present and future [27].

The basis of professional performance of practicing psychologists is competent communication, which includes not only communication skills, knowledge and abilities, but also the willingness to interact with others, adapt to new conditions, defend own views, understand and take into account the feelings and opinions of others [13, 21].

2 Materials and Methods

To find out the motivational components that can affect the emotional intelligence of practicing psychologists, 300 people aged 25-55 were selected and included in the Ukrainian Union of Psychotherapists Register (which also registers psychologists who officially practice a particular method of psychotherapy). The study was conducted anonymously using electronic forms of questionnaires. The following methods were used: Emotional Intelligence Questionnaire by [25], N. Hall’s Emotional Intelligence Test adapted by Y. P. Ilin [26], methods of research of prosocial motivation of specialists of socio-economic professions [27], Milman’s method for diagnostics of motivational structure of personality [28].

Hall’s method for determining the level of emotional intelligence contains 30 questions and the following instructions: “You are offered statements that reflect different aspects of life in one way or another. Write a number based on your degree of agreement with it to the right of each statement: strongly disagree (-3 points); generally disagree (-2 points); partially disagree (-1 point); partially agree (+1 point); mostly agree (+2 points); completely agree (+3 points). The results of the method are reflected in such scales as emotional awareness, modulation of one’s own emotions, self-motivation, empathy, recognition of other people’s emotions and an integrated scale.

The EmIn Questionnaire contains 46 questions and the following instructions: “Read each statement carefully and evaluate its relevance to your life on a scale of 0 – strongly disagree, 1 – rather disagree, 2 – more likely to agree, 3 – fully agree.” The questionnaire contains the following scales: interpersonal EI (MEI), intrapersonal EI (VEI), PE scale (understanding of emotions), UE scale (modulation of emotions).

MEI scale (interpersonal EI). Ability to understand other people’s emotions and modulate them.

VEI scale (intrapersonal EI). Ability to understand and modulate one’s emotions.

PE scale (understanding of emotions). Ability to understand one’s own and other people’s emotions.

UE scale (modulation of emotions). Ability to control one’s own and other people’s emotions.

The method of studying prosocial motivation of specialists of socio-economic professions contains 45 questions and is reflected in the following scales: professional prosocial motives, broad humanistic motives, altruistic motives, prosocial motivation in interpersonal communication.

The Millman’s method of diagnosing motivational structure contains 14 questions that should be answered according to a certain gradation from “no, completely disagree” to “yes, completely agree” (8 answer options). The results are reflected for such scales as life-support (satisfaction of basic life needs), comfort (convenience of life), social status (its importance for the subjects), communication (aspiration to it), general activity (vital activity), creative activity (tendencies to creativity) and social usefulness (the desire to be useful to society).

Respondents were interviewed by e-mailing questionnaires. Processing of the received questionnaires, that is calculation of results on various scales of questionnaires, was carried out by means of calculation formulas of Excel. Data analysis involved the use of quantitative and qualitative methods of data processing. The discriminant analysis was chosen among the statistical methods of data processing, which allows determining the most important factors influencing the division of the respondents by levels of emotional intelligence, and Spearman’s rank correlation coefficient, which allows identifying relationships between two independent traits in the same group.

3 Results

Interpretation of the results obtained through the N. Hall’s test to determine the level of emotional intelligence was carried out by high, low and medium values on six scales. Table 1 shows the results of processing the data obtained in the test.

Table 1: General data on the results of the N. Hall’s test in the study group

Scale/level	Low	Medium	High
Emotional awareness	13.5	48.6	37.8
Modulating one’s own emotions	37.8	35.1	27
Self-motivation	24.3	40.5	35.1
Empathy	29.7	34	24.3
Recognizing other people’s emotions	21.6	46	16.2
Integrative level	27	43.2	29.7

The general indicators in the group of practicing psychologists are high enough on all scales. All this indicates a fairly high overall level of emotional intelligence in this group. Understanding and recognizing other people’s emotions is important for a practical psychologist, but it is impossible without awareness and acceptance of one’s own emotions, so the subjects actively develop their own emotional awareness and replenish their emotional vocabulary. Another important aspect of the work of practicing psychologists is the ability to modulate their behaviour and emotions, as working with clients can cause them their own experiences, which in turn can affect the process of psychological care, so it is advisable to pay attention to self-motivation.

In general, practical psychologists are able to empathize, recognize other people’s emotions quite well, they have a well-developed motivational sphere, and in particular self-motivation, which is important in their profession.

The EmIn questionnaire has slightly different scales and allows finding out the peculiarities of the development of emotional intelligence in the subjects by the level of their understanding of emotions, modulation of emotions, as well as the scales of interpersonal EI (MEI) and intrapersonal EI (VEI).

A certain level of scales shows the extent to which a particular respondent is able to understand the emotional state of other people, as well as the extent of his/her ability to control other people’s emotional processes. High scores on the scales indicate developed empathic and communicative abilities. Such subjects

easily recognize the emotional state of other people through the “reading” of their facial expressions or gestures, the tone of voice, etc. Understanding the emotions of another person allows them to more successfully establish emotional contact with the interlocutor, and if desired – to evoke certain emotions. People with a high level of emotional intelligence are able to reduce the intensity of unwanted, in their opinion, emotions as well as manipulate or control the communicative situation.

Table 2: The results of EmIn in the subjects

Levels of EI/scales	MEI	VEI	UE	PE
Very low	12.2%	12.2%	6.1%	4%
Low	14.3%	8.3%	18.3%	10.3%
Medium	24.5%	26.6%	36.8%	20.4%
High	34.7%	30.7%	24.5%	36.7%
Very high	14.3%	12.2%	14.3%	28.6%

As one can see from Table 2, medium and high indicators of emotional intelligence dominate in the subjects. Subjects have a well-developed ability to understand and modulate their own emotions, which is important for the practical activities of a psychologist, as well as a good understanding of other people's emotions, and can control them. It is important for the work of a practicing psychologist to develop all components of emotional intelligence, because it helps to better understand the psycho-emotional state of the client and help him/her on request.

The following results were obtained according to the method of research of prosocial motivation of specialists of socioeconomic professions (Figure 1).

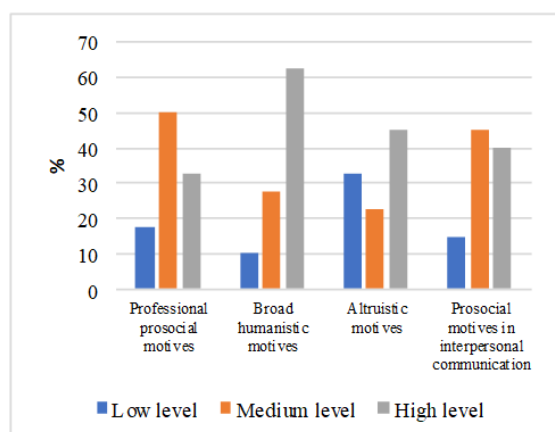


Figure 1 – Distribution of indicators of prosocial motivation of practicing psychologists

The subjects are moderately striving for professional development and growth, but there is a steady trend towards such motives. We can assume that this result is due to the specifics of the group of subjects who are professionally self-fulfilled to some extent and, accordingly, do not have a clear desire to do so.

Practicing psychologists have considerably developed broad humanistic motives, that is orientation in the life and professional activity regarding values of love, responsibility, justice, care, mercy, compassion. Focusing on these values is an important component of the psychologist's personality, as they help him/her to be more tolerant and compassionate in his/her work.

Altruistic motives, that is the desire to help other people, selfless activities within their profession, are also inherent in a large part of the subjects. Psychologists are often volunteers in psychological services or emergency psychological centres (which, for example, temporarily operate in emergency areas), so the significant development of such motives is a fairly natural result, which describes the personality of a practicing psychologist.

Analysis of the motivational structure of the subjects studied by Millman's method revealed the predominance of such motives as social status, creative activity and social usefulness (Figure 2).

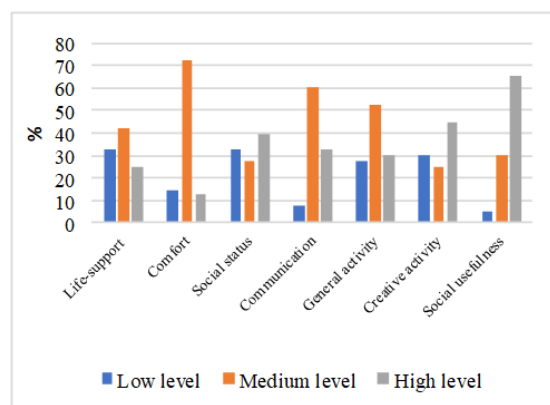


Figure 2 – Distribution of motivational indicators of practicing psychologists

It is worth noting the significant predominance of indicators of social usefulness, that is, it is crucial for the subjects to feel that their work is important for society, tangible in it and really necessary. At the same time, social recognition of their profession and activity is important to them, that is, on the one hand, they trace certain motives of serving other people, but, on the other hand, there are tendencies to receive feedback that will support and stimulate further work.

It is important for the subjects to maintain their own comfort zone, because they are well aware that to effectively care for other people, they first need to take care of themselves. Practicing psychologists like to interact with people around them, to communicate with them, but they do not always need it and may want to take a break and be alone.

This result is quite natural, because communication with other people is the basis of the work of practicing psychologists and they need rest from this type of “activity”.

Correlation analysis revealed whether there are relationships between indicators of emotional intelligence and motivational components of the subjects. Numerous correlations between the components of emotional intelligence and the motives of the respondents were revealed.

Professional prosocial motives are directly related to such components of emotional intelligence as self-motivation ($r=0.351, p \leq 0.001$, N. Hall's method), modulation of emotions ($r=0.567, p \leq 0.001$), and intrapersonal emotional intelligence ($r=0.632, p \leq 0.001$). The more respondents seek to help other people in their professional life and be useful to them, the more they develop emotional detachment, emotional flexibility, that is, they can arbitrarily control their emotions, as well as the emotions of others.

The scales “communication”, “understanding of emotions”, “empathy”, “altruistic motives” and “interpersonal emotional intelligence” form a stable chain of relationships. The higher the indicators of the subjects' ability to understand and modulate their own emotions, the higher their desire to communicate ($r=0.391, p \leq 0.001$) and selfless help to other people ($r=0.435, p \leq 0.001$); conversely, a decrease in the desire to communicate with and help other people leads to a decreasing ability to understand and manage their emotions.

Indicators of empathy of practicing psychologists also directly correlate with indicators of communication ($r=0.683, p \leq 0.001$) and altruistic motives ($r=0.532, p \leq 0.001$). The better the subjects have a developed understanding of other people's emotions, the ability to empathize with the current emotional state of another

person, as well as a willingness to provide support, the more they tend to interact with other people and selflessly help them.

The ability to understand emotions is associated with the same motives of communication ($r=0.534$, $p<0.001$) and altruistic help ($r=0.473$, $p<0.001$). The better these motives are developed by practicing psychologists, the better they can distinguish emotions, find the reasons for their occurrence both in themselves and in other people.

The next step of the study was the use of discriminant analysis, which allows determining which indicators have the most significant impact on the level of emotional intelligence of the subjects. The scale "Integral level" from the N. Hall's method was chosen as the scale according to which the subjects were divided, because it reflects the general level of development of emotional intelligence (low, medium, or high). The results are shown in Table 3.

Table 3: The results of discriminant analysis

N=300	Discriminant function analysis summary (darista)					
	Grouping: EI (3 grps) Wilks Lambda: .10453 approx. F(34,98) = 6.0326 p.0000					
	Wilks lambda	Partial lambda	F remove (2,49)	p-level	Toler.	F-tober (R-Sqr.)
Prof. proso. motives	0.405664	0.257683	5.57797	0.00000	0.479895	0.520104
Broad humanistic m.	0.128636	0.812627	5.64914	0.006199	0.390039	0.600961
Altruistic motives	0.131372	0.795702	6.29041	0.003702	0.641233	0.358767
Social usefulness	0.121770	0.858442	4.04006	0.023764	0.705364	0.294637
Communication	0.119718	0.873159	3.55905	0.036040	0.508648	0.49152
Proso. in interpersonal com.	0.128112	0.815945	5.52655	0.006850	0.455712	0.544288
Life-support	0.111736	0.935533	1.68828	0.195410	0.472716	0.527284
Comfort	0.115343	0.906275	2.53375	0.089715	0.543162	0.456838
Social status	0.112215	0.931537	1.80061	0.175957	0.543079	0.456921
General activity	0.111165	0.940341	1.55438	0.221561	0.448919	0.551082
Creative activity	0.114798	0.910579	2.40896	0.100758	0.572585	0.427416

As the results of the analysis show, the most important factors influencing the level of emotional intelligence are professional prosocial motives, broad humanistic motives, altruistic motives, prosocial motives in interpersonal communication, social usefulness and communication. As we can see, the factors of influence included all scales from the method of studying prosocial motivation of specialists of socioeconomic professions and two scales from the Millman's Motivational Structure Questionnaire. Prosocial motivation is a multidimensional formation, and its development indicates the individual's propensity to help other people and care for them, which is a characteristic feature of workers in socioeconomic professions. Caring for and helping others involves understanding the needs of another person, which in turn requires a high level of emotional intelligence and, as we see from the results of discriminant analysis, affects the development of emotional intelligence.

The impact of the scale "social usefulness" is close in terms of the explanation, if practical psychologists want to do important and recognized actions for other people, they have to understand well the needs of other people.

Discriminant analysis revealed that the prosocial motives of the subjects not only have a relationship with the indicators of emotional intelligence, but have a significant impact on its development.

4 Discussion

The understanding of emotions is based on intellectual operations, which are carried out in the form of verbalisation of emotions, based on their understanding and differentiation. Cognitive mediation is a necessary condition for the emergence of emotions. The determinants of assessment are both situational

factors and dispositional ones, that is personality traits. Hence, the same situation causes different people to have different assessments and, as a result, different emotional reactions.

Given the fact that the work of practical psychologists is closely linked to socio-psychological interaction, understanding emotions is the key to the effectiveness of professional activities for these specialists [12]. Understanding one's own emotions helps to adequately assess oneself, one's true needs and desires. People with a developed ability to identify their own emotional reactions, who clearly understand and evaluate their thoughts in severe and even stressful situations, are much less likely to show cognitive difficulties and act more effectively.

Understanding other people's emotions contributes to the acceptance of people as they are, objective assessment of the situation, definition of professional tasks and areas of further work, correction of their actions if necessary [2, 22].

It is extremely important to ensure the development of emotional resources that will allow to adequately express one's emotions for the successful implementation of professional activities. In this context, special attention should be paid to the concept of health, which is interpreted in the psychological dictionary as a state of complete physical, spiritual, and social well-being, not just the absence of disease or physical defects [27, 21]. As we can see from the results of the study, most practical psychologists have high levels of emotional intelligence and its components, which is associated with the previously described studies.

Professional activity in the man-to-man system has its specifics, because it is necessary to take into account not only the purpose of activity, but also the psycho-emotional states of an individual. The following qualities are important for workers of helping professions: the ability to fully and correctly perceive a person; actively interact, achieve mutual understanding in performing professional functions, understand people's behaviour, understand their emotional state and needs, provide emotional support, find individual approaches, emotionally respond to anger, dissatisfaction, criticism from others, maintain balance in conflict situations, that is, to be prepared for effective communication. Researchers note that professionally important qualities of a practical psychologist are his/her interest in another person, humanity, tact, empathy, ability to understand another person's condition. In fact, the development of emotional intelligence is one of the key points in the development of the psychologist's personality, as it allows to better understand own emotional states and experiences, and to better understand the client and help him/her through their processing [26].

People with a developed ability to identify their own emotional reactions, who are clearly understand and evaluate their thoughts in severe and even stressful situations, are much less likely to show cognitive difficulties, and act more effectively [14]. Understanding the emotions of other people contributes to the acceptance of people as they are, an objective assessment of the situation, the definition of professional tasks and areas of further work, correction of one's own actions, if necessary [28].

The results of the study according to N. Hall's method indicate a fairly high overall level of emotional intelligence in the respondents. Practicing psychologists are able to empathize, recognize other people's emotions quite well, they have a well-developed motivational sphere, and, in particular, self-motivation, which is important in their profession. Similar results were obtained through the EmIn method. An important condition for the healthy functioning of the individual is the lack of suppression of emotions and feelings that arise, understanding their importance and developing the ability to express them adequately [8]. Emotions are an integral part of our lives and have a significant impact on it, even when we try to suppress and displace them.

The importance of the development of emotional intelligence is that an individual can objectively assess himself/herself and others in the process of professional activity (which is important

for the work of practicing psychologists), clarify contradictions in interpersonal relationships, find solutions to the situation [6].

Experiencing emotions, understanding their real meaning and choosing adequate situations of emotional and regulatory strategies contribute to the effective functioning of the individual and his/her inner well-being. This is because emotions reflect the connection between the inner world of an individual and his/her behaviour and interaction with reality. Only in the case of significant development of various aspects of emotional intelligence, we can talk about the possibility of adequate emotional response and decision-making.

The predominance of such prosocial motives as broad humanistic motives and altruistic motives was revealed in the subjects. Professional and prosocial motives in interpersonal communication are expressed at a medium level in the vast majority of subjects.

The analysis of the motivational structure of the subjects (according to Milman's method) revealed that the respondents have predominant motives of social status, creative activity and social usefulness. Motives of life-support, comfort, communication and general activity are expressed at a medium level. The low level of manifestation was not found for any of the motives.

Professional prosocial motives are directly related to such components of emotional intelligence as self-motivation, modulation of emotions, and intrapersonal emotional intelligence. The scales "communication", "understanding of emotions", "empathy", "altruistic motives", and "interpersonal emotional intelligence" form a stable line of relationships.

Discriminant analysis revealed the most important factors influencing the level of emotional intelligence: professional prosocial motives, broad humanistic motives, altruistic motives, prosocial motives in interpersonal communication, social utility and communication. As we can see, prosocial motivation is an important factor in the development of emotional intelligence of practicing psychologists.

5 Conclusion

The ability to recognize emotions, understand their nature, the ability to modulate and correct them due to appropriate behaviour (both one's own and other people's) is an important skill for the work of practicing psychologists. It is established that the subjects have a medium and high level of both emotional intelligence and prosocial motivation of an individual. The results of the study show that prosocial motivation is not only related to emotional intelligence, but also has a direct impact on its development. We see the prospect of further research in an in-depth study of the features of emotional intelligence of workers of various helping professions and clarifying the features of its relationship with the prosocial motivation of an individual.

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Primary Paper Section: A

Secondary Paper Section: AN

PECULIARITIES OF REGULATING THE ACTIVITY OF PUBLIC AUTHORITIES IN THE CONDITIONS OF CONSTITUTIONAL CHANGES: ON THE EXAMPLE OF THE SYSTEM OF JUDICIAL AUTHORITIES

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Abstract: The article examines the issues of applying the mechanisms of state administration in the field of the procedure for organizing the activities of the judiciary through legal regulation. Particular attention is paid to the structural and functional method of legal regulation of the procedure for organizing the activities of the judiciary. The conceptual foundations of the organization of the judiciary in Ukraine, its features and existing problems, as well as the impact of current constitutional reforms on the effectiveness of the future activities of the judiciary in Ukraine in the short and long term, are considered. The experience of organizing the activities of the US judicial system is briefly considered and directions for using this experience in regulating the activities of the system of judicial authorities in the conditions of constitutional changes are proposed.

Keywords: Constitutional changes, Court system, Judiciary, Regulation.

1 Introduction

In the theory of the state, the principles of organization and operation of the mechanism of the state, the principles of the political system, the principles of the rule of law, etc. have been thoroughly studied. There is variability in the number, name and criteria for constructing a system of principles for the organization and activity of state institutions. Some authors limit themselves to two principles: autocracy and separation of powers [17], while others consider 12 principles: federalism; consistency; centralization and decentralization; hierarchy; differentiation and fixation of powers; professionalism and competence; legality; publicity; transfer of functions and powers; coordinated functioning; participation of citizens in the formation of government bodies; control [11]. Most scholars consider about five principles of organization and operation of the system of public authorities and, in one interpretation or another, name them among them: democracy, separation of powers, federalism, humanity, legality, professionalism.

The principles of the organization and functioning of the mechanism for ensuring human rights are the general guiding principles of the activities of public authorities for the protection of the rights and freedoms of the individual. These include: legality, professionalism, separation of powers, democracy.

It should be noted that in the process of implementing law enforcement tasks, public authorities and local self-government bodies are faced with problems, the solution of which goes beyond their competence. In such situations, there is an objective need to appeal to the courts, the decisions of which in specific cases acquire a normative character.

Acts of the judiciary, filling gaps in legislation, become a casual regulator in specific situations, give rise to specific legal relations, including in the sphere of realizing the rights and freedoms of the individual. For example, the Constitutional Court, canceling one or another norm, actually creates a new one and in this case acts not only as a "negative legislator", but also as a body performing a positive lawmaking function [12].

The Constitution guarantees everyone judicial protection of all rights and freedoms, including those enshrined in it. However, unfortunately, this declaration alone is not enough. Comprehensive judicial protection is needed. Weak defense only sows illusions, gives rise to bewilderment and anger, discredits the very idea of going to court for help. However, the system of judicial bodies that currently exists in Ukraine is still far from perfect. It has not yet completely freed itself from the traditions of the totalitarian past, when the judicial system was actually one of the elements of the repressive apparatus and many issues were resolved by the judicial authorities on the basis of "instructions" from party and government officials.

Despite the current relatively low level of theoretical support for the implementation of organizational management in the field of ensuring the activities of the judiciary, it should be noted that its gradual practical improvement is largely facilitated by the fruitful work of the Supreme Court of Ukraine, the Council of Judges of Ukraine, the State Judicial Administration of Ukraine, the knowledge and views of the leading organizers of judicial activity – V.T. Malyarenko, V.S. Stefanyuk, P.P. Pilipchuk, M.F. Selivon, D.M. Pritiki, V.Ya. Karaban [11, 24, 37].

Also of fundamental importance in the field of rationalizing public administration by the procedure for organizing the activities of the judiciary in Ukraine are the works of well-known representatives of the Ukrainian science of public administration and administrative law, such as V.B. Averyanova, D.M. Bakhkrakha, Yu.P. Bityaka, V.M. Garashchuk, S.V. Kivalova, L.V. Koval, Yu.M. Kozlova, I.B. Cup, B.M. Lazarev, V.P. Petkova, G.I. Petrova, A.O. Selivanova, Yu.A. Tikhomirova, G.M. Tishchenko, V.V. Tsvetkova, Yu.S. Shem-shuchenko, M.K. Yakimchuk, and others.

All the consequences that arise in a civilized society are associated with the application of legal mechanisms for regulating public life. There is an objective need for legal regulation of all ongoing social processes, including those related to the implementation of the activities of state bodies, especially in the context of constitutional changes.

2 Materials and Methods

The methodological basis of the work consisted of modern general scientific and special methods of cognition of legal phenomena. Their application is due to a systematic approach to research, the purpose, and features of the problem, which makes it possible to explore it in the unity of social content and legal form. Among the general scientific methods, the dialectical method is used, which consists in the transition from general provisions to specific situations and features of this study. The methodological basis of the study was formed by general scientific and specific scientific methods of cognition: dialectical, historical, logical, systemic, statistical, formal legal.

The subject of the study is the administrative and legal principles of the judicial system and its reform [1-8]. The purpose of the article is to determine the content of the mechanism of administrative and legal regulation of relations on the basis of the analysis of scientific provisions of administrative law and theoretical provisions of public administration, system of legal regulation and practice of administrative activity during judicial reform in Ukraine, historical and foreign experience of judicial management development arising in the field of the judiciary and its reform.

3 Results and Discussion

All the consequences that arise in a civilized society are associated with the application of legal mechanisms for regulating public life. There is an objective need for legal

regulation of all ongoing social processes, including those related to the implementation of the activities of state bodies.

Legal regulation is a function of the state, implemented in the process of influencing public relations, by means of which the behavior of the participants in these relations is brought into line with the requirements contained in the norms of law, the legitimacy and obligation of execution of which is supported by society and is ensured by the possibilities of using the power of the state.

Actually, the very legal regulation can be considered as part of public administration, since this function belongs exclusively to the state, which has a monopoly on law enforcement [11, 12, 24].

The essence of regulation in the field of public administration of the procedure for ensuring the activities of public authorities is determined by the main tasks and purpose of state bodies, as well as the appropriate methods and technologies for ensuring proper conditions for their functioning.

At the center of the legal regulation of the procedure for organizing the activities of the judicial authorities, there is the legal status of the judicial system, which consists of three components.

First, it includes the place and essential features of the judiciary in the integral system of state bodies. The belonging of the judiciary to state bodies creates the basis for the formulation of their legal statuses [10, 13, 14, 18]. The same feature reveals the vertical and horizontal lines of interaction of the judicial system. Thus, the legal status of the judiciary is always intended to reflect and characterize their state-legal nature and place in the system of public administration.

Secondly, the fundamental point of the legal status is the competence of the judiciary – a set of functions and powers of the judicial authorities. Here are the following paradigms are fixed: a set of management functions specifically for the judicial system; appropriate powers; the composition of powers, including the forms and methods of exercising judicial functions.

Thirdly, the legal status of the judiciary presupposes the consolidation of its forms, methods and procedures for the functioning of the organizational structure. After all, the implementation of the competence of the judiciary requires the appropriate organization of the activities of its structural units and officials in the established forms and procedures and with appropriate legal consequences [19, 20].

The method of legal regulation in the sphere of exercising judicial power is understood as a system of methods and approaches of norms influencing specific social relations and their ordering in relation to the goals and objectives of public administration.

For an effective analysis of the organization of the judiciary in the public administration system, determining the procedure for ensuring its activities, it is possible to use the structural-functional method, with the help of which the peculiarities of the functioning of all structural elements of the judicial system will be identified and taken into account [21-23]. This method characterizes the strong-willed side of the judicial authorities exercising their powers in regulated relations, in which law serves as a form of management model.

The activity of the judiciary is characterized by the following features: a) the presence of functional features of the judicial authorities of the state; b) it is based solely on the law; c) to ensure the implementation of the adopted court decision, state coercion is applied [26-31]. The structural and functional method of legal regulation of the judicial authorities allows, on the basis of an analysis of the components of the judicial system, to formulate its organizational structure with the establishment of a procedure for ensuring its activities.

In this regard, the method of legal regulation of the procedure for organizing the activities of the judiciary is understood as a set of techniques, methods, and means of state-legal influence on the sphere of activity of the judicial system in the process of streamlining relations regarding the implementation and exercise of judicial power.

In their totality, the means, methods and techniques used that make up the structural and functional method of legal regulation of public administration, imply a study of the differentiation of structural units and organizational resources of the entire judicial system as a whole.

The essence, structural and functional features of the method of legal regulation of public administration of the procedure for organizing the activities of judicial authorities are determined by the nature and specifics of the subject of regulation. Features of the subject are associated with the definition of means, methods, and procedures for the implementation of state power in management processes [32-34]. One of its important parts is the activity of the state in organizing the bodies of the judicial system and establishing the rules for their functioning by creating norms enshrined in regulatory legal acts. More specifically, its subject area consists of the issues of streamlining goal-setting, organization and functioning of the structures of the judiciary, determining their status, competence and powers, as well as procedures for the implementation of managerial functions in power relations [35].

Power relations that emerge as a result of public administration in the field of ensuring the order of activity of the judicial authorities and forming the subject of its legal regulation are relations between: 1) the state and the authorities; in these relations, state-governing influences are implemented – the organization of the proper conditions for the functioning of judicial institutions; 2) the judicial authorities regarding their status – this should include their exclusivity, which consists in the powers granted only to the judiciary; 3) the state and society: in administering justice, judges are guided by the Constitution and laws of Ukraine.

Using the mechanisms of the judiciary, the state is called upon to exert its governing, regulating influence on social processes in order to normalize social relations [40-43]. This is achieved by consolidating the state's will in regulations.

In the acts of the state, specific ways are determined by which legal regulation should be carried out in order to improve and increase the efficiency of public administration.

The judicial authorities are obliged to perform certain actions aimed at the implementation of their inherent competence in accordance with the powers granted [46, 47]. That is why all actions performed in the process of exercising public administration functions must be regulated by legal norms that establish clear boundaries of possible, proper, and prohibited behavior for the relevant entities. The legal gaps formed in the regulation of public administration activities reduce its level, give rise to negative manifestations in the work of the judicial system.

Thus, the subject of legal regulation of the procedure for organizing the activities of the judiciary is public relations that develop in the field of ensuring the formation and implementation of state-governing influences in order to create conditions for the effective implementation of judicial policy [50-52]. Accordingly to this subject, techniques, means, methods and norms are used that give the legal status of the judicial system and judicial processes of their functioning certainty and purposefulness.

The courts' organizational activities of the following content are subject to legal regulation [16, 36-39]:

- Development and submission of proposals on the organization of courts (creation of new courts, abolition or reorganization of existing courts, their relocation,

adjustment of territorial jurisdiction, etc.) to the relevant state authorities;

- Development and introduction of proposals on the issues of increasing or decreasing the number of judges;
- Selection of candidates for judges and verification of their professional, communicative, and moral qualities;
- Ensuring the activity of examination commissions, checking the level of legal knowledge of candidates for judicial positions;
- Giving opinions on the suitability or unsuitability of candidates for judges;
- Organization of elections (appointment) of people's assessors, compilation and updating of lists of jurors; verification of the legality of the election, appointment or selection of such assessors;
- Organization of regular professional development of judges and other judicial officers;
- Provision of the necessary information on all issues considered by the qualification collegia in relation to judges (issues of suspension and termination of the powers of judges, bringing them to criminal liability or applying procedural coercion measures, certification and assignment of qualification classes, promotion to leading judicial positions, etc.);
- Material and technical support of courts and the creation of appropriate conditions for their activities (ensuring timely financing of remuneration paid to judges and court staff for their work, as well as other costs that the courts need; provision and maintenance of office space in proper condition; equipping courts with decent furniture, office equipment and stationery; organizing the security of court buildings, current documentation and archives; maintaining order in courtrooms and in the courtroom in general, etc.);
- Assistance to courts in the implementation of measures for the real execution of their decisions;
- Organizational and logistical support for the activities of the bodies of the judicial community;
- Organization and maintenance of judicial statistics;
- Equipping courts with legal information necessary for the administration of justice and other judicial activities (organizing the timely receipt of official texts of laws and work by the courts and maintaining in working order the "legal economy" that courts have to use constantly; acts and documents, special literature; provision of the latest and high-quality editions of codes, etc.);
- Study of the activities of courts on the scale of individual regions or as a whole in the country, its specific areas, development and submission of proposals for its development and improvement;
- Development of international treaties on legal assistance, assistance to courts in the implementation of these treaties;
- Organization of scientific research on legal problems, including on the problems of the organization and operation of courts, their improvement;
- Study of foreign experience in this area and the development of proposals for the use of its rational manifestations in domestic legislative and law enforcement practice, including judicial [12].

In modern conditions, the legal regulation of public administration to ensure the activities of the judiciary is mainly focused on:

- Creation of a regulatory framework for the organizational support of the activities of the judiciary within the limits of its powers [53];
- Creation of a regulatory framework for the coordination of the functioning of the judicial system;
- Organizing the implementation of judicial control over the observance of the rule of law in the field of public administration;
- The development of legal mechanisms for the implementation of state judicial policy, expressed, for example, in programs (Joint program of the European Union and the Council of Europe "Transparency and efficiency of the judicial system of Ukraine"; Program of

state judicial administration; state target program of digitalization of courts, etc.), various projects (Project of the United States Agency for International Development (USAID) "Ukraine: Fair Justice", etc.); in the strategic plan for the development of the judiciary of Ukraine.

- Establishing the legal framework for the activities of the judiciary, for example, in the field of practical application of research to determine the factors of load on judges, the application of a system for assessing the quality of the functioning of the court, ensuring the Strategic Plan for the automation of the judiciary, developing a methodology for calculating indicators for the financing of courts, etc.

The peculiarity that should be taken into account in the legal regulation of public administration is that it refers to the phenomena of obligation, and not the free expression of the will of the participants in legal relations. An important condition for this is the organization, with the help of which there is an ordering and rationalization of the development of public administration goals. Public administration is immanently associated with the exercise of state power, and this predetermines the specifics of its legal mediation and organization. It is carried out not for any subjective reasons, but because it is objectively necessary as a constant need of society in its controllability [44, 55].

Analyzing the current system of legal regulation of the activities of organizing the work of the judicial system, it should be noted that there are many gaps and shortcomings that hinder the effective functioning of the judiciary. In particular, this refers to the insufficiently clear legal status of the subjects of administrative activity in the judicial system. In addition, the issues of financial, material, and technical support of courts are actually outside the legislative regulation, there is almost no definition of procedures and rules for the implementation of organizational work in the field of ensuring the functioning of judicial proceedings. The problem of systematization and streamlining of the relevant legislation, raising it to a higher quality level, remains urgent.

If to talk about improving the legal regulation of the organizational management of the judicial system, then one of the important directions in the near future should be the clarification and detailing of the rights and responsibilities of the heads of the judiciary in the Law of Ukraine "On the Judicial System and the Status of Judges". So, with regard to the powers of the chairmen of local courts, it seems appropriate to supplement Article 24 of this Law with such actually performed, including organizational, functions that at the same time will constitute their respective normatively defined duty, which cannot be avoided: direct consideration of court cases as a judge; distribution, in the manner prescribed by law, of the workload between judges; conducting a personal reception and organizing the work of the court for receiving citizens, considering their proposals, applications and complaints; management of the work of the court apparatus; management of the available financial and material and technical resources of the justice body, etc. [25].

The peculiarity of the reforms in the judiciary should be noted separately. Researchers point to the advisability of using the term "reform" to refer to changes in the judiciary related to the restructuring of all institutions of the judiciary [24]. Emphasis is placed on the importance of management for the successful implementation of reform as a set of systemic measures aimed at regulating the reform process [11]. There is an obvious need for an integrated, comprehensive consideration of the problems of management of reform processes, which will develop theoretical approaches to understanding the mechanism of the reform process, managing the reform process, criteria for evaluating their effectiveness, and ultimately contribute to the success. As a methodological tool for developing reforms, it is advisable to apply a systematic approach that determines the systemic nature of reform, in which all components of reform are covered by a single reformist ideology, changes are consistent, carried out gradually and gradually; if full-scale judicial reform is

impossible, it is necessary to single out certain priorities and implement them in turn, in accordance with a single strategic plan. At the same time, the process of reform may be contradictory due to the following factors: a) political unstructured society; b) insufficient scientific substantiation of the reform; c) imbalance of interaction of branches of power; d) the subjectivity of individual “reformers”; e) residual orientations of part of the population on totalitarian approaches and values; g) contradictory influences of foreign policy and economic factors.

The basis of legislative regulation of the judiciary in most countries is the constitution, which regulates the definition of the judiciary as one of the components of the system of separation of powers; basic principles of organization and activity of the judicial system; legal status of judges; judicial guarantees of the rights and legitimate interests of citizens. These constitutional principles of the judiciary are developed in detail in the laws on the judiciary. Accordingly, constitutional changes have a significant impact on the judiciary and its regulation. In particular, for example, constitutional changes in the powers and mechanisms for changing members of the Constitutional and Supreme Courts may lead to a weakening of the authority of the judiciary [38, 45]. Systemic revision of laws on the judicial system is needed, which is fraught with the risk of destruction of individual judicial institutions, greater control of the head of state over the courts and a fundamentally different model of constitutional justice.

In Ukraine, in recent years since the Euromaidan, little progress has been made on the issue of judicial reform. The main reasons for the low efficiency in this area are old rules and dangerous political influence [24].

Successful judicial reform is critical to a wider range of reforms in Ukraine, because the shortcomings or conflicting results of any other reform can be appealed and reviewed in the courtroom. Until recently, sabotage by representatives of the old system was considered the main obstacle to successful change. However, the parliamentary hearings on the constitutional amendments concerning the judicial system provoked new discussions [54]. One of the hottest contentious issues concerns whether the adopted changes restore the system of checks and balances or concentrate excessive power in the hands of the president.

For the Euromaidan protesters, judicial reform was the main issue on the agenda. The majority (94%) of respondents to a survey conducted by the Ilko Kucheriv Democratic Initiatives Foundation named the corruption of judges as the main problem that undermines confidence in the judicial system. Other problems highlighted by respondents include the following [16]:

- The dependence of judges on politicians (81%) and oligarchs (80%);
- Paid court decisions (77%);
- The prevalence of collective responsibility in the judicial system (73%).

In order to address these problems, as well as in response to the demand for the restructuring of the judicial branch of government, three main laws were adopted as part of the post-Euromaidan judicial reform:

- (1) *On the restoration of confidence in the judiciary in Ukraine,*
- (2) *On the purification of power,* and (3) *On ensuring the right to a fair trial (“On a fair trial”).*

These laws regarding the judiciary have not yet been fully enacted and many of their aspects are still being discussed, but they helped to launch judicial reform in Ukraine.

Mikhail Zhernakov, a leading expert on the judicial system and board member of the Reanimation Reform Package, identified six important changes that have already occurred as a result of the adoption of these laws [55]:

- 1) A complete reshuffle of the composition of the qualification and disciplinary bodies, namely the High Qualifications Commission and the High Council of Justice, has been carried out;
- 2) Judges were given the right to choose court presidents, which is crucial for ensuring the independence of the judiciary;
- 3) Certain steps have been taken to punish judges who have committed crimes or made illegal decisions against Euromaidan activists;
- 4) The process of re-certification of judges has begun;
- 5) Video footage of court hearings can be made without the need for permission from the presiding judge;
- 6) The list of disciplinary sanctions that can be applied to judges has been expanded.

While these laws have brought about a number of positive changes, they are not sufficient for permanent structural and effective changes in the matter of judicial reform.

Post-revolutionary attempts to reform the judicial system not only fail to meet the demands of civil society – they have also generated challenges that threaten to destroy the positive achievements described above.

In practice, the mechanisms developed for the selection of judicial candidates and the reappointment of judges have proved to be ineffective. Laws enacted to tackle corruption (such as the Restoring Trust in the Judiciary and the Law on Ensuring the Right to a Fair Trial) provide for screening judges of general jurisdiction for likely disciplinary misconduct and for their dismissal in the event of a breach of the oath. However, only a few judges have been dismissed since the law was passed.

The process of recertification of all judges, provided for by the Law on Fair Trial, lacks public scrutiny, since citizens and NGOs do not have access to the profiles of judges. So the chances are low and there is no guarantee that a citizen's complaint would affect a specific decision to reappoint judges. In addition, the only sanction that the examination provides is simply to send a judge for retraining.

Judges who are accustomed to working in a corrupt environment and benefitting from it are not ready to adapt to other standards. There are still judges with a corrupt mentality in Ukrainian courts.

The Verkhovna Rada (parliament) adopted two more important bills designed to break the deadlock on judicial reform:

1. Draft Law on the Judiciary and the Status of Judges.
2. Draft Law on Amendments to the Constitution of Ukraine (regarding justice).

In turn, the main changes at this stage of the reform are as follows:

- 1) Return to the three-tier judicial system of 2010;
- 2) Creation of a new body of the High Council of Justice;
- 3) Changes in the rules for the election and appointment of judges;
- 4) Limitation of judicial immunity;
- 5) An increase in the salary of judges who have successfully passed the qualification test.

All steps towards judicial reform that preceded the last amendments to the Constitution were rather ill-considered and sporadic. Thus, the amendments to the Constitution were perceived as a tool that would formalize judicial reform, as well as help move it from empty declarations to a de facto agenda. However, the adopted bills once again divided society and experts into two main camps. The former support the idea of the amendments, but disagree with the text of the specific bill. Others believe that it is inappropriate to change the Constitution during the war, and the adopted bill will destroy the judicial system in Ukraine.

In accordance with the changes, the President of Ukraine gets more control over judges. Experts rightly call this one of the main risks that can interfere with the proper implementation of changes [9]. The bill does not give the president the authority to make any decisions on the appointment of court presidents, but gives the president the right to sign and, consequently, to certify permits for court presidents and their deputies. This can lead to an informal practice of influencing judges.

The ambiguous definitions in the constitutional amendments have created a loophole for interpretation. These gaps need to be filled with new accompanying legislation. Thus, the new order of the judicial system will largely depend on the new legislation. In this regard, the burden of reform lies with the parliament, and problematic issues will be resolved mainly at the political level. On the other hand, the dependence of judges on political influence threatens all positive transformations.

The change process can be greatly enhanced by engaging civil society. Specific solutions require broader discussion and justification. The discussion is now taking place in hindsight. Earlier there were only endless talks about the need for reform without clarifying specific steps. Monitoring NGOs should be given more authority, as should experts in the industry.

In this turbulent time of reforms, it is advisable to pay special attention to foreign experience. In particular, the borrowing and copying of the American judicial system, even by developed countries, proves the effectiveness of its work. For example, in 2004, Japan introduced an American-style professional legal education system, and the description of the judiciary in the Japanese Constitution quotes the American model almost verbatim. Let us compare: "All judicial power rests with the Supreme Court and such lower courts as will be established by law" and "The judicial power of the United States is vested in one Supreme Court and such lower courts as Congress may establish from time to time" [15, 45].

The main reason for the incomprehensibility of the American judicial system for the overwhelming majority of non-specialists is that the courts of this country do not form a single structure [9, 15, 19]. By and large, one cannot speak of a unified American court system.

The United States is a federal state, which means that the legal system allows for the parallel functioning of two judicial systems: federal courts and state courts. Both are chaired by the supreme courts of the federation and each state, respectively. These systems are independent, isolated, but contact each other on a wide range of issues.

Thus, it will not be an exaggeration to say that 54 systems, almost independent from each other, are functioning on the territory of the United States, based on multiple sources of American law.

The United States belongs to a decentralized type: states are involved in the administration of justice for the bulk of claims. In matters of national importance, the federation exercises exclusive justice. It is this circumstance, called "dualism of the judicial system", that determines the specific complexity of the judicial system in the United States [35, 49].

Each state and federation as a whole has its own legal systems, reflecting the different political and social traditions of the state. State courts interpret the statutory law of an entity differently. Therefore, the common law is considered to be almost always the law of a particular state. That allows maintaining the status quo.

However, courts in one system often apply and interpret laws developed in another system. In many cases, state courts blatantly ignore the doctrines of the US Supreme Court. This norm is the basis of the principle of peaceful coexistence and non-interference in the work of each other's different systems.

Such a competing jurisdiction is designed to guarantee the stability of existence and the progressive evolutionary development of the US judiciary as a whole.

4 Conclusion

The guarantee of maintaining equality and mutual stimulation of the development of the federal and state judicial systems is the absence of a final delimitation of jurisdiction. It is replaced by overlapping jurisdictions. The essence of this most important invention of the American judicial system is that a legal issue can be solved by both state and federal courts. In most cases, the right to choose between them is given to every citizen. Moreover, the dominant point of view was the recognition that democratic institutions are better developed at the local level than at the federal one. Among them, there is the election of judges and other officials, referendums, legislative initiative [48]. The fact of the existence of competing jurisdictions forces many officials to compete, earning great popularity among the population, and the widespread tradition of popular election of local judges by ordinary citizens directly links openness, transparency and efficiency of a judge's work with his career success.

US Secretary of State Anthony Blinken named the ways in which the Ukrainian government can build on the progress achieved and in which the US is ready to help Ukraine [24]:

- First, to adopt a bill on reforming the High Council of Justice, followed by a law on the High Qualification Commission of Judges. Together, these laws will provide a transparent process for the selection of judges.
- Second, ensuring that the selection of the leadership of the National Anti-Corruption Bureau and the Specialized Anti-Corruption Prosecutor's Office is transparent, credible, and meritorious.

Thus, the issues of the organization and operation of the system of public authorities in the regions can be one of the main subjects of their constitutional regulation. In conclusion, it should be noted that, when carrying out reforms of the judiciary, especially at the constitutional level, one should not forget that the constitutional principle of the separation of state power into legislative, executive, and judicial is not only an important element of the effectiveness of this power, but it also provides stability of politics and economics of the constituent entities and the federation as a whole. Secondly, this principle makes it possible to find forms of interaction between the branches of state power without their interference in the process of organizing each other, thereby ensuring the unity and separation of state power.

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ORGANIZATIONAL AND LEGAL SUPPORT FOR THE DEVELOPMENT OF AFFLUENT TERRITORIAL COMMUNITIES

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Abstract: The study of the experience of regional local self-government is one of the most demanded scientific problems at the present time. Understanding the role of social management, including self-government, seems to be especially relevant in cases where scientific analysis is faced with manifestations of bureaucratic structures of institutional power. Meanwhile, effective local government is the key to a democratic and legal state. In many cases, an analysis of the relevant foreign experience can help avoid undesirable decisions or find innovative tools, models and mechanisms that can be adapted to national conditions and introduced into the system of legal regulation of local self-government in order to optimize it. In this regard, the article analyzes in detail the features of the organization of local self-government within the framework of the Anglo-Saxon and continental model, using the example of the United States and European countries.

Keywords: Democracy, Legal base, Self-government, Territorial communities.

1 Introduction

Modern society with its characteristic high rate of sociocultural changes poses a number of new problems for theoretical and empirical sociology. In particular, the sociology of management is faced with new theoretical and practical challenges. In this regard, the sociological rethinking of the role of social management, including self-government as one of its forms, is becoming increasingly more urgent. Self-government is developing today in almost all spheres of society. It is inextricably linked with the processes of renewal, modernization of social life and represents one of the necessary forms of management activity, i.e., conscious and systematically repeated impact on the community of people in order to improve and develop society. Understanding the role of social management, including self-government, seems to be especially relevant in cases where scientific analysis is faced with manifestations of bureaucratic structures of institutional power.

The managerial activity of the professional bureaucracy is becoming one of the characteristic features of a modern complex society. The sociology of management, analyzing, on the one hand, the effectiveness of the functioning of the professional bureaucracy and studying the issues of the formation of a new statehood, on the other hand, cannot but rely on topical studies of the role of local self-government, coordinating the solution of issues of everyday life and ensuring the coordination of the interests of specific people with national tasks in as part of the movement to improve the level and quality of life in municipalities. In this regard, a sociological study of the role of local self-government is of fundamental importance for the scientific assessment of the managerial efficiency of all levels of government (national, regional, municipal).

The territorial community is a necessary democratic 'counterweight' to the central government and helps to limit the manifestations of arbitrariness on the part of the state. The transfer of certain powers to the level of territorial communities allows preventing excessive concentration of power at the

central level, overburdening the central apparatus with local affairs [9]. The question of the concept and features, legal personality, competence of the territorial community is an important component of the general theoretical issues of jurisprudence. These problems are universal, because they are manifested in state-building practice and legal science in all countries of developed democracies [46]. The development of this issue will help to clarify the specifics of the territorial community, will expand the understanding of the concept and its features.

The problems of legal regulation of local self-government, its effective organization and functioning have been the subject of close attention of both scientists and practicing lawyers for decades. In developed federal states, extensive experience has been accumulated in the organization and functioning of local self-government bodies, which, often, is not sufficiently taken into account in the practice of reforming local self-government in developing countries.

Based on the study of the history of the development of the theoretical concepts of local self-government in the federal states of Europe, one can come to the conclusion that at present their constitutional and legal doctrine is dominated by the dualistic theory of local self-government, according to which local self-government, on the one hand, is recognized as a continuation public administration at the local level, and on the other – is a legitimate exponent of the interests of the local community. The embodiment of this theory in the municipal legislation of Austria, Germany, and Switzerland made it possible to overcome the opposition of state, public law and local principles in local self-government and contributed to the successful implementation of municipal reforms in European federations in the late 20th – early 21st centuries.

At the same time, the formation of the municipal system in a particular state is significantly influenced not only by the peculiarities of its legal system, but also by the state structure and the related principles of territorial distribution of powers, as well as the specificity of the historical development of local self-government and the state as a whole [25, 46]. The federal structure of the state itself determines the variety of organizational forms of local self-government, their compliance with the historical and national traditions of local government in multinational states, and also allows the distribution of powers between the state bodies of the subjects of the federation and municipal bodies in accordance with the existing level of financial and economic security of local self-government [1, 43].

The literature notes the practice of ratification of the European Charter of Local Self-Government with reservations and the adaptation of the principles of organizing local self-government enshrined in it in the domestic legislation of these states, which has developed in most federal states [56].

A comparative legal analysis of legislation on local self-government and the practice of its application in federal states reveals a number of positive aspects, the introduction of which into national legal systems will improve the country's legislation on local self-government: the experience of implementing the institutions of direct democracy (such as a local imperative and consultative referendum, a gathering of citizens, a popular law-making initiative) in local self-government in Switzerland can be useful for any national local self-government, which will help to involve the local population in solving local issues, as well as the establishment of municipalities as independent subjects of constitutional law.

The study of the social practice of local self-government, the sociological generalization of its historical specifics, the analysis of specific features, development opportunities that depend on historical and social preconditions, contribute to the renewal of general sociological knowledge and the refinement of private

sociological theories interpreting the problems of social regulation.

The scientific analysis of the current problematic situation also remains relevant: the contradictions between the objective necessity of local self-government and the low level of social activity of the population [2-8, 10]. Solving an urgent scientific and practical problem - the development of comprehensive measures that will stimulate the activity of ordinary residents, increase the degree of their participation in social regulation of the municipal level – is an integral part of the scientific approach to solving a wide range of socio-economic, socio-political, and cultural problems of modern society.

2 Materials and Methods

The theoretical and methodological basis for the study of local self-government as one of the forms of social management was the study of the problems of self-government [13, 15-17]. The theoretical approaches presented in the works of sociologists made it possible to interpret this concept as an integral part of the concept of modernization of society.

The methodological basis of the research is formed by general scientific methods of cognition, including: concrete historical, system analysis method, structural and functional method, the method of an integrated approach and others, as well as a number of private scientific methods – comparative jurisprudence, technical and legal, and other methods.

In particular, the concrete historical method was used when considering the development of theories of local self-government, as well as municipal systems in the United States and the federal states of Europe; theoretical and predictive method manifested itself in the preparation of recommendations on specific issues of legal practice and legislative work.

3 Results and Discussion

Local self-government in different countries has quite various forms, depending on how much it is integrated into the system of public administration and what is the degree of its autonomy. An interesting fact is that not all countries have the term “local government”. In the Anglo-Saxon countries, the concept of local or municipal government is used (in the United States and Great Britain, only urban self-government is called municipal), in Japan the analogue of this concept is “local autonomy”, in France – “territorial decentralization”, in Spain, Turkey – “local government” [23].

The Belgian Constitution of 1831 played a significant role in the dissemination of ideas of local self-government in European states. It contained a special article on community governance. Along with the legislative, executive, and judicial powers, the fourth power was recognized – the municipal [11].

Belgian constitutional and legal doctrine (for example, presented by F. Delperre) unconditionally recognizes the political nature of the municipal government of communes and provinces. However, at present, the implementation of the theory of “free community” in the practice of municipal construction in Belgium is carried out with significant reservations, since it involves a political opposition of state and municipal authorities. According to the “public (economic)” theory, local self-government does not solve state affairs, but solves its own, mainly, economic problems of territorial communities [20, 24, 27, 28]. Defending the non-state nature of the activities of self-government, supporters of this theory proposed to distinguish between their own and delegated competence of self-government bodies. At present, in its purest form, the “public (economic)” concept of local self-government has been embodied in the legislation of the Austrian Republic. The concept of local self-government, which has developed in the science of constitutional law of the Swiss Confederation, is a fusion of the theory of the “free community” and the “public (economic)” theory of local self-government. The development of the concepts of local self-government, dominant in the state-legal

doctrine of the Swiss Confederation, was significantly influenced by the peculiarities of the constitutional development of this state. Swiss constitutionalists strongly believe that autonomous local self-government is the foundation of Swiss federalism and democracy [12, 14].

The duality of the nature of local self-government, revealed by the “public theory”, was overcome in the “state theory”, which was based on the idea that any administrative activity carried out by the bearer of public rights and obligations is a state activity [30]. The essence of local self-government is not the isolation of the local union from the state, but, on the contrary, the provision of state interests and goals. G. Jellinek, speaking about the scope of the competence of local self-government bodies, pointed out that local government bodies must be given, within certain limits, decisive power, which under certain circumstances acquires a final character. He sees the local community as an active public-law union, acting not as a state body, but on its own behalf, exercising its own public authority [29].

In accordance with the dualistic theory of local self-government, it carries two principles: state and public, being, on the one hand, a kind of continuation of public administration at the local level, and on the other, a legitimate exponent of the interests of local communities [32, 33]. The interpretation of local self-government as a phenomenon with a dual nature, a public-state character, is the most correct, since it leads to the fact that the legislation of most European federations gives local self-government a special legal status – an integral part of a single public administration, which, on the one hand, protects local interests and in this capacity acts as a public administration body, on the other – it participates in the implementation of a unified state policy. The dual nature of local self-government is recognized in the constitutional and legal doctrine of the Federal Republic of Germany.

Overcoming the opposition of state, public-law, and local in local self-government made it possible not only to achieve more noticeable success in the development of the theory of local self-government, but also, on this basis, to carry out successful municipal reforms in the federal states of Europe.

The legal nature of local self-government is enshrined in national legislation, thus local self-government is formalized into the municipal system. Thus, the municipal system can be defined as a set of interrelated and enshrined in national legislation legal institutions of local self-government, reflecting the peculiarities of its organization in a particular state and autonomously and steadily functioning in the interests of the municipality, the region, and the state as a whole. The main elements of the municipal system, which makes it possible to refer it to a certain model of local self-government, are as follows: a) the organizational basis of local self-government and the nature of their interaction with public authorities; b) the subjects of jurisdiction of local self-government bodies and the degree of independence of local self-government bodies in their implementation; c) the territorial basis of local self-government; d) the financial and economic basis of local self-government [19, 23].

Having considered the features of municipal systems that have developed in the federal states of Europe by the beginning of the 21st century, we can offer the following typology. The municipal system of the Kingdom of Belgium belongs to the continental (French) model. Its peculiarity is in the fact that local self-government bodies are endowed with broad powers that are not legally enshrined, are universal or belong to them due to historical traditions, as well as significant independence. At the same time, there is subordination of communal bodies to provincial ones, as well as administrative supervision of local self-government. Belgium also maintains the tradition of the regional government appointing the highest local government officials (burgomaster of the commune and governor of the province), which is contrary to the provisions of the European Charter of Local Self-Government [25].

The municipal systems of Germany and Austria belong to the mixed (German) model, which is characterized by the division of the powers of local self-government bodies into their own and those entrusted by the state. Legislatively (in Austria, at the level of the Federal Constitutional Law), they are enshrined both as a list of local self-government's own powers and a list of powers transferred by state bodies are enshrined [35-37]. The Federation as a whole and the lands (Länder) are not the only institutions of state administration: municipalities perform the functions assigned to them either as institutions of self-government or on behalf of the state, by order of state bodies within the framework of their delegated powers. At the same time, local self-government bodies are subordinate and are responsible to state bodies for the implementation of delegated powers [29]. However, unlike the Belgian municipal system, all local governments are formed by the local population.

Analysis of the municipal legislation of Switzerland and the practice of the Federal Court allows concluding that the municipal system of this state is closest to the Anglo-Saxon model of local government, which is characterized by the recognition of the autonomy of local government. The guarantee of community autonomy is enshrined in Article 50 of the Swiss Constitution, as well as in similar provisions of the constitutions of the cantons. At the same time, as in other states with the Anglo-Saxon municipal model, the autonomy of communities is recognized in the case when the specific authority of the municipality is enshrined in law [39, 40]. The community also has financial independence, since it has legislatively secured tax sources of local budget revenues.

The most traditional for the federal states of Europe is a two-tier organization of local self-government (community – municipal district); it exists in Belgium, Germany, and the Russian Federation. At the same time, the community is considered as a “natural” territorial basis of local self-government, and the municipal district is regarded as a territorial unit that occupies an intermediate position between the subject of the federation and the community [44, 45]. This, in turn, determines the nature of the powers of the municipal district – the exercise of supervision over the activities of its constituent communities and other state powers. At the same time, one can note that in Austria and Switzerland, local self-government is organized only at the level of “natural” territorial entities – settlements, which is due to the specifics of the historical development of municipal systems in these states. Parts of settlements in European federations, in contrast to Russia, are not recognized by municipalities, although they exercise certain powers of local self-government, in cases established by the charter of the corresponding municipal formation.

An analysis of the legislation on the territorial organization of local self-government in the European federal states shows that, as a rule, municipalities are formed only on the territorial principle, and their territory is part of the constituent entity of the federation [49-51]. However, in Belgium, when forming municipalities, the principle of using one of the state languages by the majority of the population of the commune is also applied. In this way, in 1962, the large communes of Furon, Mouscron and Komen were formed, which are not part of the territory of any of the provinces. A feature of the territorial organization of local self-government in Switzerland is the existence not only of civic communities uniting the local population of the settlement, but also of the so-called “school”, “church”, “forest” and other communities that unite the local population not so much within the framework of the settlement, but also according to common interests. At the same time, the territory of various types of municipalities does not coincide [26].

The study of the development of the legislation of European federal states that determine the procedure for changing the boundaries of municipalities, as well as their transformation, shows an increase in the independence of local self-government in solving these issues. So, the main direction of municipal reforms in the 70-80s of the 20th century was the enlargement of

municipalities, often carried out by directive methods, which caused an active protest from the local population. In the 90s of the 20th century, in the municipal legislation of European federations, a mandatory rule was established to take into account the views of the local population when changing the territorial organization of local self-government, preferably identified through a local referendum [53-55]. The legislation of Belgium and Switzerland establishes various (including tax, budget) methods to stimulate the unification of small communities. In Belgium, Germany, and Switzerland, the form of encouraging the enlargement of municipalities is the legislative consolidation of the right to local self-government for territorial associations of communities.

The organization of local self-government at the level of municipal districts is also diverse; there are 5 models of its organization.

In the communities of Switzerland, there are also models of organization of local self-government that are close to the ones discussed above. However, in the vast majority of cantons, the highest body of local self-government is the electoral corps of the community, which exercises its power directly through local referendums, as well as annual general meetings. In small communities, there are no representative bodies of local self-government – their functions are carried out by general assemblies (Landsgemeinde), which ensures the direct participation of the local population in the implementation of local self-government. The experience of implementing the institutions of direct democracy (such as local imperative and consultative referendum, general assembly, popular law-making initiative) in local self-government in Switzerland can be useful for local self-government in other countries [34, 41].

The variety of forms of organization of local self-government in Germany and Switzerland is due to the federal nature of these states [57-59]. The subject of the federation, on the basis of the principles of local self-government enshrined in the federal constitution, independently, taking into account the national and historical characteristics of the development of public authorities, establishes the structure of local self-government bodies and the procedure for their interaction.

The system of local self-government in Austria is organized according to a single model, similar to that of the burgomaster. Only the system of local self-government bodies in the capital, Vienna, which is at the same time a federal state and a municipal entity, is specific. In this case, the same bodies perform the functions of local self-government bodies and public authorities of the subject of the federation [31]. When determining the organizational forms of local self-government in cities of federal importance in developing countries, for example Ukraine, it is possible to use the experience of organizing local self-government in Vienna.

Another important principle for determining local issues is the principle of subsidiarity, also enshrined in Art. 4 (part 3) of the European Charter of Local Self-Government: “the exercise of public powers, as a rule, should be predominantly entrusted to the authorities closest to citizens; the transfer of any function to any other authority should be carried out taking into account the scope and nature of the specific task, as well as the requirements of efficiency and economy” [38]. The consequence of the implementation of this principle is the transfer of certain powers of state bodies to local authorities.

The independence of local self-government bodies in resolving issues of local importance does not mean a lack of state control over their activities. In Germany and Austria, there are three forms of administrative (carried out by state executive bodies) supervision over the functioning of local self-government: a) supervision over the rule of law, carried out in the sphere of local self-government's own powers in the presence of information about the violation of the law; b) professional, exercised according to the legality and expediency of the fulfillment by local self-government of the powers delegated to it by state authorities; c) financial. At the same time, Swiss municipal

legislation provides only two forms of administrative supervision – supervision of legality and professional supervision [42].

In Belgium, the powers of public authorities in relation to local governments are not limited to supervisory powers and are referred to as “administrative trusteeship”. The executive authorities in Belgium exercise not only supervision over the rule of law, but also general supervision of the observance of national interests by local self-government bodies, which leads to the annulment of their decisions; in cases established by law – special supervision, which leads to the approval of acts of local self-government; and coercive supervision, the result of which is the exercise by the state body of the powers of local self-government bodies.

At the same time, it should be noted that local self-government in the European federal states is endowed with guarantees against excessive interference in its activities by state bodies, first of all, bodies of the subjects of the federation [60]. An important guarantee of the independence of local self-government in the exercise of its powers is the possibility of judicial appeal against acts of state authorities.

In the United States, there is no explicit constitutional provision which states that the regulation of the organization of local government falls under the jurisdiction of the states. As it is known, the US Constitution establishes only the exclusive powers of the central government and recognizes that all other issues fall within the competence of the states. In the United States, – Bell and Price write, – there is only one level of constitutional consolidation of the status of municipal government: the state level, since the regulation of issues of the activities of local divisions is not within the competence of the Union [47]. Thus, namely the states are constitutionally empowered to resolve issues related to the organization of local government on their territory. In this regard, many researchers of local government in the United States often use the concept of municipalities – “creatures of states”, implying the complete dependence of local authorities on state authorities. For example, the famous American specialist in the field of municipal management Ch. Andrian notes that from a constitutional point of view, local governments are part of the state government. Communities do not have a constitutional right to self-government; all their powers legally come from the state. Local governments – the creatures of the state – are subject to its decisions, establishing obligations, privileges, powers, restrictions for local units, writes Andrian [56]. At the same time, the federal authorities establish direct and direct contacts with municipalities. The bases for these relations are factors of the economic order; these primarily include federal loans, federal guarantees of loans received by municipalities from other sources, as well as subsidizing the activities of municipalities. The year 1932 is considered an important milestone in establishing ties between municipalities and federal authorities. It was then, during the Great Depression, on the initiative of F. Roosevelt, that the first federal law was adopted, according to which all interested municipalities were offered loans and at the same time a number of requirements were established that had to be met in the implementation of any project financed in accordance with this law.

An important element that characterizes the legal status of local authorities is the municipal charters held by most municipalities. American researchers distinguish between two interpretations of the term charter – narrow and wide. In the narrow sense, the charter is understood as a single document containing all the norms governing the activities of the corresponding municipality [61]. A charter is broadly understood to mean the entire body of state laws governing local government, even if these laws are not compiled into a single document. A charter in its broadest sense includes all relevant provisions of the state constitution, laws, and common law provisions, in addition to the document defined as the charter. Legal doctrine defines a charter narrowly as the fundamental law of a corporation that establishes and controls municipal powers, rights, duties, and privileges. Generally, in

the absence of constitutional restrictions, the state legislature has the power to adopt, revoke, and amend municipal charters.

The functioning of local government bodies in the United States is provided with the help of such an important means of state influence, which is the administrative regulation of the activities of municipalities. American authors focus on the growing dependence of municipalities on the executive branch as a phenomenon that currently determines the development of relations between states and their local territorial structures. They emphasize the prevalence of this type of control, pointing to its flexibility and qualifications. Administrative regulations are easier to change. At the same time, administrative control is distinguished by competence, says L. Brown [21]. For example, the state health department is better versed in health matters than the state legislature.

The tendency towards strengthening of executive power predetermined a certain increase in the influence of state governors on the regulation of the situation of local government bodies. State governors can regulate the legal status of municipal governments through the issuance of executive orders affecting some issues of the activities of municipalities.

Initially, state administrative control was exercised through the sectoral and functional links of municipalities with state departments, offices, and agencies. Currently, this form of control has been further developed largely due to the growth of delegated legislation. State legislatures empower their executive bodies to issue relevant regulations. For example, the New York State Environmental and Correctional Services Acts give the relevant state departments the power to establish, change, or waive standards, rules, and guidelines in all matters that are or will be within their purview [22]. The mechanism for the implementation of administrative regulation of the activities of local governments is that any of the state departments, within their competence, controls the municipalities, using a whole system of methods for this (authorization, instruction, inspection, training, revision of municipal decisions, replacement of local officials). State subsidies to local governments have played a significant role in the process of subordination of municipalities to state executives.

A significant place in the legal system of regulation of local government bodies is occupied by various kinds of normative acts, including court decisions, regulating their relations with the federal authorities. American legal doctrine traditionally believes that this relationship can be maintained with the sanction and mediation of state authorities. In doing so, the courts and state authorities relied on provision of the 10th Amendment to the US Constitution, which states: Powers not provided by this Constitution to the United States, and the use of which are not prohibited by individual states, remain with the states or the people.

The legal status of local government bodies is also determined by the provisions contained in the formal and informal opinions of the attorney generals (prosecutors) of the states. In addition, auditors (controllers) of states and legal services of a number of departments have the right to an advisory opinion. All these documents, as a rule, contain a narrow interpretation of the acts on the powers of municipalities, since they are based on the decisions of the courts on similar issues. Municipal authorities take into account the explanations of attorneys, auditors and representatives of legal departments of departments (although in general they are not obligatory for municipalities), since otherwise their actions may be challenged [48, 52].

In 1985, the United States Supreme Court delivered a landmark judgment in *Lawrence County V. Lead School District*, which has established that the new federal legislation does not contradict the Constitution. This also meant a departure from the traditional interpretation of the 10th Amendment to the Constitution in terms of limiting relations between the federation and local authorities. This legislation, confirmed by this court decision, also marked a certain change in the policy of the new

federalism, in accordance with which the states were assigned the main responsibility for funding local programs.

The system of legal regulation of local government in the United States is ambiguous, since it consists of many subsystems of the local, state, and federal levels, which quite often contradict each other. This predetermines a certain complexity of a comprehensive analysis of this problem. Thus, in the United States as a whole, the principle of positive regulation of the competence of local authorities, characteristic of the Anglo-Saxon countries, has been adopted. However, each state resolves this issue differently; the California Constitution, for example, provides that a county or city can make and apply in its territory any decisions and orders on local, police, sanitary and other issues without violating general legislative norms (Articles 11, 7). In fact, it is about the recognition of general competence and about negative regulation. In contrast, Connecticut's General Statutes state that local governments can only take actions that are expressly prescribed or permitted by law — a classic example of positive regulation.

In general, currently in the US states, there are up to six types of administrative-territorial units with their own local government: counties; cities; boroughs; villages; towns and townships. Today, only New Jersey has all of the listed municipalities; the rest of the states have abandoned one form or another. Counties are available in all states except Connecticut and Rhode Island. Municipalities called 'cities' exist in all states except the state of Hawaii. There are municipal units called villages in 17 states. It is interesting to note that, again, the classification of administrative-territorial units of individual US states initially depended on the size of the population and the degree of urbanization of a particular administrative unit. At present, the size of the territory and the number of inhabitants of municipal units can fluctuate significantly. For example, the city of Sherrill (New York State), where about 3 thousand inhabitants live, and the 17 million city of New York have the status of a city [18].

4 Conclusion

In general, at present, in world practice, two models of local self-government are distinguished – Anglo-Saxon and Continental (French). While the former became widespread in Great Britain, the USA, Canada, Australia and other countries with an Anglo-Saxon legal system, the latter is popular in continental Europe, Francophone Africa, Latin America and the Middle East. The first type of municipal organization is formed from the bottom, due, first of all, to the civil initiative of the population. Researchers characterized it as follows: "In states that were formed from smaller units and did not break with their past (Switzerland, Norway), local self-government was built from the bottom up, and the states recognized what was created by life itself. In such states, local self-government was integrated firmly into everyday life." According to the Anglo-Saxon model, local representative bodies act as formally acting ones, independently within the limits of their powers in the absence of direct subordination of lower-level bodies to higher-level bodies. There are no representatives of authorized representatives of the central government locally, and control over local government bodies is carried out indirectly, in particular through the courts. The state ensures that local regulations do not violate national laws. The main role in the management of local affairs belongs not so much to local self-government bodies as a whole, but to specialized committees and commissions formed by the deputies of this body; it is these structures that decide, for example, whether to open a kindergarten in the village and whether to accept immigrants for permanent residence.

The population elects not only deputies, but also other officials of local self-government. So in the United States, local residents elect their sheriff, municipal treasurer, and some other functionaries. Thus, the Anglo-Saxon type is distinguished by a deeper autonomy of local authorities and a lack of pronounced subordination to a higher level of government. Local self-government bodies have their own competence, and they are not subordinate to state authorities. The continental (Roman) type is characterized by a developed system of control on the part of the

central administration. The separation of state power and local self-government bodies is not assumed, the latter are, as it were, a continuation of the state branch of power. A part of state functions is transferred to local self-government bodies, the execution of which is controlled by state structures at the local level.

The concept of the functioning of territorial communities in Canada is of great interest. Municipalities in Canada operate on the principle of open government: council sessions are invariably open to the public, and members of the public can always speak up in debates [19]. Local plebiscites are widespread in Canada, during which citizens are invited to vote at the ballot boxes to resolve local issues, such as: closing or opening a local airport, opening hours of shops on weekends, etc. The results of such an expression of the will of citizens do not bind the local council to anything, but serve as a powerful means of pressure on the deputies. The holding of plebiscites is accompanied by public forums and open discussions, during which people are given the opportunity to clarify their own point of view and get acquainted with other positions.

Contemporary local self-government in the West is usually associated with the idea of subsidiarity. Its essence lies in the fact that the functions of decision-making should, if possible, be delegated to the level closest to the one that is affected by these decisions, i.e., if local communities are able to competently solve their problems, higher authorities do not have the right to take these decisions upon themselves. The shorter the administrative distance between the decision-making body and the scope of the decision, the better, although this is opposed by the bureaucracy, which does not want to give up its powers on the ground. It is obvious that in countries with a high power distance indicator on the Hofstede scale (such countries, in fact, include most of the post-Soviet space), the idea of subsidiarity can indeed cause strong resistance from the local bureaucracy. However, given a project-based approach to reforming the organization and functioning of local communities, proven practice in the corporate environment and well-proven models of managing resistance to change can ensure the successful implementation of the corresponding projects.

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MAIN DIRECTIONS OF STATE HOUSING POLICY IN THE CONDITIONS OF TRANSFORMATION: REGIONAL ASPECT

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Abstract: The problems of developing theoretical, methodological principles and practical recommendations for improving public administration in the modernization of housing and communal services in market transformation remain insufficiently studied. The lack of a systematic, purposeful and effective state policy for the formation of this area and the chronic lack of financial resources led to a profound crisis of utilities and, as a result – a critical condition of material and technical base of the housing and communal services, inability to provide housing and communal services. The severity of the problems accumulated in the housing and communal services has led to its renewal, expansion, and reconstruction. However, the reform process is slow and inefficient. This study is devoted to addressing state regulation of housing and communal services reform and transformation conditions at the regional level. The article proposes a mechanism for applying the institution of public-private partnership in the organizational and economic development of housing and communal services, which is a process of public-private collaboration in housing and communal services of the region on a preferential basis in several successive stages: preparatory, formalization, organization, control. Methodological tools for the development of entrepreneurship in housing and communal services and the state's role in this process have been developed. The necessity of further development of new perspective forms of management of housing and communal infrastructure of the region is substantiated, which in the future will allow: to provide housing and communal services that meet international standards.

Keywords: Housing and communal services, Housing policy, Public-private partnership, Region, State regulation.

1 Introduction

Balanced spatial development of housing and communal services, which envisages provision of favorable living conditions and improvement of its quality, is impossible without a radical transformation of housing and communal services, as its development daily and directly affects the degree of satisfaction of the needs and interests of every citizen. Ignoring the long-term goals of ensuring a sustainable spatial organization of the territory while solving short-term problems with social housing in recent decades has led to the complete mismatch of the existing state of domestic enterprises with the requirements of modern concepts of sustainable development and world urbanism [8]. Therefore, the strategic goal of housing development should be to create comfortable living conditions and ensure a high quality of life as a whole.

It should be noted that in spite of the obvious problems in housing and communal services, this sphere is rather attractive for business for the following reasons: the presence of absolutely liquid assets in the form of payments by the population, the permanent market of sale, fixed cost of housing and communal services, the consumption of which does not depend either on the sociopolitical situation in the country, or the level of income of the population. Therefore, the opportunity to provide a wide range of housing and communal and related additional services and to receive additional income makes this economic complex attractive for private businesses.

2 Materials and Methods

The object of research is the housing and communal sector of the regions. The research subject is theoretical, scientific-methodical, and applied aspects of state regulation of housing and communal services.

Research methods: Research methods were: monographic research method, general scientific methods, such as

comparison, generalization, synthesis, and mathematical and statistical methods.

The main idea of the study is that housing and communal services are the least developed area with many problems that have recently become increasingly important [1-7]. Furthermore, the unstable financial situation of enterprises in this area is one of the main factors of such problems. Thus, it proves the existence of a systemic crisis in the housing and communal services of the regions, which requires great attention from the state and the community and requires fundamental changes.

3 Results

As a promising form of providing state and regional authorities to manage quality housing and communal services, public-private partnerships will attract private capital to service the studied complex. At the same time, state bodies should act as customers of services and perform regulatory functions [10, 13].

According to Art. 1 of the Law of Ukraine "On Public-Private Partnership" dated July 1, 2010, No. 2404-VI, public-private partnership is a cooperation between the State of Ukraine, the Autonomous Republic of Crimea, territorial communities in the person of the relevant bodies of state power and local self-government bodies (state partners) and legal entities, except public and communal enterprises, or individuals - entrepreneurs (private partners), which is carried out based on the contract [14].

On the side of a private partner in a contract concluded within the public-private partnership framework, there may be several persons who bear the joint responsibility for the obligations stipulated by the contract, which is concluded within the framework of the PPP.

To the top of the list, let's say:

- The creation of higher technical-economic grounds for the activity of the activity as long as the activity of the main contractors is attained to the excellence of the invisible;
- The durability of the relative (from 5 to 50 ranks);
- The receipt of a private payment card from the risks at the time of the implementation of the operating-privatization of the private sector;
- The introduction of the privilege of the Institutions' interests in the Jurassic agencies, not the established ones.

The main principles of the implementation of public-private partnership (Article 4 of the Law of Ukraine "On public-private partnership") are [14]:

- 1) The level of the returns from the fault of the servants and the special partners;
- 2) Prohibition of any discrimination of the rights of public or private partners;
- 3) The coordination of the internal and external partners to delay the recapture [19];
- 4) Immovability during the whole term of the contract entered into within the framework of public-private partnership, purposeful use and form of ownership of objects that are in State or communal ownership, transferred to a private partner [20];
- 5) Execution of the responsible and the privileged partners of the ministries and agencies, the relevant authorities of Ukraine and the evidence of the authorities of the State, including the provisions of the law of the State;
- 6) An interdependent relationship between the leading and the privileged partners of the risks associated with the abandonment of the incentives provided by the parties in the state-of-the-art private sector [26];
- 7) Determination of a private partner on a competitive basis, except in cases established by law [54].

The use of the PPP will give the state authorities the ability to meet metropolises with the needs of a social nature (providing affordable services that meet international quality standards, including environmental ones), at a more modern and quality level of service at no additional cost. At the same time, the key to the success of any project for the development of housing and communal services is creating a partnership between the customer and the executor [9, 12]. In addition, public-private partnership projects in housing and communal services are not just a new way of project financing; they give entrepreneurs the opportunity to make the most of the management experience and commercial and creative potential in the housing and communal services sector.

As part of the study, it was found that public administration bodies of the housing and utility sector are turning to large business representatives for knowledge, experience, innovative solutions, and managerial skills. Big business is interested in new business opportunities, stable sources of financing, and acceptable profitability of commercial transactions. To ensure the effectiveness of such a partnership, each party must clearly understand the goals of the other and be ready to build constructive and long-term partnerships.

The essence of the definition of "public-private partnership in the housing and communal services of the metropolis" is understood by us as the cooperation of state authorities and business (investors) with a view to implementing specific projects for the construction, reconstruction of utility networks, and housing stock, utilities, with the obligation to provide the latter rely on the public sector [15, 16].

The projects of development of housing and communal services, implemented based on public-private partnership, are characterized by the following features: the need to determine only the results, and not how they are achieved; redistribution of risk to those from the parties that can better handle it; the dependence of payments on fulfillment of obligations, on the possibility of using the results of cooperation, on both; increasing the efficiency of providing housing and communal services for the population and saving public funds [17].

4 Discussion

Given the above, we conclude that the public-private partnership in the field of housing and communal services of the region is a systematically structured mutually beneficial relationship between the parties in order to provide high-quality housing and communal services to the population and create the necessary infrastructure. Alternative to traditional methods of public procurement, which allow to significantly reduce budget expenditures in the process of implementing housing development projects (Figure 1).

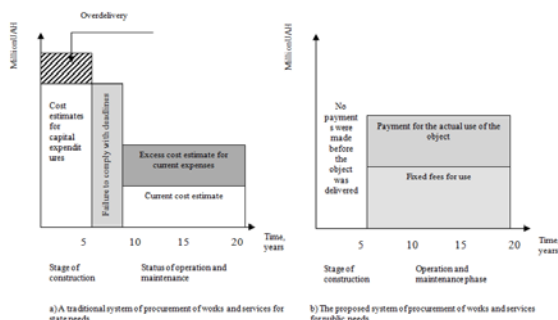


Figure 1 – Procurement system of works and services for state needs

We have identified the following incentives for the public sector and business involvement in public-private partnership in the implementation of housing and utility projects:

- *For business organizations:* ideological, economic, budget incentives; project costs in the established share; guarantee

of minimum profit on the part of the state; sharing risks with the state;

- *For the public sector:* lack of capital (and opportunities) to attract debt resources; limited tax base; a lack of funds in real terms (lack of opportunities to maintain existing infrastructure, while the need for infrastructure services is increasing); positive budget and socioeconomic effect; the attraction of private sector funding, which allows for the release of public funds for other purposes; absence of budget expenses for operation; transferring risks to a private investor [18, 21-25].

The study also found that big business could be responsible for the risks associated with: maintenance and support; availability of the object; quality of operational services; the cost of design and construction; hidden defects (new and existing) [27, 29-32].

In this case, the business cannot be responsible for the risks associated with the cost of insurance of the object; unilateral termination of the contract by the state authorities of the metropolis; the change of civil and economic legislation, in particular the norms determining the list, the procedure for obtaining and revoking permits for certain types of activities; wage inflation.

It should be noted that the regulatory framework is currently being developed in general, and the necessary legal framework for attracting investment and development of housing and communal services on the basis of public-private partnership has been created. The following laws of Ukraine: "On public-private partnership" dated July 1, 2010, No. 2404-VI, "On lease of state and communal property", "On financial leasing", "On land lease", "On concessions", "of 16.07.1999, N 997-XIV," "On agreements on product distribution" of 14.09.1999, No. 1039-XIV," "On concessions for the construction and operation of highways" of 14.12.1999 N 1286-XIV," "On the Management of State-Owned Objects of State-Owned Property" of September 21, 2006, No. 185-V, "On the peculiarities of the endeavor or concession of objects of centralized water supply, heat supply and drainage which are in communal ownership" of 21.10.2010, N 2624-VI," "On Amendments to Certain Legislative Acts of Ukraine Concerning the Implementation of Joint Activity" of 08.07.2011 N 3686-VI," "On the peculiarities of leasing or concession of objects of fuel and energy complex, which are in the state property" from 08.07.2011, No. 3687-VI.

The issue of the use of business rights of other business entities (commercial concession) is devoted to Chapter 36 of the Commercial Code of Ukraine, which defines the obligations of the right holder (concessionaire) and the user (concessionaire), some issues of the sub-concession.

The Civil Code of Ukraine, in particular, Chapter 76 (Commercial Concession) and Chapter 77 (Joint activity), regulate relations between the parties of agreements that can be applied in the field of public-private partnership.

The Tax Code of Ukraine, in particular Section XVIII, specifies the taxpayer's taxation in the conditions of the product-sharing agreement. The Tax Code of Ukraine stipulates that the state guarantees that the rights and obligations of the investor in fulfilling the tax obligations specified in the production-sharing agreement will be governed by the law in force at the time of conclusion of the agreement, except in cases when the law reduces the amount of taxes or fees or taxes and fees are canceled [33-36]. The law, which reduces the amount of taxes or fees or taxes and fees are canceled, the investor applies from the day of its entry into force.

The issue of the provision of state guarantees is regulated by the provisions of the Budget Code of Ukraine (Article 17), the Laws of Ukraine on the State Budget for the relevant year, and certain decisions of the Cabinet of Ministers of Ukraine on approval of the Procedure and conditions for the provision of state guarantees in the respective year to secure the fulfillment of debt obligations for sub-borrowings Business entities involved in the realization of investment, innovation, infrastructure, and other

development projects of strategic importance and the implementation of which will contribute to the development of the national economy. In 2011, such Procedure and Conditions were approved by the Resolution of the Cabinet of Ministers of Ukraine dated June 9, 2011, No. 611.

The forms and limits of state support in the context of the main spending units are established by the law of Ukraine on the State Budget of Ukraine for the relevant year. It should be noted that all forms of state support for the implementation of investment projects based on public-private partnerships are provided exclusively on a competitive basis.

The Law of Ukraine "On Public-Private Partnership" defines the legal, economic, and organizational principles for the implementation of public-private partnership in Ukraine, regulates the relations related to the preparation, implementation, and termination of contracts concluded in the framework of public-private partnership, establishes safeguards of observance rights and legitimate interests of the parties to these agreements [14]. The purpose of the law is to create conditions for increasing the competitiveness of the state sector of the economy. Objects built on the principle of public-private partnership are not subject to privatization and are in state or communal ownership for the entire contract duration. The distribution of risks associated with the implementation of the project in the framework of public-private partnership is determined on the basis of a method approved by the Cabinet of Ministers of Ukraine and by agreement between public and private partners. For foreign private partners that implement projects in the territory of Ukraine within the framework of public-private partnership, a national regime of investment and other economic activities is established [37-40].

The state guarantees compliance with the conditions for the performance of private partnerships related to the implementation of treaties concluded in the public-private partnership framework, observance of their rights, and legitimate interests. At the same time, in addition to fulfilling obligations under public-private partnership agreements, the state should provide support in financing the implementation of projects both in the early stages and during the duration of the contract and diversify the relationship with public-private partnership financial risks. Art. 18 of the said Law of Ukraine provides for the possibility of providing state support to the implementation of public-private partnership by providing state guarantees, financing (co-financing), and other forms provided by law.

This legislation specifies that projects implemented in the framework of public-private partnership have a strategic character both for the development of the state's economy and for individual regions [14].

Public toe-led partnership in housing can be implemented in various forms: I concession and sharing activities, product distribution, other contracts.

In our opinion, the most promising form of public-private partnership in the housing and communal economy in a transformational environment is a concession.

When implementing the end of sheltered projects in housing and utilities, the main criteria for choosing a financing object are the projected economic effect and the degree of risk. The issue related to the distribution of risks can be solved by the detailed elaboration of the draft contract.

At the same time, this type of activity has no legally established status – a sphere of public interest, a particular social responsibility of the state. When a state or municipal entity (concessionaire) concludes a contract in the public interest, they cannot rely only on civil-law relations with their counterparty (concessionaire) [41-45]. For the latter, only profits are essential, while the concessionaire, while fulfilling its social purpose, should be concerned, first of all, that the consumer is timely provided with modern and high-quality housing and communal services.

At present, there is no institute of public-law (administrative) contract and the concept of public interest connected with it, the public-law property of a municipal entity, and, consequently, a public authority of the state in relations with property turnover [11].

Unfortunately, the rules of the law mentioned above will not take into account the specifics of housing and communal services. The subject of a concession agreement by the adopted law is the object of communal infrastructure, the creation and (or) reconstruction of which, following pre-agreed technical tasks, is provided for by the agreement. For example, organizations of water supply facilities are divided into dozens of subdivisions (lifting stations, clearinghouses, etc.) [46-49]. One of them needs reconstruction, others - significant repairs, and the third - the closure or change of operating conditions, taking into account the market situation of utilities. Thus, by law, dozens of concession agreements need to be concluded, which is inappropriate.

Changing the regulatory framework for investment activities (for example, the introduction of new taxes or changes in their size, the abolition of tax breaks and guarantees or the regime of their provision, etc.) can lead to financial costs of the investor and make the investment process unfavorable. Changing legislation leads to increased environmental requirements for wastewater treatment and an increase in fees for exceeding harmful emissions into the environment; introducing new taxes or increasing the size of existing taxes and duties will increase the mandatory payments to the budget, etc.

Regarding the economic effect, when implementing projects in housing and communal economy based on public-private partnership, its level should be sufficient for the investor not to prefer alternatives to placing their own financial assets instead of participating in this project. An overview of modern business practices on the basis of coexistence has shown that the conditions for their implementation vary significantly according to types of activities, objects, terms of cooperation, means used, investment volumes, etc. [28].

This circumstance cannot but affect how to evaluate the effectiveness of such projects. Unlike standard investment projects, concessions have very long terms and significant capital investments, which, in the conditions of changes in the market conditions, may change a number of indicators that characterize their efficiency.

In determining the overall effectiveness of the housing and communal project implemented on the terms of the concession agreement, in our opinion, there is a definition of the following types of efficiency:

- Socioeconomic (public) efficiency;
- Budget efficiency (balance of the state or municipality's participation in the concession housing and communal project in terms of expenses and revenues of budgets of different levels);
- Commercial efficiency that takes into account the financial implications of the concessionaire's participation in the implementation of the housing and communal project, on the assumption that it carries all the expenses provided for by the concession agreement and uses all the results of the envisaged agreement.

The process of implementation of public-private partnership in the field of housing and communal services of the region on a preferential basis can be represented as a series of successive stages:

1. Preparatory, during which the composition of the future partners of the partnership is determined, the companies - the applicants for cooperation under the concession agreement are determined, the interests of the interested parties – consumers of housing and communal services, the community of the metropolis or the stage of development of the conceptual framework of cooperation and

- preparation of the draft concession agreement, during which the purpose, tasks, principles, functions, and methods of interaction of the parties of the public-private partnership are determined, a draft model concession agreement is developed. In which particular determined object, subject, validity, rights and obligations of the parties, the terms of co-financing, etc., developed mechanism of interaction between the concessionaire and concessor.
- The formalization of the parties' relations, which provides for approval by the public authorities of the criteria for the selection of concession agreements, the provisions on the competitive selection of concessionaires, a model concession agreement, and the procedure for the implementation of budget payments within the framework of a concession agreement [50, 51].
 - The organization, which envisages the announcement and conduction of a competition among potential concessionaires, the choice of the results of the competition by the party to the concession agreement, the conclusion of the agreement between the concessionaire and the

concessionaire, approval of it in accordance with the current legal execution of their rights and obligations in the amount and per the terms specified in the contract.

- Control, which provides for supervision over observance by the parties of their obligations under the agreement of obligations, comparison of achieved during the performance of the contract results with the set goals, research to determine the level of satisfaction of stakeholders, first of all, consumers of housing and communal services newly created (improved) as a result partnership relations with the product (service), and comparison with the estimates provided before the start of the project, determining the effectiveness of the interaction of the parties, including socioeconomic, budget, commercial, comparing it with planned indicators, general assessment of results and experience, corrective - provides, if necessary, for discussion and transformation of the basic provisions of public-private partnership of the parties based on the concession, amendments to the concession agreement (Figure 2).

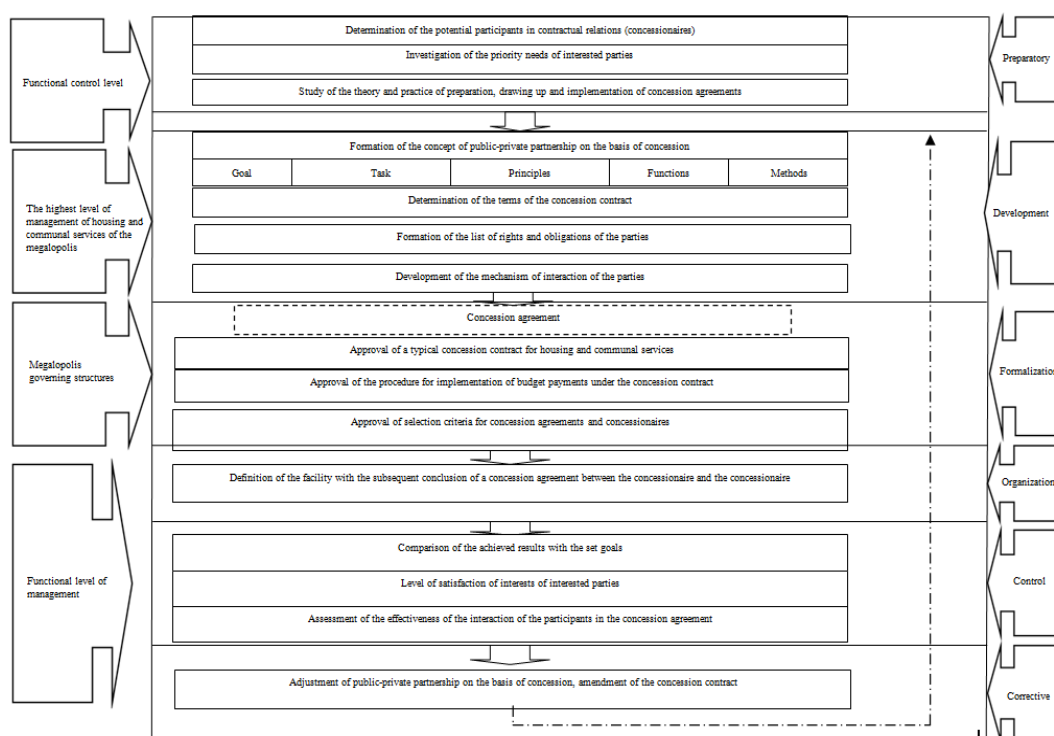


Figure 2 – The process of implementing public-private partnership in the field of housing and communal services of the region on a preferential basis

An obligatory component of this stage is developing future cooperation projects taking into account the experience gained [52]. In other words, the creation of a normal competitive environment in the region's economy is impossible without the equality of companies in terms of the tax burden, and the presence in one form or another of the concession fee automatically means the establishment of a special tax regime for concession agreements [53]. At the same time, following the Budget Code, "in the budget revenues are taken into account: funds received in the form of rent or other payment for the surrender of temporary possession and used or temporary use of property that is in state or municipal ownership". Thus, in the concession fee charged in various forms, the position of the Budget Code on the payment for the right to use the relevant property was reflected.

Proceeding from the fact that it is necessary to ensure the return of invested loans to investors, the profit received in 50% of the amount is completely transferred to the investor's account [54]. In turn, depending on the terms of the concluded agreement, that

pays a share of the profit to the concessionaire. The other 50% of profits are distributed between budgets.

Accordingly, the state will begin to receive tax payments upon the return of all funds invested by a private investor, regardless of whether the state has invested in the facility or concession. This means that the budget will receive concessional payments, which it is expedient to establish based on the principle of "50x50", which will achieve the main goals - to return the investor's funds, to replenish the budgets of the entities, and, most importantly, to assure the fair distribution of state revenue.

5 Conclusion

The effective implementation of public-private partnership in the field of housing and communal services at the regional level requires the following conditions: availability of legislation adequate to the requirements of a modern market economy; political support; transparency of goals and objectives about programs and projects in the housing and communal services;

coordination and prioritization of PPP implementation in the housing and communal services sector by the state authorities; public procurement on a competitive and open basis; compliance with commercial conditions; availability of a single support system, including professional; possibility of realization of pilot projects in housing and communal services; control and management of activities; standardization; definition of requirements for end results and execution procedures; adequate structures and payment mechanisms of the PPP of housing and communal services.

Subject to the implementation of projects in the housing and communal economy of the region based on public-private partnership, you can get the following effect:

- Provision of housing and communal services that meet international standards for 25 years.
- Competitive tariff for housing and communal services.
- Introduction of technical expertise and operational efficiency.
- Ensuring all capital costs from the business side.
- Direct payments with consumers of services.
- No government subsidies.

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FORMATION OF THE CONCEPT OF “AZERBAIJANI LANGUAGE”

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Abstract: The research is devoted to the history of the formation of the concept of “Azerbaijani language” and aims to identify the stages of “clarification” of the concept which covers a period of about a thousand years. Research shows that the concept of “Azerbaijani language” directly depends on the degree of differential perception of this reality in other words its cognitive nature because it reflects the reality of the specific ethnic (national) language expressed by it. Therefore throughout the study the language reality of the concept of “Azerbaijani language” at different historical stages (with socio-cultural, structural and literary-normative features) and how to express this concept i.e. with what linguonyms (for example “Turkish language” or “toponym + Turkish language” or “Azerbaijani language”) is studied in interaction. And in this case the positions of both “internal” i.e. native speakers and “foreign” i.e. authors from other nations (for example Arab, Persian, Russian, other Turkic peoples) are taken into account. The first aspect that determines the relevance of the topic is that a number of scientific and socio-political sources are skeptical of the linguonym “Azerbaijani language” and support the idea of calling it “Azerbaijani Turkish” or even “Azerbaijani (Azeri) dialect of Turkish”.

Keywords: Azerbaijani Turkish, Concept, Dialect, Linguonym, Turkology.

1 Introduction

The appearance of the first good examples of the Azerbaijani language (Azerbaijani Turkish) in the geography of Azerbaijan dates back to the early Middle Ages the most indisputable manifestation of which is the epic “Dada Gorgud”. It is true that in the following centuries (in the XI-XII centuries) the position of the Persian language in the written literature has significantly raised but this does not deny that the language of the local people is Turkic.

The socio-political and cultural situation has led to the development of the Turkic language in Azerbaijan in interaction with the Arabic and Persian languages and in lots of cases in competition. Thus no matter how extensive the influence of Arabic and Persian on the Turkish language, no matter how much the palaces (ruling classes) looked down on Turkish in certain periods at no point in history was it decided to deny its existence. Foremost because the ethnographic position of Turkish in Azerbaijan was incomparably stronger than that of Arabic or Persian.

The paper demonstrates that the first of the perfect monuments of folk art demonstrating this position is the “Koroglu” epic which even shows the differences between the Azerbaijani and Turkic Turks which appeared very close to each other in the XVII-XVIII centuries. Although these differences are in the first place reflected in folklore which is a direct product of the living spoken language they are rapidly spreading to the language of written literature.

The most perfect of those searches in the article Mirza Kazim Bey’s “General Grammar of the Turkic-Tatar Language” (1846) as well as the works of Turkologists such as L.Z.Budagov, V.V.Radlov, J. Deny, the meaning (linguonym) of “Azerbaijani language” from the beginning of XIX century till the beginning of XX century is being investigated.

The formation of the name-linguonymy of the language of each nation is linked with the history of the formation of the people who speak this language. Given that all Turkic peoples although of the same origin have retained the name “Turk” as an ethnonym and “Turkish language” as linguonym for centuries we must agree with such a development model that in the first period “Turk (Turkish language)”, in the second period “toponym or dynasty name etc. + Turkish (Turkish language)” and finally in the third period “toponym, dynasty name etc.” is dominated.

The process of differentiation of the Turkic peoples (and languages) was followed by the process of integration which was no less energetic. However study shows that the first is a real

process rich in ethnolinguistic as well as linguocultural (formation of a network of dialects, the formation and collapse of literary languages, the emergence of new Turkic literary languages in the late Middle Ages etc.) and the second was more of a complex of romantic ideas that emerged in certain periods under the influence of many political and ideological factors.

When studying the history of the formation of the concept of “Azerbaijani language” we have tried to take into account the following general principles of a methodological nature:

- There is a historical-logical connection between the formation of the name of the language and the formation of the name of the people;
- The emergence of an independent name (linguonym) is the result of the emergence of a more or less independent language;
- In spite of how naturally formed a language its name is always tested by complex socio-political, intellectual and cultural discussions.

2 Literature Review

In addition to the illustrative material involved in the research the nature of the topic, the degree of relevance and the level of development are determined by the scientific literature about it. The article is based on the most important part of that literature which can be grouped as follows:

- Literature that directly analyzes the illustrative material;
- Grammar books and dictionaries of various kinds (especially in the essays given as an introductory part, considerations on the lexical-semantic scope of this or that Turkic language including the Azerbaijani language);
- Scientific and theoretical literature.

Despite how important the literature which produces and analyzes direct illustrative material requires a certain systematic approach in terms of studying the history of the formation of the concept of “Azerbaijani language”. Thus “Turkish language”, “Transcaucasian Turkish”, “Turkish”, “Azerbaijani Turkish language” and so on developed in the sources at different stages. It is necessary to compare the previous and subsequent stages to determine whether they are specific to the historical stages in which the linguonyms were developed. And this comparison shows us how reasonable the development of linguistics. In Nizami, Fizuli, “Turkish language”, “Kitabi-Dada Gorgud”, “language of Oghuz tribes”, “our language” which is a potential equivalent of “your language” used in the epic “Koroglu” in the end of the Middle Ages from the beginning of the new period in Western European sources the most important principle observed when systematizing the widely used “Tatar language” or “Turkic-Tatar language” in the orbit of the concept of “Azerbaijani language” is that the common name (Turkish, Oghuz, Tatar) is in the process of narrowing in terms of geographical coverage. In this case the relevant toponyms are referred to as a defining feature: Caucasus, Transcaucasia, Azerbaijan etc.

The most influential grammar books involved in the study are Mirza Kazim Bey’s “General Grammar of the Turkic-Tatar Language” (1846) and Jean Denis’s “Turkish Language” (1921). In these grammars the concept of “Azerbaijani language” is distinguished by specific linguonyms among the Turkic languages.

Among the scientific-theoretical literature used R. Eyvazova’s book “On the name of our native language” (2014) and A. Boran’s researching named as “Meaning and historical territory of the name of Azerbaijan” (2017) which interesting first of all because both the toponym “Azerbaijan” and also give a clear idea of the state of learning the linguonym “Azerbaijani language”. Since the first book is a work of linguistics and the second is a work of historiography: these works approach the

subject from different angles. A. Boran's book (2017) pays more attention to the etymology of the word "Azerbaijan" and shows that the word is likely to come from Greek, Persian, Turkic and other ancient languages. However none of these assumptions has been substantiated in a way that excludes the others.

The question of the origin of the word "Azerbaijan" is in fact not directly related to the subject of the present study. We are interested in the fact that after the middle of the XIX century this word became a part of linguonyms expressing the concept of "Azerbaijani language" as a place name, country name and finally a state name and gradually replaced the Turkic ethnonym: Azerbaijani Turkish and finally: Azerbaijani language.

3 Materials and Methods

In this research work a comparative-historical method is used.

For the first time the history of the concept of "Azerbaijani language" was systematically studied in this research work, the evolutionary process following the line "Turkic language" Place name + "Turkic language" → "Azerbaijani language" was followed on the basis of concrete materials. These materials are:

1. From literary texts either in the native language or in Persian;
2. Consists mainly of linguistic works written in Russian.

It should be noted that since the end of the XIX century and the beginning of the XX century the concept of "Azerbaijani language" has been the subject of extensive political and ideological discussions and often the scientific aspects of the problem have been left out of the discussion. Therefore in fact this period which will be the subject of a separate study was considered only indirectly with the aim of gaining a clearer picture of the boundaries and scale of the "fundamental" period in the history of the concept from the XI-XII centuries to the end of the XIX century.

The first aspect that determines the relevance of the topic is that a number of scientific and socio-political sources are skeptical of the linguonym "Azerbaijani language" and support the idea of calling it "Azerbaijani Turkish" or even "Azerbaijani (Azeri) dialect of Turkish". The current research argues that such a naming has already completed its historical mission at the beginning of the twentieth century.

The second point that actualizes the topic is the language policy pursued by the independent Azerbaijani state in modern times where the Azerbaijani language is one of the Turkic languages due to its ethnic origin as well as typological (phonetic, lexical, grammatical structure) independence. Finally it is necessary to take into account a third indicator that in the late 80s and early 90s of the last century when the Azerbaijani language was officially called "Turkish" there was a misunderstanding in the international community especially in a number of Turkological research centers. It has been debated which language is meant by "Turkish".

The formation of the concept of "Azerbaijani language" is directly related to the study of history from the methodological point of view "the problem of differentiation of Turkish (common Turkish language) into Turkic (new or modern Turkic languages)". However along with the general course of the differentiation of the Turkic languages the "mixing" or "long-lasting contacts" belonging to different periods as well as the "distractions" from the general course of the Turkish dialects in the concrete geography with the literary language are also in the focus of attention.

Thus it is observed that in the Azerbaijani language which belongs to the Oghuz group of Turkic languages, the features of the Kipchak and Karluk groups also have a certain place at different stages. It is true that until the XIX century the notion of the "Azerbaijani language" was marked by the general linguistic name "Turkish" which does not show such differences. Although the linguonymy "lisani-taifeyi-oguzan" (language of

the Oghuz tribes) in the XVI century manuscript of the epic "Dada Gorgud" distinguishes the concept of "Azerbaijani language" as an integral part of the general "Turkish language" in this distinction on the one hand the language is gradually divided into several Oghuz-Turkic languages and on the other hand the fact that the language of the Oghuz people rather than the Oghuz language is mentioned here means that the meaning of the expression ethnonym is still stronger and more prominent than the meaning of the linguonym.

At the same time from the methodological point of view it is interesting that from the beginning of the XIX century in official sources to express the concept of "Azerbaijani language" instead of "Turkish language", "Tatar language" (and its different variants: "Language of Caucasian Tatars", "Language of Transcaucasian Tatars" etc.) is derived from the tradition of administrative management of the Russian Empire. In the sign of the Turkic peoples the Russians who first came into contact with the Tatars tended to call all the Turkic ethnic groups they encountered "Tatars" and their languages "Tatar language": Central Asian Tatars, Siberian Tatars, Volga Tatars etc. This linguonym was gradually stabilized only as the name of a Turkic language of Kipchak origin — Tatar (with different dialects). After the collapse of the Russian Empire the end of calling Azerbaijanis "Tatars" and the Azerbaijani language "Tatar" shows that these names were in a sense an expression of imperial interests not "internal" but "foreign".

In general a look at the history of the formation of the concept of "Azerbaijani language" requires a distinction between the "internal" or natural factors in the naming of the language as well as the people "external" or unnatural factors as a methodologically important event. Sometimes such "foreign" interventions however paradoxical can occur in the form of an "internal" factor such as the replacement of the linguistic name "Azerbaijani" with "Turkish" without any serious discussions after the collapse of the Soviet Union (it is notable that the name of the people remained unchanged as "Azerbaijani people") was the result of such an unnatural intervention.

Although the first magnificent monument of Azerbaijani Turkish was "Kitabi-Dada Gorgud" the concept of "Azerbaijani Turkish" actually appeared in the middle of the XIX century with its different expressions according to which "Language of Caucasian Turks", "Language of Transcaucasian Tatars", "Azerbaijani dialect of the Turkic-Tatar language".

Along with the recognition of the ancient ideological and aesthetic roots of the epic "Dada Gorgud" the fact that it was formed in the early Middle Ages in the territory of Azerbaijan shows that its language is a manifestation of the Turkic language that existed in Azerbaijan. The toponymy of the epic confirms this.

In the late medieval manuscript of "Dada Gorgud" his name is presented as "Kitabi-Dadam Gorgud lisani-taifeyi-oguzan" i.e. "Dadam Gorgud's book in the language of Oghuz tribes". This concept of "language of the Oghuz tribes" is the predecessor of "Azerbaijani Turkic" and consequently "Azerbaijani language".

Persian-speaking Azerbaijani poets of the XI-XII centuries create certain ideas about Azerbaijani Turkic. R. Eyvazova writes: "Nizami Ganjavi ... wanted to write *"Leyli and Majnun"* in Turkic. However, in his letter to Nizami Akhsitan ibn Manuchohr I suggested that the ruler write in Persian not in Turkic which did not suit the feudal dynasty". In the letter to Akhsitan he says [7]:

*Torki sifət vəfa-ye ma nist,
Torkane soxən səza-ye ma nist.
An kəs nəşəf-e boland zayəd,
Ura soxan-e boland bayəd".*

Translation: It is not our fidelity to be Turkic (it does not suit us). We do not deserve to speak Turkish. A person born of a high lineage also needs a high word.

R. Eyvazova notes that Nizami who complains about the environment that does not appreciate the Turkish language writes in his work "Seven beauties" [7]:

*"Torkiyəmra dər in Həbəş nəxərənd,
Lacərm doğba-ye xoş nəxorənd"*.

Translation: There is no Turkic in Abyssinia, No one eats a dovga as a meal.

E. Alibeyzade writes: *"It is known that Nizami was close and connected with the Atabeyns, and the Atabeyns present themselves as a continuation of the Seljuks in Azerbaijan. So, there is no doubt about the variety of the Atabeyns. Who are the Derbent Caspians?"*

Let's refer to at least one source: *"Byzantine writers generally considered the Caspians to be Turks; Arab scientists called them Turks too. So, there is no doubt that the Derbent Caspians are also Turks"*.

But in what sense did Shirvanshah Akhistan insult Nizami and his people by saying:

"Turkic language is bad for our descendants, Turkic language is lacking for us ..."

The fact that Shirvanshah was the governor of Iran in Azerbaijan or in fact he was Azerbaijani tended to Persian and despised his own language and said that the great poet of nation write in Arabic or Persian instead of Turkic doesn't change the situation at all [1].

The concept of "Turkish language" in the presentation of Mohammad Fuzuli (XVI century) who wrote in Turkish, Persian and Arabic but gave greater importance to Turkish and raised it as a mother tongue requires a special explanation.

Fuzuli says in the preface of "Hadiqat us-suada"[15]: *"Əgərçi ibarəti-türkidə bəyani-vəqayə düşvardür, zira əksəri-əlfazı rəkik və ibarəti nahəmvardür, ümid ki, himməti-övlīya itmamiə müsaid ola və əncaminə müvainət qıla:*

*Ey feyzrəsani-ərəbü türkü əcəm,
Qıldun ərəbi əfsəhi-əhli-ələm,
Etdün füsəhayi-əcəmi İsadəm,
Bən türkəzəbandan iltifət eyləmə kəm"*.

Translation: It is difficult to reflect events (in poetry) with the expressive power of Turkish because most of the words are short (i.e. limiting stylistic maneuverability in the poem) and the word combinations are far from smooth (comfortable, poetic pronunciation). But we hope that for the sake of the saints this problem can be overcome and a solution can be found. Poem:

*Oh, you who give intelligence to the Arabs, Turks and Persians,
You have made the Arabs the wisest of the people of the world,
You gave the Persian sages the breath of Jesus (with this breath
Jesus raised the dead),
Do not regret helping me, a Turkish-speaking.*

A.N.Kononov notes: "It is clear from Fuzuli's preface that he was not familiar with the previous proverbs in Turkic or did not need to remember them. Otherwise he would not have said in the preface that there were proverbs in Arabic and Persian that he would have been deprived of it and that he would not have written that his companions had asked him to create this work" [9].

Fuzuli's comparison of the Turkish language with the Arabic and Ajam (Persian) languages was of course traditional in the history of all-Turkic culture. In the XI century M.Kashgari compared Turkish with Arabic and in the XV century A.Navai compared it with Persian.

Y.V.Chamanzaminli notes: "The most beautiful pieces of Fuzuli's writings in Turkish are in the Azerbaijani dialect. However, the annexation of Baghdad to the Ottoman Empire

caused a shift in the language of Fuzuli: in the works written at that time, Fuzuli received the theoretical attention of his new readers. "Leyli and Majnun" was written in this influence" [16].

In his article "Fuzuli" written in 1925 J.Mammadguluzade leaves no doubt that Fuzuli is Azerbaijani and his language is Azerbaijani: "Fuzuli is Azerbaijani. Because the language is Azerbaijani. His school-literature has entered the minds of our poets, and a Fuzuli spirit is seen in all his works" [14].

The main historical reason for the appearance of the concept of "Azerbaijani language" under its own name is the formation of Azerbaijani Turkish as a result of the differentiation of Turkic languages. Beyond doubt if a language has its own ethno-social base, a certain geography of distribution and in many cases official-political protection it is natural that its name should differ at least from neighboring languages.

It is known that the differentiation of the Turkish language dates back to the early Middle Ages. The spread of the Turks from East to West over the vast geography of Eurasia, their membership in various political unions and their intensive and multifaceted relations with individual peoples gradually turned tribal languages (dialects) into vernaculars. It is possible that other (non-Turkish) peoples did not feel this difference at all in the beginning or did not take it into account at all but there are facts within the Turks that show this from the very beginning.

The first of them is the linguistic distinction of general (common) epics or the acquisition of regional linguistic qualities the most typical example is the "Koroglu" epic. "Koroglu" exists in all vernacular Turkic languages of the new period. This means that the subject of "Koroglu" is a manifestation of the inertia of differentiation that surpasses the standards of the written language of the Turks.

N. Jafarov notes: "Especially in the XVII-XVIII centuries Azerbaijan became a field of military, political and ideological struggle between Iran and Turkey. The spiritual and cultural renaissance, which gradually reached the level of quality, did not want to reconcile with the sorrowful situation in the country, instilled the spirit of independence, opposed the intervention. When "Koroglu" separated this side of Qaf from Anri, in fact, it reflected the same idea that was defined in the national public thinking" [8].

It can be assumed that the Azerbaijani "Koroglu" is the first mass monument of Azerbaijani Turkic or the Azerbaijani manifestation of Turkic. Therefore we can agree that one of the reasons for the poetic structural perfection, elasticity, intonation harmony of "Koroglu" is the language in which the epic was formed.

"Koroglu" demonstrates a number of features of Azerbaijani Turkic of the period of its formation — there is an interesting fact-episode in the saga that shows that Koroglu spoke Azerbaijani Turkish (in fact he was Azerbaijani Turk — A.G.) and "even did not know Turkish which was close to him" [8].

What is that fact-episode?

"... Koroglu, who came to Istanbul, wants to write a letter to a gentleman in the language of Khotkar, saying, "The person who gave you this letter is my sergeant. He should be respected in my office as well". However, seeing that Mr. Koroglu was a "tangled man", he wrote something else: "Mrs. Nigar, this man is a robber. Hang him when you arrive there!" Koroglu, not expecting his master, takes the paper and looks at it and says: "Don't think that I am illiterate. I said, you write so that it will be in your language. Write it again!"

When Koroglu said "in your language" he meant the Istanbul dialect of Turkish. And his own language no doubt was the language of the Azerbaijani. Koroglu — "Azerbaijani Turkish" [8].

4 Results and Discussion

The most visible demonstration of Azerbaijani Turkish in the written literature differentiated by the lines of M.Fuzuli, S.I.Khatai, Habibi, M.Amani, M.V.Vidadi is the language of M.P.Vagif. But unfortunately neither M.P.Vagif nor his contemporaries mention his name nor do they give any information about their language.

The first stage of the formation of the concept of “Azerbaijani language” is characterized by the emergence of the model “Azerbaijan + Turkish language” (and its manifestations). In our opinion it is impossible to ignore the two factors: the first of which is the ethno-political differentiation of the Turks and the second is the gradual strengthening of Russia's political and administrative control over the vast majority of Turkic space from the end of the Middle Ages to the beginning of the new era.

Political-administrative control inevitably applies its own advertising mechanism including peoples (and languages). But there is also a natural resistance: the traditional informal (non-standardized) names of peoples (and languages). Russia's invasion to the Caucasus and its occupation of this region has left a deep trace on the history of both Russia and the peoples of the Caucasus. “As the Russians became acquainted with the Caucasus (under which the Caucasus was divided into three parts: the Front Caucasus, the Mountainous or Central Caucasus and the Transcaucasia) they were surprised by the existence of a big number of peoples and ethnic groups” [4].

Observations reveal that Russia's military-political occupation of the Caucasus which lasted more than fifty years was a serious problem as well as its moral, intellectual and administrative conquest. However the imperial specialists involved were quite professional and they tried to correctly determine the ethnic origin of the peoples of the Caucasus of course mainly in terms of language.

In the first stage of the occupation process the Russians saw it as a disputed territory between Iran and Turkey but in fact as “ownerless” and considered its population simply “Caucasian”.

“Azerbaijani-Turkish language schools are being opened in the big cities of the Caucasus. A gymnasium was opened in Tbilisi (Georgia), an emergency school was opened in Ganja and two years later in 1932 emergency schools were opened in large cities such as Baku, Shusha, Nukha, Shamakhi and Nakhchivan” [2]. One of the missions of such schools was to prevent the influence of the Persian language and Iran in general in the Caucasus. “Because at that time all trade agreements and official documents, correspondence, etc. were conducted in Persian” [2].

In various Russian and Western European sources of the late Middle Ages and early New Age Turkic languages are generally referred to as “Tatar”, “Turkic-Tatar” and “Turkic” [9]. Originally an Azerbaijani Turk — Mirza Kazim Bey's “Grammar of the Turkic-Tatar Language” (1839) was published followed by “The General Grammar of the Turkic-Tatar Language” (1846).

A.N.Kononov writes: “Mirza Kazim Bey not only for the first time in Russian gives a detailed grammar comparing the Turkish language with the “Tatar” languages (Kazan, Siberian, Orenburg Tatar languages, but also the Azerbaijani language), he also clarifies the observations of foreign Turkologists (Jobber, David and others)” [9]. At that time the idea of “Turkish language” in Russian started to be distinguished by “Turkish language”: the first of which means “Azerbaijani Turkish” and the second “Turkic Turkish”.

A.N.Kononov in his research notes that in the middle of the XIX century I.N.Berezin who classified Turkic dialects used the expression “Aderbidjan” dialect [9]. Then he lists the most important works of the XIX century Russian Turkology dedicated to the Azerbaijani language called “Caucasian Tatar” or “Transcaucasian Tatar” which includes the followings [9]:

- “General grammar of the Turkic-Tatar language” (1846). M.A.Kazim Bey, Kazan;
- “Tatar grammar of the Caucasian dialect” (1848). T.Makarov, Tbilisi;
- “A practical guide to the Turkic-Tatar Azerbaijani dialect” (1857). L.Z.Budagov, Moscow;
- “Textbook of the Turkic-Azerbaijani dialect” (1861). Compiled by the teacher of Oriental languages at the Novocherkassk gymnasium Abdul Hasanbek Vezirov, St. Petersburg;
- “Turkic-Tatar-Russian dictionary with a concise grammar” (1864). L.Lazarev, Moscow;
- “Comparative Christomathy of the Turkic language, Osmanian and Azerbaijan dialects with the application of Turkic conversations and proverbs” (1866). L.Lazarev, Moscow.

V.V. Radlov specifies that while Christianized Tatars living in Eastern Russia call themselves “Tatars” not Muslims; but both Christian and Muslim Tatars call their language “Tatar language” [12;13].

Written by the French Turkologist Jean Deny and published in Paris in 1921 “Turkic Linguistics” (translated into Turkish by Ali Ulvi Elove) lists Turkic dialects as follows: Turkmen dialect, Azeri (or Azerbaijani) dialect, Caucasian dialects [5].

In the division of “Turkic-Tatar nations” the author unites Azerbaijanis (Azerbaijani Turks) under two names [5]:

- 1) Caucasian Tatars (Azerbaijanis);
- 2) Iranian Turks (Azerbaijanis).

It can be expected that both the ethnonyms and the linguonyms used by J.Deny reflect the ideas of the late XIX and to some extent the beginning of XX centuries. Of course the biggest issue in the late XIX and beginning of XX centuries was to call the Turkic languages (and peoples) by their names and the main administrative responsibility for this was borne by the Ottoman Empire, the only independent Turkic state.

Prominent researcher of Turkic languages V.V. Radlov mentions the names of the languages he studied in the “Experience of the Dictionary of Turkic Dialects” as follows: Azerbaijani dialect, Kazan dialect, Crimean dialect, Kyrgyz dialect, black Kyrgyz dialect, Tyumen Tatar dialect [11].

As can be seen there is no general principle in such naming but there is no artificiality. The author of “Experience” uses the names of Turkic dialects (languages) on the basis of the already established naming practice.

Article 18 of the “Kanuni-Asasi” (announced in 1876) which is considered both the first and the last constitution of the Ottoman Empire states: “In order to be employed in the state, it is necessary for them to know Turkish which is the official language of the state” [6].

This meant that the Ottoman state could not go beyond protecting the prestige of Turkic only on its territory. However there were certain conditions. Thus the name “Turk” did not become popular for a long time.

V.V. Radlov writes: “The Ottomans do not want to call themselves ‘Turks’, they always call themselves ‘Ottomans’” [12]. Then he investigating M.M.Nawwab's work notes that in the introduction to his commentary at the end of the XIX century M.M.Nawwab noted that “all previous commentaries were in the same language. That is, in Arabic, or Persian, or Turkish. But I will write in two languages: both Persian and Turkish” [13]. Along with “Turkish language” in “Tazkireyi-Navvab”, “Turkish”, “Turkish (Azerbaijani) language”, “Turkish and Azerbaijani”, “Azerbaijani language”, and most of the “Azerbaijani” expressions [12] were used.

5 Conclusion

The study of various linguonyms denoting the term “Azerbaijani language” in chronological order from the XII to the beginning of the XX century shows that the following models were developed: (until the 1930s) Turkish, Caucasian Turkish (or Tatar), Transcaucasian Tatar (or Turkish), Turkic-Azerbaijani dialect, Azerbaijani dialect of Turkish (or Tatar) language, Turkish (Azerbaijani) language, Azerbaijani language.

There were at least three important reasons for the variation of linguonyms in the nineteenth and early twentieth centuries:

1. The continuation of the idea of all-Turkic unity by inertia as well as the rise of the new Turkic movement to a new level.
2. On the contrary the emergence of a new generation of realist intellectuals who insisted on the use of the national literary language (especially in the press) which until then was considered a dialect and demanded that it have a different name from the all-Turkic.
3. Finally the formation and development of the ideals of the independent Azerbaijani nation (and state).

For these reasons the first conditioned variants of the linguonym “Turkic language” and the second, and third conditioned other variants that distinguished it from the all-Turkic union. As a result one of the versions – “Azerbaijani language” was chosen and found political and administrative approval and popularization in the late 30s of the last century. However observations illustrate that the “Azerbaijani Turkish” version also manifests itself in the Turkological literature although not systematically.

The history of the formation of the concept of “Azerbaijani language” begins in the early Middle Ages – from the formation of the epic “Dada Gorgud” to the end of the Middle Ages and the beginning of the new era. Although the term was generally expressed by the linguistic term “Turkish” at that time, a number of contextual attempts were made towards the end of the period which serve to emphasize that this “Turkish” is “our Turkish”.

In the new period especially since the middle of the XIX century the concept of “Azerbaijani language” like other concepts of Turkic languages is in search of a specific expression (linguonym). At a time when there was a need to name languages not in general but precisely the concept of “Azerbaijani language” is expressed by a number of experimental linguonyms that unite them “toponym + Turkish language (Turkic)”.

Although the linguistic term “Azerbaijani language” used episodically in the late XIX and beginning of XX centuries was formalized as an expression of the concept of “Azerbaijani language” in the late 1930s, the “Azerbaijan + Turkish language (dialect)” model is also used in various variants in the scientific literature. Continued development shows that linguonym is not fully stabilized.

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ANALYSIS OF THE INTONATION OF DIALOGICAL TEXT

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Abstract: Intonation decode is the basis of speech, reveals the core word. Intonation allows people to understand each other in the spoken language. Intonation and its components together with linguistic means, participates in the formation of the texts external structure. It reveals author's communicative intention of the information and also the course of the formation of thought in the language consciousness. In other words, intonation interacts with other semantic means - grammatical and lexical - in parallel with the emergence and perception of the meaning layer of the text. Here, along with the explanation of the theoretical issues of text, intonation and experimental-phonetic analysis are performed. The purpose of both experiments is to analyze the intonation of the text (dialogic text). The purpose of the experimental-phonetic analysis is to determine the text intonation on 3 parameters - frequency, strength and time of the main tone, by using *Win Cecil, PRAAT, Mac Speech Lab* programs. The texts in British English (RP) based on materials from the London Linguistic Institute are vocalized by native speakers, one is male and other - female.

Keywords: Coherence, Dialogic text, Experimental-phonetic, Perception, Tone.

1 Introduction

Any information is transmitted through this or the other material carrier. This means the text must contain factors that provide the transmission of the additional information. In language, the quality of such factors is the coherence of units of different levels. We consider that the addressee's adequate perception of the text depends on the correct placement of the 'communicative-meaningful parts' of the text, i.e. the individual must be able to follow the development of the thought and determine the relationship between the each part and the whole text that expresses a particular element of meaning. As it is known from the applied theoretical sources, the perception of any text represents a structural hierarchy of different levels - the lexical (word recognition), the syntactic (sentence recognition) and the meaning levels, through which the recipient goes through several stages.

"Experimental phonetics at the initial stage of its development started with the study of neurophysiological mechanisms. In Kazan linguistic school in accordance with the results of studies of that time there were obtained the results important for our time: speech zones in the context of the human brain; the nature of linguistic thinking; the causes of individual speech phenomena such as slips of the tongue etc." [4, p. 2946-2949].

"As we shall see, experimental phonology and phonetics are an important part of linguistics precisely because of their constant contact with the real world data we collect in the laboratory. This is a difficult part of linguistics, though, because it needs you to develop a feeling for experimental procedures which are somewhat different from the way you treat other areas of linguistics. But, as you will see, it is interesting because we constantly have to deal with difficult questions concerning the interaction between the abstract (or mental) and real (or physical) worlds" [14, p. 4].

It is known that the tone, as the category of intonation, is perceived by the listener and repeated in speech. In addition, in English, the tone forms a well-developed, relatively independent subsystem of intonation. The interest in the study of the tone features of intonation is explained by the fact that it can be consciously realized by the speaker in important segments in terms of the meaning, which form the center of the syntagma and where the other parts are located around it.

The study of the semantic structure of the tone within the constituent functions of intonation allows revealing the deep meaning realized in the dialogic text. The movement of the tone within the discourse provides the basis to determine the main content of the texts and discover the initial motive of the

information, as well as creates a basis to distinguish the degree of importance of the individual components in the speaker's mind. Accordingly, the listener is able to adequately decode the information transmitted by the speaker through specially identified components in terms of intonation.

Communication is one of the most important aspects of our everyday activity. In fact, most things we do are directly or indirectly connected with communication. Even "talking" silently to oneself is a form of communication, called "intrapersonal" (inner) communication.

The components of the communication process:

- Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.
- Encoding: Next, a message is sent to a receiver in words or other symbols.
- Decoding: Lastly, the receiver "translates" the words or symbols into a concept or information that he or she can understand [13, p. 198].

2 Literature Review

Main features of modern experimental-phonetic research are their speech perception that is, conducting experiments in the direction of perception. Problems of perception of live speech are studied in psychology and physiology, as well as it is also an integral part of the experimental-phonetic research. The instrumental study of the language material is one of the distinguishing features of the most modern methods of analysis. This fact allows linguists-experimenters to get detailed objective information, mainly to study the acoustic parameters of the live speech in dynamics. In contrast to the statistics of the written text in which the language structures are recorded, the description of the dynamics of the monologue or the dialogic speech is accompanied by the certain difficulties.

"The acoustic parameters of the syllable are the frequency of the pitch on the border areas, the intensity curve, the duration - all this also contributes to the development of listening skills, correction and coordination of sounding / pronunciation and understanding techniques, thereby achieving success in developing skills and skills in working with phonetic material of varying degrees in semantic and communicative complexity" [4, p. 2946-2949].

As audio and telecommunication technologies develop, there is an increasing need to evaluate the technical and perceptual performance of these innovations. This means that the auditory quality of such systems cannot be measured by traditional physical measures (such as distortion, frequency response etc.), but only by perceptual evaluations in the form of listening tests [1, p. 346].

"There are four main reasons for studying experimental phonetics. The first of these is that speech is interesting in itself. The ability to produce and understand speech is a fundamental part of our identity, as individuals, as members of larger communities, and as human beings. However, many aspects of speaking and hearing are inaccessible without the aid of instruments. The second reason for studying experimental phonetics is that it expands the range of contexts in which we can study speech. To give but two examples, speech is a highly skilled motor activity, which can be studied as part of the general study of movement. Speech is also a type of sound which can be compared with other types of sound from the perspective of general acoustics. Each of these contexts has its own theoretical perspective, to which the study of speech can contribute. A third reason is provided by the numerous practical applications of experimental phonetics. Obvious examples are medical applications such as helping patients with disordered speech, applications in the fields of telecommunications and man-

machine communication, and the development of audio-visual aids for improving pronunciation in language teaching. The fourth reason, and the one which underlies this book, is the relevance of speech for the study of language in general" [7, p. 32-34].

"The intonation of a sentence is its pattern of pitch changes. This syllable, which carries the tonic accent, will be marked in this section by an asterisk. Sometimes, there are two or more intonational phrases within an utterance. When this happens, the first one ends in a small rise, which we may call a continuation rise. It indicates that there is more to come and the speaker has not yet completed the utterance. The intonation is also considerably affected by the speaker's style. When speaking slowly in a formal style, a speaker may choose to break a sentence up" [10, p. 120].

Lomtev T.M. "Speech perception in the experimental and the general phonetics is a set of mechanisms that enables the transition from the initial phonetic description of a sound or sequence of sounds to its interpretation as certain units of the language system. In this connection, the perceptual correlations of super-segment units (stress and intonation) used in the perception of units of different levels of language are investigated" [11, p. 4-16].

Zlautoustova notes: "The perception and the interpretation of speech is based only in part on the sound signal received by the auditory receptors. Therefore, the acoustic signals act as one of the components that serve to perceive linguistic structures. The process of interpreting the audio text is not limited to physical signals (acoustic, optical). The speaker's goals and motivations based on the previous knowledge, are also important for the accurate interpretation of the information" [20, p. 267].

"The acoustic signals, which have been electrically transduced, are constantly varying in time. The slowest and fastest varying elements of the signal denote the frequency range which is being transduced. Recording systems also have their own intrinsic frequency ranges — that is, a range between the slowest and fastest electrical signals to which they can respond accurately. Beyond the frequency range of a tape recorder no signal, even if present in the incoming signal, can be properly recorded. Clearly we must make certain that the frequency range of the recorder matches, or is wider than the signal we want to record" [14, p. 7].

The membership, which is conditioned by the speaker's attitude toward the discourse is variable and varies within the individual speakers within the same sentence.

L.R. Zinder notes: "The close connection between the intonation and the meaning of a sentence makes it one of the most important factors in communication. ...it is not necessary to recognize all the words in a sentence to understand it. The context allows for the restoration of an unheard word, and even if the "recovery" does not occur, it is possible that the meaning of the sentence is understood [...] in this case, intonation plays an important role" [19, p. 312].

"Sometimes tone languages are contrasted with intonation languages. But they should not be tone languages also have intonation. One common intonation effect found in many register tone languages is tone terracing. Terracing involves several related phenomena: downdrift, downstep and upstep. Upstep is the converse of downstep. It is the raising of the pitch of a tone so that it is phonetically a step higher in pitch than the preceding token of the same tone. upstep produces rising intonation over part of the utterance" [9, p. 205].

"Prosodic contrasts are argued to be an important mechanism for communicating implicit emotional and intentional information in speech—and a means to understanding traditional notions of an ironic tone" [3, p. 545–566].

McMahon writes that, "The main contribution a phonologist can make is to produce a classification of types of differences between accents, which can then be used in distinguishing any set of systems; and that is the goal of this chapter. In the next three sections, then, we shall introduce a three-way classification of accent differences, and illustrate these using examples involving both consonants and vowels. First, the systems of two accents may contain different numbers of phonemes, so different phonemic oppositions can be established for them: these are systemic differences. Second, the same phonemes may have different allophones: these are realization differences. Finally, there are distributional differences, whereby the same lexical item may have different phonemes in two different varieties; or alternatively, the same phoneme may have a phonological restriction on its distribution in one variety but not another" [12, p. 93].

"A difference in the relative amplitude of the high- and low-frequency regions of the spectrum can indicate either an increase in the high-frequency range and/or a decrease in the low-frequency range. If recordings are not calibrated for intensity, it is meaningless to compare the absolute intensity of spectra between vowels. Instead, an indication of spectral tilt is inferred from the net difference between different regions of the spectrum. This measure complements the low-frequency spectral measures in the previous section, since the effects of increased low-frequency amplitude and of steeper spectral slope, expected of breathier phonation type, are mutually enhancing" [17, p. 182].

Zhinkin notes that the initial analytical breakdown of the synthetic acoustic complexes of the sound into the separate signs in the auditory receptor and the transition of these signs into the signal-bearing nerve impulses; besides the storage of the received signals during the reception of the separate simple information (phrase); the introduction of the mechanism of constant differentiators, the separation of the main frequency from the spectrum, the separation of speech forms and the initial synthesis of the words on timbre; recognition of the words from the structure of the learned lexicon on the individual and the categorical features and the complete synthesis of the separate word in this connection; the word synthesis in the information system according to the learned rules of the logic and grammar; the differentiation of various stages of the utterances according to the signs of rise, height and length, and the re-interpretation of the word complexes in relation to the situation; understanding the meaning of the individual information and storing it through any substitute [18, p. 109].

As Mary Ellen Grunke and David B. Pisoni note, "In natural speech, a single phonetic segment may have many different acoustic representations, depending on the context in which it is spoken. An extensive body of research over the last 30 years has been directed towards trying to identify acoustically invariant properties of phonemes that can mediate speech perception" [5].

According to Conz, there are special devices that compare the sounds in English with the sounds in other languages and study and show their differences. This research is carried out by a special branch of the phonetics, the "instrumental" and the "experimental" phonetics. The experimental phonetics studies the correct pronunciation of a foreign word in speech [5].

"The experimental phonetics, in general, characterizes the melody in intonation and its main component in the perception and the clarity of information by the listener in a live speech" [7, p. 58].

F.Y.Veysalli writes: "The most difficult point in the spectrographic and the oscillographic analysis is the segmentation of the speech act, because there are no regular curves for this or that sound. However, the accuracy of the results of the analysis depends on the exact delimitation of the sounds, because when we define the boundaries, we distinguish one sound from the other, and thus determine the calculation of the values of the parameters. The oscillograms and the

pectrograms vary from the sound to sound, from the individual to individual, depending on their position in the speech chain" [16, p. 126].

The movement of the tone within the syntagma – rising or falling – creates the pattern of speech, shows its syntactic structure and the semantic capacity. The study of the expression of emotion in the text through the intonation is also reflected in L.V.Sherba's work: "We can express the various affects in the most subtle shades: hatred, anger, indifference, irony, caress, elegance, tenderness, distrust, excitement, and so on" [15, p. 327].

Taking into consideration above all, we applied to the experimental-phonetic analysis to determine the characteristics of intonation in the perception of the dialogic text.

3 Materials and Methods

The questionnaires have special columns to indicate the intonation features of individual texts. The texts presented to the recipients were read by 2 English speakers (one female and one male). The text was pronounced in British English (RP) and the pronunciation of the announcers fully meets the norms of literary pronunciation. The International Phonetic Alphabet [6, p. 204] was used in the transcription of language material.

The details of phonetic acoustic information can be obtained through the use of experimental phonetics technologies (currently it is available through computer programs Win Cecil, PRAAT, Mac Speech Lab PRAAT and Speech Analyzer). The programs provide acoustic characteristics of the speech signal in one complex; on the screen you can simultaneously see oscillograms, intensity curves, melodies, spectral contours [4, p. 2946-2949].

"Since experimental phonetics is defined primarily by its methodology rather than by its subject matter, it is somewhat misleading to suggest that a clear-cut distinction can be drawn between experimental phonetics with non-experimental phonetics. Nevertheless, we shall assume such a division here" [7, p. 32-34].

"In the acoustic analysis of speech signals "PRAAT" computer program, which has been created by the professors of Amsterdam University Paul Boersman and David Veenik to hold special experiments, has been widely used. "PRAAT" computer program has wide opportunities, such as to hold ossillographic and spectrographic analysis of language materials, to get indicators of tonal frequency intensity, and length of language materials, etc.

The given computer program provides learners with the chance of learning speech fragments which have the recording time from several m/sec to 12 hours" [5, p. 229-240].

fɒtbɔ:l||

– ðɪs 'ɑ:ftənu:n aɪm 'teɪkɪŋ maɪ 'kɑ:zŋ ənd maɪ 'ʌŋkɪ tə ə fɒtbɔ:l
mæf|| 'saɪmənz 'nevə sɪ:n ə prə, feʃənɪ, 'geɪm||'ʌŋkɪ 'gɑɪ 'hæzŋt
sɪ:n 'wʌn fɔ: 'jɪəz||tɪdeɪz 'mæfɪz ɪz bɪtwɪ:n 'ɑ:sənɪ
ənd 'lɪvəpu:l|| bʊθ əv ðɪz 'tɪ:mz| 'ɑ:veri 'gɒd ðɪs, 'sɪ:zŋ|| aɪ
'hævnt sɪ:n 'lɪvəpu:l | ðɪs 'sɪ:zŋ|| ðeər 'ɪfɪ 'wʌn əv ðə 'best
'tɪ:mz ɪn ðə 'fɜ:st dɪ, vɪzŋ|| aɪ 'ɪfɪ 'gʊt tə fɒtbɔ:l mæfɪz|| aɪ
'ju:zəlɪ 'gʊt tə 'haɪbəri tə sɪ: 'ɑ:sənɪ|| ðeə 'geɪmz 'ɑ:r, 'ɔ:lweɪz
'gɒd|| aɪ 'sɑ:mtaɪmz 'gʊt tə 'sɪ: 'fɛlsɪ|| 'sʌm əv ðeə 'geɪmz
'ɑ: 'gɒd | 'lɒðər, 'ɑ: 'bæd|| 'rʌgbɪz əŋləð 'ɪksaɪtɪŋ, 'spɔ:t | bət aɪ
'dʊərɪt 'ju:zəli, 'gʊt tə 'rʌgbɪ 'geɪmz || ðə 'best 'spɔ:ts fɒtbɔ:l||
[6, p. 203].

4 Results

In the English text *fɒtbɔ:l*/(Football)", the speaker gives information it is about which team the hero is a fan of. At the end of the dialogue, it is noted that football is the best game. At the beginning of the text, the acoustic parameters are expressed

by the following indicators: /ðɪs 'ɑ:ftənu:n/aɪm'teɪkɪŋ maɪ'kɑ:zŋ ənd maɪ 'ʌŋkɪ tə ə fɒtbɔ:l mæf|| (This afternoon I'm taking my cousin and my uncle to a football match).

The Progreiens syntagm:

- The base tone frequency: V_{1f} –187 hs, V_{2f} –258 hs, V_{3f} –240 hs, V_{4f} –143 hs;
- The intensity parameter: V_{1i} – 66 db, V_{2f} – 74 db, V_{3i} – 68 db, V_{4i} – 66 db;
- The time parameter: V_{1t}–60 m/sec, V_{2t}–130 m/sec, V_{3t}–72 m/sec, V_{4t} – 113 m/sec. (Figure 1).

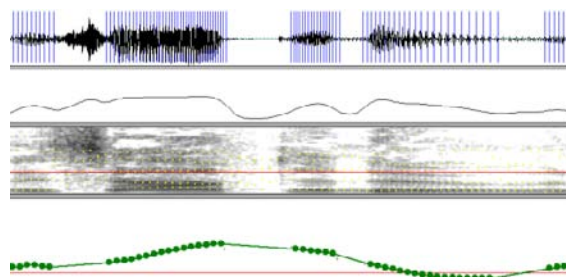


Figure 1 – The oscillogram and the spectrogram of the syntagm /ðɪs 'ɑ:ftənu:n/

In the dialog, the terminal syntagm / aɪm'teɪkɪŋ maɪ'kɑ:zŋ and maɪ 'ʌŋkɪ tə ə fɒtbɔ:l mæf|| acoustic parameters:

- The frequency of the main tone: V_{1f} –149 hs, V_{2f} –173 hs, V_{3f} –147 hs, V_{4f} –138 hs, V_{5f} –233 hs, V_{6f} –183 hs, V_{7f} –142 hs, V_{8f} –180 hs, V_{9f} –191 hs, V_{10f} –246 hs, V_{11f} –138 hs, V_{12f} –127 hs, V_{13f} – 116;
- The intensity parameter: V_{1i} –68 db, V_{2f} –72 db, V_{3i} –61 db, V_{4i} –69 db, V_{5i} –70 db, V_{6i} –63 db, V_{7i} –69 db, V_{8i} –65 db, V_{9i} –63 db, V_{10i} –67 db, V_{11i} –64 db, V_{12i} –68db, V_{13i} – 64 db;
- The time parameter: V_{1t} – 137 m/sec, V_{2t} – 123 m/sec, V_{3t} – 60 m/sec, V_{4t} – 126 m/sec, V_{5t} – 102 m/sec, V_{6t} – 61 m/sec, V_{7t} – 130 m/sec, V_{8t} – 81 m/sec, V_{9t} – 129 m/sec, V_{10t} – 76 m/sec, V_{11t} – 107 m/sec, V_{12t} – 81 m/sec, V_{13t} – 76 m/sec (Figure 2).

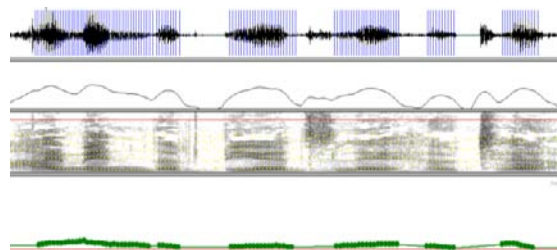


Figure 2 – The oscillogram and spectrogram of the syntagm of the / aɪm'teɪkɪŋ maɪ'kɑ:zŋ and maɪ 'ʌŋkɪ tə ə fɒtbɔ:l mæf||

The acoustic parameters of the text in the middle position / ðeə 'geɪmz 'ɑ: r, 'ɔ:lweɪz 'gɒd || (Their game is always good) are as follows:

- The frequency of the main tone: V_{1f} –270 hs, V_{2f} –177 hs, V_{3f} –160 hs, V_{4f} –190 hs, V_{5f} –172 hs, V_{6f} –131 hs;
- The intensity parameter: V_{1i} – 70 db, V_{2f} – 72 db, V_{3i} – 69 db, V_{4i} – 69 db, V_{5i} – 66 db, V_{6i} – 58 db;
- The time parameter: V_{1t} – 169 m/sec, V_{2t} – 137 m/sec, V_{3t} – 90 m/sec, V_{4t} – 110 m/sec, V_{5t} – 130 m/sec, V_{6t} – 90 m/sec. (Figure 3).

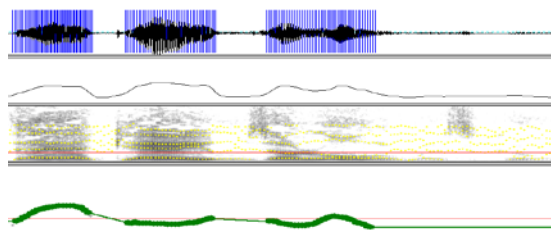


Figure 3 – The oscillogram and the spectrogram of the syntagm /ðeə'geimz α•r_ɔ: hweiz god//

The acoustic parameters at the end of the text / ðə 'best 'spɔ: ts fɒtbɔ: l// (The best sport is football) are as follows:

- The frequency of the main tone: V₁f-124 hs, V₂f-204 hs, V₃f-219 hs, V₄f- 305 hs, V₅f-124 hs;
- The intensity parameter: V₁i-59 db, V₂f -71 db, V₃i -75 db, V₄i -68 db, V₅i-59 db;

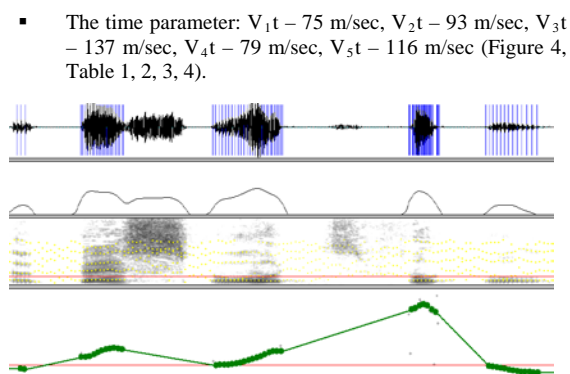


Figure 4 – The oscillogram and the spectrogram of the syntagm/ðə 'best 'spɔ: ts fɒtbɔ: l//

Table 1: The average acoustic performance of the sentence by syntagms

Acoustic parameter		1	2	3	4	5	6	7	8	9	10	11	12	13
I discourse	frequency of main tone (hs)	187	258	240	143									
	intensity (db)	66	74	68	66									
	time (t)	60	130	72	113									
II discourse	frequency of main tone (hs)	149	173	147	138	233	183	142	180	191	246	138	127	116
	intensity (db)	68	72	61	69	70	63	69	65	63	67	64	68	64
	zaman (t)	137	123	60	126	102	61	130	81	129	76	107	81	76
III discourse	frequency of main tone (hs)	270	177	160	190	172	131							
	intensity (db)	70	72	69	69	66	58							
	time (t)	169	137	90	110	130	90							
IV discourse	frequency of main tone (hs)	124	204	219	305	124								
	intensity (db)	59	71	75	68	59								
	time(t)	75	93	137	79	116								

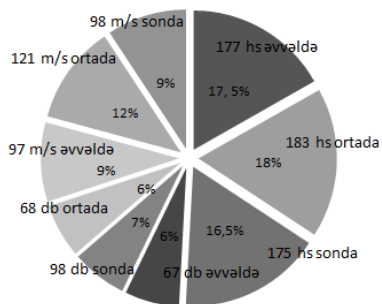


Figure 6 –The average acoustic performance of the text by syntagms (%)

Note: əvvəldə - at the beginning, ortada - in the middle, sonda - at the end.

Table 2: The variation of the main tone frequency within the discourse

Variation of the main tone frequency	Speaker 1	Speaker 2
Rising	27	25
Falling	86	90
Continuous tone	17	19

Table 3: The variation of the intensity value within the discourse

Variation of intensity	Speaker 1	Speaker 2
Rising	31	28
Falling	83	87
Straight intensity	22	20

Table 4: The variation of time value within the discourse

Variation of time values	Speaker 1	Speaker 2
Increasing	90	95
Decreasing	33	33
Equal time	11	7

5 Conclusion

The following was obtained from the experiment: absolute values of the main tone frequency, the level of the main tone frequency in the dialogic text, the localization of the minimum and maximum indicators of the main tone frequency in the analyzed structures, the range of the main tone frequency; total length of phrases in the text; direction of intensity movement, determination of maximum and minimum intensity values, range of intensity in the analyzed structures.

When studying the prosodic indicators of the text, the interrelation of intonation and syntactic units and the centers of meaning of the sentence were identified.

Based on the results of the analysis of the acoustic parameters in the study determined the frequency level of the beginning of the discourse, the level of the frequency at the end of the discourse in English and the values of syllables with discourse stress, as the relevant fields for intonation information. With reference to the acoustic results, it can be said that the discourses in English have different intonation contours depending on the communicative type, the assignment, the purpose, the number of syntagms and their place inside the discourses - pre, post and middle positions, and the subjective attitude of the speaker;

As a result of the experiment, the average range of dynamics of syntagms was determined to be around 60-73 dB. It was noted that in the analyzed segments (syntagms) the pronunciation rate in the nuclear syllables is prolonged. In English, the short and the medium intervals between the syntagms of the text (dialogical text) - are observed in 180-240 m/sec. In English, the length of the emphatic-emotional interval between the syntagms of the text (dialogical text) was noted relatively high compared to the neutral interval - in the range of 255-680 m/sec.

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Primary Paper Section: A

Secondary Paper Section: AI

THE DEVELOPMENT HISTORY OF TENSE CATEGORY IN TURKIC LANGUAGES

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Abstract: The history of the development of the tense category in Turkic languages is considered in the article. The main purpose of the research conducted within the article is to study the tense category in Turkic languages from the point of view of historical development and to analyze the tense category in diachronic plan on the basis of materials of different Turkic languages. For the first time in the article based on the materials of the Altai, Turkish, Tungus-Manchurian, Azerbaijani, Kazakh, Tatar and other Turkic languages the tense category is investigated in a comparison. The comparative, historical-comparative and typological methods of linguistics were used in the research. In order to shed light on the degree of development of the research topic and to justify its relevance, the scientific and theoretical literature is also studied extensively and comprehensively. As the principles of concrete classification of tense forms in the grammar of Turkic languages have not yet been determined it confirms the relevance of the research. In the article as a result of research based on the materials of the Turkic languages the author concludes that the forms of tense observed in the stages of historical development of the Turkic languages have more modal shades. This is due to the fact that they are closely related to the aspect category. The analysis of the scientific-theoretical literature presented during the research and the obtained scientific results may have special importance for Turkologists, researchers conducting research on the history of language.

Keywords: Aspect category, Linguistics, Modality, Tense category, Turkic languages, Verb.

1 Introduction

Time which is determined by the relationship to the speech moment is usually called absolute time and the forms expressing it forms of absolute time. Relative time is the time of one action in relation to the time of another. Forms of relative time are usually observed in complex sentences. Grammatically time is one of the forms of reflection in the language of objective, really existing time but perceived by a person in its segments, intervals, in its moments.

The meaning of time can be expressed in a language not only by the system of verb forms but also by other linguistic means. The semantic category of time expressed by various linguistic means is called temporality. Time can be expressed by the syntactic structure of a sentence too.

The morphological category of the tense of a verb is a system of opposed series of forms that indicate the relationship of an action to the time of its implementation. The structure of the system of tense forms in their relation to the type of the verb testifies the absence of identity between grammatical tense and ideas about the division of real time. The basis of the tense category of the verb is formed by the tense forms within the indicative mood. Each of the opposed series of forms of tense is characterized not only by its inherent categorical grammatical meaning but also by special means of expression. These means include on the one hand affixes and on the other the types of stems to which these affixes are attached.

The tense category is often dealt with from a purely philosophical point of view and at the best from a semantic point of view in the process of linguistic research. As a result the importance of its rich morphological features is decreased while determining the grammatical meaning of this category thereby not only controversial points but also false ideas are appeared and this makes it more concretized.

The tense category of verb is a reflection of objective time and refers to the action relation of the speech moment or to any other speech moment which is taken as the basis of time relations. In Turkic languages the verb tenses are an interesting and complex category. The large number of Turkic languages, the diversity of tense forms, the unique history of development of each Turkic language along with similar features also acquired a number of different features.

The main purpose of this research is to shed light on the history of the development of the tense category in the Turkic languages

and to carry out the necessary analysis on the basis of language materials.

2 Literature Review

The extensive and detailed study of verb tenses in Azerbaijani linguistics is connected with the name of academician A.A.Akhundov [1]. M. Huseynzadeh notes the verb tenses under the title of "tense category". He shows the traditional three tenses of the verb: past, present and future tenses. The author writes that the past tense consists of the categorical past tense and the narrative past tense and the future tense consists of categorical and non-categorical future tense forms [9].

M.B. Asgarov's book "Tense forms, adverbial verb forms and functional semantic relations between them" (2002) is also distinguished by its original approach to the problem. Y. Karimov's "Verb tenses in Azerbaijani and Kazakh languages" (1973), R. Sadigov's "Objective and grammatical tense relations in different system languages" (1973), F. Jahangirov's "Periphrastic tense forms in English and their expression forms in Azerbaijani" (2003), L. Huseynova's "The system of continuous tenses forms" (2005), B. Jafarova's "System of verb tenses in English and Azerbaijani languages" (2006), G. Hasanova's "Comparative typology of verb tenses" (2009) are recent successful steps which can be assessed in this field [7, 8, 9, 11, 12, 13, 14].

In the turkological literature there are different opinions and controversial points and contradictions concerning with the system of verb tenses and their number in Turkic languages. In turkology the division of tense forms is based on several principles.

A.N. Kononov in his work "Grammar of the modern Uzbek literary language" (1961) divided the verb tenses into two parts: simple and complex. In the book "Grammar of the Tuvan language" (1961) verb tenses are presented under the title "mood" and it is shown that the indicative mood consists of three tense forms as past, present and future tense.

E.I. Korkina (1970) presents the verb tenses within mood. The author conveys the number of verb tenses in Yakut language and attributes the tenses to the following forms: present-future tense, future tense, near past (definite) tense, narrative past tense, resultative past tense I, resultative past tense II, episodic past tense, unfinished past tense (imperfect), distant past tense, episodic distant past tense.

"The grammar of the Altaic language" (2005) had an influence on the subsequent descriptions of the Turkic languages and in terms of the further interpretation of analytical verb constructions with the meaning of the action modes of the verb. P.M. Melioransky considered that in the Kazakh language verbs do not convey the meanings of perfection, imperfection, repetitiveness of action which are inherent in Russian language however various shades of action in this language can be conveyed using combinations of special verb forms [22]. In the most famous and authoritative old grammars of the Turkic languages the issues of transferring various characteristics of the verb action are touched upon in one way or another and described some synthetic and analytical means of their implementation in a particular language.

The study of the structure of modes of action in Turkic languages had begun and the latest publications contain the first important results of this work. For the Uzbek language the foundations of such an approach were laid by Academician A.N. Kononov in his grammar when considering the forms of the verb that express the nature of the course of action — the shades of "instantaneousness, dynamism, duration, inchoativeness, repetition, direction of action ..." [16] and were developed in A.Khodzhiyev's monograph on auxiliary verbs [15].

V.I. Rassadin presents verb tenses in the Tofa language under the title of tense category. He divides tense forms into two parts: simple and complex; and divides verb tenses into three parts: past tense, present tense and future tense. The author divides the past into three: definite past tense, perfect past tense, subjective past tense; present tense into three: ordinary present tense, concrete present tense, continuous present tense; and future tense into two: definite future tense, future tense with the probability meaning [25]. In his work "Morphology of the Tatar literary language" D.G. Tumasheva divides verb tenses into two parts: synthetic analytic tenses [31]. D.G. Tumasheva presents the tense of the verb in the language of the barabin Tatars under the title of indicative mood [32]. As with other Turkic languages the language of the Barabin Tatars includes three categories of logical time consisting of 10 grammatical tenses: present tense, past tense and future tense. The author uses four forms of the present tense — present I, present II, concrete present tense, continuous present tense; three forms of future tense — future I (present-future tense), future II (probable future tense), future III (expected future tense); shows three forms of the past tense — definite past, subjective past, perfect past tense. N.N. Ganashia that there are nine tense forms in the indicative mood in the Turkish language [13]. In her dissertation T. Afandiyeva divided past tense forms of verbs into two forms: simple and complex forms.

She included the simple forms of the past tense of the verb the categorial and narrative past tense forms but to the complex forms: I perfect, II imperfect, the future past, the distant past, the continuous past, the important past, the necessary past, the desired past, the conditional past [5].

In Turkic languages the past tense form is given under different names. Of these the indefinite past and the perfect past predominate. In Azerbaijani linguistics the form which expresses the result of the work done in the past or showing the result is called the narrative past tense.

The Turkish linguists expressed different attitudes to the past tense form formed by the suffix *-miş* and called this form by different terms. M. Ergin writes: "... we refer to the past tense learned to describe an action that was done in the past and which we did not see or know at the time it was done" [3]. Turkish linguist Z. Korkmaz in her "Glossary of Grammar Terms" presents this tense form of under the title of "heard past tense" [20].

In this scientific literature which having been reviewed researchers have focused more on the principles of classification of verb tenses in Turkic languages. As part of our research we will look at the history of the development of the tense category in Turkic languages.

In Turkish languages unlike other tenses of the verb the morphological features of the present tense form are distinguished by their diversity. Since most modern Turkic languages use only one morphological indicator to express the present tense, the forms of the present tense are not as many as the forms of the past tense. This is also due to the fact that the past covers a wider period of time than the present. However while the main morphological indicators of the past are stable in most Turkic languages it is difficult to say the same about the indicators of the present time.

3 Materials and Methods

The object of the research is historical development of the tense category in the Turkic languages. For achieving this goal the set of methods are used. The theoretical is allowed to identify the basic provisions and formulate the conclusions of scientific intelligence (analytical-synthetic, induction-deductive, generalization and systematization). Analyzing the language materials on the Turkic languages it is compared with Tungus-Manchu languages.

4 Results

In Turkic languages the tense forms of the verb stand out with their branched system in the written monuments. Almost all forms appeared in the period after the primary and secondary (derivative) names of the action and retain these features until modern times [29,183p, p.69-73]. I.V. Kormushin agrees with A.M.Sherbak's views. M.A. Baskakov attributes such noun forms to the functional forms of the verb — *masdar* [2].

A.N. Kononov divided the verb tenses into two parts: simple and complex and showed these verb forms: present-future tense, present concrete tense, present continuous tense, definite past tense, perfect past tense, subjective past tense, future tense with probability meaning, definite future tense, historical definite future tense. He noted nine simple tense forms of the verb, complex forms of the past tense, indefinite imperfect, definite imperfect, continuous past tense [16].

Russian linguists hold two views on the past tense form of the verb in the tense system. The first is that linguists present the verb by increasing the number of past tense forms. This mainly varies between 5-12. Another group of linguists divides the tense system of verbs into simple and complex forms and includes some of the forms presented in the past in complex forms [4].

If we look at verb forms as well as the history of participle and adverbial participle we can see that they are referred first to analytical forms and then to synthetic forms; the tense forms made the nucleus of the changing word forms of verb and they interacted with categories of person, quantity and indicative category.

When analyzing the emergence and development of tense forms in the Turkic language group it should be noted that the diversity of deictic indicators can be seen in the early period of the language. Thus in the Turkic languages in most tense forms there are traces of pronouns in the declension paradigm [21]. A.A. Kononov shows that except for the preterite and its complex forms in the Orkhon language in all tense forms in the last position personal pronouns are used for example: *qorqur biz* "we are afraid" [17]. Looking at the emergence of perfect forms in the Turkic languages the author restored the ancient affix *-di* (modern *-st*) as an ancient form of belonging to the third person singular.

Since E.I. Korkina presents the tenses of the verb within the mood system he conveys the number of them to ten and attributes the tenses to the following forms: present-future tense, future tense, near past (definite) tense, narrative distant past tense, resultative past tense I, rezultative past tense II, episodic past tense, unfinished past tense (imperfect), distant past tense, episodic distant past tense [19]. We can see that this division is almost the same with the A.A. Kononov's division but E.I. Korkina mentions only eight past tense forms of the verb. The author gives extensive information about the tenses of the verb, their semantic features. And he gave the extended information about two tense forms - the near past (definite) and the unfinished past (imperfect).

However in Turkic languages the ancient tense form of the verb is *-ты / -ды* preterite form. Its declension paradigm is distinguished by special endings and does not coincide with the pronoun form. However this argument cannot be taken as a fact of the lack of deictic indicators in the ancient Altaic languages. This pattern shows that "preterite forms had reductions in personal endings faster than other forms and were separated from participles in the verb function" [21].

In most Turkic languages the tense system is three-dimensional and the organization of time as a whole is based on the speech moment as the center. Accordingly in narration as a rule the past, present and future tenses are emphasized. Turkic languages can be an example of this. It is observed that in the ancient Turkic written monuments all three tenses was developed. However "the language of monuments and the shades of meaning

expressed by verb tenses in modern Turkic languages may not sometimes correspond" [24].

In Turkic languages the ancient form of the present tense is a marked form with the indicator *-a*. B.A. Serebrennikov and N.Z. Hajiyeva considered indicator *-a* as an "ancient word-forming affix expressing multi-action or continuous action" [28; 6]. I.A. Kormushin considers the zero forms which later formed *-a / -y / -u* as the ancient form of the present tense. "In the language of ancient Turkic written monuments, the verbs used in the present tense express the contrant action in addition to the used action in the present tense" [24]. In the Oghuz languages in some dialects of the ancient Ottoman Turkic language traces of *-a* form can be found, for example: ancient-osm. *верэвэн* — "I give", *аласын* — "you take", *унавүз* — "we hope".

Another form of the present tense as well as the future tense is the participle form *ap / -эp / -ыp / -ур*. The meaning of this participle is more modal expressing the situation and feature of the subject. This also gave the shade of modality and probability [28; 6].

It should be noted that in most Turkic languages this form reflects the meaning of the future tense however it is used in the present tense too. It is an interesting fact that in the XV-XVI centuries there was a marked indicator of present tense in the monuments of ancient Azerbaijan which is noted by B.A. Serebrennikov and N.Z. Hajiyeva [28; 6]. The influence of this fact can be seen in the Turkic dialects, modern Azerbaijani as well as in the ancient Kumyk and southern Karakalpak dialects [6].

B.A. Serebrennikov and N.Z. Hajiyeva assume that in Turkic languages *-y* existed as a special indicator of the present tense and was connected to the *-a* or *-y* basis of the present tense. It is an interesting fact that this suffix coincides with the Indo-European present suffix which was noted in the ancient Greek and Gothic languages.

As for the past tense form in the general Turkic language *-ды / -ты* (preterite) indicator is the past tense form then it passes to *-ган* and *-мыш* (perfect) indicator. A.M. Sherbak shows that all forms are correspondingly at the level of the existence of the proto Turkic language [29]. N.Z. Hajiyeva notes that the general Turkic form of the past tense differs in semantic capacity and type neutrality. It should be noted that in the development of Turkic languages there was a tendency of the formation of past with different type meanings. It can express both the finished movement and the movement that did not reach the border [6]. A. Rajabli shows that "in the language of monuments, there is a regularity in the using of the t-variant and d-variant of the categorial past tense verb suffix. In the language of Yenisei monuments, it is impossible to determine the regularity in the using of any of these suffixes" [24].

As for the formation of the present tense form most turkologists such as A.P. Poseluyevsky, N.K.Dmitriyev, J. Denny, R. Brockelman believe that it is derived from the verb *-ыт / -ит*. B.A. Serebrennikov and N.Z. Hajiyeva confirm this opinion too. The personal indicators of the past tense are based on possessive affixes and the tense form had a perfect meaning [28; 6]. The deictic indicators are based on the emergence of ancient and general Turkic tense forms which later became tense indicators. Another tense form formed during the period of the proto Turkic language *-ар / -ыр* is an analytical form of the present tense. This form is used to convey the meaning of the past tense corresponding to any definite moment of the past tense, for example in Krime-Tatarian language: *ал* — "to receive".

The ancient form *-ган* and *-мыш* of the past resultative (perfect) form can be attributed to the ancient forms of the Turkic language. I.V. Kormushin notes that these tense forms "derive their source from adverbial participle and infinitives" [21]. However *-ган* form has a later origin. In Turkic languages the future tense forms had a brighter modality.

A.M. Sherbak notes that the forms of the future tense are numerous and differ from each other in modal shades. He gives an example from the Uyghur language and shows that two forms of the future tense can be put forward (compare: *баpap* and *бармакчы*). This confrontation is not related to the expression of time differences in terms of the coordination of time, the sequence of actions. "The first is approximation, the second is intention, the last meaning is specific" [29]. "In the language of monuments, verbs expressing indefinite future tenses are rarely used in the form of *verbum finitum* (finished verb), in most cases they act as participle, and in many cases serve to make complex tense forms of verbs" [24].

It should be noted that with the exception of Chuvash language the future tense in most Turkic languages is the suffix *-ыр / -ар*. *-Ar* is older. It is based on the general Turkic aorist form and is considered by many researchers as the aorist-futurum form or the present tense form. For example, in the ancient Kipchak language *-ar* indicator reflects the meaning of the present and future tenses.

In the Oghuz languages the grammatical future form *-аçак / -азақ* is typical which is widespread in many languages of the southern area such as Uzbek and Uyghur languages. Unlike other languages in Tuvin, Khakas, and Shor languages *-ar* form has an approximate future tense [10].

5 Discussion

The Turkic tense system is represented by absolute and relative quantities of time, their formation originated in ancient times and has some common features with tense forms in the ancient Indo-European languages. Some tense forms have shades of modality, closely related to the type category.

The tense system of the general Tungus-Manchu languages is embodied by the confrontation of perfect and present forms. I.B. Kormushin notes that tense indicators in the general Tungus-Manchu present tense presents as zero morphemes and shows that "the last minimal time opposition is formed by the confrontation of zero preterite and non-past forms" [21]. In addition to the zero form semantically *-ca* and *-da* formants is predominant in the present indicator system. Considering the development of present forms in the Tungus-Manchu language the author notes that "the further development of the system of present forms takes place under a single paradigm integration of morphological type indicators: some indicators (*ca* and *-da*) are unproductive, forming a subclass of irregular verbs in many languages; more productive indicators are a combined system of zero and *-ra* indicators. As a result of the complete change, for the verbs with *-n* ending the indicator *-a* is formed in many languages, in other languages like nanay, ulch languages the indicator *-da* became the indicator of present with *-n* basis" [21]. As for the perfect tense forms they are the ancient indicator *-ça*, for example in the Paleoasian-evenk language *бака-ча-в* — "I find".

The most commonly used forms in Turkic languages are *-a* and *-r*. The primary form serves to determine the present tense while the second (derivative) form is used to indicate an event that occurs both in the present and in the future. However it should be noted that the tense forms in the Turkic languages are similar to some tense forms in the ancient Indo-European languages mainly the use of the suffix *-y* in the ancient Greek and Gothic languages. The suffix *-r* is of particular interest and is found in Latin and Hett languages in the future tense.

The past tense system of the Turkic verb stands at the speech moment as the main starting point. This system is characterized by a large number of simple and relative tenses the most common of which are past definitive and past resultative tense. We can find the given tense forms in the proto Turkic language. Traces of relative Turkic tense can be found in the proto language which indicates its early formation. Turkic languages had a modal and type neutrality in the past and in the later stages of language formation, acquires aspect meaning.

As for the formation of the future tense most Turkic languages have an approximal future and a future categorical tense confrontation: the first of which is present in almost all Turkic languages and has *-ar* form, and the second expresses different forms.

The tense system of the general Tungus-Manchu language is based on the speech moment as the last point in the determining grammatical tense and the forms of present and perfect differ. The semantic meaning of tense forms is broader. Thus "in the Evenk language, the present tense form of the verb with the *-ra* suffix is broad in terms of semantics" [26]. In the Tungus-Manchu languages the tense category is closely related to the aspect category. The different types of construction depend on the onset of motion, finishing, flow of motion in time, and so on is proof of that.

6 Conclusion

Comparing the tense system of the Turkic and Tungus-Manchu languages we can note the corresponding similarity. Both systems are three-dimensional based on the speech moment, interact with the aspect category, participle forms, adverbial participle forms, conditional-tense adverbial participle, predicative forms of the verb are used to express the grammatical meanings of tense in the given languages. There is a lot of overlap within the tense forms. Thus *-ra* present form can be considered general Altaic. Some similarities between the Altaic tense system and the Indo-European tense system can be seen. In the present paradigm this similarity is reflected in the fact that many Turkic and Indo-European languages (Latin, Turkish, Tungus-Manchu) have a zero indicator and the *-y* indicator (in all languages studied except Tungus-Manchu and Latin). The indicator and its variants can be seen in preterite forms (in all languages except ancient Greek and Latin).

The indicator *-(e) (a)z-* can be seen in the system of future tense forms the remnants of this indicator can be found in Hett, Latin and ancient Turkic languages. The indicator *-a* has a special place it is expressed in both present and past tense forms in all languages except Hett language. This shows that these tense forms run the same tense indicators. They acquire special features over time but in some forms they retain their original traces of origin.

The tense system of Turkic languages is accompanied by absolute and relative tense. The formation of tense forms in these languages dates back to ancient times and many of the tense forms observed here have some similarities with the tense forms in the ancient Indo-European languages.

The forms of tense observed in the stages of historical development of the Turkic languages have more modal shades. This is due to the fact that they are closely related to the type category.

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LEXICAL-SEMANTIC WORD FORMATION IN SCIENTIFIC TERMINOLOGY OF THE TURKIC LANGUAGES IN XIII-XVI CENTURIES

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Abstract: If looking through the Turkic-language scientific works of the XIII-XVI centuries we can see that the term in modern linguistics historically named "istilah" has been used to refer to numerous linguistic units. The diversity of topics and wide spectrum of scientific works of the period provide a great variety of terminological lexicon. Numerous terms were reflected related to both secular and religious sciences in the works written during this period "Muyassirat-ulum", "Mizanul-evzan", "Ad durratul-mudiyya fil-lughatit-turkiye", "Tohfatul-Ahavan", "Kitabul-Bahriya", "Ktulase", "Nahjul-Faradis", "Adviyyayi-Mufrada", "Tarihi-Ali-Osman", "Muntahabi-Shifa" and so on. When looking through the lexical stock of works belonging to scientific style in the Turkic languages of the XIII-XVI centuries we can see that the terms were formed in different ways. Such terms either express new concepts by undergoing lexical-semantic changes or form by adding suffixes to words to express new concepts, or become a means of expressing a complex concept combining two words. In the formation of terms there has been not only a quantitative increase but also a qualitative enrichment of the vocabulary in the XIII-XVI centuries Turkic-language scientific style. The transformation of common words into terms, the determination of terms was one of the main directions of lexical-semantic word-formation in the background of the extension, narrowing and change of meaning in the vocabulary of the period.

Keywords: Lexical-semantic word formation, Scientific style, Terminological lexicon, Turkic languages.

1 Introduction

Written works mainly play a role of source in reviving the linguistic landscape of a concrete historical period. Among the works that reflect the separate language features at different stages of the historical development of the Turkic languages there are enough works related to the scientific style. The scientific style which is one of the styles of language having a different position in terms of functionality has its own internal laws. This regularity is mostly related to the lexical layer of the language. Thus when clarifying the characteristics of the scientific style first of all it's taken into account that it's a term. The term characterizes the scientific style as a unit of language vocabulary and has functionality in a limited range. From the analysis of the lexical stock of the scientific style in the XIII-XIV centuries it is clear that native terms are the core of the scientific style in the Turkic languages. Their percentage of usage varies from one field to another and mainly in Turks it is possible to determine with it which sciences have a more ancient history. Native terminology as a part of the people's language is a special language layer with deep roots having comprehensive usability and forming on the basis of different word-formation constructions. When looking through historical sources it is clear that native terminology in fact has ethnocultural character as an example of a nation's primary scientific thinking. Thus ethnocultural linguistic units which we can call prototherms become terms in the later stages as a result of the development of certain professions and arts, their integration into some field of science and art. For example, the names of plants that appear in the Turkic written monuments belonging to the X-XII centuries, the dishes made from those plants initially attract the attention as an ethnocultural language unit. For example, in M. Kashgari's "Diwan" it is given the information about the fruit "ayva" (quince) [10]. In medical works belonging to XIV century the word made from the same fruit appears as a medical term in the form of pharmaceutical samples such as "ayva cevarishi", ayva tohmi, "ayva sharabi". Ishaq bin Murad's medical report on this fruit states: "Ayva sovuqdur, qurudur, madeve ve bagira ve yurege mufiddir, Acla yiyicek karini baglar ve susaligi keser ve sutduk yolni ardur ve bogrege ve mesaneye faide eder. Ve anu etinden suyu yegrekdir...ve dexi eyduirler anu yapragimun kulı tutya yeri dutar, goze cekicek ve anu rubbi zuserteriya rencine şifa verur ve qarnı baglar" [11, p.23].

Or the word "göz" (eye) is used in the terms as göz agrısı, göz pınarı, ak düşmüş göz, göz canı, göz dönüğü, göz bıgarı in the medical monuments of the XIII-XVI centuries. Relating to the

word "göz" the names of diseases such as seder (blackout), sebel (blurry and hazy vision), tavuk karağısi/ tavuk karağısi, verdinec are used in medical works of the time.

The word tamar/tamır/tamur used in M. Kashgari's *Lughat al-Turk* appears inside the terms such as "kol tamarı, setkün tamarı, incecük tamar, şıryan tamarı, bürçek tamarı, üseylim tamarı, devali tamarı, alın tamarı, basılık tamarı, masarika tamarı, mebiz tamarı, safin tamarı, ayak tamarı" in works of later periods.

However there are some terms that are used in the same way both in the XI-XII centuries encyclopedic monuments and in the XIII-XVI centuries scientific works: demregü, dumağı/ dumağı/ tumağı, baş bert, içegü, eyegü, öyken, sünük, sındı, sayruluk, dağlağı, yaqu ets.

2 Materials and Methods

As a result of historical development in the language words undergo changes both graphically and semantically. Especially changes in the semantic sphere of words cause qualitative changes in language. At the same time these changes reflect innovations in the minds of the people in relation to the boundaries of the semantic sphere of the concept. The widening and narrowing of the semantic boundaries of words, the acquisition of a new semantic field in the language is assessed as a lexical-semantic process of word formation. The word which is an expression of the language-thinking relationship reflects not only the attitude of the individual but also the attitude of the people to the imagination expressed by the word. From this point of view every word in the language should also be assessed as an expression of the people's way of thinking. Every word naming things and events in the objective world in fact expresses the main features of that concept in itself. Any concept has different semantic shades or features that this or another way of thinking is based on different shades in its naming. When naming a terminological language unit it is especially important to take into account which aspect of the semantic field of the word. Thus, the main aspect researchers observe in terms is that the theoretical understanding of scientific and technical facts finding its reflection. As a result of this, with the terminological naming there appears a close connection between the concepts becoming a term of knowledge this field or another" [15, p.21]. For example, the root of the term "ısıtma" (fever) is the verb ısıtmaq (to heat) used in the work XIV century monument "Hulasa". Fever which is the main symptom of various diseases is called just so in the Turkic language of the time. Relating to this word terms such as "ısıtma nevbeti", "göyündürücü ısıtma", "ğıbb ısıtması", "balğam ısıtması", "rıb ısıtması", "ısıtma ditremegi" have also been used. In all these terms being a symptom of a disease the fact of heating is taken as the main feature in naming. However due to various causes of the disease there are also different symptoms such as headache, dryness in the body, nausea etc. While explaining "göyündürücü ısıtma" and "balğam ısıtması" H.Barakat describes the following symptoms: "Göyündürücü ısıtma kim muhrıqa derbr safradan olur damar içinde yiyımış olur, nişanı qatı ıssılıkdür ve dexi göyünmek ve dil damaq qurımaqdur" [6, 125a]. "Balğam ısıtması kim dayırdür oldur kim balğam tamarlardan taşra yıyır ve küflenür anun nişanı çok ditremek ve ağız datsuzluğu ve alt qapağı şişdüğüdür" [6, 125b]. As can be seen both "ısıtma" have different characteristics and two separate words – "muhrıqa" and "dayır" have been used in naming the terms in Arabic. However in the naming of terms in the Turkic language a more important feature of the concept was taken into account and auxiliary features were reflected in the term as a distinguishing sign of diseases. This means that the theoretical understanding of the same process is connected with the boundaries of the people's imagination of the concept. Or in the same work one of the medicinal plants "südlügen" is mentioned [6, 93 a; 51 b.]. The Latin name of the plant is euphorbia. The name in Turkic is apparently related to the word "süd" (milk). The reason is a

white, poisonous liquid similar to the milk secreted by the plant which was namely used in the preparation of medicines. This means that in the naming of terminology not the shape or color of the plant but the liquid inside it is basically taken. Or in Niyazi's dictionary "El- lughatun- Nevaiyye l- istishadul-jaghatai" compiled in 1544 in Chagatai-Ottoman the term "örgemçi" expresses the notion of "spider". The word "örüğ+em+çi" means "an insect which makes tether": "örgemçi-qaf gafi- acemidür. Örumcek demekdür anqabut menasına ki, Divanı- Lutfide tevhide gelür" [8, p.273]. Or also in Cagatai the word "tor" was used along with the fishing net as the name of an ornament made of silk which was bound in order not to spoil the decrees of the ruler. At the same time the word was also used in the XVI century in the form of "torğu" [8, p.463,466]. Some historical terms used in Ashig Pashazadeh's historical work "Tavarikh-ali-Osman" belonging to XIV century reflect the historical view of his time. For example: "Karacahisar sancağı kim ana İnönü dirler, oğlu Orhana virdi ve sübaşılığını qarındaşı Gündüze virdi" [13]. The term "sübaşı" used here has historically been used by the Turks as a military term in the sense of commander. However during the Ottoman period the term acquired a new meaning. These persons who provide security in time of war, selected from the security regiment, were busy to collect taxes in peacetime. However the "sübaşı" who founded the Seljuk dynasty, this title which the Seljuks held in the Oghuz-Yabgu state in the XI century represented the army command. It means that from the XI century to the XIV century there was a differentiation in the meaning of the term, it acquired a new quality by expressing a new concept.

If we look at the semantic burden of any terminological language unit it is possible to see the results of a certain socio-historical stage, socio-public activity, the expression of scientific knowledge in society. Specially historical development of the Turkic languages covers a wide range of time and space that's why it is possible to see these traces in the process of semantic formation of words. Scientific terminology which is an integral part of the lexical layer of language is also an integral part of this process. It is true that the scientific style is a more stable system than the common layer in medieval Turkic languages. Thus the scientific language was mainly "common" for the period that's why it was observed no significant differences in the semantic sphere of terms. Moreover the plurality of borrowed terms in some fields and to preserve of their meanings in the source language as they are, reduces the semantic differentiation in the terminological sphere.

3 Results and Discussion

3.1 Semantic Development of Terms and Meaning

The term is distinguished from other common words in the language by giving definiteness to a concept. Definiteness is based on the stable, constant meaning of the term relating to the process to which the concept belongs. In general no word or term when it was first created reflects the whole meaning sphere of the concept in itself. But gradually the word becomes a conveyor not one but these or other several aspects of the semantic sphere. That is a word can become an expression of several concepts not just one. This is due to the fact that the frames of meaning of those concepts are close or overlap. "The extension of any form expressing new meanings is a new special case of increasing frequency, and more difficult is that, seriously speaking, the utterance of any form is put forward by an unlearned situation, and the extent of unlearned situation is not the subject of the exact size" [1, p.425]. For example, in the XI century monument "Dīwān Lughāt al-Turk" the word "tütek" (pipe) is used in the meaning of pitcher, neck of things. However in the XIV century the word was also used as a medical term. In Dr. Barakat's "Hulasa" the term "öyken düdüğü" is used in the meaning of the respiratory tract: "Eger ün yoğolmaq qatı çağırmaqdan olurisa ya dexi öyken quruluşından olurisa anun nişanları bellüdüür ve öyken düdüğü iri olur" [6, 61b.3]; "Qaçan ağızdan qan gelmek göğüzden ve öyken düdüğünün olsa anun nişanı oldur kim öksürmek ile qan ge-le" [6, 63b.2]. As can be seen the meaning of the word has extended and a new notion has

been expressed. Depending on the situation the word gained a new meaning. The word "tütek" which was used as a common word in the XI century became a term in the XIV century and its transformation into a term was formed as a result of repeated references to the same word to express an existing notion in medical literature. That is situational naming later became a permanent term. As can be seen historical development leaves different traces in the semantic structure of the word. The activation or loss of activity of one or another semantic features also determines the place of the word in the language; a new word is formed by quality or the meaning of the word is narrowed, or the word sometimes becomes a completely new meaning together with another word. All these processes which are the result of semantic conversion also cause the enrichment of the vocabulary of the language by quality as a branch of word formation in the language. Semantic changes in common words especially in the formation of scientific terms have always been one of the main creation methods of term formation. This process involved not only Turkish origin words but also borrowed words. For example, the word "dastan" is of Persian origin means story, epos etc. However as a musical term the word "dastan" is used as the name of a place that is tapped by finger on a stringed instrument to make a sound: "Destānlar diyü şol nesnelere dirler ki, qıl-ıla çalınur sâzlaruñ destesinde nişanlar iderler. Tâ ki nice nişāndan nice nağme qopar, anı bileler kirişde. Ve şol nağmeler ki ävâzlar andan bellü olur, on yidi nağmedür ki cem'i si bir kirişden āhir olur, bilin ür [16, 16a/05]. In the XVI century Turkic the borrowed word "menzil" (apartment) in common meaning has expressed the meaning of home or distance also it has been used as a term in mathematics, Sufism and astronomy. In mathematics the word "menzil" has been used to denote levels in the decimal and hundred number systems. For example, "Bes bu siyaqatı- arabi daxi menzili- evvelden ta menzili-dehüme kadar gelince vezi- müteqeddim üzre alet-tertib ve terkib zikr olundu" [12, 7b.11-13]. In the work the terms menzili- dehüm, menzili-evvel, menzili-heştüm, menzili- heftüm, menzili-nühüm were used. In astronomy the word "menzil" has been used in the meaning of distance or orbit as well as a unit of imaginary division during the motion of astronomical objects. For example, in the XIV century work "Ajaibi-makhlugat" the term "menazili-Kamer" refers to "the distance orbited by the Moon during its motion around the earth and the components of that distance". "Bil ki, ayın yigirmi sekiz menzili var ve her gün gecesi bir menzil seyr ider" [4, 11 b.10]. In the XVI century astronomical work "Khulasatul-heye" it is written about these apartments of the month: "Menāzil-i kamer ki hamelden yigirmi sekiz menzildür ve her birinün miqdārı on iki derece ve elli bir dakika ve yigirmi altı saniyedür ve ānāşī serateyn ve buteyn ve süreyya ve deberan ve heqaa ve henaar ve zira ve nesre ve tarfe ve cebhe ve zübre ve sarfe ve avvā ve simāk ve ğafr ve zubana ve iqlil ve qalb ve şav le ve neayim ve belde ve zabih, ve bulaa, ve suu, ve abxyiye ve müqeddem ve muahhar ve reşadur ki zikr olındı" [2, 32 a. 3-9].

In the astronomical works of the that time the term "menzili-küllü" was used in the meaning of the distance to defined point. "Menzili-can" was used in Ottoman sources as the name of the star Benatun-nash [3, p.715].

Or the word "acem" of Arabic origin means non-Arab. However the word "acem" is used in different meanings in the works of the time. For example, the word "acem" as a musical term has become a tone name in mugham: "Acem oldur ki āqı tanām göstere ve ine, düğāh karār ide." [16,120a/06]. Although the word "aşıq" was used as a common word in Arabic in the XV century Turkish music "aşıqi-nevaz" as the musical term meant a style of singing: "Ve eger xaff-i remlden remle varsalar, "āqı -nevāz" dirler [16, 80a/07]. The word "daire" (circle) is of Arabic origin and has been used in mathematics as the name of a geometric figure. But in music the word "daire" is a term that means "octave" in modern meaning. Shukrullah explained this term as follows: "Niteki zī'l-arba'anun bir cem'atın, zī' -xamsun bir cem'atı -y-ıla terkib itelser bir cem'atı olur ki bu'd-ı zī'l-küll aña beñzer, ve ol terkib olan nesneyard dirler" [16, 39a/ 05]. The structure formed by the combination of four and five sounds or time groups was called a circle. Relating

to the word “daire” music terms such as “daireyi- evvel”, “daireyi- xafifüs-saqi”, “daireyi- xafifür-reml”, “daireyi- hezeci- evvel”, “daireyi- hezeci-sani”, “daireyi- reml” were used. Or although the word “dövr” (period) as a borrowed word meant time but as a musical term was called “a distance between the first sound and the last sound in a line”.

“The meaning of a particular form, for any speaker that he hears is nothing more than the result of the situation in which the form is used” [1, p.142]. For example, the word “yürmek” is used in the old Anadolu Turkic language in the meaning of “to walk”, the word “yürinmek” means “to disappear”, “to be lost”, and the word “yürütmek” means “to make somebody walk”, “to animate” [9, p.790]. In the XVI century mathematical works the word “yürin” using in related to calculations became a mathematical concept as a result of the common word acquiring term character. In the work “Majmaul- kavaid” as a word reflecting the process of mathematical calculation in the meaning of calculation, application the words “yüri, yürüt, yürin” were used: “Pes ol mertebeye varduğundan sonra muhasibin- selef tüman ile ve lekk ile yürünir dimiş” [12, 15 b.11-12]. “Bu maalde sehv-i xane itmeyesin tā ki zerf-i xalel gelüb noqsan üzre olmaya ve başlayasın dexi bu darb üzere yürüdesin” [12, 27 a.5-7]. In all these examples an associative connection is established between the concept and the word according to the situation and as a result, the word first acquires a temporary shade of meaning. Regular use of the word at the same situation comes to a result that the meaning becoming part of the word’s mental imaginations system. “The main process observed here is the influence on the word - “form” of the being updated of the “concept” and “meaning”. A word that has other meanings and features related to the concept along with the main meaning begins to have a new semantic function at the moment of expression of similarities between objects and events, which occurs as a result of expressing new meanings and gaining new meanings of the language units” [7]. For example, although the word “yar” was used in ancient Turkic in the meaning of “pus, dirt” in Old Anatolian Turkic it was also used both as a meaning of a geographical term “uçurum” and “saliva”. Both meanings are found in XVI century scientific works. “Amma balğam nişanları beñiz ağlığı ağızdan yar çoq aqmaq ve çoq uyqu” [5, 27a.7]. “Hazreti Resulullah sallallahu aleyhi ve sellem ol quyunun içine mübarek ağız yarlarından biraqmışlardı” [19, 115 a]. “Derya kenarında bir büyük qaladır gün doğuşı canibında bir yüksek yarın altına vaqi olmuşdur” [19, 195 a 12]. But Piri Reis used this word as “cliff”: “Ol burunun yanında bir aq yar var. Ol yarın üstünde bir burç var” [14, p. 1551].

3. 2 The Process of Terminalization of Common Words

Acquiring new meaning shades of words or the transformation of meaning shades into an expression means of a new concept in similar situations is in fact the result of an imbalance between the opportunities of human imagination and the opportunities of ability to express it. In some cases wideness of the human imagination system can not exceed the framework of expression opportunities and as a result new meaningful scientific units have been formed by giving new shades to existing words to express new concepts within the existing linguistic possibilities. “In the absence of sufficient words and word-formation means in the language to express this concept or another, the semantics of the polysemantic word corresponding to the content of the concept is used” [18, p.105-114]. For example, the word “ağız” (mouth) is a quite wide-spread word in the Turkic languages. This word which refers to a part of the body has historically acquired various new shades of meaning. M. Kashgari noted the polysemantic shades of the word such as the human mouth, the mouth of a river, a jug, a well [10, p.26]. In “Kitabi-Bahriya” the greatest work on maritime and geography of the XVI century the word “ağız” is used in expressions such as “limanın ağızı”, “körfezin ağızı”, “adanun ağızı”: “Amma mezkur limanın ağızı dardur. Mezkura ağızun iki mil poyraz tarafında bir aq ada vardır” [14, p.1671]. However in the “Ibn-Kasir translation” written by Shirvanli Mahmud in the XV century the meaning “border” of the word was also noted: “Bu qalalar xub ve möhkem ve böyük qalalardı ve hem Derbend

ağzında idi” [17, 7a.8]. Or the word “boyun” (neck) is one of the body parts’ name. It is also a polysemantic word. However this word has also been determined and used as a musical term in medieval Turkic languages: “Ammā ol yiçanaq ki aña boyun diyü ad qomışlardur, ol boynun yüzine raqq yapışduralar [16, 95b/13]. Here the “boyun” means the “upper part” of stringed instruments. In fact the original meaning frame of the words has been preserved in the new meaning too that has formed. According to the situation the meaning development took place in the word and the new concept appeared as a semantic reproduction.

Since the development of scientific language is directly related to the development of scientific fields it is very important for specialists to find the equivalent of new concepts. The use of ready-made language materials is the most common method in this case. However it should be kept in mind that this also causes to an increase in the number of words in the terminological sphere that have the same form and express different concepts, it contradicts the feature of accuracy in the concept which is the main requirement of the term. For example, the word “iç” is used in Turkic in the meaning of “inner”, “inside”. However in the XIV century monument Tutmaji’s work “Tabiatname” the word “iç” was used as “a general name for internal organs” and in the meaning of “intestine”: “Nefi bu kim arturur ademde qan; Kişinün içini bağlar bi-güman” [20, 71.b]. It should be noted that the word “içegü” was used in this meaning in M. Kashgari’s work. In the work “Adviyeyi-mufrada” both the terms “iç” and “içegü” were used. The word “iç” was used in the meaning of abdomen, stomach and intestine, and the word “içegü” was used in the meaning of internal organs. Related to the word “iç”. The expressions “içi bağlanmaq” - constipation, “iç geçürmek”, “içi yörimek” - diarrhea were also reflected in the work [11, p.143]. Or the word “kesme” (cutting) is used as a result of the verb “kesmek” (to cut). In M. Kashgari’s work it has been given different meanings of this word: “1. a thing which remnant cut with scissors; 2. Forelock; 3. a wide arrow tip” [10, p. 706]. In Old Anatolian Turkic it meant a large arrow with a cutting tip. However in XIV century the word was also used as the name of a medical disease. The disease that appears in the form of carving flesh on the body is called “kesme”: “Qaçan bir kişinün endamında baş çıksa ve çıqduğı yerün eti yense aña arabca ekile ve parsice xora derler ve türkce kesme ve göyündürme derler [11, 22b/4]. Piri Reis on the other hand used the word “kesme” in a different meaning as a unit of measurement: “Mezkur Hamamet şuluqa qarşu bir alçaq düz yirde deniz kenarında bir kesme nişanı qeder qarada bir küçük qaledür” [14, p.1395]. The concepts related to the fields science mainly naming by the semantic reproductions of common words has caused to the observation of different meanings of the same word in works of different centuries. For example, using of the word “kesme” in XVII century Ottoman as the name of an armor used for a horse and the fact that yellow solid soil is called “kesme” in modern Turkic dialects indicate that new shades of meaning continue to be activated in words. The word “kesme” in the Chankiri dialect also has the meaning of “kekil” is an example of the fact that the original sphere of meaning acquired by the word from the XI to the XX century has not been forgotten. In fact semantic differentiation according to the situation is the distinction of shades that arises in meaning. This distinction manifests itself in the form of semantic extension or narrowing. Sometimes the distinction in meaning remains connected to the main meaning and sometimes it acquires complete independence and completely away from the original initial meaning. For example, the word “burun” (nose) is a human organ and terms such as “bürin düdüğü” – nasal, “burun sonağı” – nostril, “burun otr” have also appeared. As a geographical term a new language unit has been formed on the basis of the same system of meanings: “Mezkur burun heman adaya benzer ve anun qbleden yanında bir adacuq da vardır”; “Ol burucuğun üzerinde San Balaqrını dirler bir xarab qala vardır [14, p.1397; 1529]. In general semantic extension manifests itself as an effect of the overall development process. “Most of the time, semantic extension is an active process that forming in parallel with the extension of the scope and function of the word. In different historical periods, the word expresses a

more wider group of things and events. For example, the common word "yataq" has been used as a geographical term to mean "coast" as a result of semantic extension: "Mezkur yataq yufqa sulu xub demür yirleridür"; "Veli şuluq eyyaminın yatağı degüldür. Yaz yatağıdır. [14, p.1397, p.1651]. The word is used in the meaning of a suitable place for the ship to land on the shore. Another expression used in connection with this word is as follows: "Velikin ol adanın yılduz tarafında gemi yatacaq yir az vardır" [14, p.1617]. The word "yataq" is used in the old Anatolian Turkish in the meaning of "shelter". Or the word "bucaq" (angle) used as a mathematical term also means "künc" (corner), "kenar" (edge). However as a geographical term a place in the form of a ledge on the shore is called "bucaq". It should be noted that Piri Reis distinguished between the concepts of "burun" (nose) and "bucaq" (angle): "Ve badehu mezkur liman ağzından daşıra batı lodos terefinden olan Anadolu kenarında Yılanlı dirler bir bucaq var. Ol bucağın önünde bir qara yumru sarb ada vardır. Mezkur bucaq safı qumlu demür yerüdü" [14, p. 1667].

The word "burğu" (drill) is used in different meanings in the old Anatolian Turkish. The word "burğu" is both the name of the torture instrument and the deformed form of the musical instrument "borğuy" mentioned in M.Kashgari's work in the XI century. In the XVI century the word gained a different meaning as a musical term: "Ve sol elile burğudan yanını çalalar ve sağ el ile xerekden yanını çalalar [16, 103b/05]. In stringed instruments a piece of wood was added to tie the strings to the part of the neck was called "burğu".

The word "çanaq" is a language unit used since the XI century Turkic monuments. The initial meaning of this word, which has different meanings is pots and pans. However in the scientific works of the time the word was used not only as an ethnographic word but also as a term: "Bir avuç buğday kepeğın ala üzerine bir çanaq su qoya" [6, 60a.7] in this sentence the word was used in the meaning of a household item. In another work "Tohfeyi-Mubarizi" by the same author the word is used as a term in the form of "baş çanağı" [5, 10b.]. This means that in the XIV century the word was used as both a common word and a term. In the work "Risale-i Ilmul-Adwar" that Shukrullah translated it seems the word also have a terminological meaning in music: "Ve muğninün çanağı rebb çanağından büyük gerekdür [16, 105a/06]. At that time the word "çanaq" was used to describe the part of a musical instrument that was covered by leather.

4 Conclusion

As can be seen the method of word formation which causes qualitative changes in the language on the basis of lexical-semantic features of words in the scientific style was widely used during this period. In this process not only the own words of language but also borrowings were used.

Extension of meaning, narrowing of meaning, transformation of common words into terms in the background of changing meaning, determination of terms were the main directions of lexical-semantic word formation. In the XIII-XVI centuries in the formation of terms in the fields of linguistics, literature, music, astronomy, geography, medicine of the Turkic scientific style there hasn't been only a quantitative increase in the vocabulary but also a qualitative enrichment and this allows to determine both the level of development of science and the level of coverage of this development of language.

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LEXICAL COHESION AND THE RHETORICAL STRUCTURE OF ENGLISH FICTIONAL TEXTS

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Abstract: The paper deals with the study of the lexical cohesion's role in the rhetorical structure of the English fictional texts. The rhetoric function of cohesion has been investigated in line with its other functions in the process of text construction. The hierarchical relations and the functional approach are major issues in the rhetorical structure theory introduced by Thompson and Mann. The rhetorical value of the cohesive devices under analysis have strong link to the wholeness of the information conveyed in text, the ways of expression of the peculiarities of the author's intention and text pragmatics. There is a logical connection between the linguistic units that make up the text. This connection has both semantic and grammatical basis. In the lexical system of any language, linguistic units have different semantic carriers. Various metaphors found in the text play an important role in the rhetorical structure; especially metaphorical, metonymic, hyperbolic as well as ironic transference play an important role in this context. This approach to lexical units differs from traditional linguistics; the difference lies in their breadth of functional scope and their role in organizing the text. The study of the rhetorical structure of the text in this aspect is actual from the point of view of studying the functional features of the lexical units of the language in the context of the text. There is a gradual development of the theory of rhetorical structures and their main features, the place of coherence of the text in the rhetorical structure, as well as the coordinating function of auxiliary units of the language – connectors, conjunctions, alliances, etc. modal words in the rhetorical structure of the text.

Keywords: Cohesion, Function, Interrelationship, Pragmatics, Rhetorical, Text.

1 Introduction

As the lexical cohesion plays an important role in the construction of text, it is equally important in the introduction of text pragmatics. In fictional texts, such a complicated and delicate function of lexical cohesion has a multifaceted nature. The role of lexical cohesion in the construction of coherence is in harmony with its rhetoric function complementing each other. As M. Taboada suggests, "rhetorical relations have been proposed as an explanation for the construction of coherence in discourse" [16]. It is specifically the case in fictional texts.

The main goal of the study is to determine the role of lexical cohesion in construction of the rhetorical structure of the English fictional texts. The novels written by Elizabeth Gilbert ("Stern Men", 2000) and by Evelyn Waugh ("Decline and Fall", 2012) have been analyzed in order to determine the rhetorical function of lexical cohesion in the micro and macro texts. In order to achieve this goal, it is necessary to determine the rhetorical function of lexical cohesion in the chapters of the fictional texts under analysis and the formation of the peculiarities of lexical cohesion, as well as to shed a light on their role in text pragmatics.

The study has been conducted based on Rhetorical Structure Theory introduced by Mann and Thompson (1988) and further developed by Mann, Matthiessen, and Thompson (1992), Yuemin, Hongyun and Curi (2000), Taboada and Mann (2001), Gruber (2005), Skoufaki (2020). According to this theory, all the units constructing text are semantically interconnected. These relations are considered as the rhetorical relations. Mann et al. determine three types of rhetorical structure of the text [10, p. 243-281]:

- *Superstructure.* It includes headlines and their components based on high level organization of the text;
- *Relational structures.* Purposeful lining beginning from the sentence till the textual entity;
- *Syntactical structure, which provides* the syntactical structure of the sentence;
- *Syntactic structure.* That is, the syntactical structure of the sentence.

This classification provides the highest organization of the superstructure of text. Halliday and Hasan's "Cohesion in English" (1976) also provides the theoretical framework for the analysis of the rhetorical relations in fictional text: 1) Reference. Two language units are interconnected: "John studies at the

University. He goes there every day". Here is John and he denotes a human being; 2) The language unit is not repeated, but is substituted: "Mary likes yogurt. She has one every day". Here "yogurt" is substituted by "one". 3) Ellipsis. For instance: "We all had an ice-cream today. Eva chose strawberry. Arthur had orange". In these sentences, "ice-cream" has become an ellipsis. 4) Conjunction. Cohesion can also be realized by conjunctions, which provide the semantic relation. 5) Lexical cohesion. Two or more lexical units distinguish a set phrase or a common semantic field.

Thus the paper aims to reveal the role of lexical cohesion in the rhetorical structure of English fictional texts.

2 Materials and Methods

The methods of discourse analysis and contextual analysis have been used in the process of the study in order to determine the role of the lexical cohesion in the rhetorical structure of text.

The methodology of the study is the logical-philosophical theory, which explains the intensive activation of the linguistic devices and the upgrading their functional capabilities.

3 Results and Discussion

In macro and micro contexts of the fictional text, lexical cohesion is considered in the context of its role as a component in micro-text and, on the macro level, the role of micro-texts is considered in the construction of a global system. In addition, these lexical devices have a rhetorical value. Thus, such a double idiosyncrasy of these lexical devices provides more effective construction of the communicative function of the text.

First of all, lexical cohesion ensures connection of the parts of the text in one lexical-semantic structure. Let us take a look at the following examples: *"Twenty miles out from the coast of Maine, Fort Niles Island and Courne Haven Island face off-two old bastards in a staring contest, each convinced he is the other's only guard. Nothing else is near them. They are among nobody. Rocky and potato-shaped, they form an archipelago of two. Finding these twin islands on a map is a most unexpected discovery; like finding twin towns on a prairie, twin encampments on a desert, and twin huts on tundra. So isolated from the rest of the world, Fort Niles Island and Courne Haven Island are separated from each other by only a fast gut of seawater, known as Worthy Channel. Worthy Channel, nearly a mile wide is so shallow in parts at low tide that unless you knew what you were doing-unless you really knew what you were doing-you might hesitate to cross it even in a canoe.*

In their specific geography, Fort Niles Island and Courne Haven Island are so astonishingly similar that their creator must have been either a great simpleton or a great comic. They are almost exact duplicates. The islands-the last peaks of the same ancient, sunken mountain chain-are made from the same belt of quality black granite, obscured by the same cape of lush spruce. Each island is approximately four miles long and two miles wide. Each has a handful of small coves, a number of freshwater ponds, a scattering of rocky beaches, a single sandy beach, a single great hill, and a single deep harbor, held possessively behind its back, like a hidden sack of cash The Penobscot Indians left the first human records on Fort Niles and Courne Haven. They found the islands an excellent source of sea fowl eggs, and the ancient stone weapons of these early visitors still show up in certain coves. The Penobscot didn't long remain so far out in the middle of the sea, but they did use the islands as temporary fishing stations, a practice picked up handily in the early seventeenth century by the French. The first permanent settlers of Fort Niles and Courne Haven were two Dutch brothers, Andreas and Walter Van Heuvel, who, after taking their wives and children and livestock out to the islands in June of 1702, laid claim to one island for each family. They called their settlements Bethel and Canaan. The foundation of Walter Van Heuvel's home remains, a moss-covered pile of rock in a

meadow on what he called *Canaan Island*—the exact site, in fact, of Walter's murder at the hands of his brother just one year into their stay. Andreas also killed Walter's children on that day and took his brother's wife over to *Bethel Island* to live with his family. Andreas was frustrated, it is said, that his own wife was not bearing him children fast enough. Eager for more heirs, he'd set out to claim the only other woman around. Andreas Van Heuvel broke his leg some months later, while building a barn, and he died from an ensuing infection. The women and children were soon rescued by a passing English patrol ship and taken to the stockade at *Fort Pemaquid*. Both women were pregnant at the time. One delivered a healthy son, whom she named *Niles*. The other woman's child died in delivery, but the mother's life was saved by *Thaddeus Courne*, an English doctor. Somehow this event gave rise to the names of the two islands: *Fort Niles* and *Courne Haven*—two very pretty places that would not be settled again for another fifty years" [1].

The text tells the story about two islands by name of *Fort-Haylz* and *Courne Haven*. When the events expand their dimension, the names of these islands are given by their referents; the names are transferred onto pronouns. In the next sentence first "the island", then their names *Fort-Haylz* and *Courne Haven* are used. Thus, *Fort-Haylz*, *Courne Haven* and "they" substitute each other and begin to play the role of the coordinator by the way of reference and fulfill the role of the coordinator among the components of the micro text. Then the current of *Worthy* is added to that semantic field. Thus, there a group of lexemes belonging to the same semantic field emerges. Here another important issue is the rhetoric aspect of the lexemes "*Fort-Haylz* and *Courne Haven*", "they", "island". When these lexical devices are repeated each time, completeness emerges in that space. In addition, conditions for the exaggeration of that space rhetorically emerge there. Thus, the lexemes of the same semantic field function as a lexical cohesion and as a means of rhetoric. At the end, it becomes clear who is who, or what is what. In this way, the semantic field is closed.

Lexical cohesion, which is said to be the classical approach [5, 6, 11] is based on the logical relations among the lexical devices belonging to the same semantic field [4]. Such an approach to the issue plays an important and effective role in conveying the leading idea, the rhetoric function of the lexical unit in lexical cohesion is easily observed. In this case, it is possible to determine the status of the lexical device, clarify the semantic field of which it is a part, and its rhetorical function in the text. Such approach to the issue allows revealing that the pragmatics of the text formed on the basis of several micro-texts reveals two types choices of lexical devices in text-construction and rhetoric aspects.

In the analysis of fictional texts, it is possible to determine the titles of their subtitles in this type or the rhetoric aspect of lexical cohesion in text. In this case, it is necessary to note the results of the content analysis and particularly the rhetorical value of those linguistic devices in delivering text pragmatics. In lexical cohesion, the rhetorical function of the linguistic devices envisages the functional relations among the elements of thought in discourse [3, 8]. Those relations between the lexical repetitions can be distant. In general terms, cohesion can be structural, distant, and figurative [14]. The distant cohesion provides the relation between the components of text. But the figurative cohesion covers the information entirely and is connected with the plot in fictional text. Thus, the structural-distant cohesion prevails over the figurative cohesion.

The titles of the fiction are conditioning its completeness and informing the reader in which direction the events will be developed and in which situation it would enter. It should be noted that till the first half of the last century it has become tradition to use semi-titles in the written works. But later this tradition was partly removed and the semi-titles were replaced by conventional signs. Semi-titles are the compressed representatives of the events to follow. When reading a work, it is possible to guess the direction of the events, which will follow. In this context, it is natural that the main hero of the

work would be in the focus of attention and take part in the main background of the events and assembles all the forces around himself, centralizes them. This feature plays an important role for the construction of cohesion and coherence text. Let us take a look at the texts from Evelyn Waugh's "Decline and Fall". It begins with a prologue: *Pol Bennifezer*, student of Oxford University, commits a mistake in the yearly traditional bowling festivity.

Then the whole work speaks of the events encountered by him. In this context, the cohesion of the text is built on *Pol Bennifezer* and on the characters closely connected with him. The first semi-title of the work is called "Vocation" and the lexeme "*Pol Bennifezer*" is repeated fourteen times explicitly. If we take into consideration that the semi-title totally is a little more than three pages, it is possible to see the activity of the mentioned lexeme in the size of that title. In this text, when the name "*Pol*" is repeated, the distance between the reader and the hero is reduced and it becomes evident that all the events there take place because of *Pol*. The rhetoric superstructure noted by us above is formed on *Pol*'s function on cohesion background. Then "*Llanabba Castle*" begins, it is a little bigger than this semi-title. Here again *Pol Bennifezer* is repeated fourteen times. As in the previous title, *Pol Bennifezer* plays an important role in the formation of the rhetoric structure.

The rhetorical feature of the issue covers the completeness of information, its clarity, influence, the rhetoric share in conveying the text paradigm. The titles wholly represent a scene from the life of *Pol Bennifezer*. Sometimes, the titles begin and end with him, for instance as in "*Trial*" (the sixth title).

The beginning: "*Sitting over Common Room fire that afternoon waiting + for the bell for that, Paul found himself reflecting that on whole f the last week had not been quite as awful as he had expected. As Beste-Chetwynde had told him, he was a distinct success with his form; after the day an understanding had been established between them. It was tacitly agreed that when Paul wished to read or to write letters he was allowed to do so undisturbed while he left to employ the time as they thought best; when Paul took it upon him to talk to them about their lessons they remained silent, and when he set them work to do some of it was done. It had rained steadily, so that there had been no games. No punishments? No reprisals? No exertion, and in the evenings the confessions of Grimes? Anyone of which would have glowed with outstanding shamelessness from the appendix to a treatise in psycho-analysis*" [19].

At the end: "*And, Much to Paul's embarrassment? A tear welled up in each of Mr. Prendergast's eyes? And coursed down his cheeks*" [19].

The rhetoric load of the relations among the lexemes in lexical cohesion is connected with the completeness, peculiarities of the intension of the author and text paradigm. Location of "*Pol*" (the repeated unit) in semi-headings serves the structural-semantic entity of the text: such form of completion is more logical and pragmatic. It organizes the semantic relations connected with the ongoing processes in this part. We have already noted that the rhetoric relations express the inter-text relations. In the example given by us, *Pol Bennifezer* serves the inter-meaning association in conformity with the text paradigm in conveying information. Otherwise, the wholeness of the text would have not taken place. In the afore-mentioned headings, the number of repetitions of the hero (*Pol*) of the work proceeds from his function, which plays the role of relating the meanings and also from its pragmatic load, because each time when it is repeated, it turns into the focus of attention of the reader and determines the importance of its role in conveying the information. Its reason is the regulation of the events connected with *Pol* from rhetoric point of view. The beginning and end of the information with the same thing attaches great importance to its rhetoric function. Probably all the events connected with *Paul Pennyfeather* take place in the *Castle of Lanab*. Therefore, the frequency of its repetition is high in this part. From this point of view, the content analysis of the work may be conducted, its result allows determine the degree of

rhetoricness in the cohesion context of that lexeme. In connection with it, it is necessary to note one thing else: In the work, Paul Pennyfeather emerges more explicitly. It is due existing abundant dialogues connected with him and the repeated appeals of the author to him by his own name. For instance, let us pay attention to the heading of "Captain Grimes":

*"After a time they all stood up, and amid considerable noise Mr. Prendergast said grace. Someone called out 'Prendy!' very loudly just by Paul's ear.
'...per Christum Dominum nostrum. Amen,' Mr. Prendergast said t. 'Beste-Chetwynde, was that you who made that noise?'
'Me, sir? No, sir.'
'Pennyfeather, did Beste-Chetwynde make that noise?'
'No, I don't think so,' said Paul, and Beste-Chetwynde gave him a friendly look, because, as a matter of fact, he had.
Captain Grimes linked arms with him outside the dining-hall.
'Filthy meal, isn't it, old boy?' he said.
'Pretty bad,' said Paul.
'Prendy's on duty to-night. I'm off to the pub. How about you?'
'All right,' said Paul [19].*

In this micro text, the name of Paul Pennyfeather is sounded several times, while the author could substitute the name by pronouns explicitly. But the author makes such an inference when each time his name is pronounced, the relations of the author with him are expressed more exactly and impressively. The situationality of the noted feature may be explained by the load of that lexeme from rhetoric point of view. On the other hand, in respective situations, the abundance of participants makes the author to express his thought explicitly, for example, let us appeal to a piece from the first part of the ninth heading ("The Sports Festivity is going on"): *"The refreshment tent looked very nice. The long table across the centre was covered with a white cloth. Bowls of flowers were ranged down it at regular intervals, and between them plates of sandwiches and cakes and jugs of lemonade and champagne-cup. Behind it against a background of palms stood the four Welsh housemaids in clean caps and aprons pouring out tea. Behind them again sat Mr. Prendergast, a glass of champagne-cup in his hand, his wig slightly awry. He rose unsteadily to his feet at the approach of the guests, made a little bow, and then sat down again rather suddenly.*

*'Will you take round the foie grass sandwiches, Mt. Pennyfeather?' said Dingy. 'They are not for the boys or Captain Grimes.'
'One FOR little me!' said Flossie as he passed her.
Philbrick, evidently regarding himself as one of the guests, was engaged in a heated discussion on greyhound-racing with Sam Clutterbuck.
'What price the coon?' he asked as Paul gave him a sandwich.
'It does my heart good to see old Prendy enjoying himself,' said Grimes. 'Pity he shot that kid, through.'
'There's not much the matter with him to see the way he's eating his tea. I say, this is rather a poor afternoon, isn't it?'
'Circulate, old boy, circulate. Things aren't going too smoothly' [19].*

Prendergast, Grimes, Clutterback, Prendy, and Pol take part in this situation. In this situation, the implicit thought of Pol may cause confusion. Therefore, in the majority of cases, the author expresses his thoughts by his name. On the other hand, the author explains it by his name in the majority of cases. At the same time, it can be explained by the style of the creator of the text.

In the epilogue of the work, Paul Pennyfeather as a reply to Peter declares that he would serve the religion and become a clergyman, and after the departure of Peter Paul Pennyfeather turns his face towards Jerusalem and begins to pray. In the epilogue as the result of the work, the life philosophy becomes completed. On the background of the conveyed issues the dialogue currents only around Pol. His inter-human treatment is completed by a religious accord. The development of events connected directly with Pol provides the rhetoric mechanism of the completion of lexical repetition. After a short dialogue in the

answer to Peter he declares that he will be a man of religion. It becomes evident that if the lexical cohesion and the rhetoric structure are related with each other, yet they do not coincide with each other, they fulfill different functions in the formation of the rhetoric structure of the text. This is focus of lexical-semantic formation of the text. As we know, the expedient unity of the language media, which forms the text and the hierarchic relation among them, derivation of the text and the role of subjects in their acceptance and descriptive approach to such issues, disclosure of its mechanism, is one of the important issues of the theory of rhetoric structure. In this sense, on the background of inter-event connection, the activity of Paul Pennyfeather is not completed as being a subject - he also forms the main line in connecting the events. It gives birth to the rhetoric construction mechanism. That is, the pragmatics of the work is formed on the events circulating around Paul Pennyfeather. Therefore, the author appeals to distant and close repetitions to draw Paul Pennyfeather into the center of the events as a lexical unit. This process continues along the text and lines up along a development line, thus providing the expedient unity of the language units. Paul Pennyfeather himself and his relation to other persons take place on an explicit or implicit background. Sometimes there are microtexts, where along with Paul Pennyfeather other lexemes are also repeated. For instance, on page 11 of the same book ("Filbrik") the dialogue among Filbrik, Paul Pennyfeather, Grimes, Prendergast are repeated several times, but the structure of events, text paradigm have been built so that their activities take place because of Paul Pennyfeather; Paul is the main lexeme, which contributes to lexical cohesion in the rhetoric structure of the text:

"Next day Mr. Prendergast's self-confidence had evaporated.

'Head hurting?' asked Grimes.

'Well, as a matter of fact, it is rather.'

'Eyes tired? Thirsty?'

'Yes, a little.'

'Poor old Prendy! Don't I know? Still, it was worth it, wasn't it?'

'I don't remember very clearly all that happened, but I walked back to the Castle with Philbrick, and he told me all about his life. It appears he is really a rich man and not a butler at all.'

'I know,' said Paul and Grimes simultaneously.

'You both knew? Well, it came as a great surprise to me, although I must admit I had noticed a certain superiority in his manner. But I find almost everyone like that. Did he tell you his whole story-about his shooting the Portuguese Count and everything?'

'No, he didn't tell me that,' said Paul.

'Shooting a Portuguese count? Are you sure you have got hold of the right end of the stick, old boy?'

'Yes, yes, I'm sure of it. It impressed me very much. You see Philbrick is really Sir Solomon Philbrick, the ship owner.'

'The novelist, you mean,' said Grimes.

'The retired burglar,' said Paul.

The three masters looked at each other.

'Old boys, it seems to me someone's been pulling our legs.'

'Well, this is the story that he told me,' continued Mr. Prendergast. 'It all started from our argument about Church architecture with the black man. Apparently Philbrick has a large house in Carlton House Terrace.'

'Camber well Green.'

'Cheyne Walk.'

'Well, I'm telling you what he told me. He has a house in Carlton House Terrace. I remember the address well because a sister of Mrs. Crump's was once governess in a house in the same row, and he used to live there with an actress, who, I regret to say, was not his wife. I forget her name, but I know it is a particularly famous one. He was sitting in the Athenaeum Club one day when the Archbishop of Canterbury approached him and said that the Government were anxious to make him a peer, but that it was impossible while he lived a life of such open irregularity. Philbrick turned down the offer. He is a Roman Catholic, I forgot to tell you. But all that doesn't really explain why he is here. It only shows how important he is. His ships weigh hundreds and hundreds of tons, he told me [19].

As we have already noted, the relation of Paul Pennifezer on the background of the cohesion is conditioned with the rhetorical function of lexical repetition. The purposeful unity of Pol and other images and successful creation of lexical-semantic unity, ability of regulating the relations among the images led to the successful formation of lexical semantic unity. This repeated inter-lexeme unity is not simply a repetition, but an interconnected repetition on the background of the text.

In nature, this relation is a hierarchic relation. As we know, hierarchialism expresses the relations of dependence and subordination. In the mentioned context of repetitions, hierarchy develops on the line of cause and effect. Let us pay attention to the example taken from Chapter 4 of the Second Part of the work (Resurrection from the Dead): "Crossing the hall one afternoon a few days later, Paul met a short man with a long red beard stumping along behind the footman towards Margot's study.

'Good Lord!' he said.

'Not a word, old boy!' said the bearded man as he passed on.

A few minutes, later Paul was joined by Peter. 'I say, Paul,' he said, 'who do you think's talking to Mamma?'

'I know,' said Paul. 'It's a very curious thing.'

'I somehow never felt he was dead,' said Peter. 'I told Clutterbuck that to try and cheer him up.'

'Did it?'

'Not very much,' Peter admitted. 'My argument was that if he'd really gone out to sea he would have left his wooden leg behind with his clothes, but Clutterbuck said he was very sensitive about his leg. I wonder what he's come to see Mamma about.'

A little later they ambushed him in the drive, and Grimes told them. 'Forgive the beaver,' he said, 'but it's rather important at the moment.'

'In the soup again?' asked Paul.

'Well, not exactly, but things have been rather low lately. The police are after me. That suicide didn't go down well. I was afraid it wouldn't. They began to fuss a bit about nobody being found and about my game leg. And then my other wife turned up, and that set them thinking. Hence the vegetation. Clever of you two to spot me' [19].

In this micro text Pol and Peter meet, and it leads to a new talk on the plane of dynamics of the work. In the context of the general content of the work, the mentioned reason leads to the birth of new consequences in the space of the content of hierarchy; a new talk emerges about the drowned man. The cause is the meeting of these men, but the effect is the talk between them. On the background of the development of events such a contact is logical.

This dialogue of Paul and Peter becomes the reason of a new talk on the background of the dynamics of the plot. In the general context of this novel, there arise new grounds for talks. In the context of the content of the work, the mentioned reason is able to create a result in the hierarchy of the content of the text, the talk there is on man. The reason is to make those persons encounter each other. On the background of the development of events, such relations are logical in nature. The talk between characters takes place on trajectory of derivation and comprehension of speech. The successful completion of the communication is characterized by the successful realization of the communication act. This instant is the important aspect of the formation of the wholeness of the text.

Another important act of the rhetoric approach to the text consists of a descriptive approach and decoding the mechanism of the above mentioned issues. The descriptive approach to the issue is necessary in order to see the wholeness of the text. In this very context, it is possible to determine the factors and the mechanism which create the rhetoric aspect of lexical cohesion. The mechanism is the conformity of any object to the law. But its driving means consist of the purposeful activity of its structural elements in the context of text paradigm. Therefore, the description of the lexical cohesion on rhetoric background proceeds from the necessity of determination of all the aspects of the issue.

4 Conclusion

The results of the analysis suggest the following:

The function of the linguistic devices, which take part in the rhetorical structure of text is multifaceted. Based on the interconnectedness, they serve to construct and to convey information in the process of interaction.

The rhetoric value of lexical units in lexical cohesion is connected with the peculiarities of the ways of expression of the information in text and with text pragmatics. Lexical cohesion is based on the interrelationship of the lexical units. Their interrelationship may be defined by proximity and distance that depends on the requirements of the construction of information in text. In this process, pragmatics has a determinative nature, as the linguistic devices are determined due to the pragmatics during convey of information.

The role of lexical cohesion in the rhetorical structure of text is actually a logical-rhetoric function. Lexical cohesion has such logical-rhetoric function and thus plays the role of the construction of coherence in any text type. Text pragmatics is also based on this structure.

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Primary Paper Section: A

Secondary Paper Section: AI

FEATURES OF INTONATION VARIABILITY OF REGIONAL ENGLISH PHONEMES IN MODERN LINGUISTICS

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Abstract: The article aims to identify and describe the intonation features of the southern version of modern English in comparison with the general English pronunciation norm through a sociohistorical analysis of the formative period of the English language as well as an investigation of communication differences in regional and supra-territorial norms. The future development of the English language as a national language is, to a large extent, formed by its southern and eastern-central dialects. The period from the 7th to the 9th century was characterized by a growth in land ownership and the establishment of a class system as the tribal system decomposed and the English isles entered the stage of feudalism. The difference between dialects increased due to both geographical and economic changes: communities became less connected to one another as mountains, rivers, forests, and other natural obstacles acted as dialect boundaries by impeding the communication of different communities. In addition to these two reasons, it is also necessary to pay attention to the sociohistorical conditions affecting the variability of language. The Norman conquest of 1066 led not only to the final establishment of feudalism and the formation of a feudal state, which strengthened regional and sociolinguistic differences, but also had a particular impact on the southern dialects and on the speech of the upper classes.

Keywords: Culture, Dialect, English language, Intonation, Meaning.

1 Introduction

Historically, a decisive influence on the development of English dialects was exerted by the settlement of Germans in the territory; Jutes and Frisians occupied the southeastern part of the island, the Saxons occupied the Thames River valley (modern-day counties of Middlesex, Essex, Wessex and Sussex). By this time, the Celtic tribes of Britons and Belgians, who lived in the south of England from the 5th century BC, were significantly Romanized due to the long domination of the Romans (especially on the upper strata of the population).

The formation of the English national language began in the Middle English period (8th-15th centuries), when the London dialect began to occupy a special place among other dialects. The very understanding of the literary norm and the associated ideas about certain forms in the language as "correct" or "incorrect" would appear much later. However, according to V. N. Yartseva [24, p. 32], the language of London was opposed to other dialects already from the end of the fourteenth century, creating inequality between English dialects; namely from this time we can talk about the language of London as the basis of the emerging literary language. In the 15th-16th centuries, the forms of the literary language are defined, although their conscious codification occurs later. The 17th-18th centuries see the development of orthoepists' activities, as they try to describe and select the rules of pronunciation, consolidating, and codifying pronunciation norms. According to many linguists (V. D. Arakin, A. I. Smirnitky, V. N. Yartseva), the norm of the English national literary language was fully established by the end of the 18th-beginning of the 19th centuries. Namely from this period we can speak about the formation of a single pronouncing standard – received pronunciation (RP).

While studying this type of pronunciation, it should be noted that for a long time RP was perceived as a phonetic norm – the pronunciation that foreign orthoepists and linguists were trying to imitate and teach. RP has since been defined very precisely and described as possessing a number of distinctive features and a pronounced solidity (See, for example, the works of D. Jones (1973), P. Roach (1983), J. Brown (1977) and others). It was also considered the only phonetic norm in teaching English in many countries, with phoneticians arguing that RP is easily understood in all English-speaking countries and is widely represented in tape recordings.

However, in the last decade, it has become increasingly obvious that the homogeneity of this RP is being violated, and this normative emphasis is undergoing significant changes. On this

issue, one cannot but agree with Yu. A. Zhluktenko [25, p. 6], who argues that many researchers proceed from the illusive notions that the British version is a completely homogeneous, monolithic linguistic state. Even those who are directly involved in the study of how the English language functions in the UK tend to exaggerate its uniformity. Even when deviations from the general system of the language are taken into account, researchers tend to view them as considered secondary and subject to elimination [1, 5, 8]. Meanwhile, the deeper we learn the laws of the functioning and development of language, the more we become entrenched in the idea that the variation of the language system, its means and relations in the process of its interaction with the environment as its everyday and organic state. Consequently, the study of the pronunciation norm should be carried out both in synchronicity and in development over time (diachrony). Linguistic norms are historical by nature, and an inherent part of certain conditions of a particular era. We should here agree with the point of view of M. V. Ganykina, who emphasizes that the language norm, in particular the intonation norm, changes along with the entire language system and has a dynamic character; describing the varying features of the intonation norms, it sheds light on the current state of the language, trends and ways of its development [7, p.25].

2 Materials and Methods

One of the main features of a language norm is its dynamic development. British scientists believe that the change in the norm is best seen by how BBC announcers who read radio and television news speak [21]. The RP was originally chosen for news reading because namely the speech is easiest to understand for all native English speakers and does not draw criticism from native speakers of regional pronunciation [4]. This is why RP is sometimes called "BBC English" – the English language of the BBC. In the 1930-40s, radio news was read with strict adherence to the orthoepic norm, deviations from which, as G. Leitner writes, were practically excluded [14, p. 67].

In the 1960s, RP became stratified into two branches: conservative (correlated with representatives of the elite and the older generation) and general English ("General RP") – the pronunciation of the middle classes, taught in public high schools, that is, the use of less regulated speech forms is noticeably expanding through conversations, interviews and radio performances of native speakers of regional pronunciation, dialects of vernacular, and youth jargon.

In the 1970s, the process of democratizing the language of BBC broadcasts continued. The desire of radio and television stations to involve more broadcasters with regional and social accents became increasingly more obvious. According to the famous British linguist D. Crystal (1980), this can be explained by the fact that the official pronunciation requirements for announcers reading BBC news have become much less stringent than they were in the 1930s. Nowadays, the speech of BBC announcers, while remaining the standard of speech of educated people, demonstrates significant regional variability (as shown by a preliminary analysis of our research, this primarily concerns the news, educational, entertainment programs of the BBC, which are created in a certain region of the UK or are broadcast specifically to this region), and many existing modified forms of RP. One of the possible approaches to studying the reasons for the diminishing prestige of the pronunciation standard is to consider the social and psychological foundations of this phenomenon.

First of all, let us remember that the issue pertains to the social changes taking place in modern English society. As J. Wells (1982) notes, the growth of social consciousness of the middle and lower classes, the strengthening of the role of the working class, and intensive immigration processes have led to the fact that the former standard of pronunciation, historically associated with the upper strata of English society, is increasingly seen as

archaism and something which we ought to replace with a more democratic pronunciation standard.

An analysis of research in the field of social psychology (Giles, 1970) [9] showed that due to historically established ideas, the British endow the speakers of the RP pronunciation with character traits of vanity, purposefulness, high intellectual abilities, and self-confidence. At the same time, from the British point of view, speakers of RP are considered to be less good-natured, sincere, open and having a less developed sense of humor than carriers of other accents. Even the well-known British linguists J. Honey and D. Crystal hold these views. Thus, according to J. Honey, RP carriers are characterized by intelligence, ambition, leadership, self-confidence, wealth, and occupational status, while speakers of a regional variant of pronunciation are characterized by their friendliness, good-naturedness, generosity, kind-heartedness, honesty, integrity, and sense of humor [11, p. 60]. D. Crystal argues that "pure RP" can arouse hostility or suspicion, especially in those regions of Great Britain where there are territorial literary norms [4, p. 65]. Moreover, some news stories are read in dialects, with preference given to southern regional dialects such as the Cornish, Bristol and Hampshire accents, which, according to a poll, sound the most "pleasant" and understandable, while being similar to the RP.

At the same time, RP remains the norm for the royal family, the British parliament, the English church, the High Court and other government institutions. According to English linguists, the number of speakers with the pronunciation of RP has recently dropped significantly. Opinions differ as to the exact figure that reflects the real state of affairs. Some linguists believe that only 3% of the English population are carriers of the RP variant (Hughes, Trudgill, 1979). Others believe that 10% of English people adhere to the old pronunciation norm (Wells, 1982). The vast majority of educated people use one of the RP variants or the regional variant of the literary language (a regional standard).

3 Results

Only a few decades ago, describing different types of pronunciation was limited to segment-level analysis in the vast majority of research, and the question of the different variants of the English intonation remained unanswered. This problem is currently under intense scrutiny; there are increasingly more works devoted to the analysis of territorial and social variation in intonation. Linguists such as J. Brown, K. Currie, J. Kenworthy (1980) [2] speak about the socio-territorial features of Edinburgh's intonation, while G. M. Skulanova (1987) [22] considers the whole Scottish region, and T. I. Shevchenko (1990) considers other socio-territorial types of pronunciation. Further, the work of M. V. Ganykina (1991) [7] presents the results of a study of the intonation features of the RP, southern and London pronunciation standards.

There are intonation features specific to each national language. The works of the well-known foreign linguists J. Gampertz, L. Loveay, R. Skollon and S. Skollon present data that clearly demonstrates the proper linguistic features of intonation parameters [12, 15, 18]. Their research indicates that the degree of pitch modulation, which is characteristic of the normal speech of an educated Briton, is socially marked in other cultures – it is perceived as affective or "feminine". In European languages, especially important information is emphasized with contrasting stress. In South Asian languages, on the other hand, new information is communicated more quietly than what is already known. Furthermore, in the cultures of the Middle East, just as among American Jews, the norm is to have practically no pauses between segments of speech, while in the Native American cultures of the Northwest a pause lasting several minutes within a single speech message is the norm.

Increased interest in the study of intonation as a carrier of national and cultural characteristics can be explained by the increased interest in the problems of intercultural communication (ICC). Ignorance, and, therefore, the substitution of various intonation models for expressing one or another meaning, can

lead to problems in the ICC. An interesting example of this type of conflict is offered by J. Gampertz (1982) [10], who describes contradictions that arose in a canteen between local British employees at Heathrow Airport and attendants from India and Pakistan. The reason for the conflict was a complaint by British employees about the constant unfriendliness of the South Asian staff. According to the linguist who analyzed the situation, it became clear that the non-verbal behavior of the South Asian women was not remarkable; they were silent when they laid the tables. However, it was their linguistic behavior that the British perceived as unfriendly. The reason for this impression was the difference in the paralinguistic features of the communicative style: when communicating in English, the South Asians used intonation from their native languages, that is, when asking a question they used a downward intonation. For example, by simply stating "Sauce?" in the meaning of "Would you like some sauce?", their intonation went downward rather than upwards. However, such an intonation in one-word statements in European languages means "This is a sauce" and sounds like a statement, a statement of fact. If such a statement is repeated several times, then at the level of relations it is perceived as a challenge.

The data presented in the works of L. G. Fomichenko (1998) [6], gives a deeper understanding about the differences in prosodic and mental characteristics of Russians, British, and Americans, and attempts to explain the results obtained taking into account the ethnocultural characteristics of the speakers of these languages. According to Fomichenko, the absence of personality autonomy in the mental characteristics of Russians, their assertion in speech, expression of one's "Self" and individualism, that is notable in the mental characteristics of the British, presents certain difficulties for Russians to correctly formulate speech messages and use a tone decrease on the nuclear syllable in the final position in a phrase when speaking English in accordance with the English equivalent. The generosity of the soul and the openness of character seem to require the continuation of the melodic contour of the phrase, therefore, the nuclear tone and components at the final completion are expressed by a smooth decrease in the nuclear tone within the middle register of the high-pitched tonal range of the human voice. The listed characteristics are inherent in Americans, but their pronounced quality of "friendliness to everyone", as well as the predominance of the extroversion factor in the language (that is, the desire to communicate) is, as it were, superimposed on the rest of the mental characteristics, thereby replacing the descending scale with a low decrease in tone by the nuclear syllable with an even scale and decrease or increase on the nuclear syllable.

All the examples described above give an idea of the nature of the relationship between the national mentality and the national language, or the variant of the national language (for example, Irish or American variants of modern English). In this article, we attempt to compare two variants of the language belonging to the same nation, where RP is a norm that is supra-territorial in nature and SE is the norm of the south of Great Britain. The historical factors that create a sense of national unity are very diverse: political, cultural, linguistic, geographic, sometimes specifically religious. Within the limits of the territory where the common national feeling prevails, both language and culture become increasingly more homogeneous and specific, so that linguistic and cultural boundaries show at least a tendency to coincide. Thus, a nation can be defined as "a historical community of people characterized by a stable commonality of economic life, language, territory and national character, manifested in the peculiarities of culture and everyday life" [13]. However, taking into account the multifaceted nature of the concept of a "nation", it can be assumed that its linguistic content (national language) cannot be homogeneous. This point of view is confirmed in the works of E. Sapir [19, p 189]. As this outstanding linguist justly remarked, "... and in the most favorable cases, linguistic unification is never absolute, and cultural unification is generally superficial, so to speak, of a political nature, without penetrating deep and wide". This is not

absolute linguistic unification is what we observe when we talk about RP and SE.

Investigating the reasons for the appearance of intonational differences in two versions of modern English (RP and SE), we consider it necessary to make some historical explanation. As noted above, the formation of the national English language, and later, the linguistic norm, was carried out on the basis of the London dialect in the 15th-16th centuries. The choice of this particular option as the basis for the emerging national language can be explained by the following reasons: the London dialect was a dialect of the largest economic and political-administrative center of England, from where various directives, orders, and regulations emanated to other more remote parts of the country. Thus the London dialect began to be spread to other regions, with many literary works beginning to appear in this dialect. Already in the 14th century, it was noted that the London dialect was considered neutral and understandable to both northerners and southerners (the London dialect absorbed mainly the features of the east-central and southern dialects). Namely at this time RP became the accepted pronunciation type in high society; RP became a certain social marker which was considered prestigious and necessary in certain circles despite not being the norm of any region but supra-territorial.

The rest of the population spoke one of the many territorial variants. In the south of Great Britain, a large number of dialects coexisted, which were a means of communication between rural and urban populations. Later, namely they served as the basis for the formation of the modern pronunciation norm of the southern region, SE. This type of pronunciation, as noted above, has more in common with RP than other dialects and variants of modern English. This circumstance can be explained by the geographical proximity and the use of southern dialects as one of the foundations for the formation of the future pronunciation norm of the English language. At the same time, it should be emphasized that SE also has certain intonation features that are characteristic only of the southern region.

There is no doubt that these people are carriers of this is the pronunciation norm of this region. The popularity of such news programs and the increase in the number of announcers using different regional types of pronunciation can be explained by at least two trends. On the one hand, in England, people tend to take an argument more seriously when it is expressed in standard English, and on the other hand, they are more ready to take it into action when it is pronounced with the accent in which they themselves speak. According to T. I. Shevchenko [20, p. 12], this is how ethnic, social, and group solidarity is manifested.

Thus, it can be stated that the speaker's intonation reflects such characteristics as social status in a particular situation and cultural level. Modern linguistic works indicate that intonation is a valuable source of information about national and territorial affiliation. Consequently, the intonation system is directly related to concepts such as national character and national mentality, which is expressed in certain pronunciation characteristics of speakers of different languages.

Hypothetically, it can be assumed that the existing intonation features of SE can also be explained by the fact that residents of the southern regions of Great Britain unconsciously use their own intonation models to convey different meanings, which can differ significantly from the intonation models existing in the general English pronunciation norm. Meanwhile, it should be noted that the choice of a particular model will also be largely determined by the syntactic position of the speech unit in the text and the nature of the semantic content.

4 Discussion

Until recently, it was customary to speak only about the syntactic function of intonation as depending on the syntactic structure of the sentence, which, in turn, makes the intonation design of the utterance dependent on other language means that form the utterance. However, the analysis of more recent linguistic works indicates that intonation has its own actualizing

force, which, superimposed on the lexico-syntactic component, gives a certain semantic effect and also significantly modifies, if not the syntactic structure, then at least the division of the verbal sequence [3, p. 77]. In this regard, we need to consider the intonational component not as a post-syntactic factor, but as an equal text and sense-forming means, which, along and in active interaction with the verbal component, participates in the creation of both the material form and the meaning of oral communicants.

The advantage of this approach to the study of intonation is, according to V. I. Petryankina (1988) [17], expressed in the manifestation of its connection with reality, the enrichment of the philosophical, epistemological aspects of intonation, the transition to the study of the meaningful purpose of intonation forms, and, consequently, the improvement of the theory of intonation. Without reliance on semantics, it is impossible to describe intonation units, to systematize the variability of units, or to describe the types of intonation interference. Part of the tasks of intonation research is the quest for intonation and other linguistic meanings, the identification of the question of what are the possibilities of intonation to express a certain meaning, i.e., what are the regular correspondences between certain acoustic signs and meanings correlated with a given intonation form, the regularities of the transition from meaning to form, as well as from form to meaning, the connection between the content plan and the expression plan.

While we in principle agree with Petryankina, it is crucial to note that since the condition for the formation of the general semantic meaning of an utterance is the complex participation of various means of language, the study of intonational semantics is possible only by clarifying the relationship intonation means with lexical and grammatical. Intonational indicators, interacting with indicators of other levels of the language, can be in different relations with them, while showing different functional load. According to the famous British linguist J. O'Connor (1976) [16], the lexico-grammatical structure of an utterance itself and its surrounding context make the listener or receiver expect the use of a well-defined intonation form. If the expectation is not met, the resulting deviation from the norm creates a textual contrast, a misunderstanding that requires an explanation. Let us illustrate this statement with an example from our experimental material.

As a result of a preliminary analysis, it was possible to establish that the speakers who own the southern regional norm can use an incomplete descending tone even with full lexical and syntactic completeness. As it is known, among RP carriers, this design is most often associated with incompleteness, the intention to attract attention and to continue the conversation. Therefore, it can be assumed that in this case, bilinguals who know or study the pronunciation norm (RP), in certain situations, may experience some distortion of the speech perception of speakers of the southern standard with problems arising at the communicative level. That is why it is especially important to clarify the unidirectionality or multidirectionality of the action of intonation and lexical-grammatical means in the formation of the semantic essence of an utterance in different versions of the same language.

Speaking about the semantic features of intonation, one cannot fail to mention the fact that the meaning of an intonation unit is also determined by the degree of dependence on the context. With the least dependence (or independence), intonation is not semantically complicated, correlated with the main meaning, which appears in the intonation of semantically homogeneous contextually conditioned statements and also appears as their general semantic essence (invariant) and is taken as the primary function. In textual conditions, meanings occur that are realized as secondary, additional functions, causing various changes and transformations of the intonation model in the text, which can act as mandatory and optional. Each element of the set is one of the intonational-semantic variants of the intonation unit, among which the main one, which is the closest to the invariant meaning and the least dependent on the context, and contextual,

syntagmatically dependent intonational-semantic variants whether mandatory or optional, stand out. The main meaning of contextual intonation-semantic variants is to ensure communication [17].

In the absence of context, for example, when the object of research is the final syntagma in an isolated phrase, the choice of tone in English is obvious: as a rule, it is a low descending, medium descending, or high descending tone. However, in a monologue, the final syntagma, which is within the microthematic monological unity, cannot be regarded as entirely complete in terms of content. Such a syntagma is closely related in meaning to the subsequent utterance and its design; along with the above tones, speakers can use an even, low ascending, high descending, descending-ascending, incomplete descending (especially in the southern regional version) and some other tones. Let us demonstrate the above with the following example:

'President of 'our 'Republic has been in'vited to'Italy next year | for a `meeting | 'discussing 'Global' Warming 'Problem|| 'Four 'thousand 'representatives are ex'pected to at'tend this `meeting | at the 'conference `hall next Au-gust||.

In the example above, a speaker with a southern pronunciation norm draws up a relatively final syntagma ("discussing Global Warming Problem"), which is inside the information message, in an incomplete descending tone.

Thus, the more the text is enriched, the more complicated are the intonational-semantic variants, the greater the degree of their remoteness from the general invariant meaning of the unit. According to V. I. Petryankina [17, p. 23], due to the fact that an intonation unit is a meaningful unit and at the same time a certain sounding model, the transition from one unit to another is essentially a transition from one meaning to another.

Investigating the question of the relationship between intonation and lexico-syntactic content to convey a certain meaning, it is necessary to dwell on the issue of syntagmatic and paradigmatic relations within the intonation system. So, the syntagmatic aspect of the intonation system of any language consists in the syntagmatic relation of signs and their functioning in speech, that is, in other words, this type of relationship involves the analysis of hierarchically interrelated rhythmically organized text segments of the speech chain, including rhythmic groups, intonation groups, phrases, phono paragraphs. These relationships are based on the linear nature of speech (text) and its properties such as length, unidirectionality, consistency. Consideration of intonation units in speech syntagmatics contributes to the identification of the space of meanings transmitted by them.

The paradigmatic aspect is the opposition of signs that are homogeneous in meaning to other signs of the same class, that is, the ability of signs to form, in the paradigmatic sense, a certain structure of the system. Paradigmatic relations in the flow of speech are neither linear nor simultaneous, as the presence of one of the members of the paradigmatic series excludes the presence of the other, but makes it possible for them to be interchangeable. L. F. Fomichenko draws the attention of researchers to the fact that the paradigmatic aspect provides for the analysis of intonation parameters in the vertical section [6, p. 21]. The intonation level consists of sublevels of tone, volume, and tempo. Each of the sublevels consists of intonation units, which together form an intonation system.

It is necessary to pay attention to the fact that the formation of a concrete utterance reflects the interaction of paradigmatic relations with syntagmatic ones, because the choice of one or another linguistic form in the linear development of an utterance is entirely based on the paradigmatic basis of the language. We share the opinion of V.I. Petryankina [17, p. 59-60], who emphasizes that the study of a specific intonational form is possible only when the speaker has in reserve the paradigmatic axis of the main forms as material incarnations that make up the space of meanings of one intonation unit. In other words, the

speaker chooses the form that is dictated by their paradigmatic status in the given syntagmatic context.

Thus, intonation, just as the lexical composition of a sentence and its grammatical design, serves the purpose of expressing the content of an utterance – its meaning, in the broad sense of the word. These choices depend precisely on the content. It should be emphasized that the analysis of intonation units seems complete only with a comprehensive examination of closely interrelated aspects of meanings: syntagmatic and paradigmatic.

5 Conclusion

As a result of the attachment of linguistic forms to typical social and communicative situations, which are a segment of the reality reflected in the language and resulting from repeated speech practice, speech models ready for use are deposited in the memory of a native speaker. This applies to the intonational design of the category of completeness/incompleteness. The category of intonation is a priori present in every language, but it is realized in it by its own set of intonation means. It should be noted that the choice of a particular intonation model will depend not only on linguistic, but also extralinguistic factors: the regional variant, the communication situation, that is, the conditions that are taken into account by the speaker and the interlocutor: social, temporal, spatial, and others.

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BANKING INNOVATIONS AND THEIR INFLUENCE ON THE FORMATION OF DIGITAL BANKING

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Abstract: The article considers the peculiarities of the influence of banking innovations on the transformation of banking into a digital banking system. Definitely features of digitalization of banking services and models of digital banking. The necessity of involving banking institutions in the intensive introduction of the latest digital technologies in their activities to increase their own competitive position and increase the bank's profitability has been proved. A set of measures to increase the efficiency of digital technology implementation in banking is proposed.

Keywords: Banking innovations, Banking operations, Digital banking, Digital banking products, Internet banking.

1 Introduction

The modern specificity of the development of the banking products market is to increase the use of innovative technologies in ensuring interaction with customers through various Internet banking systems. However, as you know, one of the most important tasks to improve the efficiency and functioning of banking institutions is the introduction of new banking technologies and various innovations. As practice shows, every year there are rapid changes in the development of society and in the information sphere. All this significantly affects the development of new technologies in the banking system and on their basis – ensuring the competitiveness of each banking institution and ensuring a high level of customer service and providing them with a wide range of services, as well as improving the security of the banking business.

Thus, we can talk about the full transition of the existing online banking systems to a new level of relations with their customers, which takes place on the basis of innovative solutions and software products, which ultimately results in the formation of a new digital banking system. At the same time, its key feature is the integration of the latest digital technologies with the bank as a subject of the financial services market. Such integration is interdependent, as banks can no longer operate in dynamic financial markets using old technologies, and their customers need services tailored to the opportunities that open up to them through innovative solutions in the global digital economy.

Thus, the global transformation of the system of economic relations, which takes place on the basis of digital technologies and leads to the spread of Industry 4.0, is impossible without a similar transformation of banking systems into full-fledged digital banking. At the same time, there is a specific situation when the banking sector currently operates on the basis of advanced technological information solutions and at the same time – needs to adapt its online banking systems to the requirements of the digital economy.

2 Literature Review

A lot of theoretical and practical research is devoted to the study of the problems of improving the efficiency of modern online banking systems, as well as the introduction of the latest

innovative solutions in banking in terms of their integration with modern digital technologies. Speaking of the key ones, it is necessary to highlight the work of such researchers as O. Agres [1], O. Apostolyuk [2], I. Bakhov [3-4], N. Bakhmat [5], V. Bayev [6], O. Binert [7], A. Boiar [8], Y. Chaliuk [9], V. Darahan [10] M. Dziamulych [11-14], S. Hanaba [15], N. Karasova [16-17], L. Kartashova [18], O. Klein [19], V. Kornivska [20], O. Kosenchuk [21], O. Kozii [22], O. Krukmal [23], T. Kulinich [24], O. Lagovska [25], L. Lomovskykh [26], W. Meyers [27], Y. Mielkov [28], V. Rysin [29], S. Sheludko [30], T. Shmatkovska [31-33], R. Sodoma [34-36], O. Stashchuk [37-39], Yu. Tkachenko [40], N. Vasylyeva-Khalatnykova [41], O. Vovchak [42], I. Yakoviyk [43], Ya. Yanyshyn [44], O. Yatsenko [45], S. Zeng [46], I. Zhurakovska [47] and others.

At the same time, the dynamic changes taking place in the field of banking under the influence of technological innovations and the rapid spread of innovative digital technologies used in online banking systems require more detailed study of the formation of new specific banking systems based on digital mobile solutions and result in the formation of digital banking systems.

3 Materials and Methods

The study of the specifics of the formation of digital banking is based on models that involve the transformation of traditional online banking, which is banking, and general financial transactions that are carried out virtually, without direct contact between the customer and bank employee, i.e. by electronic means. Such operations can be any banking operations and services, and their feature is that they can be carried out at any time and from any place. The main requirement for a banking transaction is the presence of a mobile phone or computer.

Today, innovative for the banking sector of the new generation of banking services, covered by the common name of online banking: Internet banking, mobile banking (t-banking), and telephone banking.

Online banking services are provided to customers of banking institutions in real-time, i.e. instantly and are extremely profitable because they provide a fairly high speed of a large number of banking operations within 24 hours a day from anywhere in the world.

Telephone banking – it is a type of remote banking using telephone communication, which works in tone mode. This bank account management system allows customers of a particular banking institution to receive relevant information by phone about the status of their account, the movement of funds in the specified account, to transfer funds from account to account, as well as make utility payments at any time. It is worth noting that in this case, access to the network does not require a mobile phone, computer, or other means that would provide access to the current account. The client of the banking institution with the help of telephone banking has the opportunity to manage his account either through the operator and by voice or automatically by dialing the appropriate phone number.

At the same time, mobile banking, as it is also called GSM-banking, allow you to manage a bank account using a mobile phone using both a mobile phone and a portable computer system (Personal Digital Assistant) by using the latest wireless access technology. Note that the main advantages of mobile banking are both the implementation of appropriate banking operations and control.

The new generation of Internet banking is a qualitatively new Internet banking, which guarantees complete confidentiality and offers the most modern services in a user-friendly interface and is now widely used in the banking system.

Today, servicing your own bank account using a mobile phone is quite popular in the world in the banking market. The mobile phone turns almost into a computer terminal with the help of a SIM card, which is implanted in it. If necessary, you can download the appropriate banking program to this SIM card, which is easy to manage using the menu that appears on the screen of the mobile phone. The SIM card simultaneously personalizes the user and protects the application by entering a PIN code. In addition, GSM mobile phones have the ability to protect the communication channel through cryptographic means.

4 Results and Discussion

The specificity of the current stage of development of the global system of economic relations is the digital transformation of all business processes, which are largely reoriented to management through cognitive technology and artificial intelligence using a variety of gadgets that are constantly connected to the Internet. Accordingly, the opportunities arising from the introduction of specific innovative technologies in business processes complicate the process of integration of such systems with classic automated management systems – both in the field of enterprise management and in the field of financial services, which includes banking.

However, it should be noted that today there is no clear and unambiguous definition of "digital banking". In essence, digital banking is a new paradigm of interaction between the bank and its customers, a direction that covers innovations in financial services for consumers and commercial customers in the field of digital, information, and technology strategies.

In a simplified form, the evolution of digital banking in terms of penetration into the system of financial activity of customers looks something like this. Initially, there were digital channels for managing bank accounts: Internet banking, mobile banking. The development of digital technologies has allowed us to move to the next stage – a digital product: for example when a bank does not need additional information on paper to obtain a loan but receives it online from a systematic repository of financial information. The highest point of development is the "digital brain", "big data" - a system of interaction between the client and the bank online when all financial information about income, expenses, preferences, unfulfilled financial desires of the client are systematized by appropriate software that not only creates models of financial interaction client-bank, and pushes the client to certain financial decisions, manages his financial behaviour in order to ensure the implementation of all his financial needs [18].

On the one hand, today we feel in our everyday experience how important and extremely necessary part of our lives digital services are: payment cards allow us to perform transactions in the global coordinate system; mobile Internet provides that you can receive and transmit information, communicate, make purchases at any time; The use of Internet banking means that any payments can be made online without leaving home. So today, digital technologies continue to be integrated into the normal operating activities of economic agents.

It should also be noted that digital banking is an important localizer of the customer base, an underestimated source of income (primarily commission), and a way to achieve a competitive advantage in the banking market. Therefore, the management of banking institutions must clearly understand that the quality of digital banking services and ease of use of banking services will gradually displace in the minds of customers such an important criterion today as price. However, there are certain reasons for such radical changes in the banking sector, namely the integration of banks into the digital space. In particular, O. Klein defines in this aspect the following:

- The first reason was the excessive intensification of competition during the global financial crisis. During this period, the banking sector had to bear very strong

competitive pressure, which affected both lending volumes and bank profits and costs incurred by banks;

- The second reason was the need to radically transform the relationship with the customer when banking institutions must remember – the customer first, and because customers have now become very demanding, banks are forced to meet their new expectations and needs [18].

However, we should not forget that digital banking as such is based on banking innovations, which, in turn, are manifested only in the process of its implementation in the financial market or within the bank. At the same time, the demand for an innovative banking product or service determines the degree of its novelty and relevance for the banking institution itself. Thus, increasing the efficiency of banks through the introduction of innovations creates a basis for determining the required period of time, material, and financial, labour, information resources. At the same time, the development of new banking products or services is, first of all, a process of changing the banking strategy, which is part of the bank's innovation policy, because it has a significant impact on the bank's competitive position in the market.

In general, the innovative models of digital banking business include the following:

1. Smart multi-channel bank, which operates using multi-channel integration of digital channels and integrated architecture; focuses on analytics based on the effective collection of customer information, micro segmentation, and predictive modelling to determine a balanced portfolio of banking products.
2. Socially involved bank, which specializes in attracting consumers with special emphasis on social media to strengthen close ties with customers. The key components of this banking business model are social media monitoring to engage consumers and respond quickly to challenges; social digital marketing, built on clustering, as well as social CRM, which enriches customer data with information from social media, helping to create more effective offers.
3. A bank in the form of a financial digital ecosystem that uses the power of mobile technology to offer services that goes beyond traditional banking products. The main elements of this model are mobile payments based on NFC technology, which strengthens the bank's competitiveness in the field of payments and helps retain customers, as well as partnerships with non-banking institutions that promote the creation of joint financial content. [39].

Thus, it can be argued that in general the basis for the formation of innovative models of banking, which lead to its transformation into digital banking, is, above all, the principles of innovative banking strategy, which should include not only the focus on new technologies and digital software. solutions, but must also provide the necessary resource base for such transformations. At the same time, the necessary resources include not only financial but also separate intellectual resources that will ensure the effective use of innovative technologies in the banking process.

Therefore, it can be argued that the key requirements for digital banks need to be considered from the standpoint of the consumer, the investor, and the bank itself, its IT architecture. From the client's point of view, the digital bank will be subject to such basic requirements as an interactive and intuitive overview of the movement of its financial flows in particular and, in a broader sense, the use of biometrics as a means of access and automation of all payments (Table 1).

Table 1: Basic requirements for digital Internet banking

From the client's point of view	From the position of an investor	From the position of the bank
Holistic consumer experience	Fully digital payments	Flexible IT infrastructure
Biometrics	Digital wallets	New digital data

		warehouses
Mobility	Automation of product sales and their creation	Advanced analytics
Fully digital paperless processes	Multichannel	Artificial Intelligence
Electronic credit card	Financial planning, robo-advisor	Comprehensive business model
Support for p2p transfers and crowdfunding, including p2p lending	Support for medium and small businesses	Security

Source: [28]

Thus, from the investor's point of view, the digital bank should be able to create new value with the help of artificial intelligence tools that take care of the client's financial condition and monitor its budget and mandatory payments; digital wallets, which are very important for the implementation of value-added services; digital sales platforms, etc. From the standpoint of the bank itself, as a kind of technological intermediary between financial technology companies and traditional financial institutions, the digital bank must change approaches to the design and use of digital data warehouses, speed of response to new information, management, and control model and more. In general, the problems of motivating market participants to digitally transform banks seem different, but they are all based on the specifics of new digital technologies that integrate complex banking systems with mobile devices and build a new system of relationships between banks and their customers.

In addition, digital banking requires fewer branches and separate divisions of the bank, and headcount, as much of the banking products are fully automated. Therefore, digitalization blurs the line between digital and other services and opens up the banking industry to greater competition based on the principles of digital banking. The role and importance of information resources are also growing based on innovative technologies. Therefore, all this contributes to the fact that customers of banking institutions have the opportunity to use the electronic banking service in full.

On the other hand, the already existing digital solutions, which are currently widely used in banking, in practice prove the growing popularity of digital banking. The reasons for this are as follows:

1. Digital banks use more modern IT solutions, such as chatbots, biometrics, etc.
2. Digital banks release new products much faster and can thus more quickly meet customer needs.
3. Due to the lack of physical branches, digital banks have significantly lower operating costs.

In addition, according to international experience, today the level of trust in traditional banks remains consistently high, but a significant proportion of customers are beginning to use the services of digital banks and fintech solutions. Therefore, the digital transformation of traditional players and their services today is becoming a good opportunity to consolidate their position in the digital world.

Thus, the digitalization of the bank involves the formation of a system of measures aimed at deepening cooperation with fintech startups in order to achieve long-term development goals related to the introduction of innovative methods of work, new banking products and services to increase and expand customer base and increase the bank's competitiveness. Accordingly, it can be argued that the digitalization of the banking system is an inevitable future – both from the point of view of customers and the banks themselves.

The inevitability of such trends is determined not so much by the speed of development of new technologies, but by the possibility of their integration into existing communication networks and devices. At the same time, banking institutions that will not carry out digital transformation in the near future are doomed to fail in competition in the market. This is confirmed by global trends in bank digitalization (Fig. 1).

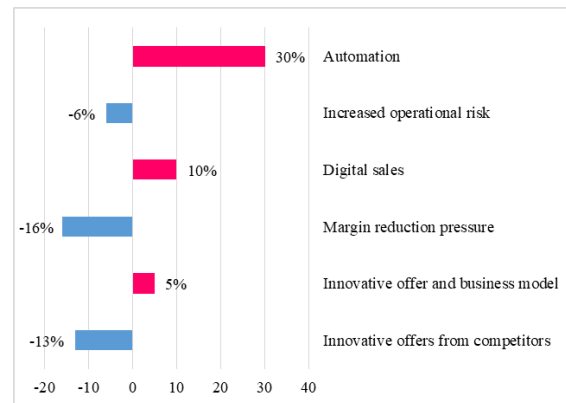


Figure 1 – The impact of digital transformation on the level of bank profits [29]

In addition, digitalization is most important for banking institutions, as long-term global forecasts suggest that the profitability and net return on equity (ROE) of the banking business will remain stagnant. Over the last 10 years, the average global return on investment of banks is 8-10%, which barely covers the cost of their own capital. And by 2025, the return on investment of the banking sector will steadily decline, and as a result, will be 5.2-9.3%. According to such forecasts, the desire of banks to go beyond the financial services sector to more profitable segments, which operate on the principles of digital banking, seems logical [22].

Thus, we conclude that the formation of digital banking in modern conditions is a constant dynamic process in which banking will inevitably adapt to the current technological dimension because it is pushed by both non-banking competitors and their customers. Therefore, steps towards the implementation of the latest technological advances for users, as well as for employees of the banking sector are becoming commonplace. On the other hand, in order to maintain a competitive position, the digital transformation of banks must take place as soon as possible. Even now, commercial banks have only two options: either to carry out digital transformation with the help of fintech companies or to become fintech companies themselves and turn into digital banks.

Thus, the prospects for the development of banking services as such depend on the active use of the achievements of the digital revolution. At the same time, it is already clear today that this is a complex and ambiguous process. If it continues to develop without the accompanying institutional, economic, social transformations, it may exacerbate global imbalances, especially the problem of inequality.

Digital banking is associated with the development of financial inclusion of the population, including the growth of consumer lending in countries with low incomes and low levels of human development, which often leads to financial insolvency and bankruptcy of households. In such countries, the development of financial services should be secondary to the general economic and social development of the population.

5 Conclusion

Thus, we can conclude that in modern conditions, effective management of banking in terms of its transformation to the principles of digital banking is possible only if the formation and implementation of an appropriate strategy for digital relations management. In turn, this will also determine the overall level of complexity of pricing approaches for modern digital banking products, which is a complex but inevitable process for most commercial banks.

Therefore, based on this, we can determine a set of system prerequisites that can currently increase the efficiency of

banking in terms of its transition to the principles of digital banking:

- Intensive digitalization of banking products results in the growth of an array of data that is subject to constant and continuous analysis. At the same time, the involvement of analysts is an extensive way, and the use of software solutions based on artificial intelligence allows for fast and efficient data processing and implementation in ready-made digital products of the bank;
- Rapid technological development allows an increasing number of bank customers to use more complex banking products due to the constant growth of digital capacity of used gadgets and devices, which over time become cheaper and more accessible to even more consumers;
- Application of scientific research in the process of analysis of market data and digital behavioural mechanisms of the bank's customers, which allows identifying key structural elements even in the most insignificant data, based on which there are additional opportunities to form a strategy to increase bank profitability;
- Large-scale research in the field of software solutions allows improving existing and applying completely new algorithms for analysis and use of large data sets, the processing of which using artificial intelligence becomes the basis for more effective decisions in the field of digital banking products.

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THE RULE OF LAW AS A FUNDAMENTAL PRINCIPLE OF THE FUNCTIONING OF THE LEGAL SYSTEM OF DEMOCRATIC COUNTRIES

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Abstract: The need to uphold the rule of law in modern democracies is a sign of their cultural and legal development. The set of international legal agreements and documents that define the interaction of state and society defines human rights as a basic value, and the rule of law, in turn, ensures the effective implementation of these rights to the new application of norms and principles of the rule of law. Therefore, the practical implementation of the tasks of ensuring the functioning of a democratic society is inseparable from the principles of the rule of law in the legal system of a democratic state.

Keywords: Democratization of society, Human rights, Legal norms, Principles of law, Rule of law.

1 Introduction

The rule of law is a universal standard of the modern legal system of most countries. Its key importance as a fundamental principle of the functioning of a democratic society is defined in many documents of international organizations and legal associations. In particular, the UN General Assembly Resolution "Rule of Law at the National and International Levels" defines human rights, the rule of law, and democracy as "universal and indivisible fundamental principles of the United Nations" [38]. The doctrine defined by the Venice Commission defines the rule of law as the fundamental basis of European legal orders, without the existence of which it is impossible to respect human rights and the formation of democratic legal relations in society [39].

The historical stages of the formation and development of the rule of law have come a long way in evolution: from antiquity to our time. This led to the fact that at each stage of development of society to understand the essence of the rule of law had its own specific features. In antiquity, the law itself was defined as justice. At the same time, the rule of law was given to the people. With the subsequent development of social relations, the rule of law began to belong to the monarchs who held power in their hands. In recent times, a positive attitude of society to the rule of law has begun to develop rapidly, and basic human rights in democracies have become a priority over the interests of the state in all social processes. However, it should be noted that in modern conditions, the principle of the rule of law has received due legal recognition around the world only since the middle of the last century. At present, however, the requirements for its principles and their observance are enshrined in many defining international legal instruments, which democratic countries are obliged to adhere to.

Thus, it can be argued that the study of the principles of the rule of law is a key area of research in modern jurisprudence in developed democracies. It should be noted about the deepening understanding of the essence and principles of the rule of law at present, which leads to the definition of such elements as rational and emotional in the content of the rule of law and other philosophical and socio-humanitarian aspects of its

understanding. Accordingly, the above-defined variety of approaches to understanding the essence of the rule of law and determines the need for in-depth study of applied and methodological aspects of the rule of law.

2 Literature Review

Many theoretical and practical studies are devoted to the study of the rule of law, its principles, and fundamental elements. In modern conditions, the peculiarities of scientific discussions on the principles of the rule of law cover mainly the question of whether the content of the phenomenon of the rule of law is universal, which applies to all cultures and states, or the rule of law is unique to European culture. It functions successfully and on the basis of which the main principles of functioning of the most developed democratic countries of the world are now built.

Therefore, evaluating the contribution of various researchers in the study of the rule of law as a specific legal and cultural phenomenon, it is necessary to note the work of such scholars and practitioners of legal science as O. Agres [1], O. Apostolyuk [2], N. Bakhmat [3-6], I. Bakhov [7-8], O. Binert [8], A. Boiar [10], Y. Chaliuk [11], M. Dziamulych [12-15; 28-30], S. Holovaty [17], A. Hurzhii [18], M. Koziubra [20], M. Krieger [21], S. Kvitka [22], S. Maksymov [23-24] M. Sellers, and T. Tomashevskiy [25], R. Sodoma [31-33], O. Stashchuk [34-36], J. Tefft [37], V. Visyn [40], I. Yakoviyk [41], Ya. Yanyshyn [42], I. Zhurakovska [43] and others. At the same time, the dynamic changes taking place in the world and related to the globalization and spread of the rule of law and the need to ensure fundamental human rights pose new challenges to the application of the rule of law throughout the world and its principles along with democratization globally.

Thus, there is a need for in-depth study of the essence and principles of the rule of law in terms of its universality, as a specific phenomenon, without which the process of democratic development of society and universal human rights in the world is impossible.

3 Materials and Methods

The methodology of studying the principle of the rule of law is a system of specific approaches, methods, and means of knowing the rule of law, as well as specific patterns of its legislative support and the relationship and interdependence with other principles of law, the rule of law and human rights. The peculiarities of the methodology of the study of the rule of law are based on the use of a special set of general, scientific and special research methods, which generally include the following specific groups:

- Worldview method, which consists in a dialectical understanding of the rule of law and its principles, as well as in the definition of special concepts related to the rule of law, methods of ensuring it, human rights, etc.;
- General scientific methods, which include such elements as system-structural method of the research of the objective need for the existence of the rule of law and the characteristics of its features and general features; the comparative method used to study specific legal phenomena, as well as - the principles of the rule of law and the specifics of its application in democratic societies; a method of deduction that is integral to the study of the relationships and dependencies between legal terms that define the rule of law, legality, and constitutional norms;
- Special methods used to study the principles and essence of the rule of law in the context of globalization and include elements such as the formal legal method that allows to study the essence of the rule of law and its reflection in laws and regulations around the world, including analysis of the specifics and practice of its application in the legal

systems of different countries of the world, as well as is the basis for determining methods and approaches to solving problems with ensuring the rule of law in the democratization of society; the method of interpretation of the law, which contributes to the understanding of the essence of legal norms that determine the rule of law in the legislative systems of the world; as well as a method of studying legal practice, which allows to practically assess the content and specifics of legislative documents that determine the principles of the rule of law and the peculiarities of their application in the legal practice of democratic societies.

However, it should be noted that the application of the methodology of the study of the rule of law is possible only if a comprehensive approach, according to which the principle of the rule of law is considered special and unique, but universal for a democratic society legal, legal and natural phenomena. a special essence of the rule of law, as an integral part of a democratic state governed by the rule of law in the modern world.

4 Results and Discussion

Practical approaches to understanding the essence of the phenomenon of the rule of law, assume that it is based on certain principles and in fact, is a specific regulatory idea, which is based on the social characteristics of human-society interaction with government. At the same time, state power under such conditions must be limited to a set of legal norms and principles that determine the specifics of their application in addressing key legal issues in terms of the democratization of society. Thus, it can be argued that the rule of law under such conditions functions as a special mechanism of social regulation, which ensures the proper interaction of the principles of organization and functioning of a modern democratic society. In addition, the rule of law has its practical reflection in the practical legal processes that arise in society. Accordingly, these principles and features of interaction ensure for society the real observance of the rule of law in the system of public administration, which is a characteristic of democratic societies.

As noted in this aspect, S. Maksymov, the experience of successes and failures in understanding and implementing the rule of law leads to the conclusion of the possibility of double expansion of this idea. First, it must extend to the state as a particular institution and society as a whole (as a society of the rule of law). Secondly, it must be deployed in a system of worldviews - as a special worldview, genetically related to the legal worldview of the modern era (with its ideas of reasonable legislation and human rights), but overcomes its excessive focus on the state and positive law [24].

However, considering the essence of the rule of law as a specific mechanism that contributes to the implementation of the general concept of justice and thus determines the legal basis for defining universal human rights, which are the basic value of democratic societies, it is necessary to refer to basic definitions that reveal the internal meaning of states. In this aspect, it is necessary to pay attention to the work of the European Commission for Democracy through Law (Venice Commission), which identifies a set of necessary elements of the rule of law, which include:

- 1) Legality, including transparency, accountability, and democratic law-making;
- 2) Legal certainty, which provides for the ease and accessibility of clarifying the content of the right and the opportunity provided by legal means to exercise this right in regulatory situations;
- 3) Prohibition of state arbitrariness, including restriction of discretionary powers of state bodies, the validity of their decisions, publicity of information on state power;
- 4) Effective access to justice in independent and impartial courts, judicial control over the legality and constitutionality of acts of state power, the functioning of the independent bar, and the execution of court decisions;

- 5) Observance of human rights, first of all, guarantee of the right to an effective remedy, to a fair trial, to a case by a competent judge, the right to be heard, the presumption of innocence, the prohibition of retroactive effect of law, except those that abolish or mitigate legal liability;
- 6) Non-discrimination and equality before the law, which provides for the absence of laws that contain discriminatory provisions against certain persons or groups or enshrine legal privileges, prohibition of discriminatory interpretation or application of the law [39].

Thus, the basis of the rule of law, as is well known, is based and universally recognized human rights, which act as specific universal legal and cultural principles, which are based on special legal norms determined on the basis of the rule of law. Accordingly, it is on the basis of these norms that cultural and legal mutual understanding of citizens in democratic societies becomes possible, which provides them with an appropriate level of cooperation and interaction in any critical and problematic situations that may arise as they are based on the rule of law. It is on this basis that opportunities arise to address potential challenges that may arise from the contradictions between universal approaches to defining human rights and the regional cultural specificities of each country. Thus, the rule of law allows not only the definition of human rights but also provides the opportunity for their implementation in developed democracies.

In this aspect, it is important to note the approach of J. Habermas, who notes that human rights in conjunction with the people's sovereignty are not a manifestation of Western standards of legitimacy. These standards owe their emergence not so much to the particular cultural background of Western civilization as to an attempt to respond to the specific demands of a social situation called the modern situation. These demands have become global, and they face other cultures in the same way that they once faced Europe when human rights and a democratic constitutional state were "invented." Thus, it can be argued that the principle of the rule of law, given the modern European experience, should be understood as a legal principle formed under the influence of international and European integration processes due to globalization, designed to protect certain rights, fundamental freedoms and legitimate interests of man and citizen. society in relations with public authorities, as well as - the equality of all subjects of law before the law, the rule of law in the system of legislation of the country.

The main purpose of the principle of the rule of law is to ensure freedom and human rights, and, above all, in its relations with public authorities and public authorities. The idea of rule of law from the very beginning was directed against the tyranny and arbitrariness of monarchical regimes and authoritarianism, which often used formal law to achieve illegal goals. Its purpose was to "bind" state power by law, establishing a reliable legal barrier to its unjustified interference in people's lives, creating the necessary legal mechanisms for the implementation and protection of human rights and freedoms [20]. Thus, we come to the conclusion that human rights as a special social institution of society are extremely important for every person, as they provide appropriate conditions for self-realization in a legal society that operates on the principles of the rule of law. At the same time, the principles of the rule of law also ensure the socio-cultural rights of citizens, which is possible only in democratic legal societies, which determine the general legal equality of all members of society. Thus, universal approaches to ensuring respect for the principle of justice, as a basic element of the rule of law, are important to ensure the effective functioning of a legal democratic society as a whole.

Thus, it can be argued that the key goal of the rule of law is not only activities aimed at forming a mechanism that promotes the establishment of a special legal order based on legislation and limited by applicable regulations, but also the actual establishment of such a system of interaction between state and executive authorities. a democratic society that would ensure the rule of law based on democratic principles in general and respect

for human rights in particular. It is implied that the legal norms that determine the legislative system of the state should not function by themselves, because under such conditions they may not reflect the rule of law. Conversely, only those legislative systems that are decisively based on the rule of law actually ensure its observance and contribute to the democratization of society through the recognition of the priority of human rights in legislative and legal acts. Thus, we can conclude that the most effective in the legal sense are those systems that determine the priority of the rule of law, rather than the priority of the rule of law, on which the observance of human rights is based.

In addition, it is also necessary to pay attention to the approach of P. Rabinovich, who also considers the rule of law based on the study of the essential interdependence of the rule of law with human rights. In particular, he believes that human rights are a priority in society, they are manifested in the following features of state and public life: enshrined in the constitutional and other laws of the state fundamental human rights (laws that contradict human rights and freedoms are not legal laws); the domination in public and state life of such laws that express the will of the majority of the entire population of the country, while reflecting universal values and ideals, especially human rights and freedoms; settlement of relations between a person and the state on the basis of the principle: "a person is allowed to do everything that is not expressly prohibited by law". Thus, the rule of law is expressed in inviolable human rights [25].

In general, this approach to understanding the rule of law does not really equate it with the rule of law. And this approach is important precisely because undemocratic societies, in order to ensure the dominance of ruling dictatorships, use the second approach, which in practice may include legislation that restricts the rights, freedoms, and equality of citizens. Accordingly, justice, which underlies the rule of law, is its defining basic basis and ensures the functioning of a specific mechanism for regulating social relations in democratic societies, which is an element of universal values. Therefore, justice in this aspect is seen as a property of law and the legal system, which is manifested in ensuring equal human rights and freedoms in relation to its legal responsibility in accordance with the rules and principles of the rule of law. R. Inglehart's research is important for the transformation of society to democratic principles of its functioning on the basis of human rights and the rule of law. However, in such a situation, mass support for democracy is usually based not on the inner conviction of the subjects, but on utilitarian motivation - for example, on the hope that this regime will provide the population with the same economic well-being as in traditionally democratic countries. According to him, true support for democracy arises when people highly value and consider the civil and political rights it entails to be an end in itself. Such motivation is provided by the values of self-expression because without civil and political freedoms unimpeded self-expression is impossible [19].

Accordingly, the primary principles and preconditions of law are human dignity and freedom (autonomy). Legal certainty, which is ensured by formal equality and a stable procedure, is of paramount importance for their provision. Thus, the law is an obstacle to the tyranny of power, because the state, given its responsibility for public safety and good governance, naturally exaggerates the scale of state interests, or its own perception of the public good and usually does so by oppressing private, individual interests, especially those aimed at criticizing the government and organizing an effective opposition [30].

Thus, it can be argued that in practice one of the most important components of the rule of law and the rule of law is the principle of legal security and protection of public confidence in the reliability of their legal status. The reason for this is that any citizen of a democratic society must always be convinced that his rights and the real legal position in society will remain stable and there is no reason for their potential deterioration in the future. It should be noted that ensuring this state of affairs in democratic societies is a well-known legal principle, which states that the law cannot have a retroactive effect. The

importance of this principle, which is one of the basic elements of the rule of law, is to provide a guarantee to citizens that lawless actions against them will not be possible. The consequence of the application of this principle in the rule of law is the prevention of any manifestations of discrimination against human rights by the state executive through the reverse application of new laws and regulations. It is on this basis that effective cooperation between an effective democratic society and the state in the developed countries of the world, which base their activities on the rule of law, functions.

5 Conclusion

Thus, we can conclude that in modern conditions there is an objective need for normative consolidation of the principle of the rule of law in the legal and legislative field. At the same time, such consolidation is an integral condition for ensuring the effective development of a democratic and independent state in the context of globalization. In addition, the process of enshrining the principles of the rule of law in the legal and legislative norms of the state is extremely important, which serves as an incentive for the democratization of society, as well as ensuring its functioning on the basis of legal justice, social and cultural equality. That is, building a democratic state governed by the rule of law in modern conditions is impossible without providing its citizens with full protection on the basis of observance of the principles and freedoms defined by human rights. And since human rights are determined on the basis of guaranteeing the principles of the rule of law, it should be the basis for the proper and effective functioning of public authorities in democratic countries.

In addition, in defining the essence of the principle of the rule of law, it should be noted that its observance is ensured along with the observance of human rights in democratic societies. This provides for practical implementation in the form of a specific legal mechanism that guarantees citizens compliance with the rule of law at all levels of the state legal system and all state executive bodies. In this case, the application of practical European experience in Ukraine on the actual implementation of the principles of the rule of law is a necessary condition for the transformation of current Ukrainian legislation in order to fully ensure the realization of human rights for citizens.

Finally, the functional features of the rule of law should provide for the daily practical observance of its principles, taking into account the need to ensure socio-cultural and legal equality of citizens. That is, the rule of law is realized at all stages of the functioning of human society and only under such conditions is the state, which guarantees its observance, is able to ensure respect for universal human rights, and can be considered democratic in modern conditions.

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Primary Paper Section: A

Secondary Paper Section: AG

FORMATION OF SKILLS OF TRANSLATION FOR ARTISTIC DISCOURSE IN FUTURE PHILOLOGISTS ON THE EXAMPLES OF JOANNE ROWLING'S WORKS

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Abstract: The modern specificity of the formation of approaches to the translation of works of art of the fantasy genre requires consideration of the essential features of the author's presentation. In particular, the translation of anthroponyms, which are divided into real, allusive and own, is of adequate importance. A typical example of taking into account such difficulties of translation are the works of J. Rowling, which by their structure require careful work of the translator with anthroponyms in order to form a proper artistic discourse of the work.

Keywords: Anthroponyms, Artistic discourse, Linguistic and cultural mechanism, Translation.

1 Introduction

The modern specifics of the formation of philological approaches to the translation of complex literary works, which are based on the use of a significant amount of non-existent in the real world fantasy aspects, requires the use of special methods of literary translation, which, in turn, has its own specifics and issues. At the same time, this approach to the formation of translations is currently considered the most studied, as well as the most mobile in terms of its application. In particular, such a translation is especially characterized by the novelty and originality of artistic discourse. At the same time, one of the most pronounced properties of literary translation is the need for constant use of various figures of language - tools that are used for maximum disclosure of the text. It is this feature in literary translation that leads to the fact that there are problems of practical preservation of the figures of speech set out in the original text, and in the process of translation often lose specific features of certain artistic characters, it is possible to disappear their language, accent or behaviour. Therefore, under such conditions, most translators recognize that many folklore, slang, and dialectal figures of the language remain unsuitable for literary translation, which is very common in various fantasy works. Thus, it can be argued that literary translation cannot actually be done verbatim, as it will inevitably lead to the potential loss of emotional tones that characterize the speech of individual characters in a work of art. Accordingly, the artistic translation from any language in practice should be carried out in such a way that the general atmosphere of the plot and the style of the author is preserved in full.

As you know, in the modern world, the fantasy genre acts as a very special literary genre, characterized by the specifics and peculiarities of its plot. Thus, it can be argued that the main feature of works of this genre is the formation of the author's own world, which is characterized by its own special laws, the presence of unusual or fictional creatures. The key feature of most fantasy works is magic, perfect knowledge of which is necessary to ensure quality translation of all works of the fantasy genre. In turn, this requires the translator to apply special translation strategies. In particular, a significant contribution to the world literature of this genre was made by the English writer Joan Rowling, who managed to successfully combine the modern world with the fictional features of the world of Harry

Potter. At the same time, the analysis of her works gives grounds to assert that in the artistic translation of the world of Hogwarts it is not very important how accurately all the details of artistic speech will be transmitted. The main thing in this aspect is to provide a general feeling of the fantasy world for readers with the help of the translated text. The quality of the formation of images of the heroes of the work in the end readers depends on the quality of providing artistic discourse. Therefore, it can be argued that for each translation to ensure a proper impact on readers with maximum respect for the atmosphere created by the original work of art. Therefore, the need for quality literary translation is the most accurate transmission of all essential aspects of the original work for those readers for whom the work is translated. Accordingly, there is an urgent need to study the practical problems that may arise in the process of translating the works of Joanne Rowling.

2 Literature Review

The study of the practice of translation as a human activity requires the establishment of contacts between different groups of people in society. However, it serves as a way to solve urgent practical problems of cultural exchange and mutual enrichment of different ethnic groups and cultures. Speaking about the key areas of philological research in the field of literary translation, it is necessary to highlight the work of such researchers in this area as T. Andriienko [2], O. Apostolyuk [3], Yu. Apresian [4], I. Bakhov [5-8], V. Bayev [9], O. Binert [10], Y. Chaliuk [12], L. Chernovatyi [13], I. Derzhavetska [14], M. Dziamulych [1; 15-18; 26-28], A. Hurzhii [19], V. Komissarov [21], S. Kvitka [22], Y. Mielkov [23], O. Rebrii [24], R. Sodoma [29-31], O. Stashchuk [11; 32-34], M. Vasylyeva-Khalatnykova [35], I. Yakoviyk [36], Ya. Yanyshyn [37], R. Zorivchak [38] and others. At the same time, the dynamic changes taking place in the field of literary translation require taking into account the peculiarities of using various strategies and methods in translating culturally specific fantasy terms in literary texts, which requires in-depth study of this problem.

3 Materials and Methods

Features of the study of literary translation determine the specifics of the application of research methods and concepts. Therefore, for the completeness of the coverage of certain issues in the research process used methods of both general and translation nature. At the same time, the application of classification analysis became especially important, which was important for the ordering and holistic presentation of the processed material in the form of classifications.

The need for research in the framework of artistic discourse necessitated the use of comparative analysis. At the same time, it was used as a leading translation method, which in practical terms involved the use of artistic comparisons between the text of original works and texts of translations in general. Similarly, this technique was used in the analysis of individual components of the study.

The use of structural-semantic analysis contributed to the study of formal and semantic characteristics of verbal units of the lexical level.

Functional analysis was also used in the research process, the main purpose of which was to determine how the functional characteristics of the source texts and/or units determine the ways of their reproduction in another language.

And, finally, the application of the inductive research method contributed to obtaining general conclusions based on the final processing of the analysis results.

4 Results and Discussion

As you know, in the English-Ukrainian translation of culturally specific aspects of fiction of the fiction genre, translators now apply in practice different strategies depending on the level of impact of globalization processes on the field, target audience with the need to update and age adaptation of translation, as well as personal ideas of translator about translation. The importance of researching the translation of the text of a work of art is due to the need to address both theoretical and practical aspects of adequate transmission of language as a result of intercultural interaction.

It is important to note that in the process of contact of different cultures in the aspect of the transmission of the culturally marked vocabulary there are difficulties for adequate perception of a foreign language, as some of its elements do not have corresponding equivalents in the language of translation. Thus, an important issue is the ability to adapt lacunar speech formations of a foreign text to the language of translation with the need for their speech adaptation. The study of this issue leads to the need to consider the concept of linguistic and cultural adaptation, which includes ways and methods of applying various translation transformations aimed at a comprehensive study of the literary text.

Given the genre specifics of Joan Rowling's works, the peculiarities of the author's style, and the specifics of this work as a stylistic device, we can identify occasional words invented by the author, anthroponomy that serve to saturate the work of art with fairy and magical colours, as well as metaphorical and comparative constructions, which reflect the specific linguistic and cultural features of the artistic style of J. Rowling herself. Comparative analysis of occasionalism and anthroponomy allows us to conclude that these paths need to be considered not only from the standpoint of translation methods but also in terms of developing global strategies for translation decisions based on how to approximate native language norms to linguistic and cultural norms of foreign languages. translation process. Important in this aspect is also the focus of the text on cultural values and the identification of specific transformations that reveal the author's imagination. A special place, in this case, belongs to the translation of these gaps, as well as adaptations and lexical substitutions that occur in the framework of domestication. It should be noted that the model of equivalence of V. N. Komissarov [21] in the process of translating metaphors that are often found in the works of J. Rowling. This allows you to analyse and compare translation decisions that are caused by varying degrees of equivalence and adequacy in the translation process.

However, it should be noted that according to Yu. Saplin, in the works of J. Rowling manifests dual intertextuality, which, on the one hand, allows readers to "learn about the world of Hogwarts in the process of mastering the world cultural experience, and on the other – adults to guess the fabric of the work hints at the assimilated linguistic and cultural information" [25]. In his opinion, translations of the writer's texts into Slavic languages differ from each other. In particular, in the Russian translation made by M. Lytvynova, the researcher found a number of quite significant grammatical errors, and in I. Oransky's translation - inadmissible simplification of the general linguistic picture of the artistic second and general approximation to the speech of the early period of language personality formation.

In addition, note that the series of novels by J. Rowling about Harry Potter is a specific set of mental, linguistic, and speech intentions of the author as a carrier of foreign culture. The perception of a work of art in this aspect is supported primarily by knowledge of the peculiarities of native culture and the realities associated with it, but in the process of acquaintance with foreign literature, there are some difficulties in understanding the text in the native language. This aspect of understanding foreign works of art includes certain features of translation solutions. A distinctive feature of the fantasy genre is the embedding in the modern world of the author's inventions or

their fragments, in which new models of worldview are realized, which contributes to additional aspects of the content of the work of art and expanding the range of its interpretation. In particular, the fairy-tale discourse of J. Rowling's works is filled with gaps or anthroponomy, as well as magic words based on the author's intention.

Thus, the peculiarity of the fantasy genre is not only the presence of spatio-temporal relationships between the real and unreal world but also the use of individual-author culturally-labelled words. Thus, the specific idiosyncrasy of J. Rowling significantly affects the capabilities of the translator. In practice, using a linguistic-cultural approach, it is able to operate a wide range of methods, for example, in contrast to the literal translation of occasionalism or anthroponomy, to offer an original version based on specific linguistic and cultural translation mechanisms that require knowledge not only semantic features and require the application of transformational methods in the framework of linguistic and cultural adaptation of the text.

According to the classification proposed by the translator Yu. Karpenko, who studied the translations of anthroponomy used in the novels of J. Rowling, can be divided into three groups [20]:

1. Anthroponomy borrowed from the real world.
2. Anthroponomy based on allusions.
3. Own anthroponomy (predominance of internal form and emotional and evaluative meaning).

According to this classification, the anthroponomy of the first group do not cause difficulties in translation: "Harry Potter", "Lillian", "James", "Charlie", "Bill", "Fred", "George". The translation of these names is subject to the general laws of the transfer of proper names. However, it is also necessary to take into account the already established tradition of translating these names, which is usually presented in dictionaries.

Anthroponomy of the second group, alluding to mythological or historical characters: "Pomona" (teacher of herbology "Pomona Sprout"), evokes an allusion to the ancient Roman goddess of fertility "Pomona", as well as the name "Quirinus" – an ancient Roman god who is identified with, as well as with the two-faced god of entrances and exits "Janus". The teacher of the transfiguration is called "Minerva McGonagall", whose name is associated with the ancient Roman goddess of wisdom, patroness of warriors and, of course, translated into Russian exactly as the name of this goddess – "Minerva". "Leonard da Quirm" is the name of a genius and inventor, many of whose drawings and diagrams clearly refer the reader to the famous Italian of the Renaissance Leonardo da Vinci.

However, the names of the last group need special attention – their own anthroponomy. Similar names are found in other literary genres, but in the works of J. Rowling, they are part of a new world created by the author, and because the translator must recreate the atmosphere of this world, his own anthroponomy, which require mandatory and sometimes accurate translation.

Problems of adequate transmission of the source text are also reduced to the need for a deep understanding of the author's image system and style. Extremely important is the background knowledge of the translator's deep knowledge of the historical situation, folklore, and features of life. In the verbal palette of the work of art, special attention is paid to proper names (onyms). They act in every great writer as a particularly noticeable, stylistically and semantically marked means of expression, a bright sign of style.

Another important feature of the translation of the works of J. Rowling is that in forensics the translator deliberately violates the linguistic and cultural norms of the language of translation in order to preserve the "foreignness" of the original. By choosing one or another strategy, the translator either becomes an agent of aggression towards another's culture or challenges his own culture by simplifying its language. However, it should be noted

that foreignization also acts as a deterrent, a counterweight to the act of appropriation, in which translation is inherent.

An important feature of the translation of the works of J. Rowling is the creation of neologisms using a similar linguistic or speech phenomenon in the language of translation. The appearance of new words can also be seen in the example of the *Mirror of Desire* – in the original *Mirror of Erised*. The translation as the *Jedi Mirror*, which can be found on the *Harry Potter People's Translation* website, leads the reader to think of the word *hope*. This translation is accurate because the mirror can really reflect the cherished thoughts

Thus, we can conclude that in the works of J. Rowling on their own anthroponomy, which are very common, bears a great semantic load: without adequate transmission of the meanings hidden in these names, much of the imagery of the whole work is lost. Therefore, it is also necessary to adhere to the law of harmony, according to which the names invented by the author must find the most acceptable form for the reader of the translation.

Accordingly, if we generalize the classification of anthroponomy in the works of J. Rowling, focused on the main characters of a series of her works, we can give the following examples.

1. Real anthroponomy:

- Antonin Dolohov – the death eater and a close ally of Lord Voldemort. Last name and first name are antonyms, “Antonin” – one of the emperors of ancient Rome of the Pius dynasty, a prominent military leader. “Dolohov” – a character in Tolstoy’s novel “War and Peace”, one of the ugliest characters in the work.
- Adrian Pucey – the magician, Hogwarts graduate. He studied at Slytherin. He was a member of the Quidditch school team (according to 1991). He was a hunter. In French “la puce” – “flea”.
- Batilda Bagshot – the magician, known for writing many works on the history of the magical world (author of “History of Magic”). Bagshot is located near London.
- Harry Potter – magician, son of Lily and James Potter. Translated from English “potter” – as “potter”. Potter is one of the most common surnames in England. When Rowling was little, she was friends with a brother and sister named Potter.
- Hermione Granger – the magician from the Muggle family. Despite this, she is the most gifted student in the stream. In Shakespeare’s play called *The Winter’s Tale*, Hermione is the queen. With the surname, everything is much simpler “granger” – “peasant or farmer”. It follows that the name reflects the nobility of the character, and the name emphasizes the origin of the ordinary family.
- Horace E.F. Slughorn – the teacher at Hogwarts and a good friend of Albus Dumbledore. The name comes from the name of the ancient Greek philosopher “Horace” or, according to another version, from the name of the American writer of the 18th century Horace Walpole, who became famous for his Gothic novels.
- Minerva McGonagall – the school teacher who teaches transfiguration classes. The name is known for the fact that it was worn by the famous poet who lived in the XIX century “William Topaz McGonagall”. He was popularly called “the worst poet of the time” because he used a freestyle of writing and could not work with rhyme, as well as choosing obscure themes for his works. For example, in “Train crash on the bridge over Firthfay” J. Rowling refers to the fact that Minerva comes from Scotland, describing in the work of her robe made of woollen fabric “tartan” – “Scottish”. However, it will be difficult for the reader to determine the origin of the heroine by one surname, as it may be from Ireland (the prefix “Mc” or “Mac”, found in both countries).

2. Allusive anthroponomy:

- Argus Filch – Hogwarts caretaker. In the mythology of ancient Greece, “Argus” was called “Panoptom”, which means “all-seeing”. This is a stoic monster who, on behalf of the goddess Hera, watched the favourite of Zeus Io. The English verb “to filch” means “to snatch, to forge”.
- Alberic Grunnion – magician mentioned on the card from chocolate frogs “Famous magicians and witches”. In the medieval German epic poem “Song of the Nibelungs”, Alberich was the king of gnomes, who guarded the jewels with a “tarnkappe”, which translated from German means – “invisible cloak”. The protagonist named Siegfried takes away Alberich’s invisible cloak, which eventually turns into a great disaster for the king because without the cloak he could not keep track of treasures. Grunnion is a small (15 cm) marine fish that belongs to the species “Leuresthes tenuis”. It can only be seen off the coast of California.
- Arthur Weasley – head of the Weasley family. He was named Arthur in honour of King Arthur, as J. Rowling herself admitted. Legend has it that Arthur was a leader and in ancient times defeated the Saxons and other enemies, uniting people in Britain.
- Gellert Grindelwald – the black wizard, who is defeated in 1945 by Dumbledore. Grendel is a monster from the Anglo-Saxon epic poem *Beowulf*. “Wald” translated from German means “forest”. The name of Teutonic origin “Gellert”, as well as the right year leads readers to believe that Grindelwald and his friend Dumbledore lived during World War II.
- Parvati Patil – magician, student of Hogwarts. Distributed to the Gryffindor faculty. In Hindu mythology, Parvati is the goddess and wife of the god Shiva, the patroness of men and women, the image of the ideal woman, the mother revered by Hindus.

3. Own anthroponomy:

- Adalbert Waffling – a great magician who wrote the textbook “Magical Theory”. “Adalbert” translated from German means “noble origin”, and the verb “to waffle” is translated into Russian as “judiciously taught”.
- Arsenius Jigger – a magician and author specializing in potions and protection against the dark arts, and who wrote the book “Basic protection against the dark arts”. The name “Arsenius” can be derived from the word “Arsenicum”, which means “one that contains arsenic” is a very poisonous metal element. “Arsenius” can also be a reference to the famous physicist and chemist Svante Arrhenius, the most widely known formulation of the first modern definition of acids and bases in molecular terms. From English “Jigger” – “a small glass or a measure of liquids”.
- Bellatrix Lestrage – one of the Death Eaters, servants of Voldemort. He comes from an ancient magical genus of Blacks, whose representatives were deluded by the purity of blood. The name “Bellatrix” (Latin “Amazon, Military”) perfectly emphasizes its character. There is also a version that was named after the star “Bellatrix” (constellation Orion).
- Vindictus Viridian – a magician who became famous for his book “How to send damage and protect yourself if the damage is sent to you”. Harry saw this book in the Flourish and Blots shop. Its name comes from the Latin word “vindicta”, which means “punishment, revenge”. The name “Viridian” also comes from Latin and translates as “dirty green”.
- Voldemort – magician, Slytherin graduate. In French, “vol de mort” means “flight of death or the dead”. Although, if the name was of French origin, the final “t” would not be pronounced.
- Draco Malfoy – magician. From Old French “mal foy” translates as “mean”, which means lack of trust. “Draco” is the name of the constellation Dragon. Translated from Latin, “Draco” means “dragon, snake”. The name

“Malfoy” can come from the Latin “maleficus” and mean – “villain”.

Thus, if we consider the name of a person, a person, then a specific name – a person of a specific type. This is most evident in the works of Joan Rowling about Harry Potter. As you can see, the names of many of Rowling’s characters are symbolic. Many of them are eloquent. Each name reflects the essence of a character. However, many names have different roots and different histories. The images of the heroes themselves are correlated with different people, both real and mythological. Each name and even surname reveals the character, appearance, and sometimes the whole fate of the character of the novel. Names and surnames are never arbitrary in J. Rowling, so the author’s names are a tool for knowing the characters of her novels.

5 Conclusion

Thus, we can conclude that the anthroponomy in the works of J. Rowling contain a linguistic and cultural representation of the heroes of the work, embody their actions, behaviour, and even appearance. Author’s occasionalism, which denotes objects or their properties characteristic of the fantasy genre and has no correlation with real objects, generally give the author more opportunities for creative thinking, and the translator - to confirm his professionalism, because in the translation process it is not always possible to find an equivalent. for a particular lexical item. Moreover, in some cases, there is a need to adapt the source text for the reader who is unfamiliar with the gaps in the English picture of the world. In such a situation, the translator faces the difficult task of “not losing” the original meaning invested by the author in the work of art, on the one hand, and as close as possible to bring the reader closer to the described events of the original text, on the other.

Based on the analysis of a series of novels by J. Rowling, it can be argued that translators use numerous translation transformations in different situations, due to both their high level of professionalism and the use of the most “favourable” methods, in particular, tracing and transcription, occasionalism and neologism has not undergone significant semantic changes.

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MANAGEMENT OF BANKING INNOVATIONS IN THE CONDITIONS OF DIGITALIZATION

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Abstract: The modern specifics of the introduction of innovations in banking and the formation of the latest digital banking products involve a significant transformation of the entire banking system into digital banking. Therefore, the issues of effective management of innovation activities of banking institutions depend on the technological features of innovative solutions and the number of resources that banks direct to investments in this area. Thus, the digitalization of banking requires an effective management system for innovation in the bank.

Keywords: Banking innovation, Digitalization, Digital banking, Innovation, Innovation Management.

1 Introduction

The intensive introduction of technological innovations in banking, which has been taking place in recent years, is due not only to the desire of banking institutions to increase the customer base and the general simplification of their activities through the use of digital technologies. One of the main incentives for any bank to make decisions regarding the transformation of its activities is a significant increase in competition in the market.

It should be noted that due to the total spread of Internet banking systems, there is a global market for banking services, where any small regional bank in its local market can compete with global financial institutions, which through the use of digital technologies spread their activity through the Internet to all market niches. Such trends force commercial banks to actively use the latest technological advances in the digital economy, which results in their focus on innovative development, the success of which largely depends on the level of use of existing innovation potential by banking institutions themselves.

The introduction of scientific and technological advances in the process of organizing banking services not only ensures the continuous improvement of banking products but also leads to the systematic transformation of existing banking technologies into a specific digital banking system. Thus, the study of problems related to the management of innovation activities of banking institutions becomes especially relevant in terms of the need to provide banks with liquidity and provide adequate opportunities to attract financial resources in the market for active operations.

As such innovations are currently concentrated mainly in the field of digital technologies, the effective management of the digitalization of banking innovations is one of the key elements of their success in fierce market competition.

2 Literature Review

Many theoretical works are devoted to the study of improving the efficiency of the introduction of innovative technologies in banking in terms of the need to move to a digital economy and the formation of digital banking. It should be noted that scientists actively discuss the need to choose an innovative way of development of banking institutions and study the main issues of managing the innovative potential of commercial banks, which is revealed in the works of scientists such as O. Agres [1],

O. Apostolyuk [2], O. Binert [3], A. Boiar [4], Y. Chaliuk [5], N. Chyzh [6], M. Dziamulych [8-11; 18-20], S. Iehorycheva [12], N. Pohorelenko [16], N. Popovenko [17], R. Sodoma [21-23], O. Stashchuk [24-26], I. Yakoviyk [27], Ya. Yanyshyn [28], I. Zhurakovska [29] and others.

However, the systemic transformations that are currently taking place in the field of banking products due to the intensive spread of digital technologies and the general digitalization of financial and monetary relations, the emergence of crypto currencies, and virtual banks, require careful study of specific features of these processes. At the same time, the main attention should be paid to the processes of digitalization of banking innovative solutions, because in the modern economic system they can provide commercial banks with the appropriate level of interaction with customers and help banks actively attract financial resources in foreign markets.

3 Materials and Methods

The methodology of research of banking innovations provides for the formation of systematic methods of their classification in order to provide opportunities to determine the appropriate tools for their management. From this point of view, regardless of the technological features of the introduced changes in banking, innovations are divided into the following typical areas of their implementation:

- Breakthrough innovations, which are the latest ways to improve existing banking services and products, as well as allow at a new technological level or with the help of innovative technologies to develop new types of banking products;
- Strategic innovations, which consist in the development and implementation of innovative marketing strategies in banking and are based mainly on modern digital technologies and digital software solutions;
- Technological innovations – innovations related to the transformation of internal banking processes, which are related to customer service and include the improvement of Internet banking systems and the mass introduction of chat bots;
- Structural innovations, which provide for the structural transformation of a banking institution into a digital banking system or the change of certain elements of banking activities to more advanced technological solutions to ensure the overall efficiency of operation.

However, if we talk about the management of banking innovation in terms of the formation of the digital economy and related transformations of the general system of economic relations, it is advisable to use international standards for banking innovation, which are accordingly divided into [14]:

1. Product innovations that are related exclusively to the development and implementation of the latest banking products and services, their promotion on the market. These innovations are divided into actual products and banking products in the form of financial instruments. The actual product banking innovations include those related to the traditional activities of banking institutions and those related to the penetration of other areas of financial activities – investment, insurance, trust management.
2. Process innovations, which consist in the implementation and realization of new or radically improved principles of banking, technologies, equipment, and software solutions. These innovations improve the conditions and mechanisms for banking institutions to meet the needs of economic entities in a variety of financial services. These innovations are specified by the following processes:
 - Innovations of technological processes – related to the development of technical capabilities of the bank;

- Actual process innovations – improvement of business processes in the bank
 - Service innovations, which provide for the introduction of qualitatively new approaches to customer service and are currently the main product of digital banking [12].
3. Marketing innovations related to the improvement of the complex “4P” – product, place, promotion, price, which involves the promotion of banking products in new markets, improvement of banking marketing communications, and innovative improvements in the sales channels of banking products.

4 Results and Discussion

As the practice of recent years shows, the systematic introduction of innovations in banking involves improving the creation and distribution of new banking products and technologies to meet customer needs, which change under the influence of many factors.

It should be noted that most of the innovative solutions in the field of banking, which are implemented in modern conditions, are, above all, an effective means of competition, because through the use of digital technologies to meet customer needs that cannot be identified by traditional banking service. In turn, this results in a significant expansion of the customer base of such banking institutions, which allows attracting more financial resources, as well as generally increases the profitability of banking.

In this aspect, the assessment of the effectiveness of innovation activities of commercial banks is a very relevant and practically important task, the solution of which will contribute to the overall improvement of the efficiency of banking innovation management. It is also necessary to take into account the fact that modern digital technologies allow automating the process of managing the implementation of innovations and their use. This is largely due to the fact that digital banking is based on software solutions of the digital economy, which, in turn, involves constant analysis of Big Data online 24 hours a day.

Such an analysis gives banks the opportunity to obtain extremely accurate and reliable data on customer needs and behaviour, which is the basis for the formation of a policy of interaction between the bank and them. But traditional approaches to the management of such analytics are impossible, because the amount of data to be processed, as well as the algorithms of such analysis, is based on digital technologies.

Thus, if we talk about the management of banking innovations, it is necessary to determine the possibility of using cognitive technologies to ensure the proper effectiveness of the management process. In other words, the management of a banking institution in the conditions of its transformation into a digital bank itself is changing and includes not only professional managers, but also professional management digital software products that can operate without human intervention.

Thus, we can support the opinion of A. Kasych, who argues that modern banks operate in a situation of rapid and irreversible changes in technology, competition in the banking market with an increase in the number of non-banking organizations, changes in customer behaviour and regulation. As a result, banks and their operating models that operate today will not be able to remain unchanged in the future [13].

Based on this, it can be argued that there is a close relationship between the processes of formation of digital banking and the intensive introduction of innovations in the banking sector, which are carried out in the context of systemic digital transformation of the banking sector (Figure 1).

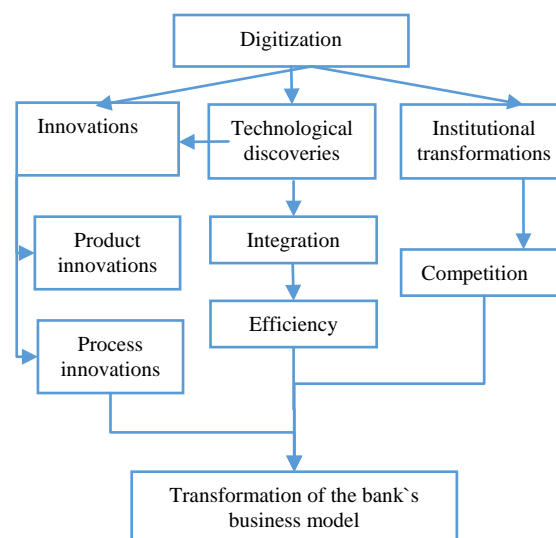


Figure 1 – Introduction of innovations in the bank's activities in a digital economy [13]

Thus, in the context of the overall digital transformation of banking services, the innovation of banking institutions is a key requirement for ensuring their profitability. In this aspect, innovation should cover all areas of the bank's activities, including both internal technological and organizational innovations that are directly used within the bank, and external, aimed at improving or applying new methods of selling banking products, developing new marketing technologies, or new forms of financial and investment instruments.

Given the peculiarities of the formation of digital banking systems under the influence of specific digital technologies, the following innovative software solutions are currently being identified, the implementation of which will be associated with the innovation policy of banks in the coming years. These areas include the following:

- Transformation of the organizational structure of banks based on the introduction of Web 2.0 and “web life”, which will lead to a significant reduction in the staff of banking institutions, which will be replaced by chat bots and artificial intelligence;
- Creation of a single investment market online with direct access of clients to operations with their own funds and sale to investors of banking analytical software solutions to determine the effectiveness of investments;
- The final formation of Internet banking as the main way of customer service with the subsequent transformation of the banking institution into a virtual bank;
- Total use of electronic payments by the bank's clients and expansion of financial transactions in the field of crypto currencies;
- Improving the identification and verification of the bank's customers with the use of biometric tools in order to increase the security of banking operations in terms of digitalization of economic relations;
- Development and implementation of cash management;
- Deepening cooperation with insurance companies and forming financial groups with integrated banking and insurance products;
- Improvement of risk management systems based on Big Data analysis, which significantly increases the efficiency and reliability of forecasting market processes;
- Formation of new sources of funds intended for financing banking innovations by including them in the cost of customer service for digital software solutions;
- Constant development of new and improvement of existing banking products on the basis of constant introduction of the newest innovative digital decisions in the automated

control systems of banking activity with the subsequent transformation of them into self-regulated digital systems.

However, it should be noted that the main reason for innovation in the banking sector is, of course, the prospect of making a profit. That is why banks, whose relationships with customers are based on the principles of partnership and mutual benefit, are always interested in increasing the capital of their customers, who hope to innovate, at a certain level of risk, get more material benefits from cooperation with the bank than before [12].

However, favorable conditions for the emergence of banking innovations are created primarily by changes in the external banking environment. The main institutional factor influencing the process of development and implementation of banking innovations in the digital economy is the current system of banking regulation, as well as legislation that determines the development of other financial markets. At the same time, the specific mechanism for implementing the bank's innovation policy includes a set of elements of analysis and the need for resources to ensure the implementation of innovations.

The consequence of this approach is the need to ensure proper control over the implementation of the bank's innovation policy at all stages of the innovation process. And in the context of digitalization of banking, such control also passes into the field of automatic digital software solutions, when innovation management is not entrusted to professional managers, but to specialized software products.

Another problem with the feasibility and effectiveness of banking innovations is the need to take into account the real demands of consumers for the implemented digital banking products. At the same time, more reliable data on customer needs can be obtained only after the introduction of innovative software solutions in banking, which track and analyze these needs. Therefore, it is necessary to form a set of basic requirements for innovative banking products, compliance with which will allow the bank to increase the efficiency of interaction with customers and ensure the overall growth of profitability of banking operations based on these innovative solutions. In our opinion, the main such requirements include the following:

- Compliance with innovations with current and prospective inquiries of the bank's clients;
- Projected financial payback of the implemented innovative solutions and products in the bank's activities;
- Providing the best technical solutions for the characteristics of an innovative product or service over existing counterparts used in the activities of banking institutions;
- Compliance with the introduced innovative products with the defined strategy of development of the banking institution.

An important element in assessing the effectiveness of the implementation of innovative solutions in banking is to determine their effectiveness. In this case, as is known, the overall effect of innovation is determined by the following indicators: a commercial effect and general economic effect. The commercial effect reflects the financial consequences of the implementation of the results of innovative activities of the bank for itself, its owners, and customers.

This effect is calculated as the difference between financial results and costs and can be positive or negative. Thus, despite innovative approaches to the formation of new digital relationships in the banking sector, the economic aspects of assessing the effectiveness of these changes remain the same as for any other area of activity.

If we focus on the above aspects of innovation of banks, the result of which is the transformation of traditional banking into digital banking, it is necessary to note the typical directions of transformation of traditional banking services into a system of digital banks. An important point of such transformations is that

the basis of the changes taking place in the field of innovation is the need to ensure an appropriate level of governance of digital banks. Moreover, if automated technical systems cope with this task on the basis of the algorithms laid down in them, then in the field of bank management it is necessary to make structural changes related to the need to involve staff able to understand the principles of digital banking.

Therefore, digital banking under such conditions can be implemented only in one of four possible scenarios:

1. Multichannel banking. Each channel needs its own set of workflows, content, screen design, and other support tools. The work is repeated many times, and the end result is distributed through channels that are not interconnected. Instead of creating digital business functions for each channel, the development of one and distribution on all channels through a central hub becomes relevant. This requires a central multi-channel digital banking platform to interact with customers through any point of contact.
2. Modular banking. Thanks to the modular architecture, banks can innovate quickly and according to customer needs. The modular architecture gives the bank the opportunity to go beyond responding to market realities and actively create them together with the client.
3. Open banking. Banks need to open their application software interfaces. Used properly, it can help them improve their products and services. Open banking has several elements: access to connections; distributed work; unit production; common meaning; wealth management.
4. Smart banking. Effective segmentation, targeting, and tracking are done by collecting data from various sources and analyzing them to create effective statistics [13].

It should be noted that the development of financial technologies, on the basis of which innovations in the field of digital banking are implemented, leads to the formation of financial ecosystems – systems that combine the use of digital technologies of all financial market participants. However, it should be emphasized that financial ecosystems will develop only if the bank will form its basis. Therefore, only in the case of the introduction of financial technologies in banking and their appropriate regulation, they will move to full-fledged banking products and innovative services designed to increase fictitious capital.

In particular, according to Yu. Onyschenko, now banks have started to create financial supermarkets, where a wide range of innovative digital products and services was presented to the client, not only banking but also offers of the bank's partner companies. This approach proved to be beneficial for all parties involved: for customers, for the banks themselves, and their partners. The financial ecosystem is much more than a financial supermarket, it combines many services of different nature on one IT platform, and their providers are not only the banks themselves but also third-party organizations, so the customer gets in one place in one platform all the services it needs at the moment. The key trend in the development of ecosystems is the active struggle for the customer and the share of products and services provided to him. At the centre of any ecosystem is always the customer [15].

In addition, the feasibility of banking innovations, as already mentioned, is based on the potential market size that they create for the bank itself by improving banking products and improving the efficiency of interaction with customers. In this aspect, it is worth assessing the forecast made by Business Insider experts regarding the financial capacity of the market of innovative banking products (Figure 2).

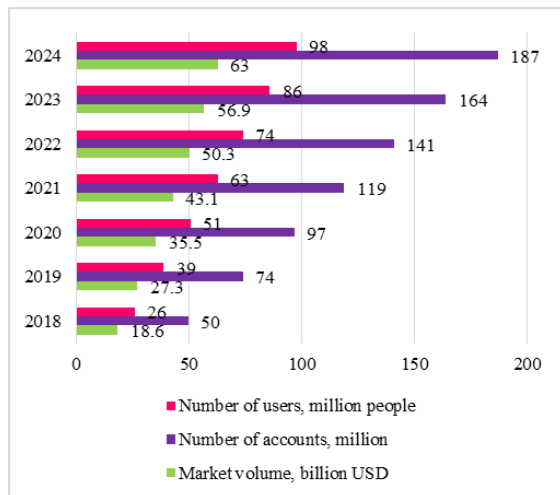


Figure 2 - Digital banking market [7]

As can be seen, the prospects for the development of digital banking are able to provide a high level of profitability to any bank that is able to provide an appropriate level of funding for the implementation of innovative solutions in its activities.

5 Conclusion

Thus, we can conclude that in the context of intensive digitalization of economic relations in general and taking into account the processes of transformation of banking into digital banking in particular, management of banking innovation should be considered as a process of financing the development and implementation of new digital banking technologies activities of the bank. At the same time, it is an objective necessity to use automated management systems for banking innovation, which are based on cognitive technologies and artificial intelligence, in order to increase the efficiency of innovation management and to ensure the appropriate level of efficiency in a dynamic market environment, possible only with the use of digital technologies.

It is also important to prioritize the subordination of organizational and economic transformations of banking to the requirements of modern digital banking, focused on achieving the strategic goal of the banking institution, as well as aimed at meeting the innovative digital needs of bank customers. Therefore, the overall improvement of the banking innovation management system should focus on ensuring the implementation of integrated digital solutions aimed at both organizational and economic improvements of banking products and to meet customer needs in digital innovative products that meet their needs. Only on this basis is it possible to successfully implement the innovation policy of banking institutions.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

CALCULATION OF THE EFFICIENCY OF INVOLVING THE INSTITUTE OF AUDIT IN SUSTAINABLE DEVELOPMENT OF RURAL AREAS IN UKRAINE

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Abstract: The article considers the problem of the need to involve the audit institute in the implementation of sustainable development goals in Ukraine in accordance with the Decree of the President of Ukraine "On Sustainable Development Goals of Ukraine until 2030", which is based on the United Nations Sustainable Development Goals until 2030. The study proposes new approaches to measuring the effectiveness of involving the audit institute in the formation of the basic conditions for sustainable development of rural areas in the united territorial communities (UTC) by calculating the total effect of such partnership and cost recovery of audit services. Establishing the total effect of the acceptance on the balance of the united territorial communities of land and property complexes, natural and other assets of rural areas, reducing the risks of inefficient use of funds of the State Fund for Reconstruction and Development, optimizing management costs, income growth of rural communities and gross domestic product growth UAH 1,182 billion, five-year market (volume) of public audit partnership in rural areas - in the amount of UAH 3.35 billion, payback of UAH 1 for audit services - UAH 35.3 thousand, which will significantly accelerate the formation of basic conditions ("Primary capitalization") sustainable development of rural areas, by involving the institute of audit.

Keywords: Audit, United territorial communities, Efficiency, Sustainable development.

1 Introduction

Focusing on sustainable development, the modern world is in constant search of indicators for its implementation. The audit institute is involved in the implementation of sustainable development goals, and therefore should also have appropriate benchmarks and calculations. Thus, it is necessary to identify approaches to measuring the effectiveness of the involvement of the audit institute in rural development. An objective prerequisite for defining such approaches is to clarify the relationship between the goals of sustainable development and the capabilities of the audit institution in their implementation. It is based on both the UN Sustainable Development Goals until 2030 [1] and the Sustainable Development Goals of Ukraine, which are defined in the National Report "Sustainable Development Goals of Ukraine" [2] and the Decree of the President of Ukraine "On Sustainable Development Goals for Ukraine until 2030" [3]. On the other hand, the possibilities of the audit institute in ensuring the implementation of these goals are considered.

2 Literature Review

In Ukraine, the creation and adaptation of systems for calculating the effectiveness of the involvement of audit institutions were due to the efforts of such scientists as M. I. Bondar [4], V. P. Bondar [5], V. M. Zhuk [6], T. O. Kamenska [7], V. F. Maksimova [8], K. P. Melnyk [9], O. V. Pasko [10], O. M. Petruk [11], K. I. Redchenko [12], O. Yu. Redko [13], L. V. Chyzhevska [14], O. L. Sherstiuk [15], Yu. B. Slobodyanyk [8] and others. Along with this, the scale of modern public expectations from the institute of audit requires a significant strengthening of its mathematical and computational basis for determining effectiveness.

It is important to explore expected effectiveness of involving the audit institute in the development of rural areas with the help of qualitative (the ratio of audit capabilities in the implementation of most current and future goals of sustainable development of rural integrated territorial communities) and quantitative (the possibility of calculating the integrated indicator of the expected effect of the efforts of the audit institute to achieve the goals of sustainable development of rural areas) parameters.

The purpose of the study is to scientifically substantiate the capabilities of the audit institute in the implementation of sustainable development goals and the development of economic and mathematical model for measuring the effectiveness of its involvement and calculation of the digital effect.

3 Materials and Methods

To achieve this goal used the scientific developments of domestic and foreign scientists on the theory, methodology and practice of auditing, regulations (International standards of quality control, audit, inspection, other assurance and related services, domestic legislation on auditing, decisions, reports Audit Chamber of Ukraine (ACU), State Institution "Body of Public Oversight of Auditing" (BPOA), orders of the Ministry of Finance of Ukraine), statistical information on the state of audit in Ukraine, etc.

To achieve this goal, general scientific and specific methods were used, the main of which are: observation – to determine the components of the audit of the initial capitalization of rural areas, analogy – in justifying the feasibility of public audit partnership (GAP) in rural areas, statistical – in studying the audit activities in Ukraine, mathematical modeling – to optimize the set of audit procedures of rural entities and calculate the effectiveness of the audit institute in the development of rural areas; methods of analysis, synthesis and evaluation – to study the development strategy of the Audit Chamber of Ukraine, its regional offices and identify opportunities to expand the methodological tools for risk assessment in auditing; methods of modeling and classification – to study the internal structure of the audit institute; graphical – to study models and strategies for the development of risk assessment in auditing.

4 Results and Discussion

The study of the participation of the audit institute in the implementation of sustainable development goals is possible by analyzing the scope of audit support for such goals for the period up to 2030. Table 1 provides an estimate of this ratio for the purposes in which the involvement of the audit institute is obvious now and in the future.

Table 1: Participation of the audit institutions in the implementation of sustainable development goals

Sustainable Development Goals of Ukraine for the period up to 2030	The scope of audit support for sustainable development goals
1	2
Goal 1 "No poverty Goal 10 "Reduced inequality"	Ensuring economic literacy of the population, their entrepreneurial activity; Development of a network of audit companies in rural areas
Goal 2 "Zero hunger (No hunger)... and promote sustainable agriculture"	Ensuring the development of agricultural entrepreneurship, its competitiveness, and investment attractiveness
Goal 4 "Ensure... quality education and promote lifelong learning opportunities for all"	Development of auditors' competence, including in the field of public-private partnership Improving the economic literacy of the rural population
Goal 8 Promote economic growth" Goal 11 "Ensuring openness ..."	Ensuring confidence in the public reporting of business entities of local authorities Improving the efficiency of accounting, control, and other areas of management
Goal 9 "Creating sustainable infrastructure... promoting sustainable industrialization"	Advisory and information support

and innovation”	
Goal 17 “Strengthen ... revitalize the global partnership for sustainable development”	Involvement of the institute of audit in normative-legal acts, programs of public-private partnership, joint projects on sustainable development, including UTC

Source: Developed by the authors.

As can be seen from Table 1, half of the sustainable development goals identified in Ukraine (8 out of 17) can and should be involved in their implementation. The goals of sustainable development of Ukraine until 2030 are guidelines for the development of projects, forecasts and program documents, draft regulations. Therefore, these documents should reflect the composition of the relevant audit software. The domestic audit system does not actually have its representation (audit firms) in agricultural regions, there is no audit support and appropriate methodological support, the audit institute does not participate in public-private partnership projects, and more.

The share of audit entities in the development of regions is asymmetric, the development policy of which differs from the state policy of decentralization in the general, and sustainable development of rural areas, in particular, which significantly narrows the opportunities for transformational audit processes in the context of decentralization reform (Figure 1).

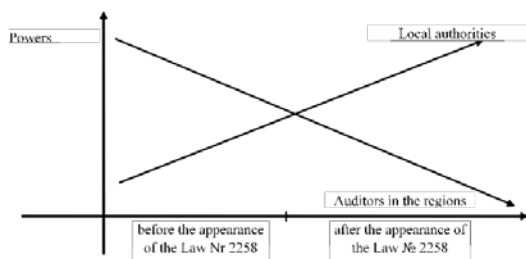


Figure 1 – Inconsistency of audit development in Ukraine with decentralization policy revealed

Source: Developed by the authors.

It is important to find out what is the scope and economic effect of audit participation in the development of rural UTCs. After all, rural UTCs are, so to speak, the primary link in the implementation of sustainable development goals. Table 2 shows the objectives for sustainable development in the UTC (from the author’s survey of UTC chairmen) and the relevant areas of audit support for its achievement.

Table 2: Areas of audit support for the goals of sustainable development of rural UTCs

No	Implementation of the goals of sustainable development of rural UTCs	Scope of audit support
A	1	2
FORMATION OF BASIC CONDITIONS (“PRIMARY CAPITALIZATION” UTC) (optimal term - 5 years)		
<i>Current goals (2020-2022)</i>		
1	Acceptance of land and property complexes of the united village and settlement councils	Audit support for registration of rights, evaluation, balance sheet
2	Effective use of budget funds of the State Fund for Regional Development (SFRD)	Audit of the use of SFRD funds
3	Optimization of budgets and management of joint village councils and their utilities	Audit consulting
<i>Long-term goals (from 2021)</i>		
4	Inventory of the potential of the territories of the united village councils and putting the identified assets on the balance sheet	Participation in inventory, methodological support, evaluation, balance sheet generalization
5	Formation of strategies and development plans of rural united communities	Audit consulting
6	Monitoring the implementation of agreements on the social and environmental responsibility of businesses operating in the territories of village councils	Audit of integrated reporting
7	Improving economic literacy, stimulating entrepreneurial activity of peasants	Educational and information-advisory support
8	Development of small forms of entrepreneurship (farming, cooperation, green tourism, etc.)	Audit service, outsourcing

9	Capitalization of assets and potential of rural areas	Identification, evaluation, public presentation of assets
10	Increasing the investment attractiveness of the rural business	Integrated reporting consulting
11	Introduction of public-private partnership on the territory of UTC	Long-term public-private partnership agreements with an audit company. Public-private partnership consulting
CAPITAL BUILDING TO ENSURE SUSTAINABLE DEVELOPMENT GOALS (CONSTANTLY)		
1	Issuance of municipal bonds by communities and other	Audit of financial statements Audit of UTC development strategies and plans

Source: Developed by the authors.

As can be seen from Table 2, for all current and future goals of local governments to ensure the sustainable development of their territories in the audit system there are not only opportunities for participation (involvement), but in some cases without audit their implementation is impossible.

In the survey, UTC chairpersons agree on the need to involve the audit in the implementation and other objectives of UTC’s sustainable development. The results of the survey are shown in Table 3.

Table 3: Priority for accountants of executive committees of village councils in the areas of involving auditors in the implementation of sustainable development of UTC

No	Scope of audit and UTC cooperation	The result of the survey, %
1	Audit services in the preparation of documentation, assessment of acceptance on the balance of UTC land, property, and other assets	100
2	Audit services for inventory (detection of new ones), valuation, and balance sheet of unaccounted assets in the territory of UTC	82
3	UTC management system audit (personnel optimization)	65
4	Audit consulting for the development of strategies and plans for the development of UTC (formation of digital data from the state and prospects)	65
5	Monitoring the implementation of agreements between UTC and business on social and other obligations to work on the territory of UTC	40
6	Ensuring economic literacy of members of commodity farms and their reorganization into a farm, association in cooperatives	23
7	Support for the introduction of public-private partnership on the territory of UTC	27
8	Consulting to increase the investment attractiveness of the rural business and the potential of UTC	15
9	Audit of integrated reporting of UTC and business entities on the territory of UTC	8

Source: Developed by the authors based on the results of the questionnaire.

As can be seen from Table 3, accountants of village and settlement councils are focused on receiving audit assistance in their problematic current affairs. Due to the lack of information, the issues of audit support for sustainable development of rural communities are secondary for them. The concentration of accountants’ awareness of themselves, on their problems is the same institutional factor as the in-house audit system. Such an institutional basis for both the audit system and the system of UTC executive bodies inhibits the sustainable development of rural areas.

Thus, both according to the institutional theory and the effectiveness of some pilot projects for the development of rural UTCs (where there is thorough consulting support through grants), we should expect significant effectiveness from the introduction of the public-private partnerships between local governments and the audit system.

First of all, it is advisable to find out the share of rural UTCs in the total number of communities in Ukraine. In this way, it is possible to interpret various country-wide statistics, information from ministries and agencies that are somehow involved in the

decentralization and development of communities, especially in rural areas.

In Table 4 rural and settlement communities are defined as the basic level of administrative-territorial organization (ATO) of Ukraine. Recognition of communities as local self-government, as the basic level of ATO, corresponds to the current legislation of Ukraine. However, Table 5 focuses on rural and township communities, which cover not only the lion's share of Ukraine, parts of settlements (more than 27 thousand), but also account for 72.2% of all existing communities in Ukraine. Thus, for further calculations of the effectiveness of the audit institute in ensuring sustainable development of rural areas, a coefficient of 0.7 (from 72.2%) is taken. Conditionally call it the coefficient of the share of rural communities (C_{src}).

$$C_{src} = \frac{\text{Village and settlement councils, units}}{\text{All communities, units}} \quad (1)$$

Mathematical calculation 1:

$$C_{src} = 1060/1469 = 0.7$$

Table 4: Basic level of administrative-territorial organization of Ukraine: rural and settlement communities

Base level	Quantity, units	Specific weight, %
Communities, total (including Kyiv)	1,469	100.0
of which are urban	409	27.8
of which rural and township	1,060	72.2
Localities that are part of communities:	28,221	100.0
Settlements	1,960	6.9
Villages	26,261	93.1

Source: Generalized by the author according to the data [18].

The first thing that worries (and should be the impetus for the involvement of the audit institute) are the problems of receiving from the reformed district councils, village, settlement council's communal property, land plots on their balance sheets. Table 5 by the figures show the scale of the problem of such work.

Table 5: Problems of transfer of property to communal property of communities as of 31.12.2020

No	Transfer of property (inventory objects)	Indicator	
		Number	%
1	Across Ukraine		
	* must be transferred	22,757	100
	* actually transferred	1,063	4.7
2	incl. in the Vinnytsia region	177	16.7
	in the Sumy region	2	0.2
	in the Chernihiv region.	0	0.0

Source: Generalized by the author according to the data [18].

According to the results of this study and other expert developments, the problem is not only the accounting of the assessment and balance of these inventories but also the lack of UTC (generally in rural areas) specialists who are able to draw up such documents during the relevant commissions. As can be seen from Table 5, at the beginning of 2021, out of 22.8 thousand such facilities, only 1,063 or 4.7% were put on the balance of UTC.

Mathematical calculation 2:

$$1) \quad 1,063 / 22,757 * 100\% = 4.7\%$$

In agricultural areas (with the sole exception of the Vinnytsia region) the situation is even worse.

At first glance, the situation with the transfer of agricultural land plots to rural UTCs seems a bit better (Table 6).

At the end of 2020, 1,251 such plots with a total area of almost 2 million hectares were transferred to rural UTCs. However, according to public statements of the leadership of the State Geocadastre of Ukraine about 10 million hectares. agricultural lands are outside the accounting system. The need to identify them in the process of continuous and joint with the State

Geocadastre and local governments inventory of all agricultural lands on the territory of communities is discussed for many years. Thus, in the scientific report "Circulation of agricultural land according to the village-preserving model of the agrarian system of Ukraine" [16] (which in 2017 was not just approved by the Congress of the Association of Farmers and Private Landowners of Ukraine and the Council of the Agrarian Union of Ukraine). and taken by them as a strategy of activity) scientists have painted an algorithm for such an inventory, evaluation, and balance of shadow land communities.

Table 6: Transfer of agricultural land plots from state to communal ownership of communities as of 31.12.2020

No	Region	Indicator			
		number of communities	specific weight, %	thousand hectares	specific weight, %
1	Ukraine, total	1,251	X	2,003	X
	<i>including</i>				
2	Vinnytsia region	48	3.84	73	3.64
3	Zakarpattia region	44	3.52	49	2.45
4	Luhansk region	25	2.0	53	2.65
5	Chernivtsi region	47	3.76	8	0.4

Source: Calculated by the author according to the data [18].

Thus, as of December 31, 2020, only about 20% of agricultural land was transferred to rural communities (2 million hectares out of 10 million hectares), the transfer of another 8 million hectares is the subject of cooperation between UTC and audit companies.

Mathematical calculation 3:

$$1) \quad 2 \text{ million hectares} / 10 \text{ million hectares} * 100\% = 20\%$$

To calculate the value of land, it is advisable to adopt the methodology and techniques developed by scientists of the NSC "Institute of Agrarian Economics". Algorithms for such calculations were proposed by scientists in the scientific report "Capitalization of the national wealth of Ukraine: the value of agricultural land" [17]. According to him, as of January 1, 2019, the fair (market) value of 1 hectare of agricultural land in Ukraine was only 1078 USD. Scientists note that this minimum price in comparison with the European Union is due to the state of Ukraine's economy and the problems of its institutional environment. During the period from 2018 to the end of 2020, nothing has changed in Ukraine. Therefore, it can be argued about the issue of putting on the balance of rural communities' agricultural land assets in the amount of at least 8.6 billion USD (8 million* 1078) or about 240.8 billion UAH.

Mathematical calculation 4:

$$1) \quad 8 \text{ billion hectares} * 1,078\$ = 8.6 \text{ billion USD}$$

$$2) \quad 8.6 \text{ billion USD} * 28 \text{ UAH per USD} = 240.8 \text{ billion UAH}$$

Of course, with regard to property complexes that are transferred to communities, their value calculations are quite conditional. Because in contrast to agricultural land, which in inventory and value is more or less the same in Ukraine, it is a variety of types of such property (buildings, structures, equipment, etc.), their condition, physical and moral deterioration, and more. Therefore, the cost of such an inventory object for 3 million UAH is conditionally accepted. taking into account the physical and moral condition of such facilities and the demand for them in rural areas.

Therefore, according to the Table. 5 refers to the acceptance of the balance of rural UTC property worth about 46 billion UAH. This amount is calculated based on the fact that such property in Ukraine should be transferred in the amount of 21,694 units. Based on the conditional assessment of the object – 3 million UAH, and taking into account C_{src} 0.7.

Mathematical calculation 5:

- 1) 22,757 items – 1,063 items = 21,694 items
- 2) 21,694 items * 3 million UAH = 65,082 million UAH
- 3) 65,082 million UAH * 0.7 = 45.56 billion UAH. ≈ 46 billion UAH

Thus, in general, it is a question of accepting on the balance of rural and settlement communities' real estate objects (with equipment) in the amount of at least 287 billion UAH, where, of course, agricultural land is now the main resource and asset.

Mathematical calculation 6:

- 1) 240.8 billion UAH + 46 billion UAH = 287 billion UAH

And as found out above, in such work, community leaders and accountants have significant difficulties and need to work with audit firms.

The next "audit" assistance in solving the problems of local self-government is the difficulties in UTC in drawing up the use of budget funds of the State Fund for Regional Development. According to [18], in all incomes of Ukrainian communities in 2020, these funds are 32 % (Table 7). If we analyze the budgets of communities in rural areas, it is already half of their income. Table 8 shows the data of four such regions.

Table 7: Community revenues in 2020: total and share of transfers from the state budget

No	Region	Total revenue	Transfers	
			million UAH	%
1	Ukraine, total	425.9	135.9	32
	<i>including</i>			
2	Volyn region	10.2	4.9	48
3	Zakarpattia region	11.9	6.6	55
4	Luhansk region	6.6	2.9	44
5	Chernivtsi region	8.1	4.5	56

Source: Generalized by the author according to the data [18].

According to the Accounting Chamber of Ukraine (Table 8), during inspections of the legality and efficiency of the use of SFRD funds, the biggest problems are in rural regions (Kirovohrad, Kherson, Cherkasy, and other regions). Table 9 demonstrates just such regularity on the checked regions.

Table 8: Summary information on the legality and efficiency of the use of SFRD co-commissions according to the audited by the Accounting Chamber of Ukraine, 2017-2018

No	Region	Funds were used in violation of the law		Inefficient use of funds		
		total, million UAH	specific weight, %	total	incl. uneconomical	specific weight, %
A	1	2		3	4	5
1	where the audit was conducted, in total	196.5	X	158.4	90.5	X
	<i>including</i>					
2	Kirovograd region	25.8	13.1	789.0	71.8	79.3
3	Odessa region	15.3	7.8	44.4	0.3	0.3
4	Khmelnytsky region	10.4	5.3	1.2	-	-
5	Kherson region	62.3	31.7	0.3	-	-
6	Cherkasy region	36.8	18.7	12.1	5.8	6.4

Source: Generalized by the author according to the data [18].

The Accounting Chamber of Ukraine uses the method acceptable to it [19] to calculate the risks of inefficient use of SFRD co-commissions. At present, they make up 16.5%.

$$A_{pt} = E_{is} * (A_{fi} * N_{pp} * A_{fi} * N_{fi} / E_{rc} * N_{tp} * E_{rcp}) \quad (2)$$

where:

- A_{pt} – the probable total amount of the Fund's funds used inefficiently;
- E_{is} – total cash expenditures at the expense of the Fund for 2017-2018;
- A_{fi} – the amount of the Fund's funds used in violation of budget legislation established in 11 regions;
- N_{pp} – the number of projects in respect of which the use of budget committees with violations of budget legislation has been established;
- A_{fi} – the amount of funds of the Fund used inefficiently (uneconomically, unproductively, ineffectively);
- N_{fi} – the number of projects in respect of which the inefficient use of the Fund's funds has been established;
- E_{rc} – verified cash expenditures at the Fund's expense in 11 regions;
- N_{tp} – the total number of projects for which the Fund's expenditures have been verified.

The budget of Ukraine for 2021 provides for 1305 million UAH for the development of rural territorial communities, of which according to the methodology of the Accounting Chamber of Ukraine may be estimated inefficient and in violation of the law used about 215 million UAH. In addition, given the lower professional qualifications of managers and accountants of rural communities (compared to urban), these risks can be calculated at 25 %, i.e. for 2021 in the amount of 326.3 million UAH.

Mathematical calculation 7:

- 1) 1,305 million UAH * 0.165 = 215 million UAH
- 2) 215 million UAH * 25 % = 326.3 million UAH

Of course, the cooperation of rural communities with the audit institute will help reduce such risks. This means that annually hundreds of millions of budget funds (transfers) will not be withdrawn, but used in favour of sustainable rural development. Another manifestation of audit participation in ensuring the sustainable development of rural areas is the optimization "by independent auditors" of community management budgets, optimizing the number and staff of their utilities. The importance and recklessness of such cooperation are evidenced by the following.

According to the results of the study, it was found that in a significant part of rural UTCs the salaries of their heads reach about 30 – 35 thousand UAH per month, village elders – 25-30 thousand UAH. In some UTCs, even accountants have company cars with full-time drivers. At the same time, there are "no" funds for staff units of rural paramedics, teachers, etc. For the community, such "distortions" are presented as state decisions, not village council decisions. Hence, the problems of transparency and publicity in the use of community funds are obvious, and they cannot be solved without the institution of an audit.

Unfortunately, there are already many cases of distribution of 2 hectares of land for personal farming by the decision of the Soviets, which massively steals land resources transferred from the State Geocadastre to communities. The community does not know about such "legal" but cynical actions of its elected officials. And here without an external audit and public presentation of his report (conclusion), too, cannot do.

In addition, as can be seen from Table 9. It is in rural UTCs that the percentage of expenditures for the maintenance of the management staff in all their incomes is quite large - from 20 to 30. The share of wages in the expenditures of the general fund is from 60 to 80 %, respectively. That is, every year it is expedient to use almost 100 million UAH, of which at least a quarter is used inefficiently.

Mathematical calculation 8:

- 1) 425.9 million UAH * 0.7 = 298.13 million UAH
- 2) 298.13 million UAH * 0.3 = 89.5 million UAH

Table 9: Some indicators of execution of local budgets of UTC for 2019

Rating	Region	UTC	The share of expenditures for the maintenance of the management staff in the revenues of the general fund,%	The share of wages in general fund expenditures,%
From the first	Kirovograd	Marianivska	10.0	33.8
Of the latter	Donetsk	Andrievska	25.3	60.9
	Odessa	Novokalchevska	20.6	71.7
	Volyn	Zhydychynska	26.2	74.8
	Kherson	Konstantynivska	28.0	78.3

Source: Generalized by the author according to the data [18].

Next, we consider promising (Table 2) areas of audit participation in ensuring the goals of sustainable development of rural areas.

The most important, both in terms of the scale of work and the consequences for the sustainable development of rural areas, is the inventory of the potential of the UTC territory and the placement of the identified assets on the balance sheet. We are talking about the diversity of natural resources (subsoil, water, forests), brands of the territory, infrastructure and human potential, and so on. That is, everything that exists on the territory of the UTC, but is not posted to its balance sheet. This work is currently characterized only by the beginning of the formation of appropriate methodological support. In 2020 NSC "Institute of Agrarian Economics" developed guidelines for an inventory of assets and resource potential of local communities [20].

At the National Academy of Sciences, the Institute of Environmental Economics and Sustainable Development has determined the value of Ukraine's natural wealth alone at 1.06 trillion UAH [21]. That is, for rural UTCs, we are talking about natural assets worth at least UAH 500 billion, and taking into account another potential – up to 700 billion UAH.

Of course, the identification, valuation, and placement on the balance sheet of UTC of such assets are the work of many years. However, for this study, such scale and semantic complexity indicate the unconditional need for UTC to cooperate on this issue with the audit institute. To calculate the cost of such audit services, a notional amount of 20-50 thousand USD is accepted for one UTC. Thus it is a question of the volume of services in 852 million UAH.

Mathematical calculation 9:

- 1) 1,060 items * 82% = 869.2 items
- 2) 869.2 items * ((20+50)/2) thousand USD = 304.2 thousand USD
- 3) 304.2 thousand USD * 28 UAH per USD = 852 million UAH

Almost 2/3 of their managers and accountants hope for the help of auditors (audit consulting) in the development of plans for the development of rural UTCs (Table 3). If the minimum cost of such service (initiative audit) is estimated at UAH 140,000 (USD 5,000), then the market volume is at least 96.5 million UAH.

Mathematical calculation 10:

- 1) 1,060 items* 65 % = 689 items.
- 2) 689 items*0,14 million UAH = 96,5 million UAH

Important participation of the audit institute in ensuring the sustainable development of rural areas is the control over the implementation of agreements of socio-economic responsibility between UTC and the business that operates in their territory. Of course, this type of agreement does not exist now. However, according to the current legislation, large enterprises (in the industry they are agricultural holdings) and medium-sized

enterprises must publish audited reports. One of the components of this is the management report, which according to the recommendations of the Ministry of Finance of Ukraine [22] should disclose the socio-economic responsibility of business.

According to the results of 2019, the agricultural sector accounted for 11.6 % of Ukraine's gross domestic product and about half of its exports. According to these indicators, "rural areas" should account for at least 20% of the audit services market. In fact, according to the Audit Chamber of Ukraine in 2019, the industry accounted for only 6.8% of audit services [23]. Based on the aggregate market of such services in 2019 in the amount of UAH 2.9 million, in rural areas, business entities worth almost UAH 380 million remain not covered by the audit obligation.

Subject to compliance with the provisions of this law (on which the BPOA and the State Tax Service of Ukraine are working), the audit market will increase by 380 million UAH. But such an audit is hindered by the parliamentary corps of rural UTCs (representatives of large and medium-sized businesses). A more decisive position of BPOA and the State Tax Service on the issue of mandatory audit further opens opportunities for UTC requirements for compliance with social and environmental requirements as well as other significant economic entities for the territory. It is possible to predict an additional volume of such a market in 2022-2025 in the amount of up to 100 million UAH. Thus, the total amount of audit participation in ensuring sustainable development of rural areas (in terms of monitoring compliance with economic, social, and environmental management conditions) is at least 480 million UAH annually.

Mathematical calculation 11:

- 1) 380 + 100 = 480 million UAH

Sustainable development of rural areas (as evidenced by the experience of developed countries) is impossible without the formation of a significant layer of small business, the middle class. Hence, increasing the economic literacy of the population, supporting the formation and development of small businesses, cooperation is the most important task of both local governments and the institute of the audit.

The scale and routine of this work are evidenced by research and government decisions. Thus, only for the period from 2010 to 2017, the number of farms decreased by 10 thousand. Now their number is about 46.7 thousand, of which 33.7 are active [24]. For example, in neighboring Poland and other European Union countries, this figure exceeds 1 million units.

In 2017, the order of the Cabinet of Ministers of Ukraine № 664-r approved the Concept of development of farms and agricultural cooperation for 2018-2020 [24]. Among the main expected results:

- Increase in the number of farms by 10%;
- Increase in the number of agricultural service cooperatives established by the farm by 40-50 units, etc.

It should be noted that in Ukraine, out of 1098 agricultural service cooperatives as of 01.04.2017, only 590 units actually carried out economic activity [24]. The Government Concept [24] envisages the annual formation of 15 new objects of primary processing of agricultural products on the basis of cooperatives. In general, this is an extraordinary problem for Ukraine in achieving the goals of sustainable development. Large and most medium-sized agricultural enterprises are aimed at producing export-oriented monocultures. The share of raw materials in Ukraine's agricultural exports reaches almost 100 %. At the same time, the domestic food market is half-filled with imported products of dubious quality. In the European Union, agricultural cooperatives provide 57 % of dairy products and 42 % of fruit and vegetables. And in countries such as Austria, Denmark, the Netherlands, and Sweden (with the world's

highest happiness index), farmers' cooperatives produce 90 % of dairy products and more than 50% of fruits and vegetables. Thus, in comparison with the EU countries, Ukraine has not millions of farms and thousands of cooperatives, but only 34 thousand and 0.6 thousand, respectively. This is a huge threat to the sustainable development of its rural areas.

Despite the crisis of farming and cooperation, there are still about 4 million households in rural areas producing a variety of agricultural products. Of these, according to expert estimates, about 0.5 million are active producers of marketable products that can support the farming business [25]. In the structure of employment of the population aged 15-70 in the village, employers (entrepreneurs) are only 2 %, self-employed – 30 %, and employees – 68 %. In addition, scientists note changes in the level of diversification of agricultural production in 2011-2016: enterprises during this period lost 3.9 %, while households grew by 2.2 % [25].

Thus, out of 4 million households and 30% of the self-employed in rural areas, the goals of forming at least one million entrepreneurs in rural areas in the near future seem quite realistic.

It is expedient to tie a cost estimation of the scale of this work to two levels of indicators. The first is the growth of GDP in rural areas; the second is the growth of tax revenues to local budgets. Table 10 shows the structure of local budget revenues (excluding transfers from the state budget). As can be seen from the above data, it is from active entrepreneurship (payment of wages, increase in sales) is formed more than 2/3 of local government revenues. In 2020, this is already 74.9 %. However, the decrease in the share of revenues from the single tax is alarming, which indicates the stagnation of small business development in rural areas: from 20.6 % in 2017 to 14.4 % in 2020.

According to the NSC "Institute of Agrarian Economics", today in rural areas work about 45 thousand legal entities - business entities [25]. There are 34 thousand farmers and almost 10 thousand companies and private enterprises (medium enterprises) among of them. The latter is not all taxpayers. Given the almost million increase in single taxpayers (of course, in smaller amounts, which will follow from the area of land cultivation and production of commercial households and service cooperatives) it seems reasonable to expect an increase in filling local budgets by at least half.

Table 10: Structure of own revenues to local budgets without transfers from the state budget, %

No	Source, type of income	Year			
		2017	2018	2020	
				Rural UTC	Ukraine
<i>From active rural entrepreneurship</i>					
1	Personal income tax	40.6	56.9	60.5	61.3
2	Single tax	20.6	15.8	14.4	13.1
	Together	61.2	72.7	74.9	74.4
<i>Passive income</i>					
1	Land fee	21.0	14.8	12.6	10.8
2	Excise tax	11.8	7.4	6.6	5.4
3	Real estate tax	1.9	1.8	2.1	2.0
4	Others	4.2	3.7	3.7	7.4

Source: Generalized by the author on the basis [18].

According to the author's estimates, in 2020 own revenues to rural local budgets will amount to about 100-200 billion UAH (unfortunately, there is no such statistical information in Ukraine, so this figure is based on the fact that such revenues in all communities are about 800 billion UAH). Thus, it is a question of involvement of institute of audit to at least 150 billion UAH of increase of budgets of rural UTC.

Entrepreneurial activity of the rural population, growth of the number of business structures to 1 million subjects of commodity management (in comparison with 50 thousand now) will promote the growth of GDP of agriculture. In 2019, this figure was 11.6% of the country's GDP and almost UAH 365 billion, of which about half was produced by households.

Therefore, we can expect an increase in the productivity of those who will change their status to a farm, at least twice. Based on the fact that out of 4 million households, 1 million will double their productivity (this is 25 %), this is expected to increase GDP by 45.6 billion UAH.

Mathematical calculation 12:

- 1) 365 billion UAH * 0.5 = 182.5 billion UAH
- 2) 182.5 billion UAH * 0.25 = 45.6 billion UAH

Thus, playing an important social role in the development of rural entrepreneurship, the audit institute will be involved in the growth of the rural economy by at least UAH 45.6 billion and the annual increase in the replenishment of local budgets in the amount of UAH 150 billion. It is clear that without the cooperation of UTC and audit companies it is impossible to achieve these indicators of sustainable development.

The issue of capitalization of the potential of rural areas and their investment attractiveness is central to the formation of sustainable development. As noted in the scientific report "Capitalization of the national wealth of Ukraine: the value of agricultural land" by scientists NSC "Institute of Agrarian Economics", today in the national accounts of Ukraine is practically not taken into account its natural capital. Thus, the total number of agricultural lands in the national accounts of Ukraine reflected such assets in the amount of only 150 million USD, while according to expert estimates should be at least 25 billion dollars. USA [17]. But more important is something else. Even at an estimate of 25 billion. USA Ukraine has an extremely low capitalization of this asset. Researchers note that the current capitalization of agricultural land in Ukraine is only 2.5 % of the capitalization of companies such as Amazon, Microsoft, Apple, and others. Scientists state that "For Ukraine when launching a free land market, it is an economic horror of inevitable non-equivalent accounting, non-equivalent assessment and exchange is a horror for the fundamental world and domestic economics" [17, p. 30].

Thus, the study allows us to consider from at least two positions the expected effectiveness of the involvement of the audit institute in rural development. First, without such involvement, the realization of most of the current goals and long-term goals of sustainable development of rural UTCs is impossible in terms of both qualitative and quantitative parameters of work. Secondly, it is an opportunity to calculate the integrated indicator of the expected effect of the efforts of the audit institute to achieve the goals of sustainable development of rural areas. The study allows you to calculate it by the formula:

$$E_e = (E_{vpc} / C_{ma}) * C_{ca} \quad (3)$$

where:

- E_e – expected effectiveness from audit engagement to sustainable development of rural areas;
- E_{vpc} – the expected volume of "primary capitalization" of rural areas;
- C_{ma} – the cost of the audit market in rural areas;
- C_{ca} – the coefficient of the audit contribution to the volume of "initial capitalization" of rural areas (conditionally accepted at the level of 0.1).

The calculation of the expected volume of "primary capitalization" of rural areas (this is the achievement of all three current goals of sustainable development and from 1 to 5 prospects (Table 2) is carried out according to the formula:

$$E_{vpc} = (C_p * C_{src}) + C_1 + E_{ar} + E_{cm} + C_{aa} + G_{dpg} + G_{irc} \quad (4)$$

where:

- E_{vpc} – the expected volume of "primary capitalization" of rural areas;

- C_p – the cost of acceptance on the balance of property complexes;
- C_{arc} – the share of rural communities;
- C_l – the cost of acceptance on the balance of land;
- E_{ar} – the effect of avoiding the risks of inefficient use of SFRD funds;
- E_{cm} – the cost of the effect of saving management costs;
- C_{aa} – the cost of acceptance on the balance of natural and other assets;
- G_{dpg} – gross domestic product growth;
- G_{irc} – income growth of rural communities.

Thus, the calculated scale of joint efforts of local governments and audit companies to ensure the basic conditions (“initial capitalization”) of sustainable development goals (from Table 2) reaches 1182 billion UAH.

Mathematical calculation 13:

$$E_{vpc} = (65 \text{ billion} * 0.7) + 240.8 \text{ billion} + 0.326 \text{ billion} + 0.1 \text{ billion} + 700 \text{ billion} + 45.6 \text{ billion} + 150 \text{ billion} = 1,182 \text{ billion UAH}$$

To calculate the value of the audit market in rural areas, the costs that local governments and rural businesses will incur to attract an audit to achieve sustainable development goals are calculated:

$$C_{ma} = C_{ai} + (C_{mi} * C) \quad (5)$$

where:

- C_{ma} – the cost of the audit market in rural areas;
- C_{am} – the cost of mandatory audit;
- C_{ai} – the cost of the initiative audit;
- C – coefficient at level 5 (five years – the optimal term of work for the implementation of tasks on the “initial capitalization”).

Mathematical calculation 14:

$$C_{ma} = (852+95.6) + (380+100) * 5 = 3,347.6 \text{ billion UAH}$$

Thus, the domestic audit system annually expands the market of its services by at least 3.35 billion UAH, of which the initiative audit (947.6 million UAH – for consulting support of UTC development plans, 852 million UAH – for consulting support of identifying and setting the balance of potential rural areas) and mandatory audit of UAH 2,400 billion (medium-sized businesses – 380 million UAH, and in addition another 100 million UAH – a promising annual audit market for other businesses to comply with community requirements for social and environmental management).

The expansion of the audit services market, provided that they are provided by local audit firms in a public-private partnership should also be attributed to the expected effect of involving the audit institute in rural development. After all, jobs will be created in the regions for highly qualified auditors, which will also enable the development of other entrepreneurial activities in the countryside (through training, business outsourcing), additional sources of replenishment of local budgets. However, to calculate the expected efficiency from the involvement of the audit to ensure sustainable development of rural areas (E_c), the indicator C_{ma} is calculated separately (and its value is taken in the amount of 3.35 billion UAH).

Thus, for 1 UAH of costs to involve the audit institutions in the implementation of current and long-term goals of sustainable development (from Table 2), 35.3 thousand UAH is expected to increase the “primary capitalization” of rural areas.

Mathematical calculation 15:

$$E_e = (E_{vpc} / C_{ma}) * C_{ca} = (1,182 / 3,35) * 0,1 = 35,3 \quad (6)$$

Thus, the high efficiency of cooperation of local governments with the audit system in the formation of basic conditions for sustainable development of rural areas is obvious. At the same time, the use of the mechanism of public-audit partnership requires incentives and management, which is impossible without the use of a certain system of control and definition of indicators of the state of such cooperation.

The model of measuring the state of the public-audit partnership between UTC and audit firms for sustainable development is as follows:

$$\sum_{t=1}^n A_{ppp} \geq N_{rsc} \quad (7)$$

where:

- A_{ppp} – the number of PPP agreements (GAP) with rural and urban communities;
- N_{rsc} – the total number of rural and settlement communities.

The calculation of indicators is proposed to be carried out according to the formula:

$$I = \frac{\sum_{t=1}^n A_{ppp}}{N_{rsc}} \quad (8)$$

The proposed levels of identifiers are determined by region and Ukraine as a whole. As for the audit system, they are used for decision-making by the ACU, BPOA and the regional offices ACU. As for regional policy, sustainable development policy - they are a guide for decisions of relevant Ministries and departments, regional and district councils. The limits of the indicators are as follows:

- 1) Up to 0.25 – unsatisfactory level;
- 2) 0.25-0.5 – satisfactory;
- 3) 0.5-1 – good;
- 4) more than 1 – excellent.

Of course, now both in Ukraine and in the regions, such an indicator has an unsatisfactory level, based on data [18].

The conducted research allows offering other indicators of measuring the level of audit involvement in ensuring sustainable development of rural areas. Such calculations can be based on the measurement of audit participation in the provision of both current and long-term baseline goals to achieve sustainable development in Table 4. For example, for current purposes:

$$\sum_{t=1}^n N_{at} \geq \sum_{t=1}^3 A_{fpc} \div (A_{fsfrd} + A_{kldppp} + A_{ms}) \quad (9)$$

where:

- N_{at} – the number of audit tasks under the GAP agreement;
- A_{fpc} – audit of the formation of land and property complexes of communities;
- A_{fsfrd} – audit of the effectiveness of the use of SFRD funds;
- A_{ms} – management system audit.

Of course, measuring the status and management of the audit of sustainable rural development requires the introduction of appropriate reporting from local governments and audit companies. The scale and, most importantly, the effectiveness of the audit component in achieving the goals of sustainable development justify such reporting. However, this is the subject of further research.

5 Conclusion

Thus, the study proposes new approaches to measuring the effectiveness of the involvement of the audit institutions in the formation of UTC basic conditions for sustainable development of rural areas through the calculation of the total effect of such partnerships and cost recovery for audit services.

Establishing the total effect of the acceptance on the balance of UTC land and property complexes, natural and other assets of rural areas, reducing the risks of inefficient use of funds from the State Fund for Rural Development, optimizing management costs, increasing rural incomes and GDP growth is set at 1,182 billion UAH, five-year market (volume) of public audit partnership in rural areas – in the amount of 3.35 billion UAH, payback of 1 UAH for audit services – 35.3 thousand UAH, confirms the importance of involving the audit system in ensuring sustainable development and significantly accelerate the formation of basic conditions (“primary capitalization”) of sustainable development of rural areas.

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THE PROBLEM OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN FOOD TECHNOLOGY IN THE IMPLEMENTATION OF DUAL EDUCATION

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Abstract: The article considers the essence and structure of professional competence of specialists in food technology in terms of dual education. The relevance of professional competence as an indicator of readiness to perform professional tasks, solving problems of production activities is substantiated. Among the important components of the professional competence of a food technology specialist, there are research, professional, integrative, instrumental, motivational and socio-personal competencies. These competencies reflect the readiness of future specialists in food technology to perform the tasks of professional activity. It is emphasized that modern education needs to update the educational forms and methods that determine the high level of training and motivation of future professionals, their adaptation to the conditions of production. One of the innovative forms of realization of the educational process is dual education. Among the main tasks of dual education, there are the following: formation and development of professional competence and personal qualities of future specialists in food technology to solve applied educational problems, overcoming the discrepancy between theoretical and practical training of graduates, strengthening cooperation between educational institutions and employers.

Keywords: Competence, Dual education, Food technology, Professional development.

1 Introduction

The ongoing globalization of the world economy has led to the creation of international integrated economic systems, the development of information, communication, and green technologies [1]. These profound changes in the economy also affected the education system: the traditional methods of teaching and assessing knowledge have changed, new specialties and areas of training are being formed, the mobility of students and teachers is increasing, the difference between leading universities with high human potential, research resources, and modern laboratory facilities with information and communication technologies on the one hand and other universities that do not correspond to the modern level of knowledge, on the other hand, is increasing [6].

The employability of students who have received higher education depends on the professional knowledge, skills, and competencies they have acquired that meet the requirements of the labor market [2]. As a result, the task of universities is to constantly improve educational programs based on studying the demand for higher education services and the needs of employers, integrating internships and on-the-job training into curricula, and developing partnerships with industry.

Quality assurance is an essential function of modern higher education. It is necessary to create quality management systems for higher education institutions based on the new version of the international standard ISO 9001: 2015, based on a process approach, PDCA cycle and risk-based thinking. To ensure the quality and integrity of education, faculty must be able to research and gain knowledge from a variety of sources. Greater flexibility is needed in organizing research systems so that science and interdisciplinarity can better serve the needs of all sectors of society.

2 Literature Review

Currently, a new paradigm is becoming increasingly more widespread – “lifelong learning”, which implies the comparability of qualifications, the establishment of correspondence between the levels of education and the content of formal qualifications by recognizing the validity of

knowledge, skills, and competencies through standardized assessment. This allows supporting future employees in the labor activities with extensive professional experience in various fields of activity and to provide a simplified recognition of the results of their informal, i.e., unorganized and structured, training and advanced training [20, 27, 28, 29, 30].

The food industry is one of the most dynamically developing industries. State policy is aimed at ensuring the safety and quality of food. The provisions of the Food Security Doctrine of the country have been practically implemented, which consists in providing the population with the main types of domestically produced food with a state guarantee of high quality and safety of consumed food, and increasing the economic availability of food for all groups of the population. In modern conditions of the formation and development of market relations, the food industry has turned into a powerful sector of the national economy. The use of classical and progressive food production technologies, the introduction of modern production facilities for the development of new food products, flavoring additives dictates the need for the training of modern food technology engineers capable of innovative activities and the promotion of competitive technical developments to the market.

The strategy for improving the quality of food products is focused on ensuring adequate nutrition, preventing diseases, and improving the quality of life of the population, as well as stimulating the development of production and circulation of food products of appropriate quality on the market.

At the same time, the personnel mechanisms for the implementation of the Strategy provide for:

- Increasing the prestige of professions related to agricultural production, storage and processing of raw materials, food production technologies;
- Training, retraining and advanced training of workers in the sphere of public catering, food production, health care, education and other social spheres of activity.

On the basis of this paradigm, innovative technologies are being developed that are being introduced into industry, and the results obtained are the basis for creating new training modules and disciplines, modernizing existing courses in the areas of undergraduate, graduate, and postgraduate studies.

A student who is interested in scientific progress, technology, and modern developments in the field becomes a good specialist. Much attention is paid to the issues of self-education, self-study, since it is very difficult at the lesson level to acquaint the student with all the innovations and achievements in a particular field of science and production.

It is emphasized that modern education needs to update the educational forms and methods that determine the high level of training and motivation of future professionals, their adaptation to the conditions of production [5]. One of the innovative forms of realization of the educational process is dual education. Among the main tasks of dual education, there are the following: formation and development of professional competence and personal qualities of future specialists in food technology to solve applied educational problems, overcoming the discrepancy between theoretical and practical training of graduates, strengthening cooperation between educational institutions and employers.

In the context of the Bologna Agreements, the important contribution of the sphere of higher professional education to the process of implementing lifelong learning is constantly emphasized, and the need for a competence-based approach to improve teaching methods in accordance with modern production requirements is noted [29]. To solve this problem, first of all, it is necessary to approve a new teaching model,

which implies a revision of the goals of the education received, the approval of a new paradigm for training engineers, which should correspond to the areas of application of their efforts and develop the necessary professional competencies and personal qualities of students – future specialists.

3 Materials and Methods

The methodological basis of the research was the doctrine of personality development and the role of its activities in self-development, a functional approach to scientific research, professional pedagogical culture as a component of spiritual culture, professional competence as a personal education, theories on socialization as a socio-cultural process, concrete historical, the upbringing nature of local history, on professional and pedagogical competence as a personal education.

Theoretical interdisciplinary analysis and synthesis was conducted for the achievements of philosophical, scientific and technical, food technology, psychological, pedagogical and methodological literature on the research topic [4, 10, 11, 19]; generalization of the experience of professional educational institutions [28, 30]; logical analysis of educational and software documentation. Modeling, generalization, and comparison are applied.

4 Results

A characteristic feature and indicator of the progress of modern society is the development of individual and professionally significant qualities of the individual, his abilities, thinking, cognitive needs, ensuring rights and freedoms, and more [8, 11]. Changes in the social and industrial environment, scientific and technological progress have led to an increase in the amount of theoretical knowledge, practical skills and abilities that should be developed, mastered and used by future professionals. At the same time, the professional information needed by a specialist needs constant updating and transformation.

Therefore, the competencies and the total amount of information acquired by graduates of educational institutions become obsolete after 3-5 years of intensive professional activity. At the same time, knowledge-intensive, competitive productions need constant modernization, technical updating, introduction of innovative technologies. In this regard, the higher school faces the task of training competent, highly qualified, mobile professionals who are able to constantly change the nature of work, update their knowledge and skills, who are capable of rapid adaptation, self-development and self-realization.

The successful formation of modern specialists also depends on his readiness to pursue professional activities, setting for the growth of the professional level, constant updating of their own competencies, solving production problems. Solving the problem of training of highly qualified, competitive specialists in food technology involves the orientation of the educational process on the dual form of education [18, 30]. Among the main tasks of its implementation we determine the formation and development of professional competence and personal qualities of future specialists in food technology to solve applied educational problems, overcoming the discrepancy between theoretical and practical training of graduates, improving mechanisms of interaction between businesses, the state and educational institutions, in particular, within the paradigm and practice of “triple helix”. The implementation of dual education provides training for specialists in food technology in accordance with the requirements of the labor market, the demands of employers, the specifics of food production, promotes the professional development and employment of young people [24]

The experience of European countries also shows the importance of cooperation between education, business, and the labor market players for the constant renewal of productive forces that meet the needs of society, comprehensive personal development, meeting the productive and intellectual needs of human [21]. According to modern researchers, integration processes in the educational environment is a natural trend aimed at improving

the quality of training of future professionals, strengthening the practical orientation of education, its motivational and cognitive components, employment of graduates [7, 18]. Dual education has already proven its effectiveness in terms of modern training and production activities of future professionals. Its implementation provides constant modernization and updating of educational content, increases the level of competitiveness and employment of young people, adaptation to the first job, creates appropriate conditions for training qualified personnel in accordance with the demands of specific enterprises and labor market trends, facilitates the search for young talented professionals [17, 24]. The effectiveness of knowledge, skills, and abilities acquired by students during their studies is the basis for understanding the competency approach in modern scientific thought [6]. Competence approach in the system of dual content training of future food technology specialists integrates theoretical and practical (production) components, knowledge-oriented, motivational and value components, provides for the development of professionally important personality traits, ensures a high level of self-development and self-realization [9]. Namely the competence approach provides a reorientation of the educational paradigm from the translation of knowledge to the formation of professionally necessary skills, abilities, aspirations necessary for mastering a set of competencies and acquiring professionalism [15]. Achieving professionalism involves a high level of training of specialists to perform production actions, achieve significant qualitative and quantitative results of work, solving production problems and problems related to intellectual difficulties, finding new ways of action, updating technological processes [1].

In order to obtain a clear and adequate idea of the future professional activity of food production engineers and the design of effective technologies for appropriate preparation for it, experts analyze the professional activity of food production engineers and develop a competence model of a specialist - food production engineer [22, 23]. The basis of the competence model is personal qualities (educational potential, labor and creative activity of a specialist, engineering skills, general and professional culture), competencies (social and personal, general scientific, economic and organizational and managerial, general professional, special), characteristics of the activities of an engineer (area, objects, activities). As an essential characteristic of the personality of a food production engineer, the scientists and practitioners single out the readiness for professional activity and professional orientation, which are included in the value-motivational potential of the future specialist.

As part of the innovative development of the sectors of the society's life, preference is now given to the “university – production” system. This is due to the fact that the bulk of R&D, taking into account related to intellectual property, is concentrated in universities. In the modern socio-economic conditions of the regions, the innovative development path defines new requirements for universities:

- The results of the assessment of scientific and/or scientific and technical activity and its relationship with the educational process are currently recognized as an integral part of the overall assessment of the university's activities during its state accreditation and one of the grounds for establishing (confirming) the type of higher educational institution [3];
- The main goal of the integration of science and education is to ensure the competitiveness and sustainable development of the national innovation system of any country (Ukraine in particular) on the basis of the effective functioning of scientific and educational structures as centers of advanced science, the creation of promising innovations and the training of highly qualified specialists [27].

The criteria of a modern university, university in the strategy of innovative development are as follows [28]:

- Integration of teaching and research at all stages of the educational process [16, 23];
- A high proportion of students enrolled in master's, postgraduate and doctoral programs [22];
- A large number of postgraduate training programs [25];
- Fundamental and applied research [11];
- International relations [9];
- Innovative activity and commercialization of research results [12];
- Direct participation and decisive impact on scientific, technical, and socio-economic development [2, 14].

The above mentioned paradigms and a number of various normative documents indicate that innovation is one of the components of the new generation of universities. The last criterion indicates that specialized food industry universities should play a decisive role in the innovative development of food industries.

A new direction in research and education is the creation of customer-oriented food design technology [13]. This technology puts consumers at the heart of the process of product development and manufacturing technologies, which are the tools for realizing consumer appreciation. In order to bring to the market products that will be successfully, win specific niche and market share, it is necessary to fulfill many conditions and, first of all, the condition of customer orientation. Studies have shown that the organoleptic characteristics of the product are important for the consumer: its appearance, taste, aroma, and consistency [25, 26]. Previously, there was an opinion that specialists and managers could better than the consumer put into a new product the most acceptable, in their opinion, flavor complex, to develop an optimal package design.

Recently, the situation has changed and many, primarily large food production companies, spend significant funds on research into consumer appraisal of goods. A manufacturer can gain an advantage in marketing its products if it creates a new product that attracts the attention of the buyer and meets his requirements.

In this regard, the professional self-determination of a student is considered as a rather long dynamic process of entering the profession and as a result of the choice and design of his future professional career, carried out in stages in various types of educational and practical activities [17, 30]. Active activity to stimulate the professional self-determination of students allows ensuring the formation of an individual strategy for the realization of the personality in the chosen labor activity.

In the process of practice, professional knowledge and skills are consolidated and improved; the educational opportunities of a high organization of labor are used, the responsibility for the quality of the final product is increased; economic thinking develops, etc. Therefore, one of the effective means of professional self-determination of students can be the introduction into the educational process and the organization of a new system of industrial practices based on dual education.

The most popular and showing the best results is the German dual education system. In Germany, 25% of enterprises participate in it. Thanks to the dual form of training, the student not only receives a diploma of vocational education, but also undergoes a long-term paid internship at the enterprise. After graduation, students receive guaranteed jobs [19]. The selection of students for practice in dual education takes place, as a rule, already in the first year (sometimes later) following the results of interviews or practical assignments. Selection criteria are approved in advance by the enterprise and the educational organization and announced to students.

The priority of dual education is that the graduate has all the necessary competencies for high-quality and successful work [11, 12]. When introducing dual education, the educational institution and the employer are equal partners, since the latter can participate in the development of work and individual curricula and evaluate the results of each applicant [30].

5 Discussion

Realization of the creative potential of a specialist in food technology is impossible without the formation of his professional competence [12]. The term "competence" is of general scientific nature. It is found in research in philosophy, pedagogy, economics, political science, psychology, marketing, management and more. In education, this definition is used to assess the level of training, professional development, and characterization of various aspects of their implementation. Despite the significant spread of the term "competence", in modern researchers there is no consensus on its essence, components, characteristics. In particular, "competence" is interpreted as a system of knowledge, skills, abilities necessary for the successful implementation of professional activities [1, 27]; readiness to solve professional tasks or ability to self-realization [5, 28], a category that ensures the effectiveness of activities, the ability of the individual to self-realization, self-improvement, professional development [6]. The pedagogical context of this definition reveals the skills and abilities that allow a person to adequately comply with social norms and rules [7, 22]. At the same time, "professional competence" is a set of knowledge, skills, abilities of a person that characterize the level of human education, an indicator of the acquisition of values, ideals [7]. In the context of the stated scientific research, we consider competence as a characteristic that integrates the interrelated qualities of personality, determines a person's attitude to the performance of tasks or functions of activity. At the same time, the term "professional competence" is considered by modern researchers as structuring knowledge that contributes to better performance of production tasks, a set of individual personality traits, determine the successful implementation of professional responsibilities, high productivity [6, 12], a set of knowledge, skills and abilities that contribute to the successful performance of production functions, professional responsibilities, solving problems and tasks of professional activity [8], a set of professionally significant properties and characteristics of the specialist, ensuring compliance with the needs and requirements of the profession or specialty, qualification standards, position held or performed [5]. Detailed analysis of the definition of "professional competence" allowed identifying in its content theoretical knowledge, practical skills, abilities, professionally significant qualities and personality traits necessary for the successful implementation of production functions [8, 15].

Modern understanding of a food technology specialist as a professional includes not only a set of general theoretical and special knowledge, skills and abilities, but also professionally significant personality traits, a high level of general and professional culture, self-development and self-awareness, stable motivation to perform tasks, professional responsibilities [16, 18].

In our study, we agree with those scientists who consider definition of "professional competence" as a systemic, multicomponent concept that defines the powers of a specialist in the field of activity, the level of knowledge, experience, abilities that provide the possibility of implementation in a particular activity [13]. At the same time, the result of training higher education seekers reflects the level of formation of their professional competence [12, 30], which involves the possession of basic methods and means of activity, the ability to apply them in production conditions. In the structure of professional competence, we distinguish the substantive and procedural components necessary for the successful solution of professional tasks, constant updating of knowledge, skills, abilities of a specialist in food technology [29].

Among the important components of professional competence of a specialist in food technology, we distinguish the following types of competencies: research, professional, integrative, instrumental, socio-personal, motivational [12].

Research competence characterizes the level of theoretical knowledge, practical skills, intellectual development of students,

determines the ability of the individual to analyze, summarize, classify, evaluate information on production processes and predict the possibilities of their application, to identify the scientific essence of professional problems [29]. Research competence also determines the ability of the specialist to self-development, self-improvement, provides an understanding of modern methods of knowledge of the world, the ability to self-assess their own knowledge or skills [18].

Professional competence provides the ability to effectively use knowledge, skills, abilities in a particular specialty, the ability to apply elements of experimental work, ensure high quality technological processes and food production, mastery of methods of observation, classification, analysis of food establishments [29, 30].

Integrative competence includes the ability to integrate theoretical knowledge, practical skills and abilities, the ability to comprehensively solve practical problems, training and production problems of technological, technical and organizational nature [25, 29]. We also consider the formation of personal experience of the future specialist during practical dual training to be an important characteristic of integrative competence.

Socio-personal competence is associated with the ability to think systematically and critically, the ability to fulfill social and ethical obligations, persistence in achieving goals, understanding and perception of the culture of behavior, ethical norms of communication. An important characteristic of social and personal competence is the level of formation of communication skills, the nature of communication and interpersonal interaction [18].

Instrumental competence determines the skills of information processing and management, the level of mastery of the latest information technologies, the ability to analyze information on basic professional issues [29].

Motivational competence is associated with the internal motivation of the individual, his interests, mobility, the level of formation of practical and professionally necessary abilities, the ability to make own choices, to determine the goals and objectives of professional activity [29, 30].

The formation of the above groups of competencies (integrative, motivational, instrumental professional, socio-personal) in the structure of professional competence of the future specialist in food technology is associated with the implementation of dual education [9]. At the same time, its implementation in the training of specialists in food technology on the basis of the competency approach requires the implementation of a number of measures: search for business entities interested in cooperation with educational institutions, development of regulations and methodological support of dual educational process, granting preferences to enterprises-dual partners of educational institutions.

6 Conclusion

Professional competence of future specialists in food technology is a systematic, multi-component concept that combines a wide range of theoretical knowledge, practical skills, abilities with professionally necessary abilities and personal qualities, determines the ability to successfully perform production actions, solve technological problems and tasks [10, 18, 25]. Among the important components of the professional competence of a food technology specialist, we single out research, professional, integrative, instrumental, motivational, as well as social and personal competence.

We define the readiness of graduates of educational institutions to perform the tasks of professional activity as professionalism. Improving the quality of training of future professionals, the formation of a high level of professional competence and its components are associated with the integration of knowledge, skills and abilities of students, strengthening the production

component of training, adaptation of students to the conditions of production, that is, with the introduction and implementation of dual learning. Among the components of professional competence, we attach special importance to the formation of namely professional competence, which reflects the requirements for the level of training of future professionals, determines the professionally significant qualities of their personality, characterizes the ability to use theoretical knowledge in practice.

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THE THEME OF LOVE IN ENGLISH AND RUSSIAN LITERATURE OF THE 19TH CENTURY

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Abstract: The article attempts to compare the themes of love expressed in the Russian and English literature of the 19th century, with implications on the later period literature, up to the beginning of the 21st century. In particular, works of Bronte and Byron are considered, and their reflection in the Russian literature. The study of the topic of love, its perception and embodiment by the authors of the 19th century in their novels and images, especially women's, is always relevant for research, because the theme of love constantly arises against the background of social identification and spiritual liberation of women, the antithesis of family values and social development individual, Puritanism and freethinking, debauchery. The female theme is one of the dominant in English literature of the 19th century. The relevance of the study is determined by the need for a multifaceted analysis of the artistic interpretation of the theme of love, identifying some progress in the perception and implementation of this important aspect of personality development, including a woman and society in relation to the individual and its needs. The genre, style, conflict and plot of appropriate literature works are analyzed.

Keywords: Artistic system, English literature, Love theme, Romanticism, Russian literature.

1 Introduction

The theme of love, as well as the theme of interaction between a woman and society has always been multifaceted, one that has points of contact with the social, philosophical, historical, cultural spheres of science, society and life. This versatility leads to numerous discussions on the understanding of feelings, emotional states, behavioral stereotypes, the peculiarities of relationships with men and so on. Showing interest in women's destiny, exploring the peculiarities of women's nature, outlook and values, studying the possible social roles of women, English writers in their works tried to reflect their own point of view on the lives of predecessors and contemporaries, depict the struggle between the established and new priorities and values of society as literary creativity usually is a rapid reproduction of the individual's reaction to changes in the spiritual vector in the society of that time.

It is worth noting that the English society of the 19th century was characterized by norms and patterns of behavior based on patriarchal grounds. Thus, the right to make decisions in all vital spheres of life and activity, as well as to determine the degree of freedom of expression of the individual, belonged to men. The status of a woman, her dependent position and efforts to overcome the system over time aroused great interest in the issue of a woman in general, and in certain aspects of her life (love, for example), in particular. With the evolution of society, the attitude to the topic of a woman in love changed, as well as the social attitude to the women's issue and the psychological status of a woman also evolved.

The appearance during the 19th century of such a significant number of works of art devoted to various aspects of women's issues indicates the need of European writers to show the process of becoming a "new woman", changing her life principles. The parallelism of these processes in English and Russian literature, in particular in the works of A. Pogorelsky and V. Odoyevsky, form an unusually colorful and complex environment, which allowed writers to create a number of notable female images that enriched world literature. Our article presents an attempt to compare the theme of love in the works of some English and Russian writers of the 19th century.

2 Materials and Methods

In the article, a compositional-thematic method of text interpretation is developed and applied, which is in line with traditional philological methods. This technique includes four main stages: 1) dividing the text into compositional segments, which are the main units of analysis; 2) carrying out a level-by-

level analysis of the text in order to identify the compositional means of representing the topic of the text; 3) identifying ways of expressing the compositional centers of the text; 4) determination of the leading compositional level in the presentation of the topic of the text. The proposed method of text interpretation makes it possible to describe all levels of the text as a meaningful artistic system, united by the theme and composition of the text. The work also uses the methods of linguistic description and classification, elements of the comparative method.

3 Results

The heroine of one of J. Byron's first "oriental" works, Zuleika in the Turkish poem "The Bride of Abydos", is seen as a symbol of captivity because she is an oriental woman and a romantic heroine. Cut off from the outside world with the walls of a separate tower where she lives, the girl feels lonely and resists everything she does not like. When there is a threat to lose her own freedom and the opportunity to see a loved one (to be married to an unloved one according to the will of her father), Zuleika's soul awakens rebellious feelings that contradict her father's position. The girl runs away from her home and later dies. The heroines of the poems "The Giaour" (1813) and "The Corsair" (1814) are female slaves from the harem of Leila and Gulnare. They have a bright oriental appearance and a passionate temperament.

These three heroines of "oriental poems" (Zuleika, Leila and Gulnare) are perceived as images-symbols of the free spirit, seeking to break free from the oppression of the tyrant, the limitations of society. And they are capable of extraordinary deeds, even crime. The power of feelings, in particular their extreme manifestations (from all-consuming love to insane hatred), is the main feature of the romantic heroines of J. Byron's "oriental poems". The depth and brightness of their emotional state is enhanced by romantic images of nature [3].

Compared to Zuleika, Leila and Gulnare, Haidée gives the impression of a majestic, slightly proud young lady, but in her image we recognize the features of the heroines of "oriental poems": their bright appearance, stormy temperament and active life position in the struggle for happiness. Focusing on the image of the eyes, the author sees in Haidée's eyes an expression of exceptional emotionality: "her eyes were black as death; for when to the view; forth from its raven fringe the full glance flies, never with such force the swiftest arrow flew" [9, p. 74]. This emotionality and inner state of the soul are reproduced by symbolic pictures of nature. Thus, the birth of love to Juan in the girl's soul is symbolically compared to the transformation of the rivers of the snow-capped Alps into lakes, which, meeting the rocks, turn red in the morning.

Haidée is a free person, she was raised in the family of a pirate, and is the daughter of the ruler. The lonely island where Haidée lives and her proximity to wildlife are the factors that determine the character and psychology of the heroine. Gentle and sensitive by nature, in the face of the danger that threatens her beloved, the girl becomes like a lioness, and at such moments she reveals the features of her father – a pirate: "Serenely savage, with a little change/ In the big dark eye's mutual- darted flame; / For she, too, was as one who could avenge, / If cause should be – a lioness, though tame" [9, p. 127].

Haidée's feelings range from love to the anger of an enraged animal protecting its loved one. Having lost him, she dies. The traditional decision of the fate of the heroines of romantics – death for love, through separation from a loved one – unites these female images, symbols of the free spirit.

Romantic dreams and an irreconcilable desire for an all-consuming feeling of love and freedom are the main values of Haidée, as well as the girls from the harem of Dudu, the heroine

of the poem of the same name by F. Chateaubriand Atala and sultana Gulbeyaz.

But if for Haidée high status is not an obstacle to the expression of freedom-loving feelings and impulses, then for the sultan's wife, Gulbeyaz, it is a limitation that can restrain her oriental temperament. [3, p. 28 - 37.]

Unlike Haidée, who is free not only externally but also internally, the greatness of the sultana is only a mask behind which a woman hides, limited by social shackles and her own emotions, unable to fight uncontrollable passions and ready to hypocrisy for the sake of whim. Her freedom is limited by her status and the danger of losing power over her husband. In public she hides her own desires behind the mask of indifference and independence, while in the presence of Juan – “o'er her bright brow flash'd a tumult strange / And in her dear cheek the blood was brought; / And in her large eyes wrought, a mixture of sensations might be scann'd, / Of half voluptuousness and half command” [9, p.164].

The character of the sultana is similar to the character of another heroine of “Don Juan”, Donna Inez – Juan's mother. Actually she has everything which makes weak gender dangerous: “Her form had all the softness of her sex, / Her features all the sweetness of the devil, / The sun himself was scarce more free from specks / Than she from aught at which the eye could cavil; / Yet, somehow, there was something somewhere wanting, / As if she rather ordered than was granting” [9, p. 164].

A friend of Don Juan's mother, Donna Julia, a Spaniard, has darker skin, brighter features of face and a more rebellious temperament than the European women around her. Preserving the features inherent in the romantic heroines of oriental poems (bright look and emotionality), the image of Julia is due to the morality of the society in which she lives, and the status of a married lady. She does not give herself completely to her passion, but adjusts her feelings and behavior according to the moral requirements of the society in which she lives. The impulses of passionate Moorish blood, which is initially suppressed by social upbringing, forces her to wear a mask of indifference, and then turn to religion, and only later she realizes the futility of trying to forget about restrictions and “plunge into the vortex of love” [3, p. 31].

Like for most romantic heroines, for Julia love is identical with life. But if the love of the heroines of “oriental poems” Medora, Zuleika, Leila is an all-encompassing high feeling, for Julia and Gulbeyaz it has other shades and is transformed into passion, manifested in emotional and sexual sense.

Julia's inner desires (not to depend on limitations, to feel the all-consuming love) romantically contradict her capabilities and reality in general [3, p. 31].

To convey emotions J. Byron resorted to the use of the image of fire. It flared up in the eyes of temperamental heroines of “oriental poems” in moments of special tension of the conflict. Now the power of the heroine's emotions is compared to the flame burning in her soul, reflected on her face: “She blush'd, and frown'd not, but she strove to speak, / And held her tongue, her voice was grown so weak” [9, p. 28].

The image of the yellow moon is the embodiment of intrigue, hypocrisy, lie: “The sun set, and up rose the yellow moon: he devil's in the moon for mischief; sees half the business in a wicked way on which three single hours of moonshine smile – and then she looks so modest all the while” [9, p. 28]. The moon and the carefree beauty of nature, according to the author, sharpen the feelings of the heroes and weaken their resistance to temptation, encouraging betrayal and deception.

In her quest for the harmony of human relations, Julia encounters the opposing forces of social norms in the person of her husband and the mother of her beloved, who separate the beloved. The name of the heroine is symbolic: it is compliant with Juliet W. Shakespeare, who for the sake of love went

against the will of family, hatred and quarrels, gave her own life for love. Romantic heroines die after losing their loved. Failure in love makes Julia think about the mismatch between woman's and man's perceptions of happiness, about the main purpose of a woman who can realize herself only in love, unlike a man who is more interested in career and secular life.

The images that we classify as “European” type embody the features of European women of that period: external calm, the ability to control their emotions and obey fate. For the most part, facing unexpected difficulties, the heroines of the “European” type, humbly and painfully thinking, wait for the decision of their fate, and having heard of the tragedy (death of a loved one), cannot stand emotional suffering and die [3, p. 32].

Such female characters include Medora, the heroine of the poem “The Corsair”, Conrad's beloved. Like Gulnare, she depends on her love, the power of which can lead to madness, separation from a loved one and emotional stress about his fate. The intensity of feelings, the depth of emotional stress makes Gulnare and Medora similar romantic heroines.

Similar to Medora is another female image of J. Byron embodied in the historical tragedy “Marino Faliero: Doge of Venice” (1820) [10], which belongs to the Italian period of his work and conveys the feelings and impressions of the writer from Italian reality.

For Angiolina, the young wife of a senior Venetian ruler, happiness is associated with peace of mind. She prefers respect for her noble husband over all-consuming sacrificial love. According to her words, she is “humble in heart with duty” and “loves all noble qualities which merit love” [10, p. 48]. Prudence and respect for family values – traits not inherent in “oriental” heroines – bring this type of a woman closer to the decent heroines of S. Richardson, H. Fielding, J. Austen (Pamela, Clarissa, etc.).

Raised by loving father, Angiolina understands how “to single out what we should love in others, / And to subdue all tendency to lend/The best and purest feelings of our nature/To baser passions” [10, p. 48]. There is no violent expression of emotion in her character and behavior, only a weak protest against a specific injustice to their family. But, like Medora, despite the external calm due to her upbringing and status, deep inside she cares about the fate of her beloved husband.

As B. Shaw noted, in the Victorian era, the image of the ideal house angel woman, the guardian of the hearth, whose heart was created to love and whose soul was created to find solace in self-sacrifice for the sake of a loved one and children, was cultivated in literature and society. [27]

The pursuit of the ideal often made a woman a victim of the moral norms of society. For example, Fanny Dombey and Edith Granger are a kind of “human slaves” offered in exchange for material wealth during an agreement between parents and potential husbands; they are victims of the so-called “bourgeois marriage”. Dombey's second wife – Edith – an aristocrat from impoverished family are bound to be “the subject of a marriage contract” between her family and wealthy bridegrooms [4, p. 45].

The heroines of realist novels are completely different in their perception of love. Thus, in W. Thackeray's novel “Vanity Fair” (1848) [29], the virtuous and defenseless Amelia Sedley and the energetic and agile Becky Sharp.

On the one hand, Amelia falls in love and perceives all the qualities of her chosen one through the prism of her own feelings for him. On the other hand, when she meets her beloved after a long separation, she thinks about “how charming is the diamond pin on his tie” – a typically bourgeois materialist perception of reality. For Becky Sharp happiness is identified with wealth and belonging to a high society. There are only a few ways to achieve it in the modern era for Becky: to inherit or marry a

wealthy aristocrat (in particular Becky is trying to achieve the latter) [2].

In the image of Rebecca, W. Scott's heroine, the dominant shade of the content of the anthroponym is its first meaning – sacrifice and faith in their own preferences and ideals. On the contrary, in the image of Becky portrayed by W. Thackeray, another shade of meaning becomes dominant – cunning. For example, to stop the excessive Miss Crawley's admiration of "magic creature" – Miss Sedley in the presence of Rawdon Crawley, agile Becky did not forget to remind Amelia about her groom, "her old love" [29, p. 205]. To maintain a long-standing relationship with those on whom the success of her plans depends to some extent, Becky puts all her abilities into action. She intends to strengthen her position in the Crawley family and finds an approach to anyone who may interfere with her plans. With Mr. Crawley – her potential victim – she is respectful and obedient, admires his "excellent French", consults "about certain French statements", which she does not understand, "touched by his evening teachings" [29, p. 135].

In contrast to the portraits of several idealized heroines of Charles Dickens, W. Thackeray creates images of real people. The beautiful blonde with pink cheeks and white skin – Miss Crawley – her looks and character resembles Amelia Sedley. Her lack of determination, creativity, favorite hobbies and her own opinion are the main reasons for the baronet's short-lived interest in his second wife: "The roses on her cheeks faded, there was no trace of the charming figure left after the birth of two children, and she turned into a simple machine gun in her husband's house." [29, p. 125]. Even the clothes are evidence of her indifference to her own life: "She spent the other day in night shoes and papillotes" [29, p. 126]. Miss Crawley's only favorite hobby was needlework and flower gardening. Such a life distanced her from relatives, including daughters. The heroine's loneliness is due to the traditional Victorian perception of a woman, her role, rights and responsibilities in the family and society as a whole: "Her heart died much earlier than her body. She sold it to become the wife of Sir Pitt Crawley. Every day mothers and daughters do in such way at the Vanity Fair" [29, p. 213].

In different periods of development of literary criticism, the work of the Ch. Bronte was perceived in various ways. Modern researchers turn in detail to the specifics of the poetics of the novel "Jane Eyre", in particular its image system (for example, Wendy Won "Images of passion in Jane Eyre", 1993; Erin Wells "Fighting back", 1993; Mary Schwingen "Natural Imagery in Jane Eyre", 1994; Mark Jackson "Passion, contradiction and imagery in Charlotte Bronte's Jane Eyre", 1994) [19, 26, 31; 33]. Literary critics focus on reproducing the psychology of feelings of Jane Eyre, on understanding the special semantics of nature's images and so forth.

The rapid development of feminist and gender studies contributes to the intensification of scientific interest in the literary heritage of Ch. Bronte in the late 20th and early 21st centuries. During this period, there is a shift in research priorities from the analysis of patriarchy and women's experience to the analysis of the gender system. The works of gender theorists and representatives of feminist criticism such as F. Mort [21], L. Goodman [17], M. Poovey [24], H. Cixous [11], S. Gilbert and S. Cubar [15; 16], D. Logan [29] and others. In this context, the materials presented in the collections of articles "Women and British Aestheticism", "Women and Play writing in Nineteenth-Century Britain", "Women of Faith in Victorian Culture: Reassessing the Angel in the House" [13, 18, 35] are definitely interesting, as they consider not only the features of women's status and life in society, but also women's literary work, and the specifics of the artistic representation of the concept of "gender" in the works of Ch. Bronte and her predecessors and followers.

An important and new aspect of the study of the work of Ch. Bronte, which has attracted the attention of researchers only recently, are the early works of the writer, which were published in the 21st century.

Writer, publicist and critic E.V. Tur in the article "Miss Bronte, her life and work" (1858) [30] identifies the "category of duty" in the novels of Ch. Bronte and calls it the most significant in the value system of the author, one that appears in the foreground in all her works. The main characters of the writer's novels always give priority to moral duty, rather than their own feelings. They go through a plethora of severe life trials, but always remain true to their conscience, and therefore find happiness in most of the stories proposed by Ch. Bronte.

Considering the work of Ch. Bronte in social, educational and psychological aspects, the Russian researcher A.A. Druzhinina in her article "The Bronte Sisters" (2000) [14], focuses on the writer's creative rethinking of the achievements of the sentimental enlightenment novel and notes the shift of emphasis from the theme of "rewarded virtue" to the problem of freedom of personality and feelings. And in the romantic desire of Ch. Bronte of bright images and landscapes the literary critic sees her closeness to the romantic tradition of Blake, Keats, and Wordsworth. The landscapes of Ch. Bronte are considered by the author of the mentioned article as original illustrations to the works of Jung, Coleridge and, like most researchers of Bronte's creative works, emphasize the interaction of realistic and romantic aesthetics, which determines the creative individuality of the writer [14, p. 201].

The fate of the heroines of the youth series of works "Tales of Angria" by Ch. Bronte is in many ways reminiscent of the fate of romantic heroines who were at the epicenter of passions, conflicts between men in the struggle for power and became their victims. At the center of the main conflict in most "Tales of Angria" is the personality of the Duke of Zamorna and his conflicting relationship with Alexander Percy, and Percy's daughter and Arthur's beloved wife between them. The image of this heroine also highlights the typological features of the woman-victim, who in the works of writers of the "brilliant galaxy" is often subject to circumstances. The heroines of this series of stories constantly find themselves in difficult situations because of their love for Zamorna.

In this series which consist of the five works, the last three: "Mina Laury", "Henry Hastings" and "Caroline Vernon" (1838-1839) embody Charlotte's intention to write in her own style and create her own images of heroines. The theme of seduction and temptation, which haunted Charlotte for many years and found its final expression only in the story of "Jane Eyre", who rejected the offer of illicit love, is a common theme of these "truly feminine masterpieces" (according to T. Winnifrif) [34, p. 30].

During the youth cycle the motive of love is found in two opposite manifestations: on the one hand, in some characters it is the sincere sacrificial love of young people who resist certain circumstances in an attempt to keep love, in the struggle for their happiness in love, but quite often (according to romantic tradition) tragically die in this fight (Albion and Marina, Marquise Douro and Marian Hume). On the other hand, we see the struggle of passion with jealousy and moral violence, mistrust and desire to possess, but the inability to love, and revenge, embodied in the images of the neglected by the Marquis "secular lady" Zenobia Zelsia Ellrington, etc. [1, p. 70].

For example, in the first story of Ch. Bronte's series of "Tales of Angria" – "Albion and Marina" – defines the theme of the love triangle, which will become central in all subsequent youth series of stories. In the first story, as Bronte herself points out in the preface, she gives changed names to her fully recognizable contemporaries (perhaps thus leaving room for romantic fiction). Occasionally, as if by mention, the author calls Albion Arthur (the name of his real prototype Arthur Wellesley). This section shows young beloved – the son of the Duke of Strathelleraye Albion (or Arthur) and the daughter of a doctor Marina Angus, who had to experience the power of their love and fidelity through a long forced separation. Arthur's father went to Angria for public affairs and, taking the family with him, gave his son the opportunity to test his feelings and grow up. In the fourth year of separation, the image of a distant love one began to fade in his memory, Albion was ready to succumb to the charms of a

new acquaintance, secular lady Zelsia Ellrington, known for her education and literacy, oratory, poetry and vocal talents. But the image of Marina, a vision that suddenly appears in his mind and begs him not to forget about her, forces Albion to leave Angria. Having returned to England, he learns that the vision was actually the spirit of Marina, who, like romantic heroines, died of mental anguish, believing rumors of the death of a loved one. In this turn of Marina's fate, the story of Byron's heroines, Medora ("The Corsair"), Zuleika ("The Bride of Abydos") and Corinne G. de Staël ("Corinne") is recognized [1, p. 69-71].

In general, the dimension of personal relationships of the main characters of the series of "Tales of Angria" is a springboard for the reproduction of eternal global conflict by Ch. Bronte: the confrontation of good and evil (Marina – Zenobia, Marquis Douro – Rogue, respectively).

Certainly, as in life, in the literary works about love, love is realized in different aspects: woman's love for her husband, mother's love for her child. It can be constructive, bringing good to the world, happiness to the beloved ones (Marina Angus and the Marquis of Douro), and, in some cases, destructive to the personality and to its relationship with the outside world (Lady Zenobia Ellrington). According to Ch. Bronte, a negative character will definitely be punished for his sins: behavior that goes beyond the conventional, the willingness to commit a crime to satisfy their own desires, which are contrary to Victorian morality. This happened to Zenobia, who is bound to have an unhappy life in a marriage with her hated, cruel Rogue. Zenobia, like Beatrice Cenci (P. Shelley), became a victim of the tyrant, her husband. But, unlike her, Zenobia created such a life situation by herself – wanting revenge, she linked her life with the enemy of her loved one. However, this situation eventually turned against her. The positive heroine, who knows how to patiently wait for happiness (in this case Marian Hume), got it in marriage with her beloved Arthur, the Marquis of Douro. The idea of "rewarded virtue", which is characteristic of the literature of the previous stage, finds its expression in this work and in the mature works of Ch. Bronte [7, p. 298].

Zenobia's attachment to the Marquis is as painful as the love of other romantic heroines of Ch. Bronte (Marina, Mina Laury). But if their love is a feeling for a living person, then the love of Zenobia Ellrington is more like a passion for an imaginary idol. Her actions are evidence that she loves his genius, his talent, rather than himself. But, unlike Corinne who is in love with Oswald and who abandoned him for his own happiness, Zenobia is not inherent in such sacrifice. Moreover, the transition to the side of the Marquis's enemy, the desire for revenge is proof of a defeated selfishness rather than torment over unrequited love. Famous heroines in love, created by romantics, suffer when their chosen men are in danger (Medora, Zuleika) and are ready to sacrifice their own well-being and even their lives for their rescue (Haidée, Gulnare, Rebecca). In passion, Zenobia, the heroine of the Byronic type, has no hint of such self-sacrifice. On the contrary, she is ready to give her life for revenge on her beloved, who had neglected her, to make him regret about his choice. In one of the clashes with Rogue, related to her passion for the Marquis, Zenobia glorifies Arthur in front of an angry Rogue, thus endangering not only her life but also the Marquis's, "adding fuel to the fire" of Rogue's hatred to the Marquis of Douro: "Sneaky villain, I despise your forgiveness <...> And do not think to harm the marquis: he is much higher than your power. These blood-stained hands will not be able to damage a single hair from the marquis's head. Also know, unhappy, that I respect him so highly, I perceive him more than a man, as an angel, a deity – and I would rather fall at your feet as a corpse than lose faith in him" [7, p. 224].

Ch. Bronte's early images are in many ways symbolic images that reflect the young author's perception of the world in the universal categories of good and evil. In the works of the writer, the main defining motive for the actions of the heroines is love. If in the mature works of Ch. Bronte intelligence, common sense, moral norms prevail over emotions, feelings and influence

the decisions and actions of the heroines, then in the youth series of works – feelings largely control their lives.

In the "Tales of Angria" Ch. Bronte's main interest is in the feelings of her heroines. And only in the last story "Elizabeth Hastings" a female image appears, in the features of which we see the character that emerges in the later works of the writer, well known to us heroine of Bronte, who is a product of her time and surroundings, with an analytical mind dominated over emotions.

The female types represented in the "Tales of Angria" are similar to the romantic heroines created by G. Byron, P. Shelley, W. Scott, G. Sand in their emotional tension, understanding of life values – happiness in love, for the sake of which it is possible to sacrifice the life. In depicting her early heroines Bronte pays special attention to the sensual side of their lives, describing vivid emotions, powerful passions.

So, the most perfect of the early Bronte's characters is Mina Laury, a girl endowed with intelligence and abilities, but in all "Tales of Angria" she remains only the housekeeper of Zamorna. For many years the heroine was the "mistress" of the Duke of Zamorna, faithfully serving his illegitimate (from another mistress) son until he died at the hands of the rebels. Her unselfish love for her "master" and unobtrusive anticipation of his needs are reverently described by Ch. Bronte: "As she approached the duke with a gentle gait she began to unbutton his heavy helmet... The duke smiled weakly as her fingers touched his chin and lush sideburns, and the burden of copper and sables was lifted." [8, p. 10]. Mina is ready to sacrifice everything for love. And her sacrifice is boundless, because a woman has nothing to expect from Zamorna, who, as we see from previous "Tales of Angria", is not an example of high morals. She is clearly aware of her situation, but her passion is incurable. Mina is ready to follow the duke, despite public reproach [6, p.52].

4 Discussion

With her knowledge and bold reflections on various spheres of life she earned the respect of "high" guests close to the duke, who repeatedly visited the hunting lodge: "All evening she entertained her high-ranking guests – two on the porch were Lord Hartford and Inara – talking to them sincerely and cheerfully... She was so smart, intelligent, honest in everything she said and did, so arrogant aristocrats without hesitation communicated with her even in matters of paramount importance" [8, p. 4]. They did not consider it below their dignity to communicate with the "mistress" of the duke and perceived her as equal. One of them even offered the woman the heart and hand, risking to get the rejection of the girl loyal to the duke.

In the artistic system of romanticism as we know one of the central places is occupied by the specifics of the image of a personality, strong, bright and free in their impulses and feelings. Reproduction of features of this nature is always associated with a deep interest in the inner world of the hero, the correlation of their hidden experiences and appearance. Creating the image of Mina, Ch. Bronte focuses on the disclosure of her feelings, thoughts, emotional state and its appearance in different situations. Thus, when Zamorna compared her position to that of a royal slave, "the unfortunate Mina was so wounded by the duke's words that it was as if iron had been driven into her heart. A burning blush flooded her cheeks – and instantly tears of shame and bitter self-reproach flowed from her eyes" [8, p. 11].

Mina Laury and another heroine of the story, Mary Percy Wellesley, the wife of the Duke of Zamorna, familiar to the reader from a previous story ("Mary"), differ in their social status, but similar in strength of feelings for the duke.

Like most romantic heroines, Mina and Mary are lonely, and their circle of communication is limited to the duke and people close to him. The society does not accept Mina, but she does not seek becoming closer to him. She is self-sufficient and guided by her own feelings, she lives according to the inner state of the

soul. Both of these female images are similar in their feelings to the Duke of Zamorna. But a strong-minded Mina can stop the waves of her emotions, and Mary, a weaker and less independent woman who constantly doubts the duke's love, is jealous of him, only by chance – a letter from her husband – escapes from the death and tragic fate of the heroines of G. Sand (Valentine), G. Byron (Haidée), early Bronte (Marina).

As for Byron's romantic women, for Mary the whole world is associated with her love for the duke, her interests do not go beyond feelings. The only way out for her in case of separation from a loved one is death. Mina is a kind of image-symbol of the free spirit, the image of a woman-fighter. We see that she has such features which were close to Ch. Bronte's ideal. External attractiveness ("She was a beautiful girl... An example of a beautiful force in the full of health...") [8, p. 3], uncharacteristic of the writer herself, who often calls herself an "inconspicuous, small fragile woman", determination and ability to fight for freedom of choice, love (a trait characteristic of Bronte-writer, but less developed in Bronte-woman) – the main qualities of Mina Laury's character, a romantic heroine. In addition, the challenge that Mina poses to the norms of society, the moral shortcomings of the heroine (in society's opinion), her courage, ability to resist any restrictions (to be close to a loved one, despite public condemnation) – this is what, according to N. I. Sokolova [28], because of her inaccessibility in real life attracted Bronte-writer, allowing her to feel free from the constraints of society and morality. Apparently, weaknesses by Bronte-researcher meant the courage to allow oneself to love, without looking at social prohibitions, to be emotionally and morally free from any conventions. In real life Ch. Bronte could not be near a loved one. Like her heroine, Mina Laury, the writer fell in love with married man, Madame Eger's husband, the hostess of a boarding house in Brussels, where Ch. Bronte studied and worked. These feelings of the writer were mutual, but due to the marital obligations of her beloved Ch. Bronte left the boarding house. Her feelings were fulfilled only in a few letters to Monsieur Eger.

In the finale of "Mina Laury" there are no happy beloved ones who ended up marrying each other and would live happily. Mina remains in the former uncertain situation, as the duke reconciles again with his lawful wife, whose marriage is a kind of "tube of peace" between Zamorna and his crowned father-in-law, and spends time having fun. Such an ending is reminiscent of a real life situation that took place in the fate of the writer and was recreated in her last novel of the mature period ("Villette"), where happiness in love remains for the heroine only an unrealizable dream.

The motif of love in the works of Ch. Bronte and her contemporaries is reproduced on the basis of romanticism and realism with the transition to the dominance of the latter in close intertwining with the public perception of a woman, the formation of a woman's personality, and embodies the principles that prevail in the society during the author's lifetime. In the depiction of her early heroines, Ch. Bronte pays special attention to the sensual component of their lives, the description of vivid emotions, powerful passions. These images are symbols of free spirit, emotional and intellectual freedom. However, if the characters-symbols of the romantics are heroines who live with emotions and are ready to die for the sake of their feelings, then the secular beauties of the realists do not have such emotional outbursts. Her life and actions are based on a usual benefit.

The manifestation of the theme of love with the specifics of its coverage in the works of classics of Russian literature would should be started with an appeal to A. Pogorelsky's series of works "The Double or My Evenings in Malorossiya" (1828) [23], which includes four short stories about love. The characters in these short stories show their own, personal attitude to love – usually far from romanticization or idealization, which was typical of Russian literature of the above mentioned period. In our opinion, each of these stories schematically describes one of several possible models of love, the influence and impact of which a person can face in modern society. We will make an

attempt to analyze these works and compare some of them with individual fantasy works from the collection of V. Odoyevsky "Colorful fairy tales with a witty remark" (1833) [22].

The series of "Evenings in Malorossiya" is based on a philosophical conversation between two characters – the owner of the manor house and his strange unnamed guest – for several evenings, their discussion is interspersed with four fairy tales, illustrating some key points from the disputes of these characters and depicting unusual and mystically colored events. Fairy tales – *Isidor and Anyuta*, *The Dangerous Consequences of Wild Imagination*, *The Lafertovo Poppycake Seller*, *Travelling in a Stagecoach* – are stories about love and the peculiarities of the relationship between men and women; at the same time, the intricate fantastic pattern of the fairy-tale narrative is superimposed on ordinary pictures of everyday routine life, thus emphasizing the impossibility of their rational explanation.

The first short story of the series – "Isidor and Anyuta" – describes the model of romantic love. On the eve of the entry of French troops into Moscow in 1812, Isidor returned home to see the sick old mother and bride Anyuta, an orphan raised in this family in accordance with the aristocratic code generally accepted in high society. Isidor's heart is torn between the officer's duty to take part in hostilities against the enemy's attacking army and the duty to protect two weak women who are in danger if the enemy enters Moscow; the mother orders the young man to return to the military unit.

The work uses two narrative lines associated with mother and Isidor, Anyuta and Isidor. The image of the mother depicts a proud aristocrat who sheltered and raised the orphan Anyuta in her family in an aristocratic way, but treated her kindly like she was her real mother without prejudice to her human dignity. The mother sees her son as the bearer of class honor and a warrior, whom she blesses for a military feat, insisting that his courage be manifested in the defense of the homeland during the hard times of war. On the one hand, this manifests the great patriotism of the mother, who grievously accepts the probability of her son's death, and on the other, the aristocratic behavior of a high society lady is seen, who follows the class code of honor in everything.

The same sense of duty is the basis of the relationship between Anyuta and Isidor: in the absence of other protective measures and for the sake of preserving her own honor, the bride deprives herself of her life, which she considers to be obliged to tell her beloved even from another world. In the image of the girl, it is precisely this key characteristic that is deliberately distinguished – loyalty to the family in which she grew up, to her stepmother who raised her, to her beloved; in this form, adherence to the aristocratic code of honor and the preservation of undying devotion to the beloved are demonstrated.

The same aspects of class honor and duty are clearly manifested in Isidor. The hero tries to save his beloved and the family hearth from death and at the same time is ready to lay his life on the altar of saving the homeland; therefore his soul and heart are torn between the two aspects of duty. But the decisive vote belongs to the mother of Isidor, who inflexibly and firmly points out the son's military duty to defend his motherland, in the finale the hero dies. This story presents love-duty, love-fidelity, which is based on the aristocratic principles and an aristocratic code of honor.

The work "Travelling in a Stagecoach" describes the meeting of two travelers in a stagecoach on the way from Moscow to St. Petersburg; one of them – Colonel Fan-der-K. – tells the story of his childhood: by chance he was raised by the monkey Tutu, whom he accidentally kills; regret over this act tormented the colonel all his life. The key to understanding this incredible story about Mowgli's double (in the Russian interpretation) is the terrible remorse that the colonel is overwhelmed with due to his ingratitude towards Tutu, since the lack of gratitude to the benefactor is vicious and inhuman in its essence. However, the opposite of this phenomenon the demand for gratitude without any reason is even more shameless, the author claims.

Nevertheless, the main attention in the short story focuses on the animalistic character Tutu, who, according to the author, is the bearer of truly natural, irrational, noble, boundless maternal love worthy of all respect, pouring out on any object of adoration and, at the same time, protection – be it a person or a representative of the wildlife. In this plot, the model of maternal love-instinct, sacrificial love for a child, altruistic love without expectation of gratitude in any form is used and figuratively described; therefore the writer insists that one should always thank the mother-benefactor for the manifestation of altruism in any form.

The fairy tale “The Lafertovo Poppycake Seller” tells about a married couple – the postman Onufrich and his wife Marfa, raising their 17-year-old beautiful daughter Masha, the favorite of Onufrich’s childless aunt, who is actually a witch. Marfa asks the aunt to help Masha to get married. Shortly before her death the witch conducts a certain magic ceremony over Masha; soon the girl is getting married.

The thematic line of the female dictate over simple Onufrich by his old aunt and wife Marfa is clearly distinguished in the work. In household chores and life situations Onufrich always obeys the decisions of his wife, meekly recognizing her domination in all spheres of life. In relations with the aunt witch the hero only once decided to rebel against the oldest woman of the family, appearing to her for an admonishing conversation in the hope of turning a relative into a decent parishioner of the Christian church. The ending of the conversation turned out to be quite predictable – the old woman’s fair anger against the one who dared to put pressure on the older and wise witch, and her resentment against the stupid nephew led to the severance of family relations with him and his family.

The flames of the flared up conflict forces Marfa to weave a network of cunning intrigues behind the back of her confused husband to restore good relations with an influential, wealthy aunt. Marfa foresees significant difficulties in arranging her daughter’s personal life and the possible lack of prospects for marriage of Masha, a fortuneless young girl, and a rich aunt could provide significant help. The unenviable fate of the unfortunate granddaughter softens the anger of the witch, who helps Masha to arrange her family happiness. In the situation under consideration, the three characters Onufrich – his aunt – Marfa and their relationship fit into the model of family relations based on the following: a strong, strong-willed woman subjugates a weak-willed, spineless henpecked husband (or nephew), who in all life situations follows directive women’s instructions, not having the strength to build own decisive and independent behavioral line.

The thematic line related to Masha’s marriage should be considered separately. The dominant witch wanted her granddaughter to inherit her craft; for this purpose she planned Masha’s marriage with a witch’s assistant in witchcraft rituals – her beloved black cat, who can take on a human form. The cat in the bureaucratic uniform of the titular adviser Aristarkh Faleich Murlykin appears to the girl’s delighted parents to ask for marriage with their daughter, who consider marriage to an influential official a good catch for their daughter, but the heroine is horrified by such a prospect. In violation of the will of the old witch the girl wants to see her betrothed a young man Uliyan, with whom she secretly falls in love. Surprisingly, it is her beloved Uliyan who marries the heroine immediately after her refusal to the cat-official, and the fairy tale is crowned with the harmony of the destinies and hearts of beloved ones. The fact that the heroine demonstrates independence in choosing a groom shows her willpower and independence in making fateful decisions. In addition, Masha’s groom turns out to be from a family of wealthy merchants, so the young family does not face financial problems, so the girl’s decision turns out to be successful in all aspects.

This tale is based on the model of love: a weak man – a strong woman. The key figures are women, which is reflected in the title of the analyzed work: they have the decisive word in intra-family matters, and the decisions of Onufrich, dependent on women’s opinion, are not approved by the old aunt, wife,

daughter and therefore do not receive further implementation, since his will is obviously subordinate to women. The behavior model of the willful Masha, who is independent in choosing her future husband, indicates the independence of this character, acting at the behest of her own heart, and not on the basis of other people’s advice; in the finale the harmony of family happiness and well-being comes to exist in her life as a result of the girl’s commendable perseverance in her own matters of the heart.

In the story “The Dangerous Consequences of Wild Imagination” a plot scheme is used with a description of the love at first sight of the 20-year-old Count Alcestis for the beautiful girl Adeline, the count marries her and commits suicide, because on his wedding night he discovers with horror that the beauty is in fact an elaborate mechanical doll. Besides Alcestis all men who see her at least once fall in love with Adeline; but only the young count has an infatuation for the girl with whom he never manages to communicate or meet on a date; all that is available to the hero is the contemplation of a beauty for long hours in a window frame in a house opposite his own dwelling. In fact the hero falls in love with a certain graceful portrait: the look of Adeline-doll in a window frame is a transparent equivalent to a certain portrait of an abstract beauty that combines the typical features of other beauties – curls, eyes, lips, face, waist, etc. The portrait is deprived of the ability to speak, therefore Adeline is also deprived of speech, although she is able to move; the portrait has no feelings and does not have the ability to love, therefore, the heroine is devoid of heart and soul. And, despite all this, Alcestis falls madly in love with the portrait – a mechanical doll, completely surrendering to the power of her fatal charms and not having the strength to resist the gnawing passion which deprives the hero of the ability to sanity and control his own behavior.

The second storyline is based on the use of two special characters in the narrative – the Spaniards Venturino and Androni as the cunning inventors of the sinister mechanical doll. Something devilish slips even in the appearance of these characters: the red-black color scheme of Androni’s black wig and fiery eyes and a red cloak with a dark cocked hat of Venturino are associated with the crimson-black colors of the hell and evil wizards. In the end the creation of the evil magicians Venturino and Androni – the doll Adeline – destroys Alcestis. The cause of all the unfolding events is the long-standing enmity between Alcestis’s father and Androni, the result of which was the oath of the ventriloquist Androni to exterminate the entire family of the count that he skillfully and ingeniously implements. This work describes love-madness, love-passion and fatal love at first sight, leading the hero blinded and obsessed with love to quick death, since only a few weeks pass from the moment of the first meeting of Alcestis with Adeline until their marriage.

A similar theme of love for a doll can be traced in two fairy tales by V. Odoyevsky from the collection “Colorful fairy tales with a witty remark” (fairy tales 7 and 9); a complete analysis of all the works of the fairy tale series is presented in a separate study by T. P. Vorova [32].

The seventh “Tale about how dangerous it is for girls to walk in a crowd along Nevsky Prospekt” [22] tells about a group of girls on Nevsky Prospekt, they enter a fashionable ladies’ store, and after leaving it, they do not notice the absence of one of their friends. The foreign owner bewitches the poor girl with the aim of taking her natural beauty and giving in return the artificial beauty of the doll; a young man falls in love with a girl but being tired with a soulless doll, throws it out into the street.

In this tale there is a strong wave of didacticism about the dangers of foreign education and its bad consequences which is clearly illustrated by a simple plot. First of all, the fairy tale emphasizes the harm and pernicious influence of Western education on Russian enlightenment which is initially natural, meeting the urgent needs of the Slavic soul whose image-symbol is the Russian beauty from the fairy tale. This generalization enlarges the scale of the tale, and instead of boring moralizing

about the mistakes of secular education, the theme of preserving national priorities and values through a reliable system of youth education appears. At the same time the author notes with bitterness that senseless foreign models are displacing the national enlightening spirit. The idea that it is the woman who is the bearer of culture and spirituality (as the image-symbol of the soul), contributing to the evolution of the man (the image-symbol of the physical body) is especially emphasized.

The ninth tale "The Wooden Guest Mr. Kivakel" [22] is a logical continuation of the previous seventh tale. In an allegorical form it introduces a description of the polar functions of the soul and body. In terms of content, the work is divided into two parts – the theoretical part about the ideal model of a person and the practical part about the results of the implementation of this model in society. In accordance with the author's idea, the ideal model of a perfect person includes a divine soul (a beauty from a fairy tale) and a beautiful body (a young man is a beloved of the beauty). To be beautiful, a beautiful soul must be in harmony with music and poetry, feel with its heart. However, the soul cannot immediately become ideal, since it was spoiled by unnatural upbringing, therefore it can return to its former beauty only after meeting with a wise holder of special knowledge.

A beautiful soul must match the physical body or her beloved man, who is seen in the dreams of the soul as a beautiful young man. However, to its horror during its time on this earth, the poor soul meets a pitiful semblance of its dreams which can hardly be called a beautiful person: a fat creature with a narrow forehead on which Kivakel is written. A disharmonious, phlegmatic-passive body does not correspond to a beautiful soul representing a person frozen in its development: he does not feel pity and compassion, there are no thoughts and imagination in his head. In such a figurative form the inertness of the physical body which without the presence of a divine soul is not able to raise the spirit above the material world is emphasized. The fact that Mr. Kivakel is wooden is an image-symbol of a personality that has stopped in its evolution: the only action available to him is a constant nodding of his head in agreement with the partner in conversation therefore he has a self-explanatory name – *Kivakel*.

The beautiful soul tries to help the body in its revival but fails; Kivakel is only interested in the life of horses and smoking eighty pipes daily: forty before lunch and forty in the afternoon. The number *forty* can be interpreted in different ways but, in general, it symbolizes "the dominance of evil forces", "change and death", – J. Cooper believes [12, p. 384]. This emphasizes that the soul in the bodily shell must methodically go through the same tests until the peak of spirituality is reached. However, for the wooden Kivakel all the diversity of the world remains outside the sphere of perception, and because of this the tormented soul leaves him.

In general, there are obvious analogies with the work of A. Pogorelsky in the tales of V. Odoyevsky: the treacherous blow of a manipulator-foreigner (in the seventh tale) is inflicted on the heart and head, that is the soul and mind of the girl turned into a doll which inevitably leads to her spiritual and physical death (the ninth tale). The difference lies in the fact that A. Pogorelsky presented love for a doll in tragic tones while V. Odoyevsky is more inclined to a meticulously-dry didactic tone. The heroine-doll of V. Odoyevsky and the young man who falls in love with her suffer deeply, experiencing torment due to mutual misunderstanding, lack of common interests, the presence of certain mistakes in upbringing, making it impossible to spiritual perception of the world which leads the heroes to thoughtless wasting of life. V. Odoyevsky was obviously aware of the aforementioned work by A. Pogorelsky since the motifs of the importance of domestic upbringing and love for the doll present in his work are clearly traced in the chronologically earlier work of A. Pogorelsky.

5 Conclusion

It should be emphasized that an appeal to the theme of love and the gallery of iconic female characters means an inevitable

connection to the tradition of world literature associated with the development of images of the Woman and the Eternal Feminine Principle which were traditionally designated through the terms "femininity" and "womanhood": it affected with varying degrees of depth and intensity the figurative system not only of English literary works but also of Russian works of the period under consideration.

In the history of English literature novels of the 19th century – in particular the novels of the Victorian era – are rightfully considered a significant phenomenon that arouses an inexhaustible scientific interest among literary scholars. Victorian writers not only used as a basis the traditions of their predecessors but also developed new themes, motifs and techniques thereby contributing to changes in the ideological attitudes of the time and the traditional family life.

The theme of love and the female theme inextricably linked with it – the position in the family, the role in social progress, the typicality of demands for personal rights and freedoms – occupy an important place in the creative heritage of English writers in the 19th century, being probably the dominants of English literature and a measure of the historical and cultural progressive process in the natural development of artistic consciousness and creativity. Recently there has been a revival of interest in a full-fledged understanding of this issue in modern literary criticism.

In contrast to the representation of the theme of love in the works of English writers, in the series of the works "The Double or My Evenings in Malorossiya" by A. Pogorelsky several clearly defined models of love are clearly manifested, succinctly presented in an emphatically abstracted form without declaring own author's assessment. These are the following models: 1) love-duty, love-loyalty based on the aristocratic code of honor; 2) love-altruism without waiting for reciprocal love, love-instinct; 3) a specific model of love in a married couple in which a strong-willed woman exercises dictate over a soft-bodied henpecked husband; this model is contrasted with true, peaceful love at the behest of the heart leading to harmony of hearts and destinies of the beloved; 4) fatal love at first sight, love-madness, love-passion.

In V. Odoyevsky's tales two images-symbols are presented – an unnamed doll-girl and a wooden Kivakel which carry a complex semantic load of the human soul spoiled by the absence of natural education and the sinful life of the physical body. According to the author's idea, love cannot exist in a doll / Kivakel pair due to the lack of spirituality and common interests.

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TRADITIONS AND INNOVATIONS IN THE WORK OF IVAN ZADOROZHNY

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Abstract: There is a significant number of gaps in the history of Ukrainian culture, especially with regard to the complete coverage of the artistic processes of the 20th century. Among the artists whose work is still insufficiently studied by scientists is the figure of Ivan-Valentyn Zadorozhny. The article analyzes the artist's paintings and monumental works, in which the author's desire to comprehend and interpret the diversity of visual practices of modernism, combining them with the achievements of classical European art and traditional Ukrainian art folklore is perceptible.

Keywords: Art of Ukraine, Ivan Zadorozhny, Modernism, Neofolklore Nonconformism.

1 Introduction

Ivan-Valentyn Zadorozhny (1921-1988) is one of the outstanding representatives of the fine arts of Ukraine in the second half of the 20th century. He worked in the field of monumental art, easel painting, sculpture, book graphics, acted as an interior designer for various purposes (among his works – decoration of museums, stained-glass windows of the funicular in Kyiv and buildings in other cities, sketches of tapestries, furniture and other products).

However, even today the name of this artist is often only perfunctorily mentioned in the history of Ukrainian culture. Attempts to comprehend the legacy of one of the authors who joined the formation of the foundations of contemporary national art are not very noticeable. Therefore, the aim of this article is to consider the peculiarities of worldview and individual style of the artist's works through the analysis of the most important works of I.-V. Zadorozhny, and in the context of contemporary art processes. The research methodology involves the use of various methods, including historical-chronological and systematic, comparison and generalization, art analysis. The use of these methods allows objectively tracking trends in the development of art in Ukraine during this period [1, 5, 6].

2 Literature Review

In most publications covering the development of Ukrainian art in the 20th century [2, 3], the work of I.-V. Zadorozhny is mentioned mainly in a few lines in the sections devoted to the consideration of monumental and easel painting, interior design or book design. The authors mainly emphasize the artist's belonging to the current of nonconformism – a unique manifestation of resistance to the totalitarian Soviet regime, which emerged among the creative elite of the country in the 1960s, or his interest in the dramatic history and folklore of Ukraine. L. Smyrna in the work "Ukrainian artistic nonconformism: historical and ideological dimension", characterizing the movement of the sixties, notes: "The Sixtiers, i.e. those who chose the ideas of nonconformism (disagreement), went through a difficult path in their development – from emotional rebellion, gradual "ethnography", culture and education to bright individualized artistic innovation, creation of schools, progressive organizations – through underground existence, persecution, repression, murder, seditious falsified accusations, camps, forced self-exile abroad" [18, p. 22]. She believes that "the characteristic of the Ukrainian sixtiers was manifested in the interpretation of historical themes of Ukrainian history (for example, in the works of G. Sevruck, V. Zadorozhny, G. Yakutovych), in solving the traditional problem of color for the Ukrainian mentality, which clearly confirms the work of V. Zaretsky and G. Gavrilenko)" [18, p. 23]. A similar opinion is found in O. Petrova [15, p. 471, p. 482].

A similar perception of painting of I.-V. Zadorozhny is also found in the research works of E. Dymshits, who, giving a description of his works and other artists, notes: "The "Folklore"

direction emerged as a logical pattern in the development of the worldview of artists of the 1960's, with their in-depth understanding of the national identity of creativity and the ability to combine in the context of one work of folk-traditional and universal expression – thus, adhering to some extent to the official canons, to operate with a wide range of avant-garde tools" [7, p. 159].

A brief overview of the monumental works of I.-V. Zadorozhny is presented by G. Sklyarenko in the section "Monumental and decorative art" of "History of Ukrainian art", published in 2007 [17, p. 650-660], who notes, in particular, that "Among the most significant phenomena in this field are the stained-glass windows by I.-V. Zadorozhny, which not only attracted this technique to domestic practice, but also gave it a national sound. The stained-glass windows reproduce the images of folk art, giving them a relevant semantic, plastic and decorative content" [17, p. 659].

The first catalog of I.-V. Zadorozhny's works was a publication created by V. Danilevko in 1991, after the artist's death [4]. The image of the artist is partially revealed in the memories of his family and contemporaries, in particular, in the publications of V. Zabashta [19].

Thus, in many works of scientists [8, 10, 12], despite the recognition by researchers of the significant role of I.-V. Zadorozhny in the development of visual culture of Ukraine, the perception of his work still seems somewhat limited, it does not fully reflect the diversity of his work and the complexity of the model of the world created by the artist. There is a lack of thorough investigations and separate publications with a detailed description of the work of this author.

3 Results and Discussion

Ivan-Valentyn Zadorozhny's life was quite dramatic – an orphan's childhood, adoption, the fronts of World War II, arrest and stay in a Soviet camp, and later the study at the Kyiv Art Institute and a scientific degree (painted at this time, "Bohdan Khmelnytsky leaves his son Timosh as a pledge to the Crimean Khan" was immediately included to the museum collection), work in the publishing house "Art" and in the first professional magazine "Fine Arts", receiving the honorary title of Honored Artist for works of the early period and at the same time – the long decades of misunderstanding. These dramatic and even tragic events determined the most important thing in the formation of the individuality of the artist, who learned not to betray his own, and not only artistic, beliefs. It is no coincidence that the house of I.-V. Zadorozhny became one of the centers of "artistic and intellectual opposition, "informal academies"... in the energy field of which the counterculture of the sixtiers matured" [18, p. 23]. Judging the facts of his biography, I.-V. Zadorozhny was one of those who felt the ability to overcome circumstances in order to achieve perfection and accuracy of artistic expressions. Times of persecution, unwillingness to accept his position, when he could only open himself in the works, led to the emergence of the deepest works of the master. Inner restlessness, lack of obedience is noticeable in each of his works, although they differ, for the most part, in the balance of the composition and formal completeness.

Ivan-Valentyn Zadorozhny was multifaceted in his work, he was engaged in easel painting, performed a large number of monumental works, carved wood, worked on reliefs, stained-glass and tapestry sketches, turned to posters and book illustrations. Thirsty for knowledge, he was constantly changing, faithful to the belief "to study all the creative progressive and non-progressive experiments of the world". The artist's wife, Nadiya Zadorozhna, notes that "Architecture, archeology, poetry, music, scientific discoveries are all in the circle of his interests and hobbies". Therefore, in the works there is a deep understanding of the essence of being, not superficial ideas about different aspects of the existence of the world and the human.

Among the artist's early paintings is "Passionate" (1960) and many sketches of it, made in the late 1950s. The picture has a stormy and passionate nature of music, embodied in the dynamics of color masses and spectacular comparisons of tones. Instead, in one version, the baroque uplift will be replaced by the intonation of solemn restraint, and the focus will no longer be on music, but on the heroic figures of warriors presented in the author's precisely directed mise-en-scène ("Sonata", 1956-1957). There is an imitation of nature and imposed by ideology (as well as the whole system of education) the principle of solution, which is dominated by the literary basis, characteristic of other paintings of this period – "Bohdan Khmelnytsky leaves his son Timosh as a pledge to the Crimean Khan" (1954), "Krasnodontsi" (1965), etc. It seems as if the author is consciously seeking self-restraint, trying to reconcile the rigid canons imposed by the art of socialist realism and his own search for psychologically expressive images.

The openness, even dosed, of artistic information in the 1960s greatly expanded the boundaries of Soviet authors' ideas about art, its development during the 20th century, conceptual and plastic manifestations. This led to the fact that the artist, who had a good academic background, quickly assimilated the achievements, in particular, of the art of modernism, and later, melting in his imagination a variety of styles and cultural eras, chose from them the most important, the most accurate. Therefore, the tradition in his works always appears corrected; it shows the worldview and perception of modern man and the paradoxical combination of passionate-sensual and rational-intellectual principle. Inherent in the works of I.-V. Zadorozhny thoughtfulness of the decision is shown even in the initial sketches in which interaction of figures, proportions and linear rhythms, tonal and color relations are once and precisely defined. Later in the process, the search mostly concerns details – gestures, a few accessories and decorative elements, which were eventually to form the unity of the overall ensemble, expressing the idea of the composition. Attention to the smallest elements is noticeable even in the artist's notes on sketches ("Handkerchief tied thicker", etc.), which give a sense of the process of creating work as a whole structure, where each of the few details is due to design and is significant.

Judging by the first sketches, I.-V. Zadorozhny saw from the beginning of the work the whole future palette of colors, already in the early sketches precisely determining the place of each tone. The colors he uses never look accidental, even in the brightest variations, acting restrained and deep. The sonority of local spots and connections in the 1970s is emphasized by the flatness of the images, in which the three-dimensional elements act as accents, sometimes enhanced by a touch that diversifies the texture of the surface. Sometimes the artist abandons his characteristic delineation of images with a black outline, as if allowing the tone itself to determine the boundaries of its own domination.

Since 1965 I.-V. Zadorozhny worked in the field of monumental art, which during this period developed almost the most dynamically in Ukraine. Despite considerable pressure from the authorities and the ideological and propaganda component programmed in it, certain plot and pictorial stereotypes prevalent at the time, the monumental art of the 1960s became a field of experiments with formal solutions and new materials, allowing at least limited use of acquisitions of modernism. L. Smyrna emphasizes that "The main direction of the sixties synthesized two directions: professional, where there was access to new complex formal structures of education, and national, which freed painting from the canons of socialist realism and directed towards national self-identification. Inherent in the formation of artistic nonconformism was the involvement of the traditions of folk painting, return to their own mentality, romanticization of the spirit, the search for a new figurative structure of thematic painting" [18, p. 23].

The 1960s in the art of the Soviet Union were also the time of the emergence of the so-called "strict style", which O. Petrova called the "first swallow" of the Khrushchev "thaw" era in

Ukrainian painting, noting that "this trend was not very revolutionary. It can be considered as a modification of social realism, which artistic youth sought to improve" [15, p. 452]. Monumentalist by vocation, Ivan Zadorozhny was appropriate for the era, he sought to change the easel art, depriving it of its characteristic descriptiveness and excessive detail and bringing in return the clarity of plastic thought, the expressiveness of restrained linear rhythms and the interaction of local color planes, generalization of form and weight of each element which in his works becomes a symbol.

But the most important for the master was the transition from the paths of contemporary art to the realization of the ambiguity of the dramatic existence of the human, the attempt to establish in modern culture a specific national principle. Researchers note that I.-V. Zadorozhny, like a number of other artists, "denied the theatrical and sublime stereotypes that existed in the established socialist realism" [15, p. 453]. The theme of family and genus has been pervasive in the artist's work since the 1960s, appearing in works of various techniques and different in sound – from the monumental "My Countrymen" (1965), marked by a sense of emphasized rootedness and significance of characters, to a number of poignant, and sometimes tragic in intonation works with images of mother and son. This transition to more emotionally expressive works is considered by some researchers to be a consequence of the fact that "The "Strict style" did not take root in Ukraine; it was alien in the cultural sense. I.-V. Zadorozhny, like the vast majority of the Ukrainian sixties, sought sensory cognition of the world – through color and dynamics in painting" [18, p. 73].

Sharply outlined figures, as if wrapped in a spot-abys in the background, a broken tree-flower, the sloping trunk of which repeats the silhouette of a boy, a picture of a viburnum bunch on the sleeve of his mother's shirt, light-snatched pieces of earth under his feet – all these details in the sketch "Mother" (1962-1963) evoke a dramatic sense of the inevitability of a tragic outcome. In the completed work I.-V. Zadorozhny left only the most important elements, due to the lapidary of the means achieving expressiveness and accuracy of intonation. A rectangular opening with a blood-red door and a sprig of viburnum above them is perceived here as a transition to another reality. And the foreground strip with inseparable figures marks not only the place of the event, but also the division of the world into the present and the future. Therefore, life is present only here – in a narrow space, in which the figures of mother and son are inscribed, because at the door the darkness of nothingness can await them. The feeling of piercing sadness is also felt in the 1970 "Farewell to the Son (Memory of the Mother)", dedicated to the events of the World War II. The mother and son depicted here are defenseless against those who have already determined their fate; they are doomed to lose each other. An expressive detail is striking – the sleeves of the overcoat, too long for a young man, emphasizing his sudden transition from childhood to adulthood.

The theme of the family continues in the works "Gardens to Bloom" (1970) and "Loneliness" ("Baba Vivdya", 1983). In the latter, the grandmother is depicted against the background of a house, under the beam of which an abandoned nest perched, and next to the inverted jugs on the cut branches of a withered tree – a symbol of those who have already departed to the afterlife. Bounded in black, gray, brown and terracotta tones give the frontally solved figure massiveness, giving birth to a feeling of its inseparable connection with the earth, stability and certainty – the way of life, views and actions.

Family portraits of the 1970s and 1980s are perceived differently. It is noteworthy that the composition of the "Family Portrait" (1974) was based on the motif of a "flowerpot", which unites the characters, reminiscent not only of the traditional for many cultures "tree of life", but also a table from the Old Testament Trinity or common bowl of entity. As if closed in their contours, the figures are at the same time perceived as an indivisible whole; they are connected by linear rhythms, in which the ascending verticals predominate. The wife, depicted in

white and red, is a symbol of vitality and sacrifice. Trusting youth is embodied in the figure of a girl. Similar to the father in his astonished view of the world and at the same time different from him is depicted his son. This work on the figurative system and openness to the world is still quite close to the works of the 1960s. In the portrait of 1980, another mood appears – the isolation of the family as a center, which is very important for the artist. Compositionally limiting the pictorial space and applying intense and, at the same time, solemnly restrained colors, the author consciously or unconsciously means separating himself from the, obviously, not always friendly, environment.

In these works, as in other paintings, are organically combined features inherent in iconography, and elements of folk art. Often the artist interprets well-known motives, giving them a tone into tune with the present, as, in particular, in the painting “And there will be a son, and there will be a mother” (“Chuchynska Oranta”, 1982). In it I.-V. Zadorozhny combines the iconography of Our Lady of Panagia with the motif of a “flowerpot” common in Ukrainian embroidery, with a variety of textures, reproduced in color, geometrized patterns that reflect the very nature of embroidery techniques. The image of the Mother of God inspired by Byzantine iconography is supplemented by the sign of Christ, which resembles petroglyphs of primitive times, and the halo is similar to the details of folk icons of the 19th century. In the medallions, which usually depict figures of saints or symbols of the sun and moon, the painter places thorns and laurel wreaths, thus uniting the fluid and the timeless. The image of the Mother of God in diverse variations will continue to be found in numerous works of the 1980s, forming prophetic parallels between the present and the past, offering a sensual and meaningful reading of the plot. Using formally close motives, the artist always looks for a different sound of each of them to convey the widest range of feelings. I.-V. Zadorozhny sought to find a concise and capacious image as a formula, so it is natural that one of the works is based on the famous image of the Vyshgorod Mother of God – as the embodiment of admiration, which in subtle nuances conveys the feeling of constant presence of sadness in everyday life.

Oranta's iconography can be seen in the life-affirming composition “Son, enrich the world” (1988), the image of Madonna appears in the most dramatic, performed in the last year of the artist's life, the foreboding-canvas “On the Eternal Road” (1988). Contemplation of these works of the artist gives rise to longing, which, as in one of the later works – “Dance of Sorrow” (1987-1988) – is felt at the subconscious level. In the painting, the artist combines the symbols of the present and past life, separated from the people depicted in the foreground, by monumental arcades. The former, almost perfect world lost due to the Chernobyl accident, exists here only as a memory, in the motifs of houses among groves and hollows. The space in front of the arcade seems devastated and compressed; it accommodates only people detached from everything they are accustomed to, from the very poetics of life. Although in the circular rhythms of the round dance, reminiscent of an ancient ritual, there are still hopes for recovery. And the spectator himself here also becomes part of the action, because his eyes are at the level of the faces depicted, he seems to become one of them. The comparison of traditional and modern is present here and in the interpretation of the style of Proto-Renaissance paintings with exquisite monochrome colors of the foreground and a riot of colors in the image of the landscape in the distance.

This work resonates with the stained-glass window “People, save the earth!” (1976-1979) executed many years before, the deceptive simplicity and readability of the components of which conceal the ambiguity of numerous associations. The iconography of Panagia and Beregina here seems to be superimposed on the motifs of the tree of life and the crucifixion. And the feeling of elation and even the presence of the spectator in some sacred space becomes stronger due to the elongated shape of the stained-glass windows located on the stairways, where the very rhythm of the procession emphasizes the solemnity.

Full of spiritualization and encaustic is “Holiday of Lada. Glory to the sun will be in the world, and peace on earth to you, good people” (1976-1982), the frieze composition of which reflects the rhythm of a leisurely story, the gradual unfolding of the plot and at the same time a holistic perception of it. Massive tree trunks with bunches of viburnum, located in the foreground, serve as backdrop columns, separating each scene, and resonate with the motif of a “flowerpot” in the center. The work combines elements whose origins are in the canonical iconography of Byzantine iconography and Renaissance painting (“Marriage in Cana”, “Holy Family”, “Eucharist”), as well as in even older, known from Scythian toleutics, motives of brotherhood, Ukrainian folk picture. Once again, the author endows the characters with portrait features of members of his family, thus creating a synthesis of universal and personal, giving the work an unexpected intonation of warmth in monumental painting. Using well-known images, classic for European art iconographic and compositional schemes and the painter leaves only some signs-hints on them, which allow recognizing the plot, feeling it more intuitively. Such a motive becomes the impetus from which a number of associations are formed, the harmony of the unity of the eternal and the modern.

The artist often refers to the popular in Ukraine folk painting depicting the image of Cossack Mamai, creating various and sometimes ironic, versions of the solution of popular in folklore (both song and art) theme, where next to the Cossack are not only his faithful horse, but also Death, the devil-tempter or the lord. In the composition “Mamai” (1980-1982) Death turns into either a clown or an acquaintance of the author himself. And the temptations that approach the protagonist, trying to lead him astray, also have a very modern look and even endowed with portrait features of colleagues of the master. The combination of almost embossed volumes and decorative planes is also unexpected. I.-V. Zadorozhny often violates the usual order of things in such works – such was the tapestry “Cossack Mamai (The Song)” (1987-1988). Here, in a supposedly traditional composition, images of a family and a modern couple appear next to the Cossack (he with a book, she with a guitar). The letters that make up the lines of the famous songs are woven with multicolored threads and, due to differences in tone, appear translucent, mobile and located at different levels. Unfortunately, numerous sketches of Mamai's figures, which could have been turned into interesting monumental works, were not embodied.

The ornaments with which I.-V. Zadorozhny has generously decorated almost every one of his works since the mid-1960s deserve special attention. Ornaments for him are something completely organic, they look casual, being not just an ethnographic insert, but existing in compositions on an equal footing with the characters. Using the motifs of Ukrainian embroidery, tile and folk paintings, he always transforms traditional patterns, giving them a somewhat unusual look and emphasizing the monumentality of extremely generalized forms of motifs. Such a careful study of the Ukrainian ornamental heritage can be seen in the works made in the first third of the 20th century by the architect Vasyl Krychevsky and the graphic artist Georgy Narbut. I.-V. Zadorozhny very precisely defined the attitude to ornamental elements in his works – “figures – ultramodern, ornament – associative-folk”. In the work of the artist there are some works in which the motifs of embroidery or weaving do not complement the plot, but themselves become the content of the picture or graphic sheet (still life “Twisted Ipomoea”, 1975).

Modernity and tradition, the accuracy of portrait images and the conventionality of character types are capriciously intertwined in the canvas “Hymn to Folk Art. National artists Maria Primachenko and Alexander Ganzha” (1988). Based on the principle of solving the life icon, the artist places in the center a winged “tree of life” with figures of M. Primachenko and A. Ganzha, around which are depicted motifs of folklore and figures of contemporaries, transformed by the author's imagination. And so arise witty images of a woman with a cow in her arms; a man holding a house in his hands, resembling the

figures of donors in the Middle Ages; trio of musicians, sun-sunflower, a wedding procession; a lion breaking a chain and a flying rocket like a flower. The image of a mother with her son holding a doll is the embodiment of the continuity of traditions. Composed of individual plots with precisely found silhouettes and a limited range of local colors, the composition looks complete, allowing each scene depicted in it to be considered as a finished work.

Close in solution was a series of works made on wrapping cardboard and decorated with expressive ornamental framing, the plots of which reflect the mythologists of the Ukrainian world. Similar motives can be found in a series of works related to the figure and poetry of Taras Shevchenko. Interestingly, in depicting T. Shevchenko, the artist used more than once repeated version of the solution of the portrait of the poet, where he sits, leaning forward, with a look from under his forehead. However, the image does not always acquire such irresistible force as in the one performed by Zadorozhny "Etudes to the Portrait of Taras Shevchenko", whose emotional and plastic expressiveness not only resembles the impression of strength from the figure of Kobzar, present in the work of Fedor Krychevsky ("Portrait of Taras Shevchenko", 1928-1929), but also reflects the anxiety of Rodin's "Thinker".

Working on illustrations for T. Shevchenko's "Kobzar", I.-V. Zadorozhny tries not to create a commentary on the verses, but a metaphor that would reflect the deep meaning of poetry. That is why he finds extremely concise and expressive solutions based on a system of symbols, rethinks the elements of Christian iconography, emphasizing the universal, common to all people moral motives found in literary works ("Mercenary", "Muse"). By depicting Shevchenko's characters, the artist seems to transfer them to another cultural and historical dimension, endowing them with the features of chronicle heroes and emphasizing the epic nature of the depicted events. At the same time, using recognizable motifs and well-known iconographic schemes, he avoids quoting, in a way interpreting each of the components of the composition, which create emotional and meaningful nuances of its perception.

As if squeezing the space of the sheet, the author of the illustrations tightly fills it with somewhat mundane figures, abandoning the outwardly dynamic and narrative reproduction of the action. The rhythmic outlines and rather stingy gestures of the characters, a few diagonal elements and details that break out of the picture space add even more expressiveness. Eliminating the secondary – despite the fact that the first sketches revealed features of the structure of the work, defined everything – including the type of each character, in the process of further work the artist persistently frees the future image from layers of superficiality, giving it dramatic sound.

The characters created by the artist, despite not accidental and emphasized by the author parallels with famous heroes, in particular, ancient tragedies, are also specifically national, embodying the poetic and aesthetic principles of education, formed by centuries of artistic development of Ukraine. The symbolism is also present in the color scheme of planar-decorative images, built on a carefully selected palette of local tones, which evokes associations with the range of icon paintings and at the same time – the folk picture.

Notable for the work of Ivan Zadorozhny are also numerous portraits in which he seeks to immortalize both his countrymen and iconic for Ukrainian history figures of rulers, scientists, and artists. Back in 1958, he drew sketches of his fellow villagers in his native village of Schuchinka. Over time, many of them will be included in the author's most famous paintings; some will turn into vivid portraits. In them one can notice all the variety of artistic influences that the author felt in the process of finding his own way, comprehending the infinite range of different artistic manifestations – from the style of Scythian toreutics, Byzantine iconography – to conditionally relief painting by Fernand Leger.

Feeling literally to the touch the artistic eras, I.-V. Zadorozhny will use, in particular, the contour and the inherent objectivity and massiveness of things characteristic of Paul Cezanne's paintings, combining them with the emphasized decorativeness of the art of the 1960s and 1970s. During these decades, the artist created a series of portraits ("Brigadier", "Chairman of the Village Council", 1973), in which there is an unexpected irony, usually uncharacteristic to the artist's work. The latter, apparently, is the result of penetration into the essence of the human, clearly expressed in the external marks, which led to the creation of characters-types. Generalized-conditional, monumental and at the same time extremely accurate and true, these images reflect the characteristics of specific people, in whose faces the artist finds typical to the whole nation. Created in 1980 "Portrait of a Mother", distinguishes from the others and resembles in composition to a traditional scarf with an ornamental border, the patterns of which, as in a wreath of memory, seem to enclose the whole world of the short life of the depicted woman.

During the 1970s and 1980s, the master worked on images of many historical figures and legendary heroes of Ukraine. This is how portraits of the rulers of the Kievan Rus' state, Volodymyr the Great and Yaroslav the Wise, the Slavic educators Cyril and Methodius, Metropolitan Peter Mohyla, the legendary Marusya Churai, Dobrotvora and Roksolana, and other outstanding characters of the past and present appear, in images of which real events are often intertwined with folk tales and myths.

In the portrait of the famous composer of the 18th century Maxim Berezovsky, the melody is expressed through the rhythms of the lines, thanks to which there is a feeling of sound rising. There are eloquent symbols of Ukraine and signs of the tragic fate of the musician. However, in the future the artist will get rid of minor details, turning the character into a more generalized and significant. The saved sketches reflect thoughts on the plasticity of the image, they can be traced for example as changes the image of the hand – from the sophistication of the iconic gesture the author goes to the Baroque ingenuity, and finally – leaves stylized outlines of the brush, which, repeating with their outlines the fingerboard of the instrument, the rhythmic consonances of the lines reproduce the impression of a melody.

The majestic ancient Slavic chronicler Nestor (1979) appears against the background of an almost idyllic landscape of the land precisely defined by the artist, where the Kyiv-Pecherska Lavra, a peasant and a military wife exist nearby. Nestor, who seems to be sitting on one of the hills, at the same time rises above the sprawling landscape – as above the routine of hectic and fleeting life, becoming the embodiment of contemplation, which allows him to be objective and impartial. Complex olive and dull dot colors act as a harmonized whole, being outlined by an uneven and unobtrusive contour, which distinguishes shapes or emphasizes details.

The portrait of the legendary Kyiv artist-monk Alipyi (1981-1985) was made according to the scheme of the icon with the life of the saint, in which the figure appears surrounded by the most famous works attributed to him – the so-called Yaroslavl Panagia, buffoons from the tower of St. Sophia in Kyiv, the image of the evangelist – reminiscent of a sheet from a manuscript, Demetrius of Thessaloniki, Vyshgorod Mother of God and a similar portrait of a completely earthly girl. The appearance in the picture of some of these images is perceived as an attempt to emphasize the origin of these images, mostly attributed to the artistic achievements of other countries and peoples.

Often Ivan Zadorozhny returns to work on the portrait of the scientist Yuri Kondratyuk (Alexander Shargei, 1976-1982), testing the formats, selecting the most expressive details and colors. Yuri Kondratyuk, who dreamed of space flights, substantiating their possibility and preparing the scientific basis for this (because he calculated the best trajectory for a flight to

the moon, later used by American astronauts), in portraits still remains a man of the Earth, appearing surrounded by flowers, and the dreamed sky and the moon watching only from the Earth, through clouds. And the infinity of the Universe is manifested here through a vertical wavy band-flow – infinitely changing and eternal.

In the tragic-sounding image of one of the executed leaders of the December Uprising of 1825 in Russia the poet Kindrat Ryleyev (1979-1982), the painter departs from his usual flatness in the decision of the face. Dense red-black and brownish-red spots, together with a somewhat sharp definition of outlines, express the main idea of the composition – a person's destiny is a consequence of his own and conscious choice.

Numerous sketches and preparatory materials make it possible to imagine the process of persistent work on the embodiment of the figure of the famous breeder Levko Simirenko (1975, 1977-1979). In them, the artist not only tries to find the expressiveness of forms, the ratio of masses and colors, but also the details of the composition that would most accurately correspond to the person portrayed.

The portraits of Ivan Zadorozhny, devoid of the usual academic features, are, however, emphatically individualized – thanks to precisely found silhouettes, proportions, linear structure and color scheme. Finally – and thanks to the images-comments, which, as a background melody, appear in the background, and ornamental motifs, which often form a wreath-frame.

Close to the mentioned portraits is the canvas “The Poet and the Queen” (1973-1975), which once again proves that I.-V. Zadorozhny is a sign artist who skillfully uses visual comparisons. In this composition, flowers-birds seem to fall from the sun, falling on the “flowerpot” placed between the images of the poet Grigory Skovoroda and the Russian Empress Catherine II, forming together the traditional motif of the “tree of life”. The figure of the ruler, which looks like a lifeless flat repetition of the official portrait, with a cup, awards and coins falling from her hands (or may sprinkle on her flattered) and, falling on the dress, turn into bloody spots-stones, is the embodiment of fuss and transience. Instead, the monumental image of G. Skovoroda, built on verticals against the background of the opening with the blue of the sky, is emphasized and looks surprisingly integral and spiritual.

One can also find self-portraits in the artist's work. However, most often not in the form of individual works, but as endowed with individual traits characters (“My countrymen”, “Dance of sorrow”, tapestry “Lybid”, family portraits). Although, in 1972 I.-V. Zadorozhny draws sketch with a pencil, on which is the wall of a village house with a tree and a hoe, a still life with lush flowers in a jug, a window with a bird, and an artist with a sketchbook depicted from the back. There is also a preserved and marked by exceptional conciseness “Self-Portrait” (1973-1975).

Monumental works made by Zadorozhny, at its time became a plastic discovery, and to this day retain great value not only as a fact of the history of Ukrainian culture, but also as unique works of art. Among the monumental ensembles of the master – the decoration of the cafe “Snowdrop” in Kyiv (1976-1978) or “Scythia”, which intersected the motives associated with the culture of Trypillia and the world of antiquity. The composition of the famous Scythian pectoral found by the famous archaeologist Boris Mozolevsky shortly before, was allegedly covered by Ivan Zadorozhny. The uniqueness and even sensationalism of the discovery itself gave a powerful impetus to the stylizations, which were perceived as extremely relevant. However, the artist complements the motives and plots of the pectoral, as if superimposing the shades of future epochs on the most ancient layer of memory. So among the images are: Veles-Pan with Syringa, a peasant with horses, a wild boar and a lion, a Scythian deer, a falcon, the Slavic goddess Zhiva with a child (which was later transformed into the Christian iconography of Our Lady of Oranta). Playing with the flatness of

the wood carving, the artist sometimes gives it the character of traditional folk boards for woodblock, while saturating the composition with lyrical notes.

“Kotsyubynsky's Well” (1978-1983), made for the museum of the writer Mykhailo Kotsyubynsky in Chernihiv, has a different plastic character. The latter appears as a strange, phantasmagoric world that came out, but remained unexplained. The images here feature rounded, soft shapes, gentle chiaroscuro modeling, a greater variety of textures and a rich plastic solution, which allowed moving from a clearly defined planar silhouette of “Scythia” to more complex shapes of different sizes which form a concern of multilayered relief.

However, the ensemble, which absorbed almost all areas of the artist's formal and plastic search, was the decoration of the Lybid Hotel in Kyiv (1976-1982). Obviously, if not for the celebration of the “appointed from above” the 1500th anniversary of Kyiv, I.-V. Zadorozhny would hardly be allowed to materialize the idea of his “Bratyna”, in which the talent of the monumentalist was manifested in full force. Creating a reflection of his own understanding of the universe in a dynamic, unexpected and at the same time integral space, he performs all the elements of decoration – from sculpture and stained-glass to furniture and sketches of utensils. Each object in the ensemble, by the will of the artist, acquires individuality and animation, unexpected for such things emotionality.

In the restaurant, the internal tension was somewhat unexpectedly combined with the emphasized massiveness of the majestic, symmetrical figures of the ancient gods. Simple chopped forms of wooden pillars-idols, reflecting the pantheistic character of the pre-Christian ideas of the Slavs about the Universe, are shaded by the lightness of translucent monochrome stained-glass and tapestry. Saturating the space of the hotel with works made in different techniques, the artist combined them thanks to the laconic purity of the lines, finding a balance between the transformations of ancient forms and modern design solutions.

It is noteworthy that at the beginning of the work, the author, judging by the sketches, saw a large (20 m²) tapestry “Kyiv” in color, but later chose the restraint of the achromatic range. The left part of the work is built on combining different planes and images in one plane: women with buckets on a rocker, cows with calves, an owl on a tree, a yard and a falcon flying down, resembling one of the first symbols of the Kyiv state (note that the tapestry made in the early eighties, when the mere mention of the trident could be too expensive for the artist). This part, quite static in solution, is perceived as a symbol of primordial Rus' with a steady order. In the central part, instead, the statics are replaced by dynamics. The three trees in the center of the composition are perceived as a sign of the Trinity and at the same time are a symbol of the brothers-riders Shchek, Kyi and Khoriv – the legendary founders of Kyiv.

At the same time, in the figures of Shchek and his sister Lybid one can see the portrait features of the artist and his wife Nadija. On the right, the movement is continued by the image of a deer with blossoming antlers and people with the outlines of the city behind them. It is no coincidence that I.-V. Zadorozhny chooses from different historical times real personalities and mythical heroes that mark the progress of statehood in Ukraine. That is why among the characters you can recognize the holy warrior Demetrius of Thessaloniki, Hetman Peter Konashevich-Sagaidachny, poet Gregory Skovoroda. In solving the tapestry it is noticeable and characteristic to the works of Zadorozhny the reception of the intersection of epochs, each of which makes its own adjustments to the perception of the work, emphasizing the idea of the author.

The superimposed graphic lines of achromatic tones create a visual illusion of volume, and a picturesque combination of shades of silver-gray and velvet-black outlines the silhouettes or forms a weave – a forest thicket or almost extinct historical memory. I.-V. Zadorozhny often uses gray tones, which seem to

lose their “colorlessness” and, when paired with other colors, give the latter expressiveness, modeling shapes or diversifying the restrained range of local spots. Unfortunately, of all this, perhaps the most interesting work of the artist, the ensemble has survived only as a few fragments, and they are not always available to the public.

A huge number of works by the artist has not been embodied, remaining only in sketches and projects. Among them is an interesting painting on the history of the Ukrainian circus, the composition of which is somewhat reminiscent of the famous medieval carpet from Bayeux (11th century). The plane-graphic frieze should decorate the drum of the circus dome with stories from its history – from the most ancient buffoons to the present. The project “Park of Peace and Friendship between Nations” for the Italian Ravenna (1977-1978) was not implemented.

4 Conclusion

Despite the fact that not everything the artist managed to realize, Ivan-Valentyn Zadorozhny is one of those not so numerous masters who were destined to join the creation of the artistic identification of Ukraine in the world. The works of the artist can be traced to the most important changes in the art of the country from the 1950s to the 1980s, because they reflected almost all the options for the development of contemporary art.

In his work there are both completely academic paintings and paintings, in which there is a noticeable desire to break free from the grip of socialist realism and find his own, different from others, combination of traditional and modern. This applies not only to the subject of paintings, but also to plastic language, in particular, the attitude to form and color. Thus, Vologda's sketches made shortly after the liberation from the Soviet camp are still marked by an attempt to note the impression in soft pastel color transitions, and later the artist will move from classical tonal painting first to the color variety of Impressionism, and then to decorative generalization of forms and sonority saturated color voltages. The “reflection of reality” usual to socialist realism and the established range of topics will give way to philosophical and poetic visualizations of events and characters of national history and the present.

1960s for I.-V. Zadorozhny, and for a whole generation of Ukrainian artists, were a time of change, providing at least a limited opportunity to rediscover the experience of various areas of modernism of the first half of the 20th century and get acquainted with modern trends, which are based not on ideological and educational function language, attempts at philosophical understanding of existence and the creation of another reality [8, 14].

Therefore, the artist persistently tests the stylistic diversity of different epochs, choosing from the classical heritage and transforming according to his own worldview, the elements that most closely correspond to his individuality. From the beginning of the 1960s, the master's works show the motifs of Italian Proto-Renaissance painting, post-impressionism, Mykhailo Boichuk's school and Ukrainian folk art, the elaboration of which forms a holistic system of pictorial metaphors. And the dominant theme in painting and graphic sheets of this author since then will be the theme of human choice of life and the drama of its existence, embodied in seemingly restrained, concise and clear compositions with clearly delineated planar forms and close to local pure and sonorous colors.

I.-V. Zadorozhny transfers in easel painting the main features of monumental art, abandoning the descriptive readability and depiction of the action. The artist, in fact, changes the understanding of the plot in the picture, turning it into a visual parable, a formula built from the images-symbols. In the future, the defining for the artist will be just such a movement – from the generalization of specific features – to the sign, through understandable to all mankind motives – to the embodiment of personal understanding of the Universe.

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MODERN METHODS OF TEACHING SUBJECTS IN FOREIGN LANGUAGES IN HIGHER EDUCATION IN THE CONDITIONS OF PANDEMIC

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Abstract: Methodological approaches to studying the process of distance learning of students in foreign language in higher education institutions in the conditions of COVID-19 pandemic and further are evolving along with the changes that occur in the education system and in the world space. Therefore, the systematization of theoretical, methodological, and practical factors on which the modern methodology of distance learning is based makes it possible to form new opportunities for the education system in the direction of its modernization. One of the constituent parts is communicative competence, that is, the ability to perceive and reproduce information in a foreign language in accordance with the conditions of verbal communication. The purpose of the study is to characterize modern interactive methods of distance learning for the organization and management of educational and cognitive activities of students when they study specialized disciplines in a foreign language. The method of gamification and reflection based on the Kolb cycle is proposed as a conceptual and methodological basis.

Keywords: Foreign language, Gamification, Kolb cycle, Motivation, On-line learning, Reflection.

1 Introduction

Modern society is developing under the influence of globalization processes, which determine the emergence of new requirements for a subject in any field of activity, including higher education. On March 11, 2020, WHO Director General Dr. Tedros, at a press briefing on COVID-19, characterized its spread as a pandemic. [16] The outbreak of the coronavirus has led to the massive use of distance learning technologies in many countries around the world. Thus, the pandemic contributed to the active use of distance learning technologies, including in teaching academic disciplines in a foreign language.

At the same time, surveys conducted during the pandemic showed that many teachers and students rate the quality of distance education as lower [12]. One of the disadvantages of distance learning is the lack of direct visual contact and direct interaction of the teacher with the students. This leads to the inability to control the behavior of students during classes, online exams (for example, they can read textbooks while answering, use gadgets, etc.), and this negates the value of knowledge control means [7]. In such conditions, it is imperative to create students' interest in mastering the subject, to ensure their involvement. Training is impossible without live communication, but it can be more effective if to diversify communication tools, optimize the means of delivery and processing of educational information. Infocommunication technologies help to optimize the learning process, freeing teachers from routine operations for the development and maintenance of educational materials, simplifying the control procedure, etc. The active use of constantly updated technologies in distance learning makes it possible to rationalize the teaching and learning processes, improve monitoring tools, diagnostics of educational activities.

A special place in distance self-learning (which is significant part in on-line education) is occupied by the ability for reflective comprehension and the search for new knowledge. The ability to reflect is the most important component of the educational process and can be achieved through the use of a special system of active teaching methods and means of interaction [1, 2, 4]. Interactivity in distance learning is considered from two sides: the interaction of participants in the pedagogical process, on the one hand, and interactivity as a didactic property of the teaching aids used, on the other [15]. Since the main emphasis in distance

learning is placed on the independent cognitive activity of students individually or in small groups of cooperation, preference is given to interactive feedback.

In order to preserve and develop human nature in the virtual educational space, it is necessary for virtual reality to acquire increasingly more humanistic features. According to practitioners, in the distance learning process, it is advisable to rely on reflection – the thought-activity, sensually experienced process of the subject of education's awareness of his activity [1, 3, 7]. It should be noted that the most vulnerable aspect of the activity of a teacher of university disciplines in a foreign language is the feedback from the target audience [8].

Discussion of the problems of a lecture or a seminar, students' questions to the teacher should not only be a mandatory component of the educational process in a foreign language, but also are an indicator of how students understand foreign language information, show professional interest, and are able to evaluate the proposed material. Thus, the question of effective methods of teaching disciplines in a foreign language in higher educational institutions in the context of a pandemic (that is, mainly in a distance format) is of particular relevance.

2 Materials and Methods

The methodological and theoretical premises of the research are the following: concepts of technologization of the content of education (Bespalko V.P.), modern psychological approaches to the semantic sphere as the basis of personal and spiritual formation of a person (L.S.Vygotsky, A.N. Leontyev, I.V. Abakumova), psychological and pedagogical theories that consider the personal and semantic characteristics of students as a pedagogical factor and the possibility of its use in the educational process, psychological and pedagogical theories of individualization and differentiation of learning, an activity-based approach to the development of motivation in the learning process (A.N. Leont'ev, S. Rubinstein), theoretical substantiation of the orientation of the lesson on the formation of the procedural side of motivation, theoretical substantiation of the conditions for the subjective state of internal (cognitive) motivation and reflection.

At the same time, the following features of adult education are distinguished [31]:

- Thoughtful goal-setting;
- Past training experience;
- Availability of professional and life experience, knowledge, abilities, skills that can be used in the learning process;
- Subjective assessment of what the student is taught;
- Active participation in the educational process;
- Striving for independence, self-realization, self-management;
- The need to believe in the competence of the teacher.

In this regard, the learning process should be organized in the form of a joint activity of students and a teacher, the so-called "active learning", the main component of which is the involvement of participants in the educational process in various types of active cognitive activity. Studies conducted in the United States in the 1980s (National Training Laboratories in Bethel, Maine) regarding the effectiveness (average percentage of knowledge acquisition) of various methods of teaching adults ("Learning Pyramid") showed that people remember 5% of the lecture they listened to, 10% of the read text material, 20% of listened to audio material, 30% of viewed video materials, 50% of material when teaching is conducted in discussion groups, 75% when performing practical actions, 90% when teaching others, imitating real activities or immediately applying knowledge [10].

3 Results

The history of the formation and development of human learning processes has proven that learning should be continuous and adaptive [25]. If the contingent of trainees is composed of adults, training should be carried out taking into account their age and socio-psychological characteristics. This is what the science of andragogy is aimed at – a branch of pedagogical science that reveals the theoretical and practical problems of teaching, upbringing and education of an adult throughout his life. As a negative phenomenon in teaching mature individuals, it should be noted that the processes of perception, memorization, thinking in an adult are not as productive as in a child or adolescent. In this regard, the methodology, approaches, methods of teaching are of paramount importance, for example, the use of a set of techniques and methods aimed at facilitating the memorization of as many information as possible, facts through the formation of artificial associations [26].

One of the effective methods is online seminar. Various studies have determined the methods and techniques prevailing in the work of the seminar: discussion, case study, role/business games, imitation of the situation “listener - lecturer/teacher”, brainstorm, a group of brief discussion (“buzz-group”), extracurricular reading and performing analytical tasks based on it, Internet search on the instructions of the teacher. One of the most important technological methods of teaching in a foreign language is a multimedia presentation [28]. To increase the effectiveness of online learning, one can use the gamification method, because in virtual teams of players in any multiplayer online games, there is always a very high level of player interaction, despite the fact that they are not personally acquainted in real life.

Control methods in online learning, of course, must correspond to the specifics of educational activities. Assessment of educational achievements during the seminar can be informal at the stage of current control, semi-formal at midterm control, and formal at the final stage of educational activity.

Thus, it is possible to form an integrated subject-language environment, in which successful specialized training will be combined with the improvement of foreign language skills.

In this environment, it is highly advisable to use active learning methods, since the goal of the educational process is to form readiness to participate in professionally oriented communication activities.

When teaching takes place in the native language, the lecturer feels more confident, students have time to make the notes they need, and, accordingly, they have much more materials on their hands than in the case of studying a discipline in English, where the student often concentrates on the language itself and not on the subject. Learning in a foreign language makes students nervous, because often they do not have enough experience in expressing complex ideas in a foreign language, and they need language support during the lecture. In addition, if a student starts outlining a lecture in English, he is distracted from the course content. Teachers themselves may experience discomfort, since the level of proficiency in a foreign scientific language always differs from the native one. It is also much more difficult to find study materials for students.

As a rule, if the subject is taught in English, it is called EMI (English Medium Instruction) – this is a method of using English for teaching academic disciplines in countries and regions where English is not the national language. The use of EMI has a number of advantages for both students and the university as a whole. Thus, students get access to international educational programs, become more competitive in the labor market. For universities, in turn, the use of EMI increases the quotation in world rankings, helps to attract foreign students, and also brings economic benefits.

However, teaching in the EMI format presents a number of challenges. Often, the level of proficiency in the language of

both students and teachers is not high enough for the learning process to be carried out at the necessary level. In addition, students are often unhappy that they have to study a subject in English, when it can be studied in their native language. It should also be borne in mind that preparation for classes on both sides will take much more time. Moreover, of course, the translation of educational material into English also takes a long time.

Nevertheless, interconnected teaching, for example, engineering disciplines and a foreign language is built within the framework of an activity-oriented and personality-oriented approach; the selection of educational material and the style of communication in the classroom corresponds to the principle of integrativity [10].

When introducing such training, at the first stage, teachers improve their foreign language professional communicative competence, develop methods and styles of teaching, accumulate educational and methodological materials, and create educational and methodological complexes. At the second stage, as teachers gain experience, much attention is paid to the actual professional aspects, traditional types of classes are complemented by creative assignments, seminars, conferences [9].

The experience of implementing such projects shows that teaching and learning in a foreign language is a powerful motivating factor in learning English, both for students and teachers, and can significantly increase the status of a foreign language in a non-linguistic university [14]. At the same time, the introduction of distance educational technologies into the system of secondary vocational education allows students to acquire not only ICT competence – the ability to use information resources of the Internet in professional activities, to search, analyze and evaluate information – but also to form their ability to think critically, to take weighted, informed decisions, to form professional communication skills. However, as noted above, learning with the use of distance learning technologies presupposes that students have an increased level of motivation, as well as a desire to independently increase the level of competence.

At the same time, the introduction of innovative technologies of distance learning based on a reflective approach gives an excellent result [30-32].

It is no coincidence that after the first wave of the pandemic, the overwhelming majority of the world's leading universities announced plans to introduce blended learning, when classic face-to-face classes are complemented by work on an online platform. This decision is caused not only by the need to prepare for a possible continuation of the pandemic, but also by objective reasons: according to a survey conducted in the United States, 81% of students believe that the use of auxiliary digital tools significantly improves their academic performance [16].

To implement distance learning, the teacher must have excellent skills in active teaching methods and help students form their own learning styles online, master the capabilities of the online learning platform and the necessary software, overcome the difficulties and barriers of electronic communication. To effectively manage an online course, teachers need to use tools to stimulate students to master the course, develop discipline and skills in meeting deadlines for completing assignments, assess student work in a timely manner, and provide prompt feedback.

The content and method of teaching turn out to be organically interconnected: if the content “feeds” the development of the personality, its semantic structures, then the methods should include, trigger the formation of meaning and development. However, while the content component in teaching in recent years has become increasingly more meaningful, focused on the development of the semantic sphere of students, the teaching methods are still mostly either of representative nature or cognitively oriented.

Interpersonal dialogue, didactic support, internal differentiation, introjection become the initiating moment of the formation of meaning among students, provided that they are oriented towards the motivational and semantic characteristics of students, when what is learned from “meaning for others” will become “meaning for oneself” (AN Leont'ev), that triggers “Stream of consciousness”, when there is a transition from potential to actualized and the level of semantic saturation of the educational context and the priorities of its value-semantic centralizations are determined [24, 25, 31].

The acquisition of such a meaning is possible when using the gamification method in the educational process.

The problem of using gaming technologies in the educational process in pedagogical theory and practice is not new. L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, and other famous teachers investigated this issue.

The place and role of game technology in the educational process, the combination of elements of the game and the educational process largely depend on the teacher's understanding of the functions of pedagogical games. The function of the game is its varied utility. In existing practice, there are various types of games: business, certification, organizational and activity, innovative, reflexive games to relieve stress and form innovative thinking, search and approbation, and others. For educational games, as a rule, multivariance and alternative solutions are characteristic, of which the most rational choice must be made [5, 33, 34].

The game itself is a very flexible form of learning. It involves imitation of situations corresponding to the implementation of real actions within the framework of the proposed model. As a result, we get a stronger assimilation of knowledge by students. In addition, unlike traditional forms of learning, play contains a very important component – entertainment. The challenge is to engage and motivate the learner at the outset. Often, fear of the complexity of the discipline blocks the ability to perceive information, reducing them to a minimum, which is especially critical in the context of online learning in a foreign language: the complexity of the academic discipline and lack of confidence in sufficient knowledge of a foreign language can have a “synergistic” effect that critically reduces the motivation to study [21, 27].

It is necessary to create an environment that will allow the students to relieve emotional stress and to show their abilities to the maximum. Gaming technologies can solve this problem as well. All people, regardless of age, love to play. Since childhood, the term “play” has been associated with positive emotions in people. In addition, the player knows in advance that in the game one can make a mistake, lose, but then he can try again and succeed. Consequently, play eliminates the fear of making a mistake as such, while in reality this very fear is the main obstacle to activity. The process of assimilating new knowledge is easy and imperceptible for the student. Further, the learning process stimulates itself – the better a person understands a particular subject area, the more interesting it seems to him. Thus, the game, as a teaching method, is able to involve in the educational process, increase motivation to study the discipline and, consequently, to attend classroom lessons (including on-line), as a natural and accessible source of knowledge.

In addition to the main tasks within the educational process acquiring professional competencies and increasing motivation to study the game is also an excellent way to form and master related competencies: organizational, communicative and personal, such as: leadership qualities, teamwork skills, communication skills, etc., and as in many popular today multiplayer online role-playing games (MMORPG) with an interface in English and often multinational teams of players, helps to improve the competence in knowledge of a foreign language. Experience in multiplayer online role-playing games can be a good basis for building online courses in various disciplines in a foreign language. The trend towards the use of

games in e-learning is partly due to the growing popularity of sophisticated, well-executed games for the PlayStation, PC, and mobile devices [20].

Of course, it is one thing to play games for fun or to satisfy the competitive spirit, and quite another is to do it in a learning context. However, even with the most superficial observation, it becomes obvious that there is a connection between play, learning, and memorization.

Moreover, the same game can perform several functions [11, 19, 20]:

- Teaching function – the development of general educational skills and abilities, such as memory, attention, perception of information of various modality;
- Entertainment function – creating a favorable atmosphere in the classroom, turning them from a boring event into an exciting adventure;
- Communicative function – uniting student groups, establishing emotional contacts;
- Relaxation function – removal of emotional tension caused by stress on the nervous system during intensive training;
- Psychotechnical function – the formation of skills for preparing the physiological state of the players for more effective activity, restructuring of the psyche to assimilate large amounts of information.

Gamification in education focuses on using the core desires of students in order to be more involved in the process and achieve strong performance and high results. Participants prefer excitement, story, play, which means this is a natural way of acquiring skills. Increased student engagement allows to gradually increase the difficulty of tasks. This is comparable to a computer game, where the first levels are easy, and with each subsequent level, the difficulty increases.

In addition to the main tasks within the educational process acquiring professional competencies and increasing motivation to study the game is also an excellent way to form and master related competencies: organizational, communicative and personal, such as: leadership qualities, teamwork skills, communication skills, etc. The gameplay involves interaction with other participants in the game. Any human-to-human interaction can be defined as communication. Oftentimes, in a game, communication is a means of achieving game goals. That is, the success of communication largely determines the win/loss, which motivates the participants to improve their communication skills. Communication in the game can be both interpersonal and group in nature. Accordingly, the improvement of communication skills can occur in both directions. Both skills are very valuable for the formation of students' skills that are useful both for the chosen specialty and for improving knowledge of a foreign language and communicative language competence.

Thus, gamification, when creating an e-course script, allows not to be limited to the presentation of theoretical content in an interactive format, but to make the course “live” and ensure the highest level of assimilation and acceptance of the material by the user. However, in order for the gamification of the learning process to be effective, so that students consolidate the acquired knowledge and skills and understand their current level of assimilation, strive to acquire new knowledge, reflection is necessary in the learning process.

4 Discussion

Reflexive teaching technology, like any pedagogical technology, is “a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, techniques of teaching, educational means; it is an organizational and methodological toolkit of the pedagogical process” [6]. These constituents are an integral part of the subject of the subjective model of learning and initiate the disclosure, crystallization of the meaning of students in relation to the comprehended educational content. The latter is not self-

valuable for the student until his personal meaning is revealed for the cognizing subject.

The technology of the educational activity itself should be rethought based on the mechanisms of meaning formation inherent in this process. A special section of semantic didactics is the theory of directed translation of meanings in teaching, semantic communication in the educational process.

Semantic communications, an essential component of pedagogical communication, should be understood as an intention – the teacher's actual intention to enter into communication with a student as a value interaction with the aim of reflexive-semantic going beyond the limits of existing knowledge into a new context of consideration and it involves the active inclusion of the information received, meaningful, interpreted and included in the system of life experience of the student [1]. Meanings cannot be taught, but they can be initiated in the educational process. Semantic communications in the educational process should be considered as a system of influence on the personality, causing changes in semantic dynamics, through which any changes in the semantic sphere of the subjects of learning are carried out. This is the procedural component of the group semantic context, focused on the development, first of all, of the semantic, value sphere of students, making possible “meaningful generalization” in the educational process, allows building a model of meaningful learning, which forms a meaningful orientation, guiding a person to the search for certain higher meanings, a meaningful life strategy of a person.

Semantic communications of directed translation of meanings in the educational process should be considered not as a separate methodological technique or a method that solves a particular subject problem, but as something procedurally integral, reproduced in other didactic conditions and, most importantly, giving a stable desired result. By the nature of the impact, semantic communications in the educational process are purposeful or facilitating (supporting) in nature; by the scale of changes, they are close ones – influencing specific actions through the generation or change of motives, personal meanings or semantic attitudes, middle and long-range ones – the formation or change of the learner's semantic orientations; in orientation to oneself (egocentrism), to others (group-centeredness), to the values of society (prosocial centralizations), but all of them, applied in the educational process, are reduced to the choice and actualization of values, the needs of a student, as well as his self-categorization, and design the life world in accordance with personal meanings, meaning-forming motives, meaning attitudes.

To develop a technological scheme for translating the meaning in teaching as a model of the holistic technology of the process of actualizing the personal meanings of students, a stage is required for dividing them into separate functional elements (or levels) and designating hierarchical connections between them.

Reflexive technologies as a special group of pedagogical technologies perform the function of initiating disclosure, “crystallization of meaning” in relation to the content, which, although it is their bearer, is not self-valuable until the meaning is “revealed” for the learner. The technology itself also does not carry a meaning, it only allows creating, or, on the contrary, complicating the conditions under which a student can reveal for himself one or another semantic fragment of the content, singulate the meaning and transform it in further educational activity, reflecting it through the verbalization of the main semantic centralizations. Reflexive technologies should act in the educational process in the role of a semantic-search initiation, an “internal impulse” leading along the path of meaningful disclosure of the world comprehended by the learner. Teaching in a foreign language facilitates this process, since the student's reflection in this case also occurs in relation to his skills in a foreign language.

At the same time, experience shows that the classical “waterfall” model, when constructing the structure of the course, does not

fully provide the proper level of reflection [21]. A course based on this logic will not always be effective and interesting. Therefore, it is advisable to build a course scenario according to a learning model widely known among trainers – the Kolb Cycle. This model differs from the traditional presentation of educational material. According to Kolb's model, the training of an adult must necessarily include four stages [20]:

- 1) Getting specific experience;
- 2) Analysis of this experience;
- 3) Theoretical substantiation of the knowledge gained;
- 4) Testing of new concepts in practice.

The last stage forms a new experience, and the cycle develops again, forming a kind of spiral, thus providing a continuous process of reflection, since without it, the transition between the stages of the cycle is impossible. Kolb's method involves a path from the student's practical experience to theory, and not vice versa, as is customary in traditional teaching.

The development of Kolb's model was the cycle of the Swedish specialist in the field of education, Klas Mellander. He presented it as follows [20]:

- Motivation – sensitivity and psychological readiness;
- Information – existing data and facts are converted into information;
- Processing – the information received is converted into understanding and experience;
- Conclusions – a kind of transformation of understanding and experience into knowledge;
- Application – gaining skills and approaches from knowledge;
- Feedback – improvement as well as further reflection.

5 Conclusion

Kolb's experimental learning theory offered a new perspective that differs from traditional cognitive and behavioral theories. It demonstrates the influence primarily of experience, not mental processes, on learning. The theory has gained widespread prominence and popularity, especially in the fields of adult education and organizational management, although it has been criticized. With the passage of time, experimental learning has become increasingly more embedded in educational systems in universities and schools, which allows linking theory and practice and is an important condition for effective learning.

Reflexive educational technologies change the target settings of self-realization and creative development of students through the actualization of reflexive activity. The central point of such a model of reflectively-oriented education is the co-creativity of all participants in the educational process, in which conditions are created for the self-disclosure, self-expression of each subject. The alienation from the information saturation of the educational process is overcome, it is transferred to the personal level. The very mechanism of reflection and its implementation in the educational process as a component of pedagogical technology directly initiates the semantic self-centering of the student. This means awareness of the methods of activity, the discovery of its semantic features, the identification of educational increments and their personal value by the student himself. Reflection becomes a source of inner experience, a way of self-knowledge, and a necessary tool in a situation of educational choice and personal preference of students.

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Primary Paper Section: A

Secondary Paper Section: AI, AM

MANAGEMENT PRINCIPLES OF ACTIVITY OF PSYCHOLOGICAL SERVICE IN THE EDUCATION SYSTEM OF UKRAINE

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Abstract: The article presents the results of theoretical and empirical research of the problem of organization of psychological services and corresponding activity in the education system of Ukraine. The authors assume that the psychological service provides a systematic socio-psychological study of psychophysical development of students and helps to create conditions for effective implementation of educational and upbringing tasks of educational institutions on the basis of diagnosis, counseling, prevention, correction, education. The article reflects the main theoretical principles of the psychological service: methodological, resource, organizational conditions and human resources, which ensures the success of the psychological service in the education system. In order to study the main trends in the development of psychological services, the authors of the article used theoretical and empirical research methods: theoretical analysis and generalization of psychological practice; poll; study of methodical and reporting documentation; methods of statistical processing of experimental results.

Keywords: Correction, Counseling, Diagnostics, Education, Methodologists, Social educators, Prevention, Psychological service, Psychologists.

1 Introduction

Modern Ukrainian society is undergoing deep transformational processes in economics, politics, culture, education, and science. Rapid social transformations create numerous problems and, as a consequence, the need to provide qualified socio-psychological assistance to the individual. This encourages the emergence of organizations or psychological services that take care of the problems of providing social and psychological assistance.

In the education system of Ukraine, in accordance with Article 76 of the Law of Ukraine "On Education" (2017, September 5 - 2145-VIII), there is a psychological service that provides a timely and systematic study of psychophysical development of students, motives for their behavior and activities, taking into account age, intellectual, physical, gender and other individual characteristics, helps to create conditions for educational tasks of educational institutions, social and intellectual development of students, mental health, providing psychological and socio-pedagogical support to all participants in the educational process in accordance with the goals and objectives of the education system.

Psychological support of the educational process in educational institutions is carried out by psychologists. Socio-pedagogical patronage in the education system promotes the interaction of educational institutions, families, and society in the education of students, their adaptation to the social environment, provides counseling to parents. Socio-pedagogical patronage is carried out by social pedagogues.

The analysis of psychological and pedagogical literature, the legislation of Ukraine showed that the psychological service makes a significant contribution to the reform of education, the introduction of psychological and pedagogical innovations, the implementation of the concept of "New Ukrainian School". Psychologists and social educators carry out activities in the following areas: diagnosis – identifying the causes of difficulties in learning, intellectual development, socio-psychological adaptation; study and determination of individual features of the dynamics of personality development, potential opportunities in

the educational process, professional self-determination; prevention – timely prevention of deviations in the development and formation of personality, interpersonal relationships, prevention of conflict situations in the educational process; correction – elimination of the revealed difficulties of social and mental development of students, reduction of risks of problems of adaptation to the educational environment, tendency to addictions and offenses, various forms of deviant behavior; educational activity – a form of active cooperation aimed at improvement, development, formation of personality; counseling – a multifunctional type of individual and group work aimed at addressing the requests of participants in the educational process; public relations – activities aimed at achieving mutual understanding, cooperation between individuals, teams, social groups, organizations, government agencies; education – the formation of psychological and social competence of participants in the educational process (Babak, 2016; Bondarenko, 2017; Gorbenko, 2020; Khokhlina, 2020; Maksimenko, 2019; Melnychuk, 2020; Panok, 2019; Flyarkovskaya, 2020, and others) [1, 2, 4, 7, 9, 11, 12, 14].

The activity of psychological service specialists has a positive effect on the development and formation of the personality of young citizens of Ukraine. At the same time, there are a large number of problems related to the need to increase the effectiveness of organizational and managerial principles, professional activities of psychologists and social educators, and generalization of their practical and theoretical experience in psychological services in Ukraine.

There is a question of the decision of methodical maintenance, observance of requirements of the application of psychological techniques; observance of ethical norms and standards in the professional activity of psychologists and social pedagogues; professional training of psychologists and social pedagogues in higher education institutions; coordination of activities and management principles of psychological services in the education system of Ukraine.

The object of research in the article is the activity of psychological services in the education system of Ukraine.

The subject of research in the article is the management principles of the psychological service in the education system of Ukraine.

Goal is the analysis of managerial principles, identification of conditions of psychological service in the education system of Ukraine.

Achieving the goal will be enabled due performing the following tasks:

1. Identification of the main trends in the development of psychological services in the education system of Ukraine.
2. Definition of human resources, organizational conditions, and characteristics of methodical work.
3. Identification of factors that hinder the activity of psychological services in the educational system of Ukraine.

Research hypotheses:

1. Management principles of psychological service in the education system of Ukraine have their own specifics and reasons:

a) The logic of the development of scientific and psychological thought as a reflection of cultural, historical, and scientific traditions in Ukrainian science;

b) Socio-economic and mental factors related to the formation of psychological services in the education system of Ukraine;

c) Features of the development of psychological practice and psychological services in the education system of Ukraine.

2. The activity of the psychological service in the education system of Ukraine and the professional training of specialists should be based on a specific methodology.

2 Materials and Methods

The study used theoretical and empirical research methods, namely theoretical analysis and generalization of psychological practice; construction of theoretical approaches and organizational and methodological conditions for improving the practical activities of psychological service specialists; poll; study of methodical and reporting documentation; methods of statistical processing of experimental results.

Empirical data were processed on the basis of qualitative and quantitative analysis. The study involved 25 regions of Ukraine. In the 2019/2020 academic year, the number of psychological service specialists was 23,296.

3 Results

The theoretical foundations of this study were determined on the basis of the analysis of the works of scientists. The urgency of this problem is confirmed by the provisions of the main legislative acts of Ukraine, in particular:

- Constitution of Ukraine;
- Laws of Ukraine “On Education”;
- “On Preschool Education”;
- “On Child Protection”;
- “On Social Work with Children and Youth”;
- “On Organizational and Legal conditions of social protection of orphans and children deprived of parental care”;
- “On amendments to some legislative acts of Ukraine on combating bullying (harassment)”;
- “On prevention and combating domestic violence”;
- Regulations on psychological services in the education system of Ukraine and others regulations.

International documents in the field of psychological services were used to study this problem: the European Social Charter, the Declaration of Human Rights, the Convention on the Rights of the Child, and others.

The psychological service in Ukraine has been officially functioning since 1993. In the following year, 1994, 2,852 psychologists already worked in educational institutions of Ukraine. As of 2020, the number of psychological service specialists was 23,296. Among them: psychologists – 15 068, social pedagogues – 7 355, methodologists – 873 (Figure 1, Figure 2).

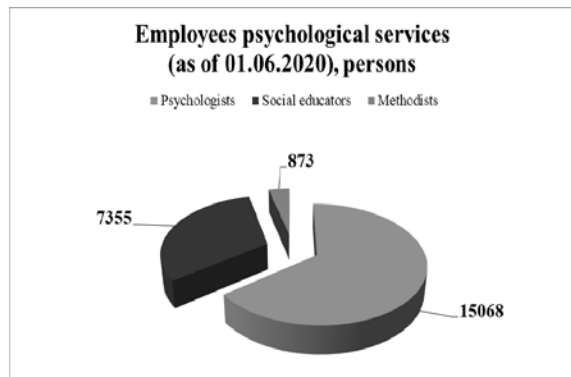


Figure 1 – Data on the number of employees of the psychological service in the education system of Ukraine as of 01.06. 2020

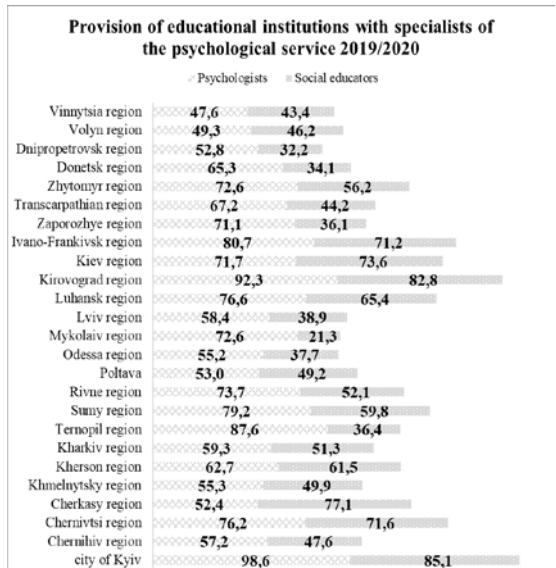


Figure 2 – Data on the provision of educational institutions with specialists in the psychological service

According to the generalized data provided by the regional educational and methodical centers/offices/laboratories of the psychological service in the education system in 2019/2020, the number of offices of practical psychologists of educational institutions of Ukraine was as follows: separate room – 55%, combined – 42%, no office – 3%. In the Dnipropetrovsk region, the provision of a separate office was 79%, in the Mykolaiv region – 69%, in the Lviv region – 34%.

The number of social educators’ offices is much lower: 36% have separate rooms, 61% have combined rooms, and 4% have no offices (Figure 3, Figure 4).

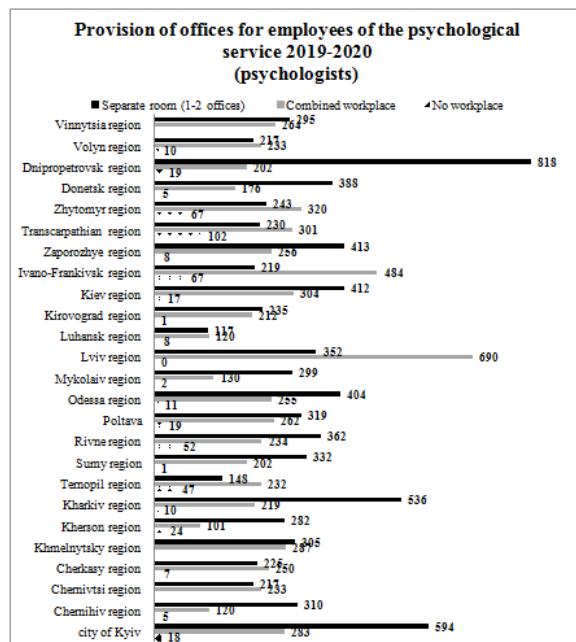


Figure 3 – Data on the provision of offices for employees of the psychological service (social educators)

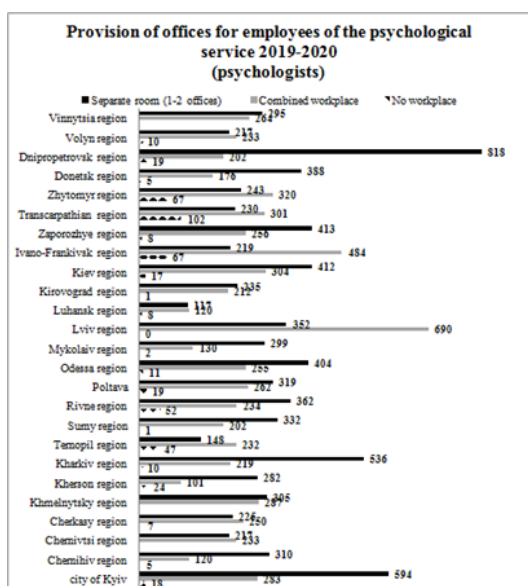


Figure 4 – Data on the provision of offices for employees of the psychological service (psychologists)

The next stage of empirical research implied studying of methodological features of the main areas of functioning of psychological services.

The educational work of psychological service specialists is related to the provision and dissemination of knowledge, an acquaintance of students, parents, teachers with the specifics of the psychological service of the institution, their methods of work, and opportunities.

The content of the educational work of the specialist of the psychological service of the educational institution can be summarized as follows:

- 1) Acquaintance of teachers and parents with the basic laws and conditions of favorable development of the child;
- 2) Popularization and explanation of the results of the latest psychological/socio-pedagogical research;
- 3) The formation of the need for psychological knowledge;
- 4) Acquaintance of students with the basics of self-knowledge, self-education;
- 5) Promoting understanding of the need for a psychologist/social educator in an educational institution.

Forms of educational activities are visual and verbal-visual. Visual forms: information booklets, leaflets, posters, memos. Flyers and booklets are more often used as elements of the design of the office of a psychologist / social educator and perform an informational function. The poster performs an informational function well. More effective forms of education are communication and oral verbal forms of information: conversation, lecture, speech, article.

After analyzing the work in the direction of educational activities of employees of the psychological service for 2019/2020, it was found that this area of work covered 3,259,309 students, teachers – 701,433, parents – 1,941,633.

Career guidance work in an educational institution should be based on a set of activities designed to identify in the younger generation professional qualities that are necessary to master the professional knowledge, skills, and abilities that determine the success and efficiency of professional activities. A psychologist should help the younger generation to choose the right career path.

According to information from the regions, employees of the psychological service during the 2019/2020 school year provided counseling services to 233,398 people on professional

self-determination: parents – 64,573, teachers – 43,120, students – 111,448, others – 14,448.

Diagnosis in the work of psychological services has its own characteristics. Given the wide range of functional responsibilities and activities of a psychologist, social teacher, the diagnosis should be simple and accessible in the processing and analysis, and the results are formulated using lexical means in the context of educational terminology that will enable efficient process of building further psychological-pedagogical support.

Speaking about psychologists and social educators activity, it should be noted that in 2019/2020 5,766,254 people were covered by diagnostic work, of which 1,357,006 people were covered by individual diagnostics, namely: 1,084,977 students, 104,114 pedagogical workers and 167,915 parents; group work – 4 409 248 people: students – 3 556 530, teachers – 335 425, parents – 517 293.

The preventive work of psychological service workers is a system of measures aimed at mental health maintenance and strengthening, prevention of human, group, society developmental disorders, personality disorders, conflicts and problems in interpersonal relationships, prevention of conflict situations in the educational process.

Areas of preventive work in the educational institution are as follows:

- Ensure the activities of the psychological service in the education system of Ukraine and identified factors that complicate the effectiveness of work;
- Prevention of stress and post-stress conditions;
- Prevention of psychological tension in a society experiencing crisis phenomena (economic and political crises, pandemics, interethnic, interfaith conflicts, etc.);
- Prevention of deviations in the mental development of the child, which are related to family problems;
- Prevention of disorders in the mental and personal development of students;
- Prevention of drug and alcohol use among young people;
- Prevention of deviant behavior of young people and more.

The preventive work of employees of the psychological service of the educational institution should be aimed at creating conditions that would promote the harmonious mental and personal development of students. Such conditions are summarized below:

- Adaptation to a new life with its requirements;
- Differentiation and individualization of education, identification of interests and aptitudes of the child, development of abilities, creative possibilities;
- Prevention of neglect of children and adolescents;
- Favorable psychological climate in each class/group of an educational institution.

Data from 2019/2020 showed that 541,856 students, 98,669 teachers, and 139,956 parents and other legal representatives were involved in preventive (individual) work; preventive (group) work covered 2,306,294 students, 316,978 teachers, as well as 519,626 parents and other legal representatives.

The education system has great potential for violence prevention. The activities of psychologists and social educators allow for a comprehensive and systematic impact on parents, teachers, students, in order to form a non-violent model of behavior, mutual respect, and prevention of violence in relationships, joint activities.

Psychological staff received 68,562 inquiries from participants in the educational process to combat domestic violence. 16,745 appeals were received from parents, 18,335 from teachers, 29,106 from children, and 4,376 from others.

Employees of the psychological service received 96,979 inquiries from participants in the educational process to combat bullying (harassment) in educational institutions. 31,636 appeals were received from parents, 28,313 from teachers, 29,520 from children, and 7,510 from others.

Also, 1008 specialists of the psychological service increased the level of pedagogical competence and were trained in the prevention of violence in educational institutions under the program "School Service of Understanding". 107,744 participants of the educational process took part in this program.

According to statistical and analytical data, 15,506 students had thoughts of suicide. Conflict with teachers or peers, the influence of religious sects, domestic problems, unrequited love, misunderstandings with parents, violence - this is not a complete list of causes of child suicide. If to notice a difficult state of mind in time, a terrible tragedy can be avoided.

In 2019/2020, the number of appeals to psychological service specialists is 38,137: from parents – 8,217 appeals, from teachers – 10,265 appeals, from children – 15,506 appeals, from others – 4,149 appeals.

Forms and methods of prevention have different opportunities for the formation of cognitive, affective, behavioral components of personality behavior, so a single application will not provide positive results. Preventive measures will be effectively provided the systematic, comprehensive implementation of various forms, methods, tools aimed at creating conditions for a full life and self-realization of participants in the educational process.

Corrective work in the activities of a specialist in the psychological service of an educational institution is the most difficult and responsible. Such work is recorded in the journal of a practical psychologist/social educator.

The corrective work of a practical psychologist is aimed at raising the general level of the child's development, filling gaps in previous development and learning, developing skills, preparing the child for the perception of educational material, and more.

In 2019/2020, psychologists carried out correctional (individual) work and covered 341,179 students, 23,754 teachers, and 27,899 parents and other legal representatives. Psychologists carried out correctional (group) work and covered 1,237,331 students, 52,353 teachers, and 97,682 parents and other legal representatives.

Today, inclusive education is being actively implemented. State policy in the field of education is aimed not only at obtaining knowledge, skills, abilities by students with special educational needs, but also at the formation of competencies that will promote the ability to communicate with other people, arrange their own lives and be useful to family, community, and society.

In each school, the specialist must prepare students as well as their parents for healthy interaction with a child with special educational needs. The specialist should conduct training, lectures, seminars, consultations for teachers who work with children with special educational needs.

Counseling in the work of employees of the psychological service is one of the popular areas of work. According to the generalized data from the regional educational-methodical centers/offices/laboratories of psychological service in the education system in 2019/2020 individual and group counseling covered 4 715 835 participants of the educational process. Specialists of the psychological service provided consultations in group form - 2,744,465 participants in the educational process, and an individual form – 1,971,070.

The planning of activities by employees of the psychological service is described in the legislation of Ukraine. An important component of this area is organizational and methodological work is the organization of own activity, analysis and generalization of results, an increase of professionalism through self-education. Psychologists and social pedagogues in 2019/2020 organized and

conducted 1,622 events: methodical, instructive-methodical meetings (Skype meetings) – 199, seminars, webinars – 348, scientific-practical conferences – 52, methodical associations of psychologists and social pedagogues – 153, creative groups of psychological service specialists – 138, training of psychologists and social pedagogues – 86, schools of young psychologists and social pedagogues – 97, workshops, training – 380, creative workshops, masterclasses – 169.

4 Discussion

Thus, as a result of empirical research, data were obtained on the professional and logistical support of employees of the psychological service from different regions of Ukraine. It was found that the Kirovohrad region, Ivano-Frankivsk region, Kyiv region, Sumy region, Luhansk region, Zhytomyr region have a sufficient supply of specialists in educational institutions. Provision of employees of the psychological service with separate offices remains at the average level.

The educational work of psychological service specialists is performed at a high professional level and depends on the needs of a particular educational institution. Specialists of the psychological service promote psychological/socio-pedagogical knowledge, implement and use scientific works, provide psychological/socio-pedagogical assistance to participants in the educational process and carry out counseling work. It was found that this area of work covers 3,259,309 students, 701,433 teachers, 1,941,633 parents.

Specialists of the psychological service carry out career guidance work. Consulting services on professional self-determination covered 233,398 participants in the educational process: 64,573 parents, 43,120 teachers, 111,448 students, and 14,448 others.

Diagnosis in the work of psychological service specialists has its own principles and methods of work. Psychologists and social pedagogues in 2019/2020 covered 5,766,254 participants in the educational process: individual diagnostics was provided to 1,084,977 students, 104,114 pedagogical workers and 167,915 parents; group diagnostics – 3,556,530 of students, 335,425 of teachers, 517,293 of parents.

The preventive work of employees of the psychological service of the educational institution is aimed at creating adaptive socio-psychological conditions for teaching and educating the younger generation. These are the prevention of antisocial behavior, the establishment of a favorable socio-psychological climate, effective assistance to teachers and parents in working with children with special educational needs. Preventive (individual) work covered 541,856 students, 98,669 teachers, and 139,956 parents and other legal representatives; preventive (group) work covers – 2,306,294 students, 316,978 teachers and 519,626 parents, other legal representatives.

Corrective work by specialists of the psychological service is carried out with participants in the educational process. In 2019/2020, correctional (individual) work covered 341,179 students, 23,754 teachers and 27,899 parents and other legal representatives; Correctional (group) work covered 1,237,331 students, 52,353 teachers and 97,682 parents and other legal representatives.

Educational staff, psychologists, and social educators work with children with special educational needs. Psychologists, teachers who work in special and inclusive educational institutions, use correctional and developmental programs to work with children with special educational needs. The programs are developed on the basis of the State Standard of Primary General Education for Children with Special Educational Needs. Basic principles of organization of psychological and pedagogical support of children with special needs are the following: priority of interests and needs of students; continuity of support; multidisciplinary. In working with children with special needs, various classes are held: classes on the development of communication skills, effective social interaction, classes on self-confidence, classes on reducing anxiety and overcoming fears, classes on developing emotional self-regulation

skills, classes on creativity, classes on the development of assertiveness and others.

Counseling is one of the areas of work of employees of the psychological service. Counseling (individual, group) is provided at the request of participants in the educational process. This service is aimed at analyzing and understanding the essence of a difficult life situation. The specialist offers a variety of options that can be used to solve the problem. The peculiarity of counseling is the emphasis on the personal responsibility of the person who asked for help. Counseling is a technology of helping participants in the educational process.

An important component of planning the activities of employees of the psychological service is the organizational and methodological work. This direction of work of employees of psychological service is carried out according to the order of the Ministry of Education and Science of Ukraine from 28.12.2006 № 864 "About planning of activity and conducting documentation of social pedagogues, social pedagogues on work with children with disabilities of the Ministry of Education and Science of Ukraine". Organizational and methodical work is the preparation of work plans, preparation of a report on the work performed, preparation for training, business games with students, parents, teachers, pedagogical consultations, speeches at parent meetings, pedagogical meetings, seminars for teachers, educational classes with students, classes, electives, clubs, work in the library, self-training, consultations in educational and methodological and research centers, participation in educational and methodological activities of psychologists, social educators.

The study found that the managerial principles of psychological service have their own specifics, due to the logic of the development of scientific and psychological thought, as a reflection of cultural, historical, and scientific traditions in Ukrainian science; socio-economic and mental factors related to the formation of psychological services in the education system of Ukraine.

5 Conclusion

The study found that the psychological service in the education system is the only system that contributes to the creation of conditions for intellectual and social development of students to maintain mental health and provide psychological support to participants in the educational process. Research has shown that improving the efficiency of educational institutions is closely linked to the psychological factor of the educational process. Personality development should be not only the goal of educational institutions but also become a real criterion for the effectiveness of their work.

Today, specialists of the psychological service have accumulated a significant number of prevention programs. The use of prevention programs in pedagogical practice requires a certain psychological competence. The psychological service in the education system has accumulated significant positive work experience, which is confirmed by a large number of appeals to specialists of the psychological service, developed methods, methodological and scientific developments, printed works in periodicals, and more.

Thus, for the effective development of psychological service management in modern conditions, it is necessary to coordinate and purposefully use the arsenal of efforts and means for the productive use of human capital for the benefit of professional activity. The professional activity of psychological service specialists should be expanded through the introduction of effective innovative psychological and socio-pedagogical approaches.

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Primary Paper Section: A

Secondary Paper Section: AM, AN

PECULIARITIES OF AWARENESS BY TEACHERS OF THE NEW UKRAINIAN SCHOOL AND TEACHERS OF HIGHER EDUCATION INSTITUTIONS OF UKRAINE OF THE ESSENCE OF EFFECTIVE TEACHING METHODS

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Abstract: The article analyzes the main provisions of the effective approach in education, the essence of effective teaching methods as well as highlights the results of a comparative analysis of the perceptions of teachers of the New Ukrainian School and teachers of higher education institutions on effective teaching methods. According to the results of the study both school teachers and teachers of higher education institutions perceive the effective approach as a philosophy of modern education aimed at developing key competencies, cross-cutting skills of students but they have different understandings of key features of effective teaching methods.

Keywords: Education reform, Effective approach, Effective teaching methods, Teachers of higher education institutions, Teachers of the New Ukrainian School.

1 Introduction

One of the most important problems of modern education which is addressed by the world scientific community is to find active teaching methods that would ensure both a high level of academic achievement of students (formation of their subject knowledge and skills in accordance with existing educational standards) and the development of their key competencies, cross-cutting skills as well as in accordance with the age development of students (physiological, mental, social and personal), took care of their health, were psycho-hygienic, aimed at activating the mechanisms of their self-regulation and self-development etc. [22, 27]. Despite the fact that since the middle of the XVII century scientists from different countries, scientific schools and methodologies have been devoting their research to solving this problem (Ya.A. Kamensky, J. Locke, I.G. Pestalozzi, F.A. Disterverg, I.F. Herbart, et al.) it still remains acutely relevant. This uncertainty acquires special significance in the context of education reform, its declared transition from a knowledge-centric to a competency-based approach, from a directive model of teaching and learning to a constructive model. It defines the main principles of educational activities of the XXI century: activity, subjectivity of the student, focus on his needs; competence content of education; partnership between teacher and student; reflective teaching [24]; creation of a developing educational environment etc. These principles are basic in reforming the general secondary education of Ukraine according to the Concept “New Ukrainian School” (Laws of Ukraine “On Education”, 2017, “On complete general secondary education”, 2020, State standard of primary education, 2018, State standard of basic general secondary education, 2020).

2 Literature Review

It is clear that traditional for the classical model of education teaching methods aimed at mastering by a student a certain amount of information transmitted by the teacher cannot ensure the implementation of these principles [27]. After all according to the modern understanding of the essence of the educational process the teacher is no longer a translator of subject knowledge [13] and the main source of information for students, the person who directly manages their activities [15] but is a facilitator of educational activities, designer and organizer of educational environment. The purpose of professional activity of a teacher in Ukraine in accordance with the new Professional Standard for Professions “Primary School Teacher”, “General Secondary

School Teacher” (2020) is the organization of teaching and education of students by forming their key competencies and worldview on the basis of universal and national values as well as the development of intellectual, creative and physical abilities necessary for successful self-realization and continuing education [21].

Thus it requires the search for new teaching methods based on effective methodology. After all it is the effective approach and active methods of teaching and learning as evidenced by the results of many studies put students at the center of the educational process, ensure *their subjectivity against the passive perception of information. They improve the understanding and storage of information; ensure the development of cognitive and metacognitive skills including the ability to solve problem situations, critical thinking* etc. [14]. Therefore the implementation of active teaching methods and training of teachers becomes a priority of research interest of scientists in many countries [4, 5, 6, 9, 13, 19, 24].

First of all let's define our understanding of the essence of such a concept as active teaching methods which require consideration of the main provisions of *the effective approach in education – active methodology*.

Thus the main provisions of the effective approach (according to L. Vygotsky, P. Halperin, A.A. Leontiev, A.N. Leontiev, E. Isaev etc.) in education are as follows:

1. The purpose of training is the formation of students' way of action – certain skills.
2. Ways of action can be formed only as a result of activity – educational activity (if it is specially organized) and their formation should take place in stages: starting with the creation of a motivational basis for action, the student's attitude to the purpose and objectives of the action, to material working out and creating a scheme of indicative basis of action which is tested and refined (i.e. knowledge that the student acquires independently not received in the finished form) to form an action in materialized form based on externally presented components of the scheme descriptive meanings of these actions in external language and to take action internally, and transfer in real practical situations.
3. The mechanism of learning is not the transfer of knowledge but the management/design of educational activities. Therefore the teacher must create conditions for a student to master the activity – making the learning process:
 - Motivated: interest, emotional immersion, the formation of values is the primary task of teaching which provides a motivational basis for activities;
 - Goal-oriented: the student must independently set a goal and find means to achieve it in an independent search;
 - Practice-oriented: to provide a connection with real activities, subject-practical actions;
 - Socialized: to take place in the space of joint educational and cognitive activities of students, communication between them, team interaction;
 - Creative: should be as focused as possible on the creative activity of the student;
 - Reflective and maximally self-organized: aimed at developing the skills of self-control, self-esteem, self-improvement of students.

These provisions define the relevant requirements for teaching methods which cannot be knowledge-oriented, informational, lecture i.e. – traditional for education. Therefore active methods are such methods of the organization of training which provide development of motivation of students, their abilities: goal-

setting; independent search for information; action design; formulation of hypotheses; risk assessment and decision making; reflections; as well as the implementation of various methods of action, improvement, practice in atypical situations; development of skills of presentation of own opinion, its argumentation, team cooperation, self-regulation etc.

Active teaching methods by their nature are: *well-targeted* – a center is a student oneself and his independent use of information [15]; *active* – consist of cognitive, emotional and behavioral activities at the initiative of students themselves, their agencies [22, 27]; *problem* and *research* – aimed at independent solution problem by students in the problem situations, their search activities [1]; *cooperative* – consist of pair, group, team interaction of students [16]; *project-oriented* – aimed at the implementation of students' design of their own mental activity, solving problem situations.

According to research at the level of school and higher education in various fields of education scientists have found that active methods provide a *higher level of academic success* of students than traditional, lecture. The advantage of active methods in terms of students' learning outcomes is estimated by some researchers ranging from the lowest impact rates to the highest – two to three times compared to traditional [7, 9, 18, 23].

Among active teaching methods according to the results of many meta-analyses [12] the greatest positive effect on both academic success of students and the development of their cross-cutting skills have strategies such as: mutual learning, information visualization, research learning, problem-based learning, cooperative learning [25].

However despite the potential effectiveness of active teaching methods their implementation in everyday pedagogical activities is still extremely insufficient. And among the main difficulties in the implementation of active methods researchers from many countries around the world primarily identify those that are directly related to the professional attitudes and stereotypes of teachers [11, 18].

The *first-priority* importance of professional perceptions, positive professional attitudes of teachers towards active teaching methods is evidenced by the results of many studies conducted in different countries of the world [1, 9, 12, 14, 15, 23].

3 Materials and Methods

Thus *the purpose of the study* is to identify *the perceptions* of teachers of Ukrainian institutions of general secondary and higher education (those who provide training for future teachers) on the active teaching methods. The study is based on the belief that the obtained empirical data will improve both the quality of professional training of future teachers in higher education institutions and the training of teachers in the process of their postgraduate education.

The research hypothesis is based on the assumption:

H1: there are statistically significant differences between the perceptions of primary school teachers and teachers of higher education institutions regarding active teaching methods: their essence (list), efficiency, success factors;

H2: there is no statistically significant difference between the perceptions of primary school teachers and teachers of higher education institutions on the active teaching methods: their essence (list), effectiveness and success factors.

Participants. The study was conducted in March 2020. The sample was non-probabilistic convenience sample which involves the inclusion of subgroups of the population (professional pedagogical community) in proportion to the researcher's decision [3, 8, 20].

The study involved 55 primary school teachers and 40 teachers of higher education institutions that train future primary school teachers from different regions of Ukraine: 39% – from the eastern and southern regions ($n = 37$); 27% – from the central Ukrainian regions ($n = 26$); 18% – from the western Ukrainian regions ($n = 17$) and 16% - from the northern Ukrainian regions ($n = 15$).

On the basis of gender the study involved: among primary school teachers – 100% women ($n = 55$), among teachers – 85% women ($n = 34$) and 15% men ($n = 6$).

By age: up to 30 years – 5% of primary school teachers ($n = 3$); from 31 to 40 years – 16% of primary school teachers ($n = 9$) and 10% of teachers ($n = 4$); from 41 to 50 years – 49% of primary school teachers ($n = 27$) and 30% of teachers ($n = 12$); from 51 to 60 years – 20% of primary school teachers ($n = 11$) and 45% of teachers ($n = 18$); from 61 to 70 years – 9% of primary school teachers ($n = 5$) and 15% of teachers ($n = 6$).

According to the length of professional activity the study involved: up to 3 years – 2% of primary school teachers ($n = 1$) and 2.5% of teachers ($n = 1$); from 4 to 10 years – 13% of primary school teachers ($n = 7$) and 25% of teachers ($n = 10$); from 11 to 20 years – 53% of primary school teachers ($n = 29$) and 30% of teachers ($n = 12$); from 21 to 30 years – 25% of primary school teachers ($n = 14$) and 40% of teachers ($n = 16$); from 31 to 40 years – 7% of primary school teachers ($n = 4$) and 2.5% of teachers ($n = 1$).

By education: 100% of primary school teachers have higher education; among them 89% have higher pedagogical education ($n = 49$). Moreover 58% of teachers said that they have additional training in the implementation of active teaching methods – received thematic trainings, refresher courses, participated in master classes.

As for teachers of higher education institutions 30% of them work in pedagogical colleges ($n = 12$) and 70% – in pedagogical universities at the faculties that train future primary school teachers ($n = 28$); 22.5% of them have a scientific degree of Candidate of Sciences ($n = 9$), 7.5% have a Doctor of Science ($n = 3$). Regarding their additional training in the implementation of active teaching methods 27.5% ($n = 11$) mentioned it namely 20% underwent special trainings ($n = 8$) and 7.5% – internships ($n = 3$).

3.1 Design of the Study and Instruments

The Goncharenko's survey method was chosen for the study [8]. The developed author's questionnaire consisted of two parts. The first contained 9 questions (closed and open) which highlight the views of teachers on active teaching methods and features of their implementation in the educational process namely:

1. Methodology of effective approach to education (do you agree with the statement that effective approach is not just a set of certain technologies and methods but a kind of philosophy of education? Do you consider the effective approach in education that meets the requirements for teaching in the XXI century?)
2. Methods of effective approach (Active teaching methods are...? What active teaching methods in your pedagogical activity do you use to a greater extent? What opportunities do active teaching methods provide to the teacher?)
3. The main factors that determine the success of the implementation of active teaching methods and the difficulties of their implementation (What is primarily necessary for the implementation of active teaching methods/approach in your institution? What barriers to successful implementation of active methods exist in general secondary/higher education?)
4. Requirements for professional competence of teachers in the context of successful implementation of active teaching methods (What qualities should a teacher have for successful implementation of active methods in the educational process? Is it necessary additional training for

teachers to implement active teaching methods, what exactly?)

The second part of the questionnaire contained 4 self-assessment scales (5-point score: from 1 – minimum value to 5 – maximum value):

1. The effectiveness of active teaching methods to achieve academic results by students.
2. The completeness of the implementation of the principles of the effective approach in the educational process.
3. Frequency of use of active methods.
4. The level of their own professional competence in the implementation of active teaching methods.

The method of filling out the questionnaire is electronic (using *google.forms*). The statistical package "IBM SPSS Statistics 23" was used for statistical analysis.

4 Results and Discussion

The data obtained from the survey showed that there are common to primary school teachers and teachers of higher education ideas about the active teaching methods and those that differ. Table 1 presents data on four indicators that allow performing their statistical analysis and determining the presence of statistically significant differences between them.

4.1 Similarities between the Perceptions of Primary School Teachers and Teachers of Higher Education Institutions Regarding Active Teaching Methods

Thus the common ideas of teachers are as follows:

- The effective approach is perceived as a kind of philosophy of education and not just a set of technologies and methods as noted by 95% of primary school teachers and 97% of teachers;
- The effective approach in education meets the requirements for teaching in the XXI century, it is aimed at the development of key competencies, cross-cutting skills of students which is insisted on by 91% of primary school teachers and 90% of teachers;
- Active teaching methods are special ways of organizing educational activities and interaction of students with the teacher which include: activity and interest of students, their independent choice of the way of solving the educational task, search for information; maximum independent learning; communication between students, dominance of pair, team work; play and research activities; conducting classes outside the classroom (see Table 1);
- The effectiveness of active teaching methods for achievement by students' academic results is quite high in the opinion of 64% of primary school teachers and 65% of teachers but distrust of them was expressed by 22% of primary school teachers and 17.5% of teachers;
- Regarding the completeness of the implementation of the principles of the effective approach in the educational process 13% of primary school teachers and 10% of teachers stated that they are fully implemented, 44% of primary school teachers and 50.5% of teachers – to a greater extent; 38% of primary school teachers and 22% of teachers – partially; 5% of primary school teachers and 17.5% teachers - are not implemented at all;
- The most frequently used active teaching methods are: educational projects, research projects; problem-solving task; strategies for the development of critical thinking; excursions (see Table 1);
- The main factors that determine the success of the implementation of active teaching methods are: the motivation of teachers to change their traditional teaching strategy, the use of new methods as well as the motivation for their own professional development; special training of teachers, their mastery of strategies of active teaching; teachers have their own experience of participation,

application of active teaching methods including in the process of educational trainings (see Table 1);

- The main barriers to the implementation of active teaching methods are: unwillingness of teachers to change their activities, lack of motivation for changes; distrust of active teaching methods in terms of their effectiveness, stereotyped thinking about their mostly entertaining nature; fear of using new methods; limited space, lack of didactic active ways (see Table 1).
- The leading professional qualities that determine the success of the teacher's implementation of active teaching methods are: openness to new experiences, the desire for self-development; sociability, openness in communication; flexibility of behavior; emotionality; initiative and activity (see Table 1);
- For the successful implementation of active methods in the educational process teachers need additional training (100% of primary school teachers and 92.5% of teachers) through participation in: special trainings, refresher courses (80% of primary school teachers and 77.5% of teachers); participation in internship programs, study of effective experience (20% of primary school teachers and 47.5% of teachers);
- Regarding the level of own professional competence in the implementation of active teaching methods the majority of primary school teachers and teachers rated it at the average level (54.5% of primary school teachers and 70% of teachers), the low level was evidenced by 29% of primary school teachers and 22.5% of teachers; 16.5% of primary school teachers and 7.5% of teachers assessed their own professional competence in the implementation of active teaching methods at a high level.

Table 1: Comparison of perceptions of primary school teachers and teachers of higher education institutions regarding active teaching methods

	Primary school teachers (n = 55)	Teachers (n = 40)
Key features active teaching methods:		
students' activity and interest	0,60	0,45
teaching through subject-practical action	0,56	0,20
maximum independent learning	0,51	0,28
cooperation and communication between students, dominance of pair, team work	0,49	0,18
play activities	0,47	0,22
research activities	0,44	0,50
classes outside the classroom	0,38	0,18
focus on the development of creative abilities of students	0,20	0,00
<i>t</i>	2,886 (<i>t_{kp}</i> = 2,145)	
<i>p</i>	0,05	
The most frequently used active teaching methods:		
educational projects	0,745	0,250
research projects	0,530	0,275
problem-solving task	0,330	0,250
play methods including LEGO bricks	0,890	0,100
discussions	0,380	0,900
strategies for the development of critical thinking	0,220	0,100
excursions	0,290	0,075
telling stories	0,160	0,100
schematization methods	0,310	0,000
<i>t</i>	1,650 (<i>t_{kp}</i> = 2,12)	
Factors of the implementation's success of The of active teaching methods:		
the motivation of teachers to change their traditional teaching strategy, the use of new methods	0,580	0,450
the motivation for their own professional development	0,530	0,325
special training of teachers, their mastery of strategies of active teaching	0,400	0,375
material-and-technical supply of the educational institution	0,380	0,050
developed didactic materials, methodical recommendations for teachers	0,250	0,000
own experience of participation in active teaching methods	0,160	0,450
interaction, cooperation of teachers, administration of the educational institution and students' parents	0,330	0,000
<i>t</i>	1,443 (<i>t_{kp}</i> = 2,179)	

Barriers to the implementation of active teaching methods:		
unwillingness of teachers to change their activities, lack of motivation for changes	0,690	0,725
distrust of active teaching methods in terms of their effectiveness, stereotyped thinking about their mostly entertaining nature	0,650	0,625
fear of using new methods	0,330	0,050
limited space, lack of didactic active ways	0,310	0,200
limited in time including preparation for classes	0,290	0,000
a large number of students in class	0,200	0,000
complex behavior of children, the complexity of its organization	0,490	0,000
lack of experience	0,130	0,000
resistance from students	0,000	0,275
<i>t</i>	1,109	(<i>tkp</i> = 2,12)
The leading professional qualities of teachers:		
openness to new experiences, the desire for self-development	0,710	0,650
creativity	0,490	0,150
sociability, openness in communication	0,250	0,325
ability to facilitate, accompany, moderate	0,000	0,225
flexibility of behavior	0,220	0,175
emotionality	0,250	0,050
initiative and activity	0,250	0,650
tolerance	0,145	0,050
digital awareness	0,070	0,000
<i>t</i>	0,112	(<i>tkp</i> = 2,12)

4.2 Differences between the Perceptions of Primary School Teachers and Teachers of Higher Education Institutions Regarding Active Teaching Methods

According to the results of the survey the following differences in the views of primary school teachers and teachers of higher education institutions on active teaching methods were revealed as follows:

- Teachers connect active teaching methods with activity and independence of students first of all in the process of their subject-practical activity in pair and team work. While teachers consider the main features of active teaching methods to be active research activities of students. In addition unlike teachers the focus on the development of students' creative abilities from the point of view of primary school teachers is an important feature of active teaching methods;
- The most frequently used active teaching methods are defined by teachers as play methods including LEGO bricks as well as project activities. However teachers most often use discussions that far outweigh other learning strategies;
- If primary school teachers among the main factors of successful implementation of active teaching methods identified interaction, cooperation of teachers, administration of the educational institution and students' parents as well as material-and-technical supply of the educational institution and the availability of developed didactic materials, methodical recommendations then for teachers these positions are not defined as significant;
- Among the barriers to the successful implementation of active teaching methods by teachers' opinion are complex behavior of children and fear of using new methods; they are afraid of losing control over the class, do not show confidence in new strategies, their organizational and motivational resources, the ability to effectively use group forms of work.

It is confirmed by the results of research [11, 14, 18] because there is a natural tendency especially among teachers of secondary and higher education "to teach the same way, how they were taught" and limit their learning environment to traditional methods based on information transfer [14].

As for teachers in their opinion one of the significant barriers to the successful implementation of active teaching methods is resistance from students, unwillingness of students - future teachers - to participate in research and project activities, to search for information independently, come out of passive listener condition for which they are accustomed [14].

- Among the leading professional qualities of a teacher that ensure the success of the implementation of active teaching methods primary school teachers have identified creativity but for teachers this quality is not considered important. However the ability to facilitate, accompany, moderate the learning activities of students is extremely important for teachers of higher education.

The statistical analysis showed a statistically significant difference between the perceptions of primary school teachers and teachers on the first indicator: the obtained *t*-criterion is equal to 2.886 with a critical value of *tkp* = 2.145 (at $p > 0.05$). According to the second, third and fourth indicators no statistically significant difference was found. However the obtained *t*-criterion by the criterion of key features of active teaching methods in our opinion indicates the accuracy of H1 that there are statistically significant differences between the perceptions of primary school teachers and teachers of higher education institutions about active teaching methods. After all it is the first indicator that determines the basis for teachers' understanding of the essence of active teaching methods it determines teachers' further understanding of the factors of their successful implementation. If the perceptions of experts about the key features of active methods are different respectively on other indicators the perceptions are different. However this issue requires further research.

5 Conclusion

The study makes it possible to compare ideas about the active teaching methods of primary school teachers and teachers of higher education institutions who work with future teachers. In the context of reforming general secondary education in Ukraine it is especially important because according to the Concept "New Ukrainian School" teaching in schools should primarily take place on the basis of an effective approach. Thus the teacher must be ready to implement active teaching methods which are inherently active, well-targeted, and problem-solving, research, and cooperative, project-based, involves a change in his traditional, habitual position as a supplier, translator of information and ready knowledge [9, 11].

The results of the study allow on the one hand to identify features of teachers' awareness of active methods, the specifics of their implementation in the school educational process and consequently to design the trajectory of further professional development. On the other hand they allow identifying problems of professional training of future teachers in higher education institutions and ways to overcome them.

According to the data obtained in general both school teachers and teachers of higher education institutions perceive the effective approach as a philosophy of modern education aimed at developing key competencies, cross-cutting skills of students. However they have different understandings of what methods are active: for primary school teachers - are active play, research, problem-solving strategies that involve primarily manipulative, substantive, practical activities of students aimed at developing their creativity and implemented in the interaction of students, their joint, team search for information, problem-solving. Such methods are most often used by primary school teachers in the educational process. For teachers of higher education active methods are first of all students' research activity and discussion of problematic issues during discussions. It is the discussion as a learning strategy that teachers choose to lead and apply most often.

Awareness of teachers (both school teachers and teachers) of the need to change the traditional model of teaching is manifested in the factors of successful implementation of active teaching methods which they noted: in both groups of respondents are dominated by internal personal factors - motivation to change their usual activities, their own professional development, own professional experience. And also in the barriers that hinder among which in addition to the unwillingness to change - distrust of the active methods in achieving academic results, fear

of the new, insecurity in their own resources. And the leading professional qualities of a teacher in the first place among which are openness to new experiences and the desire for self-development.

Teachers' understanding of the need to develop their own professional competence in the implementation of active teaching methods [26], their awareness of the importance of receiving professional assistance during special courses [7], trainings [2], internship programs provides a resource for adjusting their postgraduate education programs which includes: acquainting primary school teachers and teachers with active teaching methods, methodology of effective approach in education as well as successful practices of application of active strategies; development of flexibility of thinking and behavior of teachers, their professional reflection, self-organization.

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Primary Paper Section: A

Secondary Paper Section: AM

WAYS TO ESTABLISH A CONSTRUCTIVE DIALOGUE BETWEEN PARTICIPANTS IN THE EDUCATIONAL PROCESS (TEACHERS, CHILDREN AND THEIR PARENTS) IN AN INCLUSIVE EDUCATION

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Abstract: The issue of constructive dialogue in the conditions of transformation of the modern system of education is very actual. In the article, the authors draw attention to effective ways to build a constructive dialogue between participants in the educational process: teachers, applicants, and parents, who raise children with special educational needs (SEN). The authors substantiate the results of their own experiment, which was conducted in 2019-2021 on the basis of Bohdan Khmelnytsky Melitopol State Pedagogical University among the applicants for the educational program "Primary Education. Inclusive Education", teachers and parents raising children with SEN (Melitopol). For future teachers of inclusive classes, the authors proposed a special course "Methods of organizing dialogic interaction with students in primary school". For teachers and parents raising children with SEN, master classes were offered, during which the latest pedagogical technologies were used to organize dialogic interaction between teacher, student and his parents.

Keywords: Children with special educational needs, Constructive dialogue, Educational process, Inclusive education, Parents, Teachers.

1 Introduction

Given the intensive nature and rapid pace of higher education system transformation in Ukraine, its focus on an integrated approach to teaching subjects in secondary schools, the issue of professional readiness to form a communicative component of the learning process is of particular importance. The transformation of approaches to its organization today needs to be rethought by modern scientists, methodologists, and practitioners.

The purpose of the article is to highlight the correct ways to establish a constructive dialogue in the pedagogical system "teacher – student – parents" in an inclusive environment, which is a necessary condition for building an effective educational trajectory for students with special educational needs (SEN).

The objectives of the study, in which the authors of the work define the concept of "constructive dialogue", "pedagogical dialogue", is to reveal the features of its establishment in an inclusive education; to prove the need to include work on dialogic interaction between all participants in the educational process (teacher, parents, child) during the construction of the learning process; determine the theoretical and practical content of work on building a constructive dialogue.

2 Materials and Methods

The study used theoretical and empirical research methods. The study was conducted within the budget theme "Development of a methodology for psychological and pedagogical support of families raising children with special needs" (0119U002003) (chief – Kovaleva O. V.). Participants in the experiment were students, parents and teachers of general secondary education in Melitopol. The study was conducted by researchers from Bohdan Khmelnytsky Melitopol State Pedagogical University on the basis of the following facilities:

- Pedagogical Laboratory of Primary Education (the purpose of the pedagogical laboratory is practice-oriented implementation of educational and professional training programs, conducting research within the approved scientific topic of the Department of Primary Education and implementation of research results in practice, the work on research, together with teaching staff in higher education to solve specific scientific problem, organizing student research group, career guidance work, etc.);
- Laboratory of Health Psychology (the main purpose of which is to conduct research, production of scientific and

methodological products, innovation, as well as providing conditions for training).

The experiment involved 110 people, including 45 students (majoring in "Primary Education. Inclusive Education"), 65 children with special educational needs, and parents raising children with special educational needs.

The experiment was conducted in person in the form of organizing various forms of interaction between applicants, students with special educational needs, and parents raising children with special educational needs. The content of the experimental work was structured on topics, each of which is a relatively independent, integral part of the work.

3 Results

Experimental work began in 2019 – 2020 on the basis of Bohdan Khmelnytsky Melitopol State Pedagogical University in two areas: 1) training of applicants EP "Primary Education. Inclusive education" to build a constructive dialogue between practicing primary school teachers, students with special educational needs and their parents; 2) psychological and pedagogical work directly with teachers, parents and their children who have special educational needs.

We conducted a survey among teachers, parents raising children with disabilities, and school students in Melitopol. Based on the analysis of the results of the questionnaire, it was found that the issue of establishing dialogic interaction in the context of inclusive education is an important issue that needs to be addressed in the Zaporizhia region and Melitopol in particular.

As part of the experiment in the curriculum of the program "Primary Education. Inclusive education" of the second (master's) level, the educational component "Methods of organizing dialogic interaction with students in primary school" was included.

The subject of study of the discipline is the process of constructing a dialogue between teacher and primary school student with OOP. The purpose of teaching the discipline "Methods of organizing dialogic interaction with students in primary school" is the formation of future primary school teachers skills of dialogic interaction with students in primary school within the educational process and beyond. The task of the discipline is to acquaint students of higher education with the methods of organizing dialogic interaction with primary school students.

Applicants were offered to study the following topics:

- Dialogic interaction as a component of partnership pedagogy in the concept of the New Ukrainian School;
- Dialogic approach in working with parents in an inclusive education and integrated learning;
- Preparation of future primary school teachers for dialogical interaction in the educational process;
- Psychological and pedagogical foundations of interactive interaction between teacher and students in mathematics lessons;
- Dialogic skills as a means of forming social interaction of the subjects of the educational process;
- Technology of organization of educational dialogue of earlier schoolchildren;
- Diagnosis of factors of successful dialogic interaction of teachers and primary school students;
- Psychology of pedagogical interaction: an integrative approach;
- Dialogue for the professional development of primary school teachers;

- Effective means of forming dialogic speech in primary school lessons;
- The specifics of preparing future primary school teachers for dialogical communication through art.

We would like to add that, according to the plan, the applicants had to develop general ability (ability to abstract thinking, critical analysis and synthesis; ability to communicate in the state language both orally and in writing during professional activities; ability to make informed decisions) and professional ability to master this educational component to partnership with participants in the educational process of primary school, the ability to work effectively in an inclusive education in primary school, thus, developing appropriate competence.

The expected results of this course were as follows: 1) to express oneself orally and in writing, to use the language of professional communication, to explain and characterize facts and phenomena in the state language; 2) to work unconventionally, eliminate formalism and monotony in work; 3) to solve complex tasks and problems in the learning process or in professional activities that involve research and/or innovation. The conducted experimental work is confirmed by the curricula approved by the Academic Council of the Melitopol State Pedagogical University named after B. Khmelnytsky (Minutes No.12 of April 2, 2019 and Minutes No.17 of May 28, 2020).

4 Discussion

To begin with, it is necessary to define the concept of constructive dialogue in the context of education in general and inclusive education in particular. As a matter of fact, modern domestic experts understand dialogue as an exchange of statements to seek consensus on a particular issue or simply as an exchange of information. For example, according to the explanatory dictionary of the Ukrainian language, dialogue is a conversation between two or more people [1].

According to the pedagogical dictionary, dialogue is a form of eliminating educational conflicts by exchanging views of the parties and finding a common position. In the same dictionary, dialogue in teaching is defined as a form of pedagogical interaction between teacher and student (or student – student) in the educational situation, during which there is information exchange, mutual influence, and regulated relations. The specifics of the educational dialogue is determined by the goals, conditions, and circumstances of interaction [11].

We emphasize that this is a typical definition of dialogue for pedagogical science. But it seems to us that it would be appropriate here to talk about parents, who also undoubtedly contribute to the organization of a spectacular educational environment. Let us consider the role of parents and teachers in establishing an effective learning process in an inclusive education in Ukraine in more detail (Figure 1):

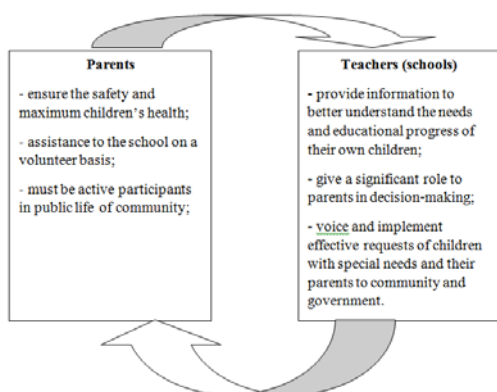


Figure 1 – The conceptual role of parents and teachers in establishing an effective learning process in an inclusive education

Thus, we can say that schools whose educational process is built on a dialogical basis are characterized by the following features: a clear commitment to work together to promote the learning achievements of the child; frequent two-way communication; the culture of diversity is encouraged and the importance of the contribution of diversity to the creation of a positive learning environment is recognized; roles are clear, defined jointly and for support; goals for the pupil/student are defined jointly and can be delegated; plans are co-constructed with agreement on teacher roles.

Instead, in schools with a traditional education system, the following is observed: the exclusive role of schools is emphasized; communication is problem-centric and is mostly initiated by the school; the presence of cultural differences that need to be overcome; roles are separated, and there is considerable distance to participate; roles are determined by the school, sometimes by the parents; educational plans are defined unilaterally.

Let us note that this approach should be based on respect for personality, friendliness and a positive attitude; trust in relationships; dialogue, interaction and mutual respect; distributed leadership; principles of social partnership.

Leading experts identify the following features of the learning process, the care of which is expected to be established:

- Setting significant goals; determination of the general purpose, specific tasks, expected results;
- Development of an action plan for the implementation of strategic objectives, joint planning of individual pace of learning;
- Method of “immersion”;
- Collective creative activity;
- The idea of overcoming cognitive difficulties in collective creative activity;
- Combining several topics of educational material into separate blocks; use of supports;
- Creating an intellectual learning background;
- Methods of advanced training;
- Implementation of differentiated learning;
- Optimization of the process of partnership, study of its effectiveness, implementation of the necessary adjustments, correction of possible errors;
- Active participation of children in control and evaluation activities;
- Self-analysis in the process of individual and collective summing up of results of activity.

Creating an educational environment based on the principles of partnership pedagogy is not a difficult task. But it requires a clear and purposeful interaction of all participants in the learning process, as well as their awareness of the importance of achieving a common goal. We suggest recalling some effective forms of establishing a partnership between teachers and parents.

In particular, educational training is a form of active interaction between a teacher and parents, thanks to which participants gain new useful knowledge and form a positive experience of solving urgent problems. It is based on the constant interaction of participants to find answers to important questions. In addition, trainings are based on the principles of equality and partnership, which allows to better develop the pedagogical capabilities of parents.

Pedagogical workshop is a way to develop pedagogical thinking in parents, during which one can learn about the most effective strategies for solving educational and pedagogical situations. For example, participants need to simulate a conflict situation (which can happen in real life) and find ways to resolve it. At the same time, each participant must express own vision of the problem.

A round table is a discussion that is held to exchange views to address specific issues. Thanks to such meetings, it is possible to better understand each other's positions, to consider urgent problems in detail, to express own remarks and arguments.

Business game – a form of joint work of teachers and parents, when participants, performing certain roles, together find the best solutions to the problem situation. It can be organized in a competitive form, but should not create an atmosphere of confrontation. Such games form a positive experience of solving real problems in different situations.

Discussion is a traditional but effective form of interaction with parents, when all participants actively express their position on the issue, argue it, constructively criticize the views of colleagues and work together to find compromise solutions. During such discussions, everyone can find a common language with others.

One-on-one meetings allow discussing important issues related to the life and learning of each child. This provides an opportunity to investigate the student's performance, evaluate his progress, and identify problem points in the learning process. We recommend to create additionally a special schedule in the classroom chat or use cloud services [6]

Based on the above, we can say about the relevance of the chosen topic. After mastering the discipline "Methods of organizing dialogic interaction with students in primary school", trainings were conducted for parents raising children with SEN and teachers working in inclusive education.

Also, important ones for the specialty are the issues of pedagogical technologies that ensure the dialogic nature of the learning process, namely [5]:

Design technology belongs to J. Dewey, and W. G. Kilpatrick. The goal is to create such conditions during the educational process, under which the result is the individual experience of project activities of students.

The main tasks: to teach students to acquire knowledge independently, to apply them to solve new cognitive and practical tasks; to promote the development of communication skills, the ability to work in various groups, performing various social roles (leader, performer, mediator, etc.); to form the ability to use research techniques: to collect the necessary information, to be able to analyze it from different points of view, to put forward different hypotheses, to be able to draw conclusions.

Design and game technology belongs to M. Prensky, D. Harman. The goal is to create or improve projects in game mode; to promote the formation of students' communication skills; instill in students the ability to use research techniques: gathering information, analysis from different points of view, hypotheses, the ability to work conclusions.

The main tasks: to unite the participants of interaction, developing a sense of not only individual but also collective responsibility; to develop skills of joint activity, to teach cooperation in a team, that is to develop competences; to develop analytical, prognostic, research and creative potential; to develop presentation skills, communicative and interactive competence of students [9].

Technology of organization of educational activity group belongs to J. Bartetsky, M. Vinogradov, V. Kotov, V. Okon, etc. The goal is to develop the student as a subject of educational activity. The main and determining factor for the group learning activities of students is the constructive cooperation, thanks to which they are transformed from the object of the teacher's teaching activity into active subjects of their own learning.

The main tasks: to teach students to cooperate in performing group tasks; to form communicative skills of schoolchildren; to form reflective components of educational activity: purposefulness, planning, mutual control and mutual assessment; stimulate moral experiences of mutual learning, interest in the success of classmates.

Technology of organization of educational cooperation belongs to Sh. A. Amonashvili, I. Volkov, I. Ivanov, etc. The goal is to mastering by each student of the knowledge, skills, abilities at a

level that corresponds to the individual characteristics of his development, in combination with the effect of socialization, the formation of communicative skills during joint creative work.

The main tasks: to teach to think independently, to generate ideas, to prove their expediency and correctness; learn to communicate during cognitive joint and creative activities; learn to work independently with constant interaction in a group; learn to work in a team, performing various social roles; make collective appropriate decisions; assist students in acquiring communication skills; learn to work together (in a team, in a group); to form the need for mutual support, mutual assistance; to form a sense of responsibility for own actions; to expand the circle of communication of listeners, their worldview; to instill the ability to use research techniques, in particular, to collect the necessary information, to be able to analyze it, to put forward various hypotheses, to draw conclusions and generalizations.

Technology of organization of children's self-government in extracurricular time belongs to V. Sukhomlinsky, S. Shatsky, M. Fitsula. The goal is creation and activity of the student self-government committee and comprehensive development of the child's personality through the prism of student self-government, education of active life position, preparation for active participation in democratic management of society, unity for useful, good deeds, education of children, interests, to make students' lives rich and interesting.

The main tasks: the organization of the life of the student body, which are implemented in the involvement of all its members in the planning, organization, control and summarizing of educational and socially useful work; creating conditions for self-determination, self-affirmation and self-realization of each individual through the presence of a wide range of areas and activities; development of creativity, initiative, formation of an active position of schoolchildren.

Technology of collective creative education (Methodology of collective creative work) belongs to I. Ivanov. The goal is the education of socially active humane personality, altruist and creator, the formation of patriotism, internationalism, collectivism, principledness, the desire to fulfill civic duty, diligence, activity, responsibility, humanism, kindness, discipline, courage.

Principles. The principle of connection of education with life, socio-cultural environment; the principle of integrity of all educational process components; the principle of pedagogical guidance and independent activity of schoolchildren; the principle of humanism; the principle of reliance on the positive in the person; principle of education in team and through the team; the principle of accounting for age and individual features of schoolchildren; the principle of unity of action and requirements of school, family, and the public; the principle of health.

Also, in the framework of our study, training "Organizational aspects of the development of constructive dialogue in the system "parents – child" was conducted for parents in the New Ukrainian School. The purpose of the training was to form in parents raising children with special educational needs skills of dialogic interaction with students in primary school within the educational process and outside it.

The context of the course is as follows:

1. Dialogue is an important component of partnership pedagogy in the New Ukrainian School. Dialogic interaction as a component of partnership pedagogy. Dialogue as a condition of the competence-activity approach, which is a priority area of modern education reform.
2. Psychological and pedagogical principles of interaction between teacher and students. Pedagogical bases of dialogic interaction in the system "teacher – student". Psychological bases of dialogic interaction in the system "teacher – student".

3. Methods of forming the style of pedagogical communication and its influence on the formation of students' personality. Didactic teaching methods. Innovative methods of teaching and education in classroom and extracurricular activities.
4. Organization of teacher – student interaction in modern primary school: didactic and methodological aspect. Innovative technologies for interaction in the system “teacher – applicant”.
5. Humanistic basis of consensual dialogue between teacher and students in primary school. Consensual dialogue as a psychological and pedagogical concept. Sh. Amonashvili's views on pedagogical dialogue.
6. Dialogic competence as a means of forming social and psychological interaction of the subjects of the educational process. Competence of an elementary school teacher. The essence of the concept of “dialogic competence”. Methods of formation of dialogic competence in children of primary school age.
7. Effective means of forming communication in primary school lessons. Interactive and innovative methods of encouraging communication between teacher and student and between members of the student body.

For future and practicing teachers, the authors offered a training “Theoretical and methodological principles of dialogic interaction in the implementation of the State Standard of Primary Education”. The purpose of the training was to increase the level of awareness of primary school teachers on the theoretical and methodological foundations of the formation of dialogic interaction in the implementation of the State Standard of Primary Education.

The context of the course is as follows:

1. *Modern primary education: regulatory and legal support.* Law of Ukraine “On Education”; Law of Ukraine “On Complete General Secondary Education”; The concept of the New Ukrainian School; State standard of primary education; The concept of implementing the state policy in the field of reforming general secondary education “New Ukrainian School” for the period up to 2029.
2. *Features of designing an effective educational environment in the New Ukrainian school.* Educational environment – a tool for creating an effective educational environment. Competence approach in designing an effective educational environment for children of primary school age. The role of information and communication technologies for the development of the personality of an elementary school student.
3. *Principles of partnership pedagogy.* Partnership pedagogy: essence, significance, and conditions of effective action.
4. *Features of inclusive education in primary school.* Regulatory framework for inclusive primary education. Psychological and pedagogical support of children with SEN. Work with parents raising children with SEN. Peculiarities of cooperation between an inclusive class teacher and an IRC.
5. *Features of teaching language and literature education.* The context of filling the content lines of the language and literature industry of the State Standard: speech, language, socio-cultural, activity. Formation of key competencies: communicative, socio-cultural and learning ability. Innovative methods of teaching language and literature education.
6. *Features of teaching in mathematics education.* The context of filling the semantic lines of the mathematical branch of the State Standard: numbers, actions with numbers; sizes; mathematical expressions, equalities, inequalities; plot tasks; spatial relations, geometric figures; work with data (implemented through all other content lines). Formation of key mathematical competencies. Innovative methods of teaching in mathematics education.
7. *Features of teaching in natural sciences education.* The context of filling the semantic lines of the natural branch of the State Standard. Formation of natural science

competence of children of primary school age. Innovative methods of teaching natural science.

8. *Features of teaching computer science in the process of education.* The context of filling the content lines of the information branch of the State Standard (generalized presentation of the basics of information and communication technologies, adapted to the capabilities and characteristics of primary school children). Formation of key competencies: subject ICT competence, interdisciplinary, communicative and social. Innovative methods of teaching computer science education.
9. *Features of teaching in social and health education.* The context of filling the content lines of the social and health sector of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in social and health education.
10. *Features of teaching in civic and historical education.* The context of filling the semantic lines of the civil and historical branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in civic and historical education.
11. *Features of teaching in art education.* The context of filling the content lines of the art branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in art education.
12. *Features of teaching in physical education.* The context of filling the content lines of the physical culture branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching physical education.

5 Conclusion

One of the primary tasks of modern primary education (in terms of its transformation) is to create the necessary conditions to stimulate communicative activity between all participants in the learning process (teacher, applicant, parents). This, in turn, will help the applicant to acquire the necessary personal competencies and build own educational trajectory. Let us note that the communication skills of participants in the learning process cannot be formed outside the learning process. That is why its important component, especially in inclusive classes, is the organization of the educational environment, which encourages dialogic interaction.

This question is multifaceted. In addition to equipping the classroom, schools, as an important tool for shaping the worldview of the child and his parents, should provide a two-way connection between school and family. Innovative and comfortable forms, methods of interaction between teachers, children and their parents (trainings, seminars, etc.) should be used for this purpose.

We emphasize that the important issue is the formation of dialogic competence, especially in teachers. Therefore, its formation is relevant for specialized universities, so that future teachers come already prepared and set up for dialogic interaction between teacher, student, and parents.

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MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN UKRAINE (THE SECOND HALF OF XX – THE BEGINNING OF XXI CENTURY)

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Abstract: The article analyzes the experience of organizing the moral education of primary school students from the second half of the XX century up to the present time. Purpose of the article is to reveal the features of the organization, content, forms and methods, pedagogical conditions of moral education of primary school students in Ukraine in the second half of XX – the beginning of XXI century. The authors have disclosed what has already been studied on this issue as well as the conceptual and terminological mechanism of this study: features of the organization, the content, forms and methods. It is emphasized that the preparation of a morally educated person is an urgent problem at all stages of personal development. Early school age is the most favorable for learning moral norms and rules of conduct. It is important to create such pedagogical conditions that would ensure the most effective educational process. Summarizing the rich experience of schools we have identified the basic values of moral education. We focused attention on the importance of combining historical experience and modern technologies in the process moral education. Prospects for further research in this area have been identified.

Keywords: Content, Educational process, Forms, Methods of moral education, Morality, Pedagogical conditions, Primary school, Primary school students.

1 Introduction

Today the problem of moral education in Ukraine is very important and relevant because the priority is to increase the moral education of the child. Moral education is very necessary for the recovery of society. One of the priority tasks of the New Ukrainian School is the education of morals in the younger generation. But in Ukraine during the socio-economic and political transformations there were many problems namely the lack of mutual understanding, indifference and cruelty. The importance and priority of moral education is emphasized in a number of legal documents: the laws of Ukraine "About Education" (2017) [5], "Higher Education Act" (2014), the State National Program "Education" (Ukraine XXI century) (1994), Concepts education of children and youth in the national education system (2015), Concepts of civic education and upbringing in Ukraine (2016), Concepts of the New Ukrainian School (2016), Conceptual principles of development of pedagogical education in Ukraine and its integration into the European educational space (2004), National Strategy development of education in Ukraine for the period up to 2021 (2012), the National Program for the Education of children and student youth in Ukraine (2004) etc. [2].

There is a lack of modern recommendations for improving the forms and methods of pedagogical activity [14]. The pedagogical conditions of moral education of primary school students in Ukraine remain insufficiently studied. Despite the fact that the urgency of this problem is evidenced by government documents and the needs of society the theoretical aspects of this process remain underdeveloped. For purpose raising awareness of the society there is a question of search of effective methods, forms, receptions and means of forming moral values children of primary school age in educational process [8]. Thus there is a need to change approaches to the organization of the process of moral education and create the necessary pedagogical conditions. There is the experience gained by predecessors is useful.

2 Literature Review

The works of famous Ukrainian scientists of the past such as G.Vashchenko, O.Dukhnovych, A.Makarenko, S.Rusova, M.Stelmakhovych, V.Sukhomlynsky, K.Ushinsky, J.Chepiha, P.Yurkevich and others are devoted to the problem of moral education. A significant contribution to the study of the educational problem in particular moral as its separate direction

was made by modern scientists: I.Bekh, M.Boryshevsky, G.Vasyanovych, O.Vyshnevsky, M.Yevtukh, I.Zyazyun, O.Kvas, V. Kremin, M. Pantyuk, T. Pantyuk, O. Savchenko, M. Savchyn, N. Skotna, O.Sukhomlynska, K.Chorna, P.Scherban, O.Yankovych and others. Questions of formation and diagnostics of moral values of the schoolchildren personality are devoted to works of such authors as: I.Bekh, G.Vashchenko, T.Demyanyuk, V.Shadrykov and others [2, 7, 10, 15, 18, 20].

The importance of spiritual and moral values in the education of the younger generation was pointed out by G.Vashchenko, B.Hrunchenko, A.Makarenko, I.Ogienko, S.Rusova, I.Steshenko, V.Sukhomlynsky and S.Shatsky who considered them in close connection language with the development of the entire education system. Psychologists such as I.Bekh, L.Bozhovych, M.Boryshevsky, O.Grishanova, L.Dolynska, V.Krutetsky, A.Kovalyov, G.Kostyuk, N.Chepeleva, D.Nikolenko and O.Skripchenko paid attention to the study of the problems of formation of moral consciousness and feelings. In the works of M.Apletaev, R.Atamanov, I.Buzhina, Z.Vasilieva, O.Yarmolenko certain aspects of moral education in the learning process were considered. Scientists V.Lofova, I.Pidlasny and M.Fitsula considered moral education in the context of legal. In the context of this problem the general theoretical aspects of axiology are deeply covered in the scientific literature (B.Ananiev, I.Anosov, L.Bozhovych, M.Oksa, T.Troitskaya). Scientists I.Anosov, M.Elkin, A.Korobchenko, M.Oksa in their works studied the humanistic approach to the upbringing and education of the younger generations in the creative heritage of Ukrainian teachers and also focused on the problem of moral education of the individual [1].

3 Materials and Methods

For the purpose of comprehensive knowledge of the research subject and the decision of the set tasks the complex of general scientific theoretical methods is used namely: historical and pedagogical (analysis of legislative and normative documents, historical and pedagogical, psychological and pedagogical and methodical literature, encyclopedias and dictionaries, summarizing of bibliographic sources); comparative-historical (analysis of archival documents and research materials); chronological (identification of the main stages of moral formation education of primary school students in Ukraine in the second half of XX – the beginning of XXI century); retrospective (analysis and synthesis of features and patterns of pedagogical conditions of primary school students moral education in Ukraine at each stage of development of the studied system); prognostic (identification of ways of further formation of pedagogical conditions of moral education for primary school students in modern conditions of the education system development in Ukraine).

Materials and methods are based on the selection and comprehensive study of pedagogical, psychological and methodological works of researchers [3, 9, 11, 17, 19]. A significant part of scientific sources for study are domestic pedagogical, psychological and methodological literature: monographs, dissertations and abstracts of dissertations, curricula, textbooks and teaching aids, reference and bibliographic publications. A separate group in the context of the study consists of the materials of periodicals (pedagogical and professional journals, collections of scientific works, information collections, etc.). The source base of the study is archival materials of the Central State Archive of the highest authorities and administration of Ukraine in Kyiv (archives 166, 4631), the State Archives of Zaporizhia region (archives R-997, R-2505), Kharkiv region (archive 4695); materials of the library archives of Bogdan Khmelnytsky Melitopol state pedagogical university, the library of the National Pedagogical Drahomanov University, Zaporizhia Regional Scientific Library of M. Gorky, National

Historical Library of Ukraine, National Library of Ukraine named after Vernadsky.

4 Results

Theoretical analysis of scientific and methodological works revealed differences in the content of moral education from the standpoint of philosophy, pedagogy and psychology.

The pedagogical dictionary states that morals (Latin *moralitas* – moral, from *mores* – customs) – one of the forms of social consciousness; system of views and ideas, norms and assessments that govern human behavior. The components of morals are moral activity (actions, human behavior); moral relations, moral consciousness. Norms and principles of morality, moral ideals and feelings constitute a system of morality which determines the life position of a particular social community or individual orients them in the world of values. Moral education - one of the most important types of education; it is the purposeful formation of moral consciousness, the development of moral sense and the formation of habits and skills of moral behavior in accordance with a certain ideology.

Moral education begins in the family, continues in preschools, secondary schools and later in higher education institutions and other educational institutions. The main methods of moral education are persuasion, training, encouragement and so on. Distinguishing between the concepts of morality and morals G. Hegel defined morality as a sphere of subjective ideas of man about good and evil and other ethical values, motives, goals and intentions and morals – as practical customs, objectified morality. As the essence of morality, morality according to Hegel has a higher meaning because it means a person's ability to do good not by external compulsion but by internal consciousness and voluntariness and therefore coincides with the moral freedom of the individual [3]. Moral education – a purposeful process of mastering children's moral categories, values, principles, ideals, developed by humanity and accepted by society at the level of their own beliefs, their observance as usual forms of personal behavior. Moral education has its specific purpose which is determined by the dominant social relations and spiritual values. The purpose of education is the formation of a morally stable, holistic personality [8].

The specificity of moral education is due to its content – public morality. The priority factor in building a democratic social society is humanistic morality – a way of spiritual and practical development of the world by the individual. It is based on the recognition of man as the greatest value and his rights as a priority over the interests of both society and the state. The main functions of humanistic morality are worldview, value-oriented, educational. A humanistic moral considers man in his physical and spiritual integrity, recognizing that the goal of man – to be himself and the conditions for achieving such a goal – to be a man for himself (E.Fromm). The foundations of virtue are laid in the nature of a mature and holistic personality and evil lies in self-indifference. Humanistic morality recognizes the value not of norms, principles and ideals but of man himself, his life and uniqueness. Therefore not self-denial and self-love but love to himself, not neglect of individuality but the affirmation of one's truly human “I” – these are the highest values of humanistic ethics. The essence of humanistic morality is to ensure the balance of personal and public good, to harmonize the process of human communication through a system of moral principles: humanism, individualism, collectivism, altruism, tolerance [3].

Moral education is effectively carried out only as a holistic process of pedagogical organization of student life: activities, relationships, communication, taking into account their age and individual characteristics and accordingly the humanistic values of morality. The result of a holistic process is the education of a morally stable personality in the unity of its consciousness, moral feelings, conscience, moral will, skills, habits, socially valuable behavior and actions. Moral development of personality is a progressive process of conscious mastery of humanistic moral values. The effectiveness of the process of moral development of the individual in particular the child largely

depends on the pedagogically appropriate organization of its management. The next stage in the moral education of primary school students is the formation of moral values. Moral values are the concept of ethics which reflects the importance for the individual manifestations of morality as a regulator of socially appropriate behavior and is the embodiment of his subjective activity-interested attitude to the implementation of moral norms and principles. Moral values include various forms of moral consciousness: personal beliefs about the norms and principles of proper human behavior as a citizen, social and moral ideals; ethical ideas about life and death, justice and injustice; the humanism of human relations, good and evil and others; moral feelings – duty, conscience, responsibility, honor and dignity [15].

Historically systems of moral values have changed but thanks to the law of succession of generations the core of the moral experience of mankind is preserved. This is manifested in the functioning of basic norms and rules of human coexistence (respect for the results of work, mutual assistance, respect for elders, care for children, affirmation of human dignity, etc.). Moral values are distorted in the case when the dominant orientations in human life are comfort, consumption, the desire for pleasure. Morality is one of the important areas of human relations. Along with “moral”, morality is a key concept for moral education [3].

The priority of modern morality is universal humanistic values. The criteria of these values are not only the idea of such moral qualities as benevolence, respect for human dignity, mercy, kindness, humanity, tolerance, decency, the ability to forgive, not to do evil but also practical actions, deeds, motives, incentives and intentions of people. Of particular importance is the development of the need for emotional and spiritual contact with people, the need for self-esteem, compassion and empathy for people. Moral education is based on values as a key component of the educational process in secondary education. With the reform of the education system teachers face new requirements and new tasks. An important educational factor in the life of a modern school is the principle of orientation to a child and cooperation. There are changes in the paradigm of education from collective to personality-oriented and competence. To improve moral education it is necessary to innovate in the educational process of all educational levels.

5 Discussion

The problem of moral education is given to the work of both domestic and foreign scientists. In order to effectively organize the process of moral education it is advisable to take into account the experience of such leading foreign countries as Britain, France and Germany. Moral education is also the subject of research by modern foreign scholars: R.Gipson, P.Ebbs, L.Reid, E.Storr, E.Wilson, W.Stein and others.

At the end of the 1950s the lag of the Soviet Union from the leading Western countries which had by that time entered the stage of the scientific and technological revolution was realized and recognized at the state level and began to pay special attention to the state policy in sphere of science. New branch research, design institutes began to be created, the number of periodicals increased. Branches of the Academy of Sciences of the Ukrainian Soviet Socialist Republic (USSR) were opened in the largest economic centers of Ukraine (Kharkov, Lvov and Donetsk). An active post-war reconstruction of the school education system began. There was a transition to general compulsory seven-year education which determined the development of the theory and practice of education in all its manifestations. It is the beginning of positive socio-economic transformations in the country, the intensive activities of prominent teachers in the development of the student youth moral education. In 1959 eight-year education became compulsory and in 1977 – secondary education.

The most important feature of education was the combination of the best achievements with a focus on new life situations, attitudes, ideas. There is a need to optimally apply various

forms, methods and means of moral education. Forms of moral education were mainly represented by 4 groups:

1. Form as a stable system of methods of organizing the activities of pupils aimed at achieving the goal - subject group, student society, student team on the collective farm, sports section, evening, meeting, hike, etc.
2. The way of organizing children – games, meetings, rallies, excursions, parades, etc.
3. For the purpose of education of activity – public and political practice, agitation and cultural brigades, theoretical conferences, etc.
4. Traditions as special signs of respect for certain customs, order, established and passed down from generation to generation [4].

According to D. Vodzinsky the main methods of moral education are persuasion which in his opinion can be realized through the following forms: conversation, story, debate, lecture, reading conference; and learning which consists of the following elements: social assignments, exercises, analysis of students' activities [13].

According to T. Tsvelykh (1974) the following were distributed: 1) methods of explaining ethical norms – teacher's story, conversations, discussion, discussion of the book read; 2) methods of organizing the life and activities of children – lifestyle and behavior, community service, exercises, encouragement and punishment; 3) the use of example – the example and authority of adults, the example of prominent people [12]. Currently the method is an interrelated activity of teacher and student which is aimed at the active perception and application of knowledge, skills and abilities and their general development.

In the theory and practice of moral education according to V. Sukhomlinsky there is a combination of socially and personally oriented values. In the process of achieving the goals and objectives of moral education it is always worth remembering its instructions. The basis of perfection in education the famous teacher considered “anthropology” emphasizing that “without the knowledge of the child – his mental development, thinking, interests, hobbies, abilities, inclinations - there is no education” [10].

The pedagogical experience left by V. Sukhomlinsky is permeated with the ideas of moral education of the child's personality, development of his talents and abilities, harmony, achieving harmony with himself and the world concentrated in the practical realization of the goal of moral education – in “Dream corner”, “travel to the world of work”, “listening to the music of nature”, “fairy tale room”, “health garden”, “green classrooms”. In the teacher's thoughts the work of the “real” school is based on the pedagogical interaction of all subjects of education and upbringing: “The real school is a multifaceted spiritual life of the children's team in which the educator and pupil are united by many interests and hobbies” [10].

In his works V. Sukhomlinsky wrote that childhood should become a school of education of students' emotional culture, sensitivity, emotional subtlety and culture of relations between people. V. Sukhomlinsky addressed young teachers: “Our mission is to prepare a person for life in society, in a team among people and social life is an infinite variety of human touches to a person, heart to heart, feelings to feelings... Continue yourself in your pupils is the noblest human need” [16].

In the period from 1977 to 1990 there was a theoretical design of the general cultural paradigm of moral education on the basis of Marxist ethics within the Soviet discourse which combines the following stages:

1977-1980 years – completion of the theoretical design of the paradigm of moral education based on Marxist morality in the communist system;

1981 – 1985 years – exacerbation of crisis phenomena in the education of moral personality, the development of domestic methodology within the Soviet discourse;

1986 – 1988 years – a systematic attempt to overcome the educational crisis in the context of perestroika processes, the competition between traditionalism and innovation in moral aspects;

1989 – 1990 years – change of paradigm of education, theoretical substantiation of moral and value projection in combination of interests of the person, society and the state.

Analyzing the scientific works of domestic scientists we found the following main trends in the development of moral education in this period: the priority of communist education, belief in communist ideals and comprehensive development of the new man, ideologization, priority of external influences and collective forms of education, politicization, justification Marxism, purposeful assimilation of socially and ideologically oriented qualities by pupils, uniformity of programs of training and education, priority orientation of educational system and process of education on realization of needs of a society, perception of the pupil as object of influence [20].

New humane approaches appear in pedagogical thought in the late 80's namely the ideas of depoliticization and signs of worldview vacuum, liberation from class morality and the beginning of the national education system, development of variable concepts, educational systems, personality-oriented personality, justification of personality development as the main purpose of education, the inclusion of religious ethics in the content of education and so on. They proclaimed the individual as the highest value, free, capable of self-development and spiritual. The theory and practice of education began to raise questions about the positive and negative sides but after analyzing the literature of the past we saw the positive trends of the time.

In the Soviet school there was no separate subject “morality”. A feature of human moral development is the close connection of ethical knowledge with moral feelings. Listening to the teacher's story, reading books, the student perceives the material not only with memory but also with feelings. Therefore the teacher choosing the material necessarily seeks to influence the child's feelings, to arouse these feelings. In an effort to rethink the basic problems of human existence scientists emphasize the role of morality. The proposals of such scientists as G. Ball, I. Bekh, L. Vovk, S. Honcharenko, M. Yevtukh, O. Kyrychuk, T. Luryina, M. Oksa, T. Troitska and others are valid.

The main forms of organization of moral education were: verbal (reading, ethical conversations, lectures, lines, meetings, reports, readers' conferences, political information, debates, etc.); practical (excursions, Olympiads, hikes, competitions, hobby groups, sports days, etc.); visual (school museums, rooms and halls, the use of films and slides, art exhibitions, etc.).

Thus the analysis of historical periods showed that at this time formed clear views on the process of moral education. Ukrainian scholars have collected a large amount of factual and theoretical material on various aspects of moral education. It was found that the idea of education of moral personality appears as a form of thinking about morality, moral education of personality, morality in the socio-cultural context of the phenomenon of education which includes awareness of the purpose and prospects of further knowledge and transformation of reality.

The direction and content of the idea is determined by the influence of the social environment. It is because of this that it receives the status of a universal idea which presupposes realization in social relations and cannot be adequately understood outside the economic, social and spiritual life of society.

It was found that the causes of many educational problems of modern Ukrainian society are determined by the peculiarities of

educating the younger generation before Ukraine was declared an independent state as the education system of the USSR preferred ideologically oriented collective forms of worldview, behavior and moral feelings of young people "as builders of communism". The main content of educational programs was the development of Soviet patriotism, socialist internationalism, communist attitude to labor (1977), productive labor (1984) and socially useful labor (1985) as components of comprehensive personal development.

The main historical preconditions of the idea of education of moral personality: pedagogical theories of education created for the education system of the late XX century, the civic-pedagogical movement of teachers-innovators; construction of the educational process on the basis of the methodology of communist morality, authoritarian methods formalized ethical influences; the need for methodological justification of the education of moral personality, new approaches and concepts [19]. Social (socio-political and socio-economic) – emphasizing at the end of the century the social need for education of moral personality in conditions of changes in pedagogical science and practice; the level of economic development, the need to provide various sectors of the economy with experienced professionals; the need for methodological justification of personal education, new approaches and concepts [16].

In the 90's the following forms of extracurricular work on moral education spread: clubs, various types of school activities, various competitions, conferences, reviews of amateur art. Very rarely were themed nights that would have a clear moral orientation. Methods of moral education: traditional (conversation, story, debate, approval, condemnation, illustration); innovative (self-government, problem search, situational role-playing games, socio-psychological training). Only the structural unity of parts and components that reflect the content, organizational forms and methods, and characterize the pedagogical impact and moral development of the individual will ensure the effectiveness of moral education.

Ukraine's declaration of independence took place on August 24, 1991. The period from 1991 to 2014 was marked by the creation of a national education system, understanding of pedagogical phenomena and constructs of moral education [18].

Large-scale innovations are being implemented in the primary education system. The new State Standard of Primary General Education approved by the Resolution of the Cabinet of Ministers of Ukraine № 462 of April 20, 2011 has powerful reformist content. Teachers must implement new approaches to the educational process where the student must be at the center. The reforms of the Ministry of Education and Science of Ukraine reflect the European integration aspirations that will lead to the adoption of the best standards of European educational and scientific tradition in Ukrainian society.

Modern moral education plays a leading role in building a democratic process. It is based on the best achievements of national culture and pedagogy, helps to stop social degradation, stimulates self-organization and personal responsibility of people being a guarantor of civil peace and harmony in society and teaches the younger generation to build a democratic state. Born in a new time and a new socio-cultural situation moral education has acquired new features that significantly distinguish it from the education of the totalitarian era: the process of educating the individual is carried out in the context of national and common human culture.

At the present stage all attention is focused on the New Ukrainian School. The Concept of the New Ukrainian School (2018) emphasizes that the upbringing process is an integral part of the educational process and will focus on universal values including moral and ethical (dignity, honesty, justice, care, respect for life, respect for yourself and other people) [11]. Therefore a key educational element is the example of a teacher who is called to interest the child through works of art which are the most effective means of educating the younger generation [17].

The concept of the New Ukrainian School envisages the formation of a person of high culture in which a deep theoretical and practical mind is harmoniously combined with true spirituality. The program of the New Ukrainian School in the approach to values provides updated forms and methods of organizing the educational process and is aimed at forming a school of values. In the New Ukrainian School life is organized according to the model of respect for human rights, democracy, and support for good ideas. Lubomyr Husar believes that now "young people should not be told what to do they will figure it out themselves. It is important to cultivate the right values in it and give the right guidelines". Values are a condition for the formation of human and society. Values are formed every day, they can only be experienced and the child trusts what he sees. But we note that in society today there is no consensus on the conditional list and more or less agreed content of these values [8].

Education is carried out through end-to-end experience and is not limited to individual "morality classes". The key educational element is the teacher who is called to interest the child. In the process of education the moral development of students is most effective. However there is no final solution to this question regarding moral education. The solution of this problem depends on the socio-economic and cultural state of society.

Ukraine is currently undergoing changes in the requirements for education and upbringing but society is still changing, its structure, ideology, organization. Society focuses on localization, religious exclusivity, preservation and protection of patriarchal canons, on the conservation of historical socio-cultural realities. All these processes lead to deep contradictions and to crisis situations in the state. Children live in a crisis in the field of book publishing, reducing the number of libraries, museums, film production. There is more child aggression which leads to an increase in juvenile delinquency, antisocial behavior.

In primary school purposeful pedagogical influence on the child is possible. It is important to determine the pedagogical conditions, methods, forms that would be most effective for the formation of moral knowledge, skills and abilities [14]. Complex processes of democratization and social problems in Ukraine affect the moral education of primary school children. There is a devaluation of universal values and the value-normative system is distorted. It is at the stage of primary school age that the base of moral behavior, moral beliefs and feelings is formed.

Moral education forms in the child moral values which are the concept of ethics and reflect the importance for the individual manifestations of morality as a regulator of socially appropriate behavior and is the embodiment of subjective activity-interested attitude to the implementation of moral norms and principles. Values include: humanistic human relations, ethical notions of justice and injustice, social and moral ideals, personal beliefs about the norms and principles of good human behavior, moral feelings (conscience, duty, honor, responsibility and dignity) [6].

There are new components that have changed the development of primary school students: reduced interest in learning, intellectual development precedes the development of motivation of volitional qualities, inability to coordinate their actions with school life, increased crime and "democracy" in dealing with teachers.

There are a number of disadvantages in the system of moral education today: insufficient knowledge of methods for determining levels of moral education, lack of consistency and systematic in the work of teachers, insufficient implementation of the principle of individual approach, uniformity of forms and methods of moral education, poor knowledge of moral personal growth.

Methods of moral education are persuasion, encouragement and training. Necessary skills and habits of behavior are developed, moral feelings are brought up. Moral education focuses on the individual as the main value of education, on the recognition of the uniqueness of each child, on humanism, respect for the

dignity and rights of the child, comprehensive development. These ideas are covered in the works of G. Vashchenko, A. Makarenko, M. Pirogov, S. Rusova, V. Sukhomlinsky, K. Ushinsky, P. Yurkevich, and others. According to V. Kremen, we should "refuse of compilation long-term programs, activities, plans, etc. in view of the education of a new person" [8]. It is necessary to pay attention to the unity and integrity of the pedagogical process where the educational system should occupy no less a position than the educational one. During moral education it is necessary to take into account the age, sex, character of the child, his physical and mental characteristics.

In today's society there is a rethinking of values which affects the formation of the moral personality of younger students. Values begin to form in the family – kindness, love, truth, justice, dignity, freedom, honesty, marital fidelity and care for loved ones, family relationships and ancestral memory. Through the book, content and ideological orientation of the artistic word under the skillful pedagogical guidance of teachers at school the child learns the elements of moral culture. Today it is difficult to interest a child in a book because he is very attracted to the computer world [15].

Scientists Y. Babansky and O. Savchenko are convinced that the educational process is closely connected with moral education. Y. Babansky believes that children master simple norms of morality learn to follow them in different situations. That is why in the conditions of a modern school when the content of education has increased in volume and has become more complicated in its internal structure the role of the educational process is growing. The content of moral concepts is due to the scientific knowledge that students receive by studying school subjects. Moral knowledge itself is no less important for the general development of students than knowledge of specific subjects [7].

In the modern scientific and pedagogical literature the concept of "pedagogical conditions" is very common. But no existing dictionary defines this term so there is a need to clarify the concept of "pedagogical conditions". This term is considered in the scientific works of many scientists (Y. Babansky, Y. Boychuk, L. Gorbatyuk, L. Dolnikova, O. Ionova, V. Lozova, I. Moroz, P. Oliynyk, I. Pidlasny, S. Khazova, I. Shimko, et al.) and each of them has its own vision and reveals different aspects of this category.

Scientists based on different features identify different groups of conditions. Thus Y. Babansky distinguishes two groups of conditions for the functioning of the pedagogical system in terms of sphere of influence: external (natural-geographical, general, industrial, cultural) and internal (educational-material, school-hygienic, moral-psychological, aesthetic) [9].

There are objective and subjective conditions according to the nature of the influence. Objective conditions that ensure the functioning of the pedagogical system include the legal base of education and the media act as one of the reasons that encourage participants of education to adequately express themselves in them. These conditions are changing. Subjective conditions that affect the functioning and development of the pedagogical system reflect the potential of the subjects of pedagogical activity, the level of coordination of their actions, the degree of personal significance of the target priorities.

According to the specifics of the object of influence there are general and specific conditions that contribute to the functioning and development of the pedagogical system. General conditions include social, economic, cultural, national, geographical and other conditions; to specific – features of the socio-demographic composition of the person being taught; location of the educational institution, material capabilities of the educational institution, equipment of the educational process; educational opportunities of the environment etc.

Thus pedagogical conditions are considered as one of the components of the pedagogical system which reflects the set of possibilities of educational and material and spatial environment

that affect the personal and procedural aspects of this system and ensure its effective functioning and development.

The essence of moral education is filled with new meaning and is reflected in socially oriented and personality-oriented theories. We agree with scientists that now it is necessary to improve the forms, methods and techniques of moral education of primary school students in Ukraine.

6 Conclusion

In this way in our work we have specified the concepts of morality, moral education, moral values. Attention is paid to periodization in the context of selected periods we have clarified the trends in the development of moral education. Having considered the different views of scientists on the problem of moral education we found out the rational ways and determined the pedagogical conditions for the introduction of promising pedagogical ideas for the education of moral personality. The results of this study create the preconditions for further research in the theory and practice of moral education.

The study of the pedagogical heritage of the Soviet period is very important as there is a selection of the most progressive ideas of education and coordination with modern features of the education system. Thus moral education is seen as a process of reflection of social moral values and is based on moral principles, norms and ideals. In the second half of the XX century moral education depended on the cultural, political, social conditions of society. There was an active restoration of the destroyed and construction of new secondary schools.

The main forms of organization of moral education at present: verbal (meetings, lines, lectures, reports); practical (hikes, excursions, competitions, contests); visual forms (school museums, rooms and halls). Methods – the organization of exercises in moral behavior, methods of persuasion, uniform requirements, encouragement and punishment, creation of educational situations. The introduction of the idea of educating a moral personality is complicated by external challenges which are due to integration processes and internal living conditions, the actualization of values often immoral with the priority of inhumane, material.

Since 1991 at the time of the proclamation of Ukraine's independence the goal of school education and upbringing has been the comprehensive development of man as a person and the highest value of society. During this period both traditional and non-traditional forms of moral education became common: clubs, interest clubs, various competitions; methods: traditional conversation, story, dispute, approval, condemnation, illustration; innovative – self-government, problem search, situational role-playing games, socio-psychological training, etc. The accumulated experience of creating educational pedagogical technologies requires careful attitude and selection of positive experience. In the second half of XX century educational institutions nurtured a highly moral personality, revealed the abilities of the younger generation, prepared for life in a particular social environment.

In the Concept "New Ukrainian School" the upbringing process is an integral part of the educational process and focuses on universal values. The teacher's example is a key educational element. Reforms of the Ministry of Education and Science of Ukraine are aimed at Ukraine's European integration. The system of quality assurance of education and training in accordance with European standards and recommendations is being developed.

Often the media and the child's environment have a negative impact on him. Under the influence of various information children often make the wrong moral choice between good and evil, love and hate, compassion and cruelty. That is why the education of the moral qualities of the child from an early age becomes an urgent social and pedagogical task. In the conditions of competence education the effective solution of the problems

of moral education today requires the search for new ways or rethinking the already known ones.

The article does not cover all aspects of the problem. Modern pedagogical conditions of efficiency of moral education of primary school children and also perfection of forms and methods of pedagogical activity need further development. There is a lack of recommendations for improvement, refinement of forms and methods, as well as introduction of new ones.

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AVIATION SEARCH AND RESCUE PERSONNEL TRAINING BY THE MEANS OF THE INFORMATION EDUCATIONAL ENVIRONMENT OF THE ESTABLISHMENT OF POSTGRADUATE EDUCATION

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Abstract: The authors consider the problem of personnel training to improve the efficiency of search and rescue operations. Under challenging conditions of an aviation accident, the success of rescuing and surviving the victims depends on the professional readiness of these coordination centers and specialists. In the course of the research, it was found that this situation is due to the lack of a unified and standardized approach to forming training programs for aviation search and rescue personnel on a single object – an airplane in suffering distress. Therefore, the unification of educational programs and the certification process has become one of its primary functions. And for the system of professional development, the search for the ways to ensure the continuity of this process is actualized, which is possible only under the conditions of creation and implementation of a systemically organized information educational environment of the establishment of postgraduate education. At the Institute of Public Administration and Research in Civil Protection, such an environment functions on the LMS MOODLE platform. Its methodological basis is represented by a system approach that allows identifying the main functional elements; to model and describe the processes of each component and the functional relationships between them. Innovative author's technology is introduced in which classes are organized and conducted regardless of institutional forms (full-time, part-time, distance) both in computer-equipped classrooms of the educational establishment and for independent work in a remote mode outside of it.

Keywords: Civil protection, Education, Information educational environment, Innovative didactics, Postgraduate education, State aviation

1 Introduction

1.1 Statement of the Problem

According to the National Bureau of Civil Aviation Investigations for the period of 2015 - 2018 the relative rate of flight safety have deteriorated although 2019 showed positive trends in improving rate in this area [1, p.46, 2, p.5]. Given the statistics presented in these reports it is clear that one of the priorities of public authorities at various levels is to improve the efficiency of aviation search and rescue (ASAR) especially in the context of staff training. At the same time the analysis of a number of search and rescue operations carried out in the event of aviation accidents (AA) showed that the search and rescue services do not always find the place where the aviation accident occurred quickly enough so the decision is not taken timely and confidently at the scene of rescue operations; the AARO are often carried out unprofessionally not clearly organized interaction between the governing bodies of the forces involved in aviation search and rescue as well as units carrying out the SARO.

In order to specify the shortcomings in the training of personnel in all management bodies of air search and rescue the authors of the article created an information base of computerized situational procedures on the list of functions defined in Section 3 (p. 2) of the Rules of air search and rescue in Ukraine (Order of the Ministry of Internal Affairs of Ukraine dated March 16, 2015 № 279).

According to the list of these procedures they were experimentally tested at specially organized trainings with the staff of the Main Aviation Search and Rescue Coordination Center (MASARCC) and with four aviation auxiliary search and rescue centers (AASARC), aerodrome management bodies and

operational coordination centers of the Main Departments (Departments) of the major State Emergency Service administration in the regions.

According to the results of the experiment conducted by the authors of the article and using the method of assessing of the competence level [6], an integrated rate of professional competence in performing the functions defined by each category of staff which activities are somehow related to aviation search and rescue (ASAR) and direct SARO was determined analytically. Based on the obtained results nomogram showing the level of functional competence of each category of respondents was constructed (Figure 1).

Assessment of professional competence was carried out according to the following four criteria:

1. The ability to plan, organize and conduct activities with ASAR within the given competencies using appropriate search and rescue technologies.
2. The ability to create safe under the acceptable risk conditions of the SARO participants.
3. The ability to continuous professional development, self-esteem and reflection.
4. The ability to model the behavior of participants in terms of SARO and establish their partnership.

Although the represented below nomogram cannot be considered correctly enough for the small number of respondents who participated in the experimental studies the validity of the experimentally obtained conclusions is confirmed by the results of the current inspection conducted in 2019 by the Aviation Search and Rescue Department of SES as for the readiness to quick respond to aviation emergencies.

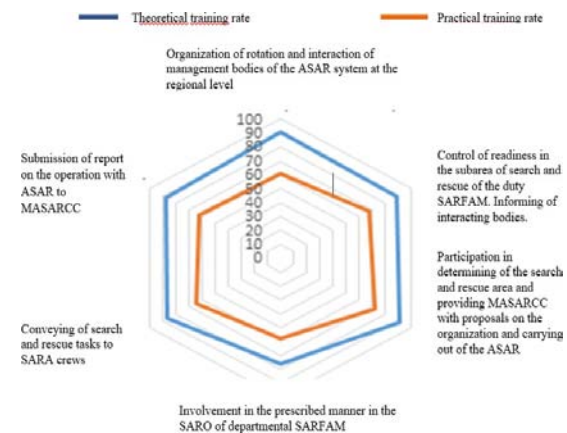


Figure 1 – An example of a competence level staff nomogram which is involved in aviation search and rescue operation

As a result of such an integrated approach to the definition of evaluation indicators the following trends have been identified:

1. Specialists in the field of aviation search and rescue have a fairly high (satisfactory) level of theoretical training which is in the range of 75 - 85 points. At the same time there is a statistically significant gap in the indicators of practical training of personnel of the ASAR system in the context of transformation of theoretical knowledge in the practical development of situational procedures related to the aviation event and is in the range of 51-65 points.
2. Although the object of aviation search and rescue for all participants in search and rescue operations is the crashed airplane the content of their training, retraining and advanced training is determined by training programs that differ significantly in content, forms and types. That is

approaches to unification and standardization of the educational process are not implemented.

The imbalance of curricula in the context of the ratio of fundamental and applied training, ignoring the possibilities of optimizing their content on the basis of methods of unification as well as the imbalance of forms and types of theoretical and practical training that allow to define the object and subject of research and to formulate the goal was detected.

Thus the object of this study is the system of aviation search and rescue personnel training and the subject of the study – theoretical-methodological and organizational basis for training of personnel of the State Aviation Administration of Ukraine on the basis of unification of the content of educational training, optimization of forms and types of classes.

The purpose of this study is to substantiate the need to improve the training of specialists of state aviation of Ukraine (SES, Armed Forces of Ukraine, National Guard, National Police, State Border Service) involved in the operation of aviation search and rescue on the basis of innovative organizational and pedagogical concepts and domestic and foreign experience in the unification of educational and certification processes in the information and educational environment of the establishment of postgraduate education.

1.2 Analysis of Recent Research and Publications

Problems of reliability of the air search and rescue system are constantly at the center of domestic and foreign research. The training of search and rescue specialists as one of the main components of the efficiency of this system is deeply revealed in the studies of F. Nilson, K.V. Surkova, Ya.S. Mandryk [18]. Professionally important qualities of rescuers are reflected in the works of V. Maryschuk, O. Dyshkant [8, 13]. Organizational aspects of search and rescue flights in aviation are considered in the works of O. Sobolev, V. Popov, A. Seleznirov and others [17]. Medical and medical- psychological bases in the field of search and rescue were analyzed by P. Voliansky, A. Makarenko, N. Drozdenko, S. Striuk and M. Dolgyi [12].

The leaders of world education in the context of aviation training are the United States and the United Kingdom. Research of professional training of future specialists of different specialties in the USA on the basis of comparative pedagogy was conducted by domestic scientists Ya. Belmaz, N. Bidiuk, O. Dubovyk, O. Romanovska [8, 18, 19].

An important aspect of professional development is the development of the cognitive component i.e.: intelligence and motivation which affect the effectiveness of professional competence and which are manifested in the operationalization of educational achievements [13]. The effectiveness of the use of blended learning and learning based on practical experience in the system of higher education is emphasized by K.E. Holbray [5], M. Cavanagh [6], Alex G. Fegely, Heather N. Hagan and George H. Warriner III [9].

The generalized conclusions of the research results of these scientists show that at the current stage of reform among the key areas of training should be modernization, integration, differentiation of training content, informatization, individualization and implementation of modern approaches and innovative methods. The most common in the system of higher and postgraduate education is a model of learning based on practical experience (experiential learning theory model).

Rethinking of the traditional training system actualizes the search for various factors to improve professional education in the field of “Civil Protection” on the mentioned above issues of advanced personnel training of state aviation entities in the context of aviation search and rescue.

2 Materials and Methods

The research was carried out in terms of the scientific paper “The Concept of Training, Retraining and Advanced Training of Search and Rescue Personnel of the State Aviation of Ukraine on the Basis of Unification of the Educational and Certification Process.” During the study the general scientific methods (analysis, synthesis, comparison, generalization) for studying the theoretical sources develop methodological principles of research, build its conceptual and categorical framework and specific scientific (comparative analysis – to study socio-pedagogical, philosophical, sociological, technical literature, analysis of leading documents of international organizations and synthesis of provisions relevant to the topic of research) were used.

3 Results

The current state of search and rescue support of state aviation of Ukraine requires qualitatively new approaches to training, retraining in general and in particular, advanced training of specialists of coordination centers of aviation search and rescue as well as the rescue specialists to eliminate the consequences of an aviation accident.

In our opinion it will not be superfluous to conduct a more in-depth study of the experience of the world’s leading countries such as the United States and Europe where there is an ongoing process of improving the training of aviation professionals.

The requirements to the training of aviation search and rescue specialists in the United States are implemented through a system of flight schools which are required to document the training course and conduct practical exercises with a license from the Federal Aviation Administration. This approach makes it possible to certify each specialist involved in the RDP and issue them qualification certificates of the appropriate class qualification for a specific group of aircraft to which a specialist may be allowed to conduct aviation rescue operations. Theoretical exam is an important aspect of professional training which is conducted in special authorized test centers. Computer-based tests are used to assess the theoretical knowledge. An ordered system of computer technology helps to increase the efficiency of learning and expands the possibilities of presenting various types of dynamic educational video, audio and animation information. The volume of test questions has about 600 situational procedures close to real conditions.

Among European countries the United Kingdom is actively takes measures to improve the quality of training the air search and rescue personnel. The practical implementation of personnel training tasks is entrusted to specialized educational establishments. The peculiarity of this type of training is that only those who obtained the higher education before are submitted to training. Depending on the professional area the specialist after passing the theoretical exams receives a certificate or a national license with the right to perform aviation rescue operations. In general the training of aviation specialists is based on the latest advances in science and technology. The focus is on aviation safety and compliance with relevant instructions with mandatory periodic certification [13].

In the system of Norwegian specialists training to conduct SARO attention is focused on improving the processes of planning, organizing, coordinating and carrying out air search and rescue. Norway has used the great potential of both human and logistical resources for search and rescue so it provides effective search and rescue not only in its area of responsibility for the SARO but also in other countries such as Denmark, Finland, Estonia, Sweden, Iceland, Greenland, Faroe Islands. Norwegian training of search and rescue specialists is carried out in accordance with the requirements of international aviation organizations while constantly accumulating world best practices in education adapting it to the needs of their society [12]. The concept of the Norwegian search and rescue system is focused on the implementation of such elements as the legal framework, organizational structure, staffing and an effective system of

financial support. This conceptual basis for training standardizes the relevant operational procedures within the SARO partner countries. This guarantees the effective work of search and rescue personnel in the area of the event of an AA or other emergency.

The efficiency of SARO, the level of equipment of aviation search and rescue forces and the level of professional training in this country are maintained at a high level through systematic internships directly in the coordination centers of search and rescue of Budo Airport. This internship is based on the Crisis Emergency Response Center located at Wideroe. This center simulates possible aviation events against which the issues of organization, planning, coordination, conducting SARO and clarification of tasks are worked out. The training is carried out in one-year programs which consist of various modules such as aviation search and rescue, maritime search and rescue, the activities of the radio coast guard service, air navigation, etc. After passing the training program future professionals must pass a theoretical and practical test. The results of these tests determine the suitability of applicants to effectively carry out professional activities.

According to the results of the above mentioned pedagogical comparison and in the context of Ukraine's European integration the domestic system of training, retraining and advanced training of aviation search and rescue personnel clearly faces new challenges regarding the need to improve and transform it on the basis of advanced educational technologies such as modular-competence, meta-subjective and subject-activity approaches.

Modular-competence, meta-subjective and subject-activity approaches are keys to the modernization of vocational education in Ukraine which is why highlighting their main provisions in the context of improving the training, retraining and advanced training of aviation search and rescue specialists of all categories is an urgent need.

New accents in the issue of modular-competence approach in vocational education appeared in the mid-90 of the XX century in the context of the urgent need for its standardization and introduction of common European basic models of educational and professional training of highly qualified specialists. The main characteristics of the modular-competence model of education are not only the description of functions but also the description of the profession including the relationships and interdependencies in their process. The functional-process paradigm of the modular-competence approach in vocational training revealed its high manufacturability which is based on:

- Structuring of the vocational training content;
- Adherence to a strict sequence of presentation of all didactic elements of the educational model (hierarchy of goals, content, methods of managing cognitive activity) in the form of a software algorithm;
- Variability of structural personality-oriented organizational-pedagogical and didactic-psychological units.

The modular-competence approach involves the designing of professional training based on educational and professional guidelines, goals and content of future activities. And for this special attention should be paid to the correction of the educational process and its diagnostics. The structural components of the modular-competence approach are the following:

- Target installation;
- Meaningful component;
- Organizational component;
- Result of activity.

The main basis of the modular-competence approach is a modular educational-professional program based on professional competencies.

In combination with the competence approach meta-subjectivity acts as a principle of integration of the professional training content and as a way of forming theoretical thinking and universal ways of professional activity. If a specialist whose activities in future will be connected with the search and rescue work related to an aviation event is able to find the ways to perform his or her professional tasks on simulator models then the experience gained can be used by him or her in other cases if any kind of extreme situations occur. The learner masters the skills in order to identify a problem in a difficult situation and to suggest ways of solving it. This characterizes the process of acquiring competence through the meta-subject organization of professional training of future aviation rescuers.

Being based on the achievements of the world psychological and pedagogical science Ukrainian scientists of the late XX and the beginning of XXI century made a significant contribution to solving theoretical and methodological problems of the subject-activity approach. The modeling of the cognitive process with the implementation of the subject-activity approach is based on the didactic-psychological construction of interactive interpersonal cooperation of learners with those who teach against the background of the functioning of the object of cognition. In this case the organization of interpersonal interaction of educational entities should focus on theoretical and methodological aspects of modeling pedagogical situations, substantiating the criteria for assessing the level of readiness of students to perceive and work with proposed situations to be studied, and teachers - in the context of learning the content of such pedagogical subject-oriented activity situations.

From the mentioned above information it is obvious that the application of these approaches in the actual practice of training, retraining and advanced training with their traditional organization is associated with significant difficulties and with insufficient computerization (software and hardware components of this innovation process) makes it impossible. In addition it should be emphasized that declaring in educational standards the transition to modular-competence, meta-subject and subject-oriented activity approaches is insufficient and requires the development of scientifically sound close to real practice methods of their implementation along with a focus on widespread of using of process-functional capacities of information and communication technologies for modeling organizational-pedagogical and didactic-psychological processes for training specialists involved in search and rescue operations related to the aviation event. A real mechanism for implementing of these approaches can be a specially created at the Institute of Public Administration and Research in the field of Civil Protection professionally oriented informational educational environment built on the powerful didactic capabilities of hardware and software in combination with information and communication technologies.

The information educational environment of the educational establishment in the field of civil defense should be considered as a systemically organized electronic resource for educational activities regardless of didactic forms: full-time, part-time and distance which is carried out by providing remote access to obtaining of a certain set of knowledge, skills both in direct (classroom) and indirect (outside the classroom separated by time and space) interaction of the subjects of the educational process. This allows us to consider the information educational environment as an object and subject of the theory of synergetic systems. It is characterized by the ability to form a set of structural elements, the parameters of which are determined by their own properties and features of the organization of internal and external interaction within a single information educational space.

It should be noted that the information educational environment cannot be considered as a simple set of e-learning information or individual "private cloud information educational resources" that are chaotically scattered in our educational present. The educational activity of an educational establishment is first of all an organized, coordinated and controlled process. Its

methodological basis is a systematic approach that allows defining the main functional elements, modeling and describing the processes of each individual element as well as the functional correlation between them. Obviously no separate purpose-oriented web-technologies can solve this problem. Solving such complex of multifunctional system-forming tasks requires the development of special didactically oriented software and tool platforms. Such a platform at the Institute of Public Administration and Research in the field of civil protection is defined as a software and tool complex with open source MOODLE (modular object-oriented dynamic learning environment). The basic subsystems of this platform are: learning management (LMS), course management (CMS) and a virtual learning environment (VLE). On the basis of this platform the Department of Aviation Search and Rescue introduced an innovative author's technology of computer-oriented didactic design of information educational environment for the first time in which classes are organized and conducted regardless of institutional forms (full-time, part-time, distance) both in computer-equipped classrooms of the educational establishment and for independent work in remote mode outside it.

In a purely pragmatic view the modern educational process of training, retraining and advanced training of civil protection professionals is a set of artificially created emergencies and events. Against their background conditions that ensure the transfer and assimilation of educational information, accumulation of professional knowledge, formation of skills, abilities and competencies and at the same time the formation of personal qualities inherent in this integrated profession are created. Thus the practical experience of each subject becomes a source for further professional development. The importance of using this approach - practical learning (Experiential Learning) - emphasizes D.A. Kolb in his studies [7].

There are the following innovative technological components of the presented information concerning the educational environment:

- The possibility of use regardless of institutional forms of education (full-time, part-time, distance, network, individual);
- Use of unified organizational-pedagogical and didactic-psychological technologies for the formation of information educational environment;
- Integration of modular-competence, subject-activity and meta-subject approaches in the information educational environment (for the first time);
- Adaptation of electronic educational resources of the information educational environment to abilities, inquiries, interests and aptitudes of the person;
- Assessment of individual competence on the basis of proactive analytical approaches.

In our opinion the development of such an environment will correspond to the strategic direction of improving the education system and training in the field of civil protection and will strategically unite the efforts of scientific, pedagogical and engineering personnel to support the educational platform.

It should be noted that the possibility of using electronic resources regardless of institutional forms of education (full-time, part-time, distance, network, individual) today is becoming a topical issue regarding the universality of its design and teaching methods whether in class, extracurricular, online or offline coordinated or spaced in time. The content should be interactive and adaptable to the conditions of interaction of all subjects of the educational process. The above requirement focuses on the mandatory use of unified organizational, pedagogical and didactic-psychological approaches to the formation of information educational environment of the educational establishment in the context of its compatibility not only with computer software but also with the use of computer-based didactic design technologies.

We fully agree with the authors of the article [4] that the spread of information educational environment using LMS MOODLE in the educational institution requires targeted training of research and teaching staff particularly in the system of professional development.

4 Conclusion

In accordance with the Rules of Aviation Search and Rescue in Ukraine the State Emergency Service of Ukraine is responsible for organizing and training staff of the air search and rescue system (SES, Armed Forces of Ukraine, National Guard, National Police, State Border Guard Service) operating in as part of a single system of aviation search and rescue.

However the training of specialists of these agencies in Ukraine is not carried out centrally according to uniform programs and plans that must meet the requirements of domestic and international standards for aviation search and rescue. There is no certification procedure for personnel involved in search and rescue operations of aircraft in suffering distress.

1. The Department of Aviation and Aviation Search and Rescue has been established within the Institute of Public Administration and Research in Civil Defense. The level of theoretical training and practical experience of scientific and pedagogical staff of the department as well as methodological and logistical support of the educational process meet the requirements of domestic and international standards for the organization and training of specialists of all these subjects of state aviation.
2. The department has developed and tested new curricula based on unification of subject content and optimization of the ratio of theoretical and practical forms and types of classes on the basis of a special aviation team of the SES. Students successfully passed the certification for professional training programs and received a state certificate that meets the requirements of international standards.
3. The obtained theoretical results and their confirmation in practice showed: specialists involved in the organization of aviation search and rescue and coordination of forces and means of a single system of aviation search and rescue namely: the Armed Forces of Ukraine, National Guard, National Police and State Border Guard Service of Ukraine must be trained and upgraded centrally according to licensed educational and professional programs and certification in the State Emergency Service of Ukraine according to the regulatory procedure.
4. The Institute of Public Administration and Research in the Field of Civil Protection started the work aimed at the updating curricula in the context of the relationship between fundamental and applied training should be based on the principles of modular-competence, meta-subject and subject-activity approaches.
5. The information educational environment based on the LMS MOODLE platform which requires replenishment of electronic educational resources, tests, video lectures, etc. needs the further development.

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Primary Paper Section: A

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POSSIBILITIES OF TOPICAL GAME-INTERACTIVE METHODS IN TEACHING STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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Abstract: Scientific and technological progress puts new requirements not only for the person himself, but also for the system of higher professional education. The contradiction that has arisen between the growing volume of information and the crisis of didactic methods of training specialists requires a transition to fundamentally new technologies of vocational training. The need to change the priorities of professional training of specialists in the direction of the development of heuristic and creative thinking, the formation of the individual as a subject of self-development, mastering the tools for managing his own educational activities is becoming increasingly more obvious. In this regard, the reorientation of the system of higher professional education towards innovative activities is becoming an important tool in ensuring the competitiveness of graduates in the labor market. The transition to a competence-based approach in organizing the learning process provides for the widespread use of active and interactive forms of conducting classes in the educational process. The article substantiates the need to use interactive learning in the higher education system. The content of the concepts "interactive teaching", "interactive forms and methods of teaching" is analyzed. One of the more effective methods is gamification of teaching process, playing activities, the advantages and capabilities of which are discussed in detail in the article.

Keywords: Education development, Game-interactive methods, Higher education, Interactive teaching, Modernization.

1 Introduction

Many researchers characterize the modern educational trend in the world by the transition from traditional teaching methods to innovative ones. Pedagogical models of student-centered education are being actively developed. The need for the modernization of vocational education presupposes the search for innovative approaches, which are based on the idea of student-centered learning. This is due to the creation of the necessary pedagogical conditions for the formation of appropriate competencies among graduates of secondary vocational and higher educational institutions. The inclusion of competencies in educational programs contributes to the orientation of the pedagogical process towards the formation of the student's personality as an active, creative subject of professional activity.

One of the requirements of the process of implementing educational programs at the present stage is the widespread use of interactive forms of teaching in the educational process, since the formation of competencies regulated by educational standards is difficult to implement when teaching using traditional methods.

Unlike active forms and methods, interactive ones are more focused on the interaction of students not only with the teacher, but also with each other. In such a specially organized interaction, the teacher is the leader, he stimulates the students' initiative and the ability to make independent decisions [4, 5, 23].

The learning process itself and its result acquire significance for all participants and allow students to develop the ability to analyze information and identify a problem; the ability to find opportunities and resources to solve it; plan specific actions; reach the goal. Interactive learning allows students to update their knowledge, involve them in an active dialogue, enables learning to express their point of view, demonstrate their skills and develop certain skills. The use of interactive learning involves the modeling of professional and practical situations in

the classroom, and their joint solution. The student becomes an active participant in the learning process. If in traditional teaching, the teacher plays the role of a "mentor", then in interactive - the role of "helper", "partner", "ally" [1].

Interactive forms and methods are based not only on the principles of interaction and activity, but also on mandatory feedback. Thus, the main tasks of the teacher are to encourage students to be active and to involve all students in the joint process, without exception. Of course, an important condition is to establish the right relationship between the teacher and the audience and between the students in the group. The result of the successful application of interactive teaching methods is the ability to work well and interact with each other and the teacher.

Guided by the principle of optimality when choosing methods, it is necessary to proceed from the fact that each method is focused on solving certain pedagogical problems. In our opinion, one of the most effective types of interactive learning is the game method, or gamification. According to researchers, game simulation serves as a means of enhancing professional communication and is a tool for the formation of qualities that ensure the success of the performance of professional duties [3]. These include management skills, team interaction, conflict resolution, effective communication, persuasion and competent expression of thoughts, tolerance, social mobility, volitional self-regulation, independent decision-making, quick adaptation to innovations and changes, high mental and emotional stability [2, 13]. This determines the need to analyze and systematize the methodological and didactic principles of building special courses, focused on mastering professional competencies and soft skills in students through game teaching methods.

2 Materials and Methods

Modern education, although it provides versatile knowledge in various subjects, is still very much dependent on the volume of textbooks and teaching aids accumulated over the years, which are often outdated and irrelevant. Sometimes, we are faced with a situation that the knowledge acquired by a student ceases to be relevant by the time of his graduation from a higher educational institution. As a result, students are not ready for the realities of professional activity.

One of the modern methods of solving this problem is gamification. Gamification represents the use of game approaches for non-game processes in order to increase the involvement of participants in solving applied problems. The term was proposed in 2004 by the English programmer Nick Pilling [3].

Gamification usually aims to involve the student in learning in the same way that a computer game involves the player, implies the creation of "such a system in which the success of the participant's playing depends on his skills and knowledge that can be transferred to the real world" [6, 19, 21].

Using gamification in education usually means using the following techniques [14, 15]:

- Techniques for attracting and retaining attention;
- Division of long-term incomprehensible goals into short-term and understandable ones;
- Creation of a system of winnings and risks that are understandable and relevant for the participants;
- Creating a balance between the participant's abilities and the complexity of the tasks;
- Conducting games, that is, modeling conditional situations with which the student must get acquainted and in which he must learn to act.

Using these techniques in the process of teaching students, it is important to take into account the characteristics of the target

audience, such as age, personal attitudes, model of behavior in the game.

To achieve the goal and solve the research tasks, the following research methods were used: critical analysis and generalization of methodological, psychological, pedagogical, philosophical literature on the topic of the interactive and game methods of teaching, analysis of scientific research related to the problem of interactive and game learning. In the course of the study, methodological and didactic principles for the construction of training courses aimed at students' mastering, along with "hard skills" in the specialty, professional communicative competence based on the use of game teaching methods in the interactive ecosystem of university education were determined. Through the prism of a systemic, competence-based, activity-based, personality-oriented, axiological approach, the article analyzes the organizational forms of interactive learning at a university and the game method as its practical implementation.

The theoretical provisions and conclusions contained in the study contribute to an increase in the efficiency of the learning process in higher education. Interactive learning in the higher education system contributes to the achievement of interdisciplinary and metadisciplinary results, which corresponds to the modern state educational standards of higher education. The main ideas of the research can be used in organizing the educational process of higher education, as well as in solving practical issues of improving national education systems.

3 Results

Interactive teaching methods are most consistent with a student-centered approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The teacher often acts only as an organizer of the learning process, a group leader, a facilitator, and a creator of conditions for student' initiative. Interactive learning is based on the students' own experience, their direct interaction with the area of mastered professional experience. Learning with the use of interactive educational technologies presupposes a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical comprehension through application.

At the heart of interactive teaching methods, the fundamental is the initiative of students and the ability to independently solve a problem, which is stimulated by the teacher from the position of a partner and assistant. Interactive forms and methods allow forming an interested attitude to the formulation and solution of professional tasks and problems, independence and creativity of thinking, teach students objectivity and consistency in decision-making [4]. Considering some aspects of conducting classes in an interactive form, we can conclude that the introduction of interactive learning is one of the factors of its intensification, since such training allows to successfully achieve the goals of enhancing educational and cognitive activities, ensure the comprehension of educational material, individualize pedagogical interaction, form knowledge, skills and pronounced personal qualities of students.

There are the following general results and effects of interactive learning [5, 8, 17, 22]:

1. Interactive teaching methods allow intensifying the process of understanding, assimilation and creative application of knowledge in solving practical problems. Efficiency is ensured through more active involvement of students in the process of not only obtaining, but also direct ("here and now") use of knowledge. If the forms and methods of interactive learning are used regularly, then students develop productive approaches to mastering information, the fear of making a wrong assumption disappears (since an error does not entail a negative assessment) and a trusting relationship with the teacher is established.
2. Interactive learning increases the motivation and involvement of the participants in solving the discussed

problems, which gives an emotional impetus to the subsequent search activity of the participants, encourages them to take specific actions, the learning process becomes more meaningful.

3. Interactive learning forms the ability to think out of the ordinary way, to see a problem situation in own way, ways out of it; justify own positions, values in life; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partner communication, while showing tolerance and benevolence towards the opponents.
4. Interactive teaching methods make it possible to carry out the transfer of methods of organizing activities, to gain new experience of activities, its organization, communication, experiences. Interactive activity provides not only an increase in knowledge, skills, methods of activity and communication, but also the disclosure of new opportunities for students; it is a necessary condition for the formation and improvement of competencies through the inclusion of participants in the educational process in a meaningful experience of individual and collective activities for the accumulation of experience, awareness, and acceptance of values.
5. The use of interactive teaching technologies makes it possible to make control over the assimilation of knowledge and the ability to apply the acquired knowledge, skills and abilities in various situations more flexible and humane.
6. Result for a specific student: experience of active mastering of educational content in interaction with the learning environment; development of personal reflection; mastering a new experience of educational interaction, experiences; development of tolerance.
7. Result for the educational microgroup: development of communication and interaction skills in a small group; the formation of the value-orientational unity of the group; encouragement to flexible change of social roles depending on the situation; adoption of moral norms and rules for joint activities; development of skills of analysis and introspection in the process of group reflection; development of the ability to resolve conflicts, the ability to compromise.
8. Result for the "teacher-group" system: non-standard attitude to the organization of the educational process; multidimensional mastering of educational material; formation of motivational readiness for interpersonal interaction not only in educational, but also in extracurricular situations.

In turn, the educational game is currently the optimal interactive form of the educational process [9, 10]. In the game, a person completely immerses himself in the role assigned to him and reveals all his possibilities. Therefore, play activity is of great importance in the system of vocational training of students. Play activities are recreated in the classroom using play methods and conditions, which are called play technologies and are aimed at organizing the activities of students.

However, in order to introduce game technology into the educational process, it is necessary to find out the following: what competencies need to be formed, what educational material it is desirable to study using game technology, how to combine the game with other methods of education and training, what game technology needs to be chosen for a specific topic of the lesson and how to find time in the curriculum for its implementation and conducting [1].

The educational process based on the game must be organized correctly, in order to achieve desired outcomes. To do this, the following points should be enabled [16]:

- The model of the learning process based on the game is the inclusion of students in the game modeling of the studied phenomena, their living with a new experience in the game;

- Game learning provides an opportunity for students to independently think through and explain the decisions made, include students in modeling difficult situations, makes learning entertaining, intense, and even tension-like;
- Students have role-playing activities;
- A game situation is introduced and through it a problem situation is created, which is lived by the student participants in the form of a game, the basis of their activity is game modeling, part of the students' activity occurs in a conditionally game plan;
- Students act according to the rules of the game;
- The teacher performs several roles: organizer, assistant, and participant in the general process of the game;
- The game has two levels: subject-content and socio-psychological;
- In the process of playing learning, students gain experience of activity, similar to the one they would have received in reality [1].

Game technology is a holistic formation that covers a certain part of the learning process and is united by a common content, plot, characters. Each teacher, in order to build the educational process on the basis of the game, can compose various game technologies from individual games and elements. Carrying out game technology solves an important problem: everyone who takes part in it must find a way to self-expression, get to know himself, as well as other participants [12]. However, not every educator is a master at making games. Naturally, there are teachers who use playful teaching methods, and often make mistakes and blunders in this. In order to apply various gaming technologies in their activities, the teacher must know the general techniques for organizing work with a group, the methodology of the game 'library', understand the importance of presentation, communication skills, dynamics in the game. It is also important to be able to build this game. The teacher himself must be ready to play, involve, participate, and help all other participants.

The following features are characteristic of educational games [24]:

- Multivariance and multi-alternative solutions, of which it is required to make a choice of the most rational;
- The need to make decisions in conditions of uncertainty and in an environment of conditional practice;
- A variety of conditions for the game, which differ from the standard ones, the appearance of which is possible in the future practical activities of a specialist;
- Short time frames, the possibility of repetition of situations;
- The visibility of the consequences of the decisions taken;
- Integration of theoretical knowledge acquired by students with the practice of future professional activities, the acquisition of skills to work in the specialty and ample opportunities for individualization of training.

The game develops productive creative search thinking of students not in general, but in relation to the performance of future job duties and functions. During the training game, it is possible to reverse a decision that was unsuccessful, go back and make a different set of decisions in order to determine their advantages and disadvantages compared to those already tested. In this case, the same game situation can be played several times in order to give the students the opportunity to try different roles and offer own solutions in them.

Educational games develop and consolidate students' skills of independent work, the ability to think professionally, solve problems and manage a team, make decisions and organize their implementation. In the course of the game, students develop skills in collecting and analyzing information necessary for making decisions; making decisions in conditions of incomplete or insufficiently reliable information, assessing the effectiveness of decisions made; to conduct the analysis of a certain type of tasks; to establish links between various areas of future professional activity, etc.

In general, the use of gamification in education will help to solve the following tasks:

- To update the knowledge gained during theoretical courses;
- To teach the student to act in situations of extracurricular activities;
- To teach the student to make a decision, including in a situation of lack or inconsistency of information;
- To motivate the student to explore a difficult issue.

Unlike games in general, pedagogical game has an essential feature – a clearly defined goal of teaching and a corresponding pedagogical result, which can be substantiated, singled out in an explicit form and are characterized by an educational and cognitive orientation [8]. Thus, the essential distinctive feature of game methods is that they are based on game elements, connections, relationships. In pedagogical practice, the technology of lessons in a game form of education has been developed and applied. The main game models that are most actively used in pedagogical practice are as follows: business, organizational-activity, role-playing, imitation.

The business game is widely known to all as a kind of role-playing game. A business game represent a joint activity of a group of students and a teacher under his control in order to solve educational and professionally oriented tasks using game modeling of a real problem situation.

This type of game makes it possible to evaluate the ability to analyze and solve typical professional problems. The peculiarity of business games lies in the high emotional state of mind of its participants; a healthy spirit of competition is always inherent in them [2,4].

Considering the psychological and pedagogical principles of organizing a business game, we can summarize them as follows:

- The principle of simulation modeling of specific conditions;
- The principle of game modeling of the content and forms of activity;
- The principle of joint activity, by involving several participants in the cognitive activity; it requires the developer to select and characterize roles, determine participants' powers, interests, and means of activity;
- The principle of comprehensive collective discussion of educational material by students allows them to achieve a comprehensive presentation of professionally significant processes and activities;
- The principle of the problematic nature of the content of the imitation model and the process of its deployment in game activities.

The essence of the business game is the creative activity of the participants who need to find a problem and ways to solve it. A business game is a kind of training, 'repetition' used in an educational institution that helps to achieve a set goal.

The business game has certain capabilities that characterize it as a method of active and interactive learning [8, 22]:

- Simulated professional relationships ensure the inevitability of students' involvement in the simulated professional environment. As a subject of professional relations, a student acquires the necessary skills and abilities to correctly perform his functions, which contributes to intensive professional development;
- The emotional and creative search character of the participants' activities serves as a didactic means of developing creative (theoretical and practical) professional thinking, expressed in the ability to analyze various situations, formulate, solve and prove (substantiate) subjectively new tasks; develops the ability to effectively interact with the subjects of the educational process.

- The business game reveals the student's personal potential: he can evaluate his own capabilities individually and in joint activities with other participants.

The reality of playing situations, the mechanism of joint activity and the systems of communication and relations bring the method of business games closer to the conditions of future professional activity.

Moreover, the business game as a method includes other forms of active learning. For example, in the process of preparing it and discussing the results, methods of discussion, analysis of specific situations, actions according to instructions, parsing mail, solving professional problems, etc. are used.

Thus, on the basis of game methods, various teaching techniques are synthesized, and the effect of teaching students from the use of these techniques in combination with game means is significantly increased.

Game learning is a poorly predictable and poorly controlled process. Its course is influenced by a sufficiently large number of factors, and the 'calculation' of the mutual influences of them is very difficult: it is the situation, mood, preparation, knowledge of information and the level of knowledge of students, interest in the problem, etc. However, the systematic and purposeful use of game methods can give certain results, both in changing the basic qualities of a person, and in the effectiveness of educational activities. The game generates joy and cheerfulness, inspires students, enriches them with impressions, helps to avoid annoying edification, creates an atmosphere of friendliness in the team. In the course of the game, all the students, unnoticed for themselves, become more active, get carried away with the search for answers, begin to think, because very few people are satisfied with the position of an "outsider" in the game. The winner is most often not the one who knows more, but the one who, moreover, has a more developed imagination, who can see, observe, notice, react faster and more accurately in a game situation [11].

Playing is a teaching method, and, with its help, educational, developmental and educational tasks should be solved. Thus, when using this active method, modern education at a university will "absorb" everything new and progressive that arises in pedagogical theory and practice in order to increase the cognitive activity of students [8,15]. At the same time, it must be said that in the end, despite the practical significance, business games must be used in conjunction with theoretical studies, since namely this combination allows achieving the greatest efficiency of the learning process.

4 Discussion

The emergence of game teaching method in the educational process is determined by the requirements for increasing the effectiveness of teaching due to more active involvement of students in the process of not only acquiring knowledge, but also their direct use. Game as a method of interactive learning contributes to the solution of the following tasks [9, 19]:

- To form motivation for learning;
- To assess the level of preparedness of students;
- To assess the degree of mastery of the material and to transfer it from a passive state (knowledge) to an active one (skill);
- Students get their own experience of educational and game activities; the teachers acquire the ability to work out the skill of designing and organizing educational games;
- To activate self-education of students;
- To form a pluralism of opinions and actions, multivariance of mental operations, interest in a more effective construction of professional activity;
- To develop individual professional thinking, the ability to analyze and predict.

Practical experience of working with students shows that game methods are interactive and integrative, since they include

elements of training, and analysis of specific situations, as well as discussions - depending on the goals of the game [20].

It is obvious that the activity of both independent and collective activity of students is possible only in the presence of incentives. Therefore, among the principles of activation, a special place is given to the motivation of educational and cognitive activity. The principles of enhancing the educational and cognitive activity of students, as well as the choice of teaching methods, should be determined taking into account the peculiarities of the educational process. In addition to principles and methods, there are also factors that induce learners to be active – they can also be called motives or incentives of the teacher to activate the activity of learners.

Interest is the main motive for activating students. This factor must be taken into account already in the formation of educational material. The student will never study a specific situation if it is far-fetched and does not reflect reality, will not actively discuss a problem that has nothing to do with him. Conversely, his interest increases sharply if the material contains characteristic problems that he has to meet, and sometimes even solve in everyday life. Here, his cognitive activity will be conditioned by his interest in researching this problem, studying the experience of solving it.

The creative nature of educational and cognitive activity in itself is a powerful stimulus to cognition. The research nature of educational and cognitive activity allows students to awaken creative interest, and this, in turn, encourages them to active independent and collective search for new knowledge.

Competitiveness is also one of the main motivators for the active activity of students. However, in the educational process, this can be reduced not only to the competition for the best marks – it can also be other motives. For example, no one wants to "hit the face in the dirt" in front of others, everyone seeks to show himself from the best side (that he is worth something), to demonstrate the depth of his knowledge and skills. Competitiveness especially manifests itself in classes conducted in a playful way.

Taking into account the listed factors, the teacher can unmistakably intensify the activity of students, since a different approach to classes, and not a monotonous one, will first of all cause interest in the class among students, they will happily engage in it, since it is impossible to predict the teacher's activity. The emotional impact of the above factors on students is exerted by play, competition, creativity, and interest. Emotional impact also exists as an independent factor and is a method that awakens the desire to actively participate in the collective learning process, interest that sets in motion. Educational work, like any other, is interesting when it is diverse. Monotonous information and monotonous ways of acting can quickly become boring.

The pedagogical essence of gaming technologies is to activate thinking, increase the independence of students and ensure a creative approach to learning. The goal of the game is to form the skills and abilities of the student in an active creative search. In the process of playing activity, not only knowledge is activated, but also communication skills, which determines the social significance of gaming technology.

5 Conclusion

Considering some aspects of conducting classes in an interactive form, we can conclude that the introduction of interactive learning is one of the factors of its intensification, since such training allows to successfully achieve the goals of enhancing educational and cognitive activities, ensure the comprehension of educational material, individualize pedagogical interaction, form knowledge, skills and pronounced personal qualities of students.

With active learning, the student is rather a subject of educational activity than with passive learning, he enters into a

dialogue with the teacher, actively participates in the cognitive process, performing creative, search, problematic tasks [14]. Active teaching methods allow to successfully form the following skills: the ability to adapt in a group; the ability to establish personal contacts, exchange information; willingness to take responsibility for the activities of the group; the ability to put forward and formulate ideas, projects; willingness to take reasonable risks and make non-standard decisions; the ability to avoid repeating mistakes and miscalculations; the ability to express one's thoughts clearly and convincingly, to be laconic, but understandable; the ability to foresee the consequences of the steps taken; the ability to effectively manage own activities and time.

The game form of classes is created with the help of game techniques and situations that act as a means of motivation, stimulation of students to learning activities. When planning a game, the following should be ensured [6]:

- The didactic goal is set in the form of a game task;
- Educational activity is subject to the rules of the game;
- Teaching material is used as a medium;
- A didactic task is transferred to a game task due to the element of competition;
- Successful completion of tasks is associated with the game result.

Gamification does not mean abandoning traditional sources of information such as lectures and textbooks, but gamification is an important addition to the educational process and gives the student the opportunity to consolidate the theoretical knowledge gained in practice.

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Primary Paper Section: A

Secondary Paper Section: AM

FUNCTIONAL-SEMANTIC AND DERIVATIVE SIGNS OF NOMINATIONS OF COVID AND ITS SYNONYMIC CORRESPONDENTS IN THE LATEST MEDIA DISCOURSE

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Abstract: The article focuses on borrowed tokens, a significant non-verbal factor in the use of which was a viral disease. On the basis of sentence constructions selected from the latest media journalism, the functional-semantic potential of the international abbreviation COVID-19 is determined, as well as its semantic variants covid, coronavirus, and names of strains which have undergone phonetic and morphological adaptation to the norms of modern Ukrainian literary language. The focus is made on secondary nominations, endowed with a negative color. The role of the analyzed borrowings in the modeling of statements related to decoding is determined, their purpose is to serve as a means of subjective expression of the text is revealed, their intention to actualize the reader's attention and implement evaluative, expressive, media-appellate and other functions. It is noted that the activity of nominations of viral disease and its varieties is one of the important prerequisites for the production of neoderivatives based on them (juxtaposites and suffix and prefixal new formations), which are characterized by a wide range of uses, inter thematic movements, partly graphic variance, which indicates the ongoing process of establishing of these nominations in the Ukrainian language.

Keywords: Adjective, Application, Derivation, Emotionally-expressive coloring, Extralinguistic factors, Mass media, Noun, Vocabulary.

1 Introduction

Transformation of modern society with an emphasis on globalization, changes in various fields and spheres of activity, intensification of international cooperation, current realities of life, etc. serves as an important source of information, which is reflected in the media. Against this background, the Ukrainian journalistic linguistic space shows signs of dynamism, which is characterized by democratization, liberalization of literary standards, partly interspersed with elements of informality, as well as an increase in linguistic borrowings, mostly with the aim to verbalize new subjects and actions, processes or states. On the one hand, the process of neologization, associated with the involvement of foreign language units, contributes to the expansion of the Ukrainian vocabulary, and on the other – causes certain difficulties, among which the prominent place is occupied by the graphic design of these nominations. In addition, the borrowed token, adapting to new operating conditions, often changes, in particular, expands its meaning, reveals signs of inter-thematic and inter-stylistic shifts, becomes a derivational basis for the creation of a number of other words that clearly prove modern newspaper texts. These guidelines and continuity of the process of borrowing penetration into the Ukrainian-speaking space encourages linguists to new research and testifies to the urgency of the problem, because a comprehensive and objective study of foreign tokens allows determining the main factors of their penetration, determining the meaning potential and functional and stylistic role of these units, identifying ways to adapt neo-borrowings to the Ukrainian-speaking space. The study of these aspects serves as an important basis for the development of recommendations on the scope, conditions of use, graphic design, involvement of new foreign words in the derivation processes, and so on.

Different aspects of borrowing are presented in the works of many linguists. In particular, L.M. Archipenko, on the basis of clearly defined qualifications focused on the reasons for the

penetration of foreign language units in the Ukrainian periodicals of the late 20 – early 21 centuries, described in detail the stages and degrees of adaptation of English, for the objectivity of the study used data from an independent linguistic experiment [1]. Emphasis on the development of borrowing was made by Kislyuk [13]. Styshov and Kukhtyk determined the semantic shades of Englishisms, clarified the factors of the process of neosemanticization of these units [21]. Navalna's field of vision includes the peculiarities of the creation [16] and functioning of foreign words in modern Ukrainian periodicals [17, 18]. Suffix derivatives-borrowing was described by J. Bytkivska [6], prefix innovations in the aspect of language dynamics were analyzed by Kostusyak and Mezhev [10]. The depth of penetration into the essence of the issue is marked by works in which the qualification features of highly specialized foreign tokens, in particular criminal [9], socio-economic [10], socio-political [14] topics. In the context of non-standard vocabulary, English borrowings were characterized by O. Biletska [4]. Azhnyuk chose the functional manifestation of Englishisms in several languages as an object of research [2; 3]. Often, in addition to the semantic range, linguists focus on the codification of neo-borrowing [7]. These works of scientists are significant, objective and promising, they accumulate important information about English, but due to the continuous process of penetration of foreign language units do not cover the description of absolutely all nominations of the analyzed variety. Recently, the words covid, coronavirus, and other synonymous equivalents and derivatives formed from them have been actively used to update the lexical structure of the Ukrainian language. In addition to semantic specialization, which is not yet fully represented in lexicographical works, these nominations should be characterized in terms of morphological and word-forming originality, destructiveness and correlation with the developed spelling norms. When presenting the parametric characteristics of the words *covid*, *coronavirus*, and semantically related language units, it is worth paying attention to the cases of interthematic diffusion, which emphasizes the presence of a high degree of adaptation of these borrowings. The objectivity of the analysis will be ensured by the source base, selected from the two most popular periodicals trusted by the Ukrainian consumer of information – the newspapers Den and Ukrainska Pravda for 2020-2021.

2 Materials and Methods

The work is written in line with several scientific paradigms: traditional, structural-semantic (general characteristics of neologisms, analysis of word formation methods and structure of lexical units), functional-semantic and cognitive (analysis of word-formation semantics of new linguistic formations).

The purpose of the article is to comprehensively characterize the tokens covid, coronavirus, and semantically similar nominations on the basis of sentence constructions selected from the latest media journalism. Achieving this goal involves solving the following tasks: to identify similar in content parameters words to denote a viral disease, to identify its secondary nominations; to find out the derivational features of the studied language units, to distinguish cases of inter-thematic shifts; consider these tokens through the prism of current spelling rules.

3 Results and Discussion

The covid-induced pandemic changed the world of the 21st century, challenging it. Quite naturally, the press reacted immediately to this, placing a barrage of various topics on the pages of newspapers every day. Thus, one can say with confidence that the viral disease has become a significant non-verbal factor, which in combination with internal factors served as a prerequisite for the activation of a number of borrowings in the Ukrainian language. The periodicals Den and Ukrainska Pravda use several nominations to denote this infectious disease, including COVID-19 (Covid-19), COVID, covid, coronavirus,

for example: *Ukraine is testing four drugs from COVID-19 - will they help in the treatment of Ukrainians on the verge of the second wave of the epidemic?* (day.kyiv.ua/uk, 17.08.2020); *The world for the third day in a row breaks the record for the number of new cases of COVID-19* (pravda.com.ua, 09.01.2021); *It is worth recalling that Lviv became severely restricted due to the Covid-19 pandemic on March 19...* (day.kyiv.ua/uk, April 17, 2021); *Critical situation with COVID in Ivano-Frankivsk, the mayor asks for more places for patients* (pravda.com.ua, 15.03.2021); *Covid does not back down* (day.kyiv.ua/uk, March 12, 2021); *The Chief Sanitary Doctor is ill with the coronavirus* (pravda.com.ua, March 15, 2021); *(Im)possible drugs for coronavirus (general)* (day.kyiv.ua/uk, 17.08.2020).

The abbreviation COVID-19, formed from the English compound COroNaVirus Disease 2019, was approved as the official name of the coronavirus infection, first recorded in China in 2019. In terms of frequency of use, this nomination is not inferior to semantically equivalent tokens - Cyrillic words covid and coronavirus. In the studied editions, all these language units still show instability of writing. In the Den newspaper, the abbreviation given in Latin is usually given with a numerical value of 19, while in the publications of Ukrainska Pravda analyzed in 2020 and over the first half of 2021, one comes across the COVID nomination a little more often (56.4%), less often COVID-19 – 43.6%). In addition to the names written with the preservation of graphic and orthographic features of the source language, the periodical Day uses Cyrillic equivalents. In accordance with the current spelling rules, the following verbal-digital compounds (initial-digital abbreviations) are issued with a hyphen: *During the epidemic of COVID-19 ... additional payment was made to members of the teams that were involved in providing emergency medical care to patients with acute respiratory disease COVID-19* (day.kyiv.ua/uk, 09.07.2020); *Instead, the government introduced an unjustified lockdown in January, which in turn prevented timely (in February) precautionary measures against the spread of the British strain covid-19, which we have to deal with now* (day.kyiv.ua/en, 07.04.2021). We assume that the absence of the analyzed nomination in the newspaper Ukrainska Pravda is due to the editorial policy of the publication, in particular, the informal agreement on the identity of spelling words that do not yet have established spellings and are not recorded in lexicographical works. In addition, the use of capital letters in the verbal-digital name does not meet current spelling requirements, so it is worth writing covid-19.

The words *covid* (covid-19) and *coronavirus*, in our opinion, are the result of the next stage of adaptation, as evidenced by their design in Cyrillic, the ability to change coloring according to the rules of the paradigm of nouns of the second declension of the solid group, the presence of categorial values (identified nouns, like nouns of close semantic range, have only the singular) and masculine. It should be noted that the complex structure of the token coronavirus has been known since the second half of the twentieth century. Its origin is associated with the Latin words corona ("crown") and virus ("poison"). In the Ukrainian language, this nomination came with the connecting morpheme *a-*, although common in this position is considered to be the interfix *o*. Probably, given the specified formant and spelling not with a hyphen, but together we have to say that the coronavirus derivative is the result of the lexical-syntactic way of word formation.

Given the complete semantic identity of use, relatively uniform frequency, and the same connecting features, the tokens COVID, COVID-19, covid, coronavirus are treated as absolute synonyms.

An interesting fact is the use of descriptive lexical and semantic doublets of the words COVID, COVID-19, covid, coronavirus. In the Den newspaper, the role of the functional equivalent of the characterized nominations is played by a peculiar linguistic reaction to a resonant world phenomenon – the adjective-noun compound Chinese virus, which emphasizes the country where the dangerous disease was first recorded, as well as the one-component semantic correlation emotional and expressive load,

which allows the author to highlight the negative attitude to the viral infection, which now threatens the whole world: *We must overcome this Chinese virus* (day.kyiv.ua/uk, 25.08.2020); *On the one hand, the global pandemic united all countries in an attempt to stop this plague, on the other hand, it forced to make the main focus on protection of national interests* (day.kyiv.ua/uk, 25.01.2021). Although the use of the two-component name Chinese virus is rare; it is associated with the implementation of a specific media task – to perform an accompanying evaluation function to influence the mass consumer of information.

The mythomorphic nomination of monster was used as a kind of stylistic resource with a pronounced pragmatic role in the press. The dictionary records the following meanings: "1. A freak, a monster. 2. Figurative meaning: "About a person who is sharply distinguished by his negative traits" [5, p. 689]. Instead, in the source base, this noun expands its semantic boundaries to denote a dangerous disease that threatens human life: *The world was by no means ready for the development of an apocalyptic scenario in which an invisible "monster" engulfs country after country, destroying people's lives in their usual way, life and economy of even the strongest states* (pravda.com.ua, 16.06.2020). In the media, the noun monster together with the adjective invisible participates in modeling the imagery of the text and at the same time serves as a metaphorical means of programming for negative evaluation.

Observations of the body of research material convincingly show that today the language of the media is greatly influenced by oral speech. Proof of this are the statements whose content is related to decoding. Such language units require the recipient to have appropriate background knowledge and mental activity. For example, the token covid is 'attested' in the construction, the prototyp of which was the well-known phraseology of biblical origin to live not by bread alone: *"Not by covid alone". The pulmonologist explains that it is worth knowing about chronic obstructive pulmonary disease (general)* (pravda.com.ua, 19.01.2021). The selected structure, in addition to informative one, performs a number of other functions, including evaluative, expressive, communicative, media-appellate, as well as actualizes the reader's attention. The newly formed periphrastic unit is aimed at enhancing the expressiveness of the text, its communicative appeal, especially when used in the title.

Another functional construct with the word covid is close in functional potential: *Covid in Ukrainian: "positive statistics", or welcome to hell (general)* (pravda.com.ua, 03.12.2020), which primarily aims not only to interpret reality with the help of linguistic means, but also to realize the emotional-evaluative and ironic effect. The decoding of its content is based on the availability of relevant socio-cultural experience in the reader. The analyzed title consists of two parts. The first – covid in Ukrainian – is a transformed compound, through which the author tries to accumulate attention to the covid situation in Ukraine, then in the text of the article pointing to the lack of responsibility of the state leadership for actions to combat viral infection, and demonstrating this against a number of restrictive measures introduced in European countries. The second part – "positive statistics", or welcome to hell – made it possible to briefly and accurately highlight the most important features of the depicted object, convey the conceptual content of the text and at the same time actualize own position. In addition, the combination of positive statistics, on the one hand, and the now well-known statement welcome to hell on the other, not only serve as a means of actualizing, diversifying, and enriching media broadcasting, but also is aimed at creating a kind of evaluative contrast and impact on the reader. It should be noted that the phrase welcome to hell has now become noticeably more active in media speech, significantly distancing itself from the original use and authorship.

Recently, the coronavirus, unfortunately, does not slow down the attack and continues to mutate, producing new varieties and, accordingly, new nominations: *"British" strain of coronavirus has already been found in 86 countries ...* (day.kyiv.ua/uk,

11.02.2021); A “British” strain of coronavirus was found in Zhytomyr Region ... (day.kyiv.ua/uk, 11.08.2021); The “British” strain COVID-19 was found in Belgium (day.kyiv.ua/uk, 11.01.2021). The contextual “unusualness” of the use of the adjective British is evidenced by its design in the media with the help of quotation marks. In addition to the so-called British, there were other strains that received different, often incomprehensible to ordinary citizens names, which now abound in media texts. Therefore, it is quite natural for journalists to explain these words. In particular, Ukrainska Pravda devoted an entire article to the issue, part of which we quote: *The World Health Organization has decided to label COVID-19 strains with letters of the Greek alphabet so as not to discriminate against countries where these species were first discovered. In particular, such a decision is aimed at combating the phenomenon when strains are called “British”, “Indian”, and so on. This stigmatizes countries where the COVID-19 variety was first discovered. The WHO also believes that the new label will be easy to use. In particular, the strain, which has already been nicknamed “British”, will be called “Alpha”, the one found in South Africa – “Beta”, in Brazil – “Gamma”. Two varieties of the “Indian” strain were called “Delta” and “Cape” (pravda.com.ua, 01.06.2021).* The continuation of the process of linguistic adaptation of these neoinventions is evidenced by their multivariate spelling. The position of the Ukrainska Pravda media outlets, which give the names of the strains in capital letters and in quotation marks, is clearer on this issue: “Delta” is considered to be more contagious than version B.1.1.7 “Alpha”, which was first discovered in Kent, and more resistant to vaccines against COVID-19, especially after only one dose (pravda.com.ua, 12.06.2021); In Russia, the strain “Delta Plus” was found (pravda.com.ua, June 29, 2021). In contrast to this media, Den demonstrates a much greater variety of language options. In particular, we are talking about different graphic design (Latin and Cyrillic), writing with the word strain separately and with a hyphen, in quotation marks and without them, with uppercase and lowercase letters. Compare: *The Delta strain can cause a COVID-19 surge in Ukraine in two weeks, – Radutsky (day.kyiv.ua/uk, 05.08.2021); The Ministry of Health named the symptoms characteristic of Delta-strain (day.kyiv.ua/uk, 04.08.2021); In the Chernihiv region, 10 cases of “Delta” strain of COVID-19 were found – the head of the regional state administration (day.kyiv.ua/uk, August 10, 2021); The World Health Organization believes that the Iota strain is less dangerous than another variant of the coronavirus called Delta. Previous research indicates that “Iota” does not cause serious illness (day.kyiv.ua/uk, 11.08.2021); Delta-strain is spreading in Ukraine: 143 confirmed cases (day.kyiv.ua/uk, 05.08.2021); According to the WHO, the “delta plus” strain has already been recorded in 124 territories – 13 more than last week, and in some large countries this strain accounts for three quarters of detected cases of COVID-19: this, in particular, Russia, Australia, Bangladesh, Botswana, Great Britain, China, Denmark, India, Indonesia, Israel, Portugal, Singapore and South Africa. At the same time, the WHO has not yet been able to describe the exact mechanism that allows the “delta” strain to be more contagious (day.kyiv.ua/uk, 21.07.2021); As for other variants of the virus of concern, the “alpha” variant, first recorded in the UK, was registered in 180 territories – six more than last week; first detected in South Africa type “beta”- in 130 territories (growth by seven), and first recorded in Brazil strain “gamma” – in 78 territories (three more) (day.kyiv.ua/en, 21.07.2021).*

This graphical variability indicates the need to develop clear and balanced recommendations aimed at consistent standardization of the analyzed new borrowings. Their development should be associated with similar in semantics and structural features words of foreign origin, the correct spelling of which is justified in the “Ukrainskyi pravopys” [22]. Guiding the current spelling rules, we note that the use of hyphens in complex nominations such as delta-strain, like others given in the Ukrainskyi pravopys common foreign names (alpha rays, beta decay, delta function, etc.) do not contradict spelling rules, as the generic name is in the postposition relative to the species, marked with letters of the Greek alphabet [22, p. 53]. We consider the absence of a hyphen

in compounds like the delta strain to be natural, since here “the definite noun is a species name to the first noun – the generic name” [16, 55]. In addition, according to spelling requirements, tokens such as alpha, beta, delta are common and should be written without quotation marks, as such nominations serve as ordinal purposes and at the same time serve as classification means of distinguishing strains [16, 80].

Active functioning and the transition from Latin to Cyrillic are important, but not the only arguments in favor of the process of adapting names to denote a new viral infection. In addition to the above, it is appropriate to indicate the performance of derivation processes associated with these words. First of all, we are talking about word formation, suffixation and prefixation. The enrichment of the vocabulary of the Ukrainian language is due to a number of juxtapositions, the formation of which is associated with the law of language economy and is aimed at compact and accurate transmission of information. In such complex words, the second component, introducing new information, performs a nominative-clarifying function, so it should be considered as an applied unit. Among such complex tokens, there are names of beings and non-beings, for example: *Klitschko: The Ministry of Health ignores our appeals regarding the admission of covid-patients to departmental hospitals (pravda.com.ua, 30.11.2020); The indicator of COVID-hospitalizations has already been exceeded in 22 regions ... (day.kyiv.ua/uk, 01.04.2021).*

Today, the world's attention is focused on what will prevent infection, the development of severe forms of the disease and contribute to the complete neutralization of the virus. First of all, everyone is called upon to be vaccinated as the only way to achieve a common goal. In this regard, journalistic texts abound in complex words with the second part of the vaccine, which in combination with the first component covid, less often COVID in Latin, simulates a juxtaposition to denote a drug that is injected into the human body to prevent disease or in case of mild infection. For example: *Negotiations on the purchase of covid-vaccine in Ukraine have reached the finish line (pravda.com.ua, January 25, 2021); Zelensky instructed the SBU to check the possible smuggling of covid-vaccine to Ukraine (pravda.com.ua, 06.01.2021); 500,000 doses of COVID vaccine are going to Ukraine, – Stepanov ... (day.kyiv.ua/uk, 11.08.2021).*

The complex nominations for the process associated with the introduction of a recently invented drug are not inferior by the rate of spread. Such lexical potential is shown by the noun vaccination, which, structuring the juxtaposition, together with the component covid (COVID) narrow, clarify the meaning given in lexicographic works, for example: *The fifth stage of COVID-vaccination starts in Ukraine (day.kyiv.ua/uk, 20.07.2021); Lyashko promises to provide covid-vaccination to everyone by the end of the year (pravda.com.ua, March 15, 2021).*

By modeling complex words, media people try to briefly inform about several facts of reality. For example, the token COVID-forum, used in the sentence News of February 8: *statements of Zelensky and Stepanov at the COVID-forum...* (general) (pravda.com.ua, 08.02.2021), serves as a compact means of notification of gatherings of people whose purpose is to discuss the current problem of the spread of coronavirus infection and find productive ways to overcome it.

In some places, we come across complex nominations in which the token covid, combined with other words, leaves the limits of its usual functioning, for example: *From “covid-optimism” to “covid-panic” (general) (day.kyiv.ua/en, 09.09.2020); In general, in Ukraine, only 40% of respondents believe that the pandemic is dangerous for them personally ... Such is “covid-optimism” <...> However, there is every reason to believe that sometime in November, or even in mid-October, such “covid-optimism” may be replaced by “covid-panic” (day.kyiv.ua/en, 09.09.2020).* Getting into new contextual conditions, the analyzed nomination gives the text freshness, expressiveness, “looseness”, contributes to the revival of information.

In some places in media sources, we trace the tendency to use secondary names. In particular, the semantic correlate of the

word certificate manifests relation to periphrastic neologism (this is about a document certifying the vaccination of a person) - the complex word covid-pass, which is used in the title of one of the publications of the newspaper Den as well as its functional equivalents, modeled by compounds "noun + noun" and "adjective + noun", for example: *In France, protests against covid-pass (general) took place again* (day.kyiv.ua/uk, 14.08.2021). *In many cities of France on August 14, there are mass protests against the introduction of so-called "health passports" for access to a number of services and mandatory COVID-vaccination of physicians* (day.kyiv.ua/uk, 14.08.2021); *The so-called "sanitary pass" with a QR-code is required in France to visit cultural and entertainment facilities, as well as places of public catering, use of intercity public transport and hospitalization (except for emergency medical care)* (day.kyiv.ua/uk, 14.08.2021). Such periphrastic models are built on the basis of certain associations and give the text an evaluative color. Given the contextual conditions of use, the nominations highlighted in the sentences structure a functional and stylistic series of synonyms.

Occasionally, the vocabulary of the Ukrainian language is replenished due to complex words, structured nouns – the name of the strain and an abstract noun, the semantics of which are explained in dictionaries (testing – "conducting research using tests" [12, 1447]): *Beta-testing of Covid certificates starts in Ukraine* (pravda.com.ua, 20.06.2021).

In addition to juxtapositions with the words covid (COVID), coronavirus and occasionally the names of strains, adjectives formed in a suffixal way (using the formant n) from nouns formed in Cyrillic began to actively penetrate the Ukrainian media space. Their thematic range is extremely diverse. Undoubtedly, the dominant texts are medical topics, which are about the virus and people who have fallen ill: *Combined with the words disease, infection, For the past 24hrs, June 12, in Ukraine 34,870 people were vaccinated from coronavirus infection ...* (day.kyiv.ua/uk, 13.06.2021); *Over the past 24hrs, there have been diagnosed 643 thousand cases of coronavirus infection in the world, in total – more than 53 million* (pravda.com.ua, 13.11.2020); *During the day on August 9, 781 new confirmed cases of coronavirus disease COVID-19... were recorded in Ukraine* (day.kyiv.ua/uk, 04.02.2021); *Three airtight box insulators were handed over to the Aeromedical Evacuation Department of the Military Medical Center of the Central Region. They are designed to transport "covid" patients ...* (day.kyiv.ua/uk, 22.06.2020); *It is known that the incident took place in Zaporizhia, in the regional infectious diseases hospital, in the intensive care unit, where there were covid patients* (day.kyiv.ua/uk, 04.02.2021). The headline of one of the publications of Den, which informs about the incident related to the presence of the deputy with the coronavirus at the meeting of the regional council, needs a separate comment. In order to actualize the readers' attention, vividly and in an original way verbalize the event, and, at the same time, express a critical attitude to the use of dishonest forms of political activity, the author used the phrase "covid" deputy. In order to express non-specific use, the analyzed adjective is taken in quotation marks: *"Batkivshchyna" brought to the Kyiv regional council a "covid" deputy – "For the future" (general)* (pravda.com.ua, 27.11.2020).

The adjective covid is recorded in combination with contextually similar semantically nouns hospital, bed, which are related to the labeling of medical institutions and their places for patients: *In Vinnytsia, most covid hospitals have 95% of beds occupied* (pravda.com.ua, 15.03.2021); *Vinnytsia on the threshold of the "red" zone: additional covid beds are being deployed in the city* (day.kyiv.ua/uk, 11.09.2020). The adjective covid is used by journalists next to the noun brigade to denote a group of medical workers who treat people with coronavirus: *I [a medical worker] cannot remain indifferent to such things, because many of my colleagues in the covid brigade work in extremely difficult conditions* (day.kyiv.ua/uk, 04.08.2020).

Topics that are actively discussed include describing the symptoms that occur during infection. In such contexts, there are phrases that were not used in the press before the appearance of this virus: At first we were surprised by the loss of taste and smell, then there were "coronavirus legs" and "ringing in the ears". In addition, some symptoms may last for several months. *Probably, the symptoms of the virus can now be added by the "coronavirus tongue", they write in Huffpost* (pravda.com.ua, 18.01.2021).

The number of people infected with the covid is reported daily by the press. Reports of growth and the highest level of disease are often replete with the nouns record, antirecord, peak, verb noun jump, adjectives such as region-leader, combined with the attributive words coronavirus and covid, for example: *A new coronavirus record was recorded in the world* (pravda.com.ua, 13.11.2020); *In Kyiv, another coronavirus anti-record – more than 1,700 patients* (pravda.com.ua, 28.11.2020); *... Kyiv will also be able to pass the "covid peak" quickly* (day.kyiv.ua/uk, 09.04.2021); *Coronavirus jump. Daily reports from the Ministry of Health confirmed this* (day.kyiv.ua/uk, 23.06.2020); *Kharkiv has left the ranks of the leading coronavirus regions, with the largest number of infections currently in Kyiv* (day.kyiv.ua/uk, November 29, 2020). It should be added that the actively used verb noun outbreak, which correlates in meaning with the token jump, creates close semantic contexts only in combination with the nouns covid and coronavirus. Compare: *In China, scientists have studied that the coronavirus outbreak began in a scientific laboratory in Wuhan* (day.kyiv.ua/uk, 16.02.2020); *The outbreak of coronavirus in Wuhan was larger than previously thought – the WHO* (pravda.com.ua, 15.02.2021).

The dangerous virus has made adjustments in various spheres of human life, including life, medicine, economics, politics, etc., resulting in a barrage of diverse information, the speech implementation of which involved the adjectives covid and coronavirus. In order to localize the viral infection and limit its spread, states began to resort to a number of quarantine measures, which became a precondition for the penetration of media texts such as coronavirus restrictions, rules, etc.: *Protests against coronavirus restrictions in the British capital took place against coronavirus rules of isolation in central London* (day.kyiv.ua/en, 25.04.2021).

The tendency of the intensifying the use is shown by the compound covid certificate to indicate the official document certifying human vaccination: *In the European Union, a network of "covid certificates" has started its work* (day.kyiv.ua/uk, 01.06.2021).

The measures proposed by the governments related to compliance with certain requirements, quarantine restrictions, the need to be vaccinated, etc., provoke resistance among the population, which was reflected in the press and accordingly influenced changes in the vocabulary of the Ukrainian language: *Coronavirus riot in Barcelona turned into riots and looting* (pravda.com.ua, 31.10.2020).

In some places, in the context of the coronavirus, the media apply figuratively used military tokens, which contribute to the expressive saturation of texts and at the same time serve as a bright means of inter-thematic shifts. Such a functional load is realized by the metaphorized word front: The Internet is filled with news from the "covid front". *They have been withdrawing money for the second year. In fact, this money will have to be taken from medicines for diabetics* (day.kyiv.ua/uk, 15.04.2020). We sporadically record the state of emergency commonly used in military-military publications: *the Spanish Parliament has extended the "coronavirus" state of emergency for the fifth time (general)* (pravda.com.ua, 21.05.2020). For several years in a row, journalists have not overlooked the events taking place in the east of our country. The irresistible desire of Ukrainians to win the imposed war as soon as possible and the search for optimal ways to peaceful dialogue, even during the intensification of the pandemic, was reflected in many journalistic texts. In the language of the modern press we come across the phrase coronavirus world, in which the attributive

component testifies to the expansion of its semantics: "Coronavirus world" will not happen ... Russia demands that the world change its behavior (day.kyiv.ua/uk, 09.04.2020).

Shifts within thematic zones are realized by adjectives covid and coronavirus, which together with a number of nouns are evident in articles on economic topics. In particular, the use of them in the context of: 1) earmarked funds and related to public funding has become more frequent: *As it is known, the "coronavirus" fund was established in April 2020 during the budget sequestration* (day.kyiv.ua/uk, 02.12.2020); ... *the coronavirus fund and the program "Great Construction" were placed on the altar of the struggle for local elections* (pravda.com.ua, 24.12.2020). This phrase also occurs in publications that inform about the negative processes in the financial sphere, cases of misuse of funds: *the Government has allocated 800 million from the "covid" fund for additional payment to employees of the Ministry of Internal Affairs* (pravda.com.ua, 09.06.2021); *The Ministry of Internal Affairs explains why they need money from the covid fund: the tranche is not the last* (pravda.com.ua, June 10, 2021); 2) *areas of lending: the World Bank will provide Ukraine with the first tranche of the "covid" loan by the end of the year* (day.kyiv.ua/uk, 04.12.2021); 3) *cash payments, financial assistance, etc.: Previously, the issue of non-payment of "covid" money was considered faster...* (day.kyiv.ua/uk, 24.07.2021); *The official of the regional state administration demanded a rollback for the allocation of "covid" funds for the hospital for oxygen* (pravda.com.ua, January 22, 2021); *Due to increased quarantine: the NBU abolished the commission for the payment of covid assistance* (pravda.com.ua, 23.12.2021).

Coronavirus, related quarantine measures, the cost of purchasing the necessary equipment for the treatment of patients affected not only the slowdown in the development of various spheres of activity of Ukrainians, but also the world economy, tourism, politics, and other industries. All this is reflected in the media sources, which abound in the phrase covid (coronavirus) crisis: *the UN called the "covid" crisis in the labor market the worst since the Great Depression* (pravda.com.ua, 26.01.2021); *The coronavirus crisis has hit the tourism industry around the world* (day.kyiv.ua/uk, 16.06.2020). Sometimes, we come across a one-word semantic equivalent of the analyzed adjective-noun nominations - a noun of coronacrisis, the creation of which meets current derivation norms and does not violate established national-language features: *the Ministry of Foreign Affairs of Ukraine has prepared an online map that helps Ukrainians to know the rules of entry to the territory of other countries after the "coronacrisis"* (pravda.com.ua, 22.06.2021).

The adjective coronavirus is also recorded in the context of exposing criminal activity. In particular, Den published an article investigating the actions of some French officials, which was caused by a lack of medical equipment, negligence, and a slow response to the covid pandemic. The title of this publication deserves attention: *In France, the police conduct "coronavirus" searches of ministers* (day.kyiv.ua/uk, 05.10.2020), which illustrates the contextually new conditions for the use of the attributive component coronavirus.

Tendencies of penetration into the journalistic linguistic space are realized by the adjective coronavirus in texts of artistic and cultural orientation. Sporadic, but quite distinctive originality is shown by this attributive component in combination with the noun nativity scene. It is worth noting that the unusualness is characteristic not only of the phrase coronavirus nativity scene, but also of the most artistic Christmas action, which shows the lives of people during a pandemic: *In Lviv, they created a "coronavirus" nativity scene... characters are such actors as medical angels, instead of King Herod – King Crown Herod, as well as a group of antibodies* (day.kyiv.ua/uk, 09.01.2021).

The year 2020 has become difficult for the whole world, including Ukraine. To emphasize the crisis of the situation, which affected almost all important industries, the media use the phrase covid year. In order to highlight the negative value and demonstrate their own attitude to what is said, some other adjective forms are added: *Book of changes: 50 moments of the*

covid year (pravda.com.ua, 17.03.2021); *The horrible, awkward 2020 is very similar to the 1920s. Two main analogies...* (day.kyiv.ua/uk, 05.01.2021).

Along with suffix derivatives, the prefixed language units formed from them show less functional capacity, in the production of which the prepositional borrowed morpheme post participates with the usual meaning of an indication of the following: *The Ministry of Foreign Affairs presented a map of post-coronavirus travelling of Ukrainians abroad* (pravda.com.ua, 22.06.2021); *Leave Bill Gates's muzzle. How the anti-covid movement works in Ukraine (general)* (pravda.com.ua, 19.01.2021). Relatively limited productivity is characteristic of new formations with synonymous prefixes anti and against, which mark the opposite signs to words without the specified formant, Compare: *What are the funds from the special anti-covid fund spent on and what violations did the experts find in the procurement?* (day.kyiv.ua/uk, 04.09.2020).

4 Conclusion

Media journalism in 2020-2021 shows the activation of borrowed tokens, a significant non-verbal factor in the use of which was a viral disease. The international abbreviation COVID-19 entered the language space of the Ukrainian press, as well as its semantic variants covid, coronavirus and strain names in Cyrillic, which underwent not only phonetic but also morphological adaptation to the norms of the Ukrainian language. In contrast to these nominations, which are mostly used with a neutral meaning, their secondary nominations (plague, invisible monster) in the press are often endowed with a negative color. In some cases, the analyzed tokens are involved in the modeling of statements related to decoding, which not only actualizes the reader's attention, but also aimed at the implementation of their evaluative, expressive, media-appeal, etc. load.

Functional activity of viral disease nominations and their varieties represent one of the important prerequisites for the production of neoderivatives based on them (juxtaposites, as well as affixal and prefixal new formations), which are characterized by a wide range of uses. Graphic variability of the analyzed borrowings, partly their design with the help of quotation marks, indicates the continuation of the process of establishing of these nominations in the Ukrainian language. In the future, it is important to study dynamic phenomena within other thematic groups of words related to covid infection and attested in articles in the Ukrainian media space.

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THE CONCEPT OF SIMPLICITY IN DETERMINING THE AESTHETIC AND SEMANTIC INTENTS OF MUSICAL ART (ON THE EXAMPLE OF THE STYLE TENDENCY OF “NEW SIMPLICITY”)

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Abstract: The article explores the concept of simplicity in its categorical meanings. Particular attention is paid to simplicity as a semantic intention of contemporary musical art. In musicological verbal use, the concept of simplicity is customary to denote the qualitative characteristics of a wide variety of phenomena. The self-evident meaning laid down in this concept has not often become the subject of interest in musicology. However, as composer practice shows, the aesthetics of simplicity has been an actual idea of musical creativity since the 1970s and determines the style profile of modern academic music. The article attempts to define the meanings of simplicity as a philosophical, ethical, and aesthetic category in projection onto European musical art. Fundamental ones, in this case, were the following positions due to the study of the concept of simplicity in a broad interdisciplinary context. The first is the identification of simplicity with Truth, Good, and Beauty as attributes of the Divine principle, represented in philosophy and aesthetics from ancient times. The second is the understanding of simplicity as an indispensable condition for the clarity of meaning, its accessibility for the recipient. The indicated semantic markers of simplicity (Truth, Beauty, Clarity) open up the possibility of reasonably clear musicological ideas about what simplicity is in music, what its aesthetic value is, and why the phenomenon of simple music turned out to be so relevant for composers at the turn of the 20th and 21st centuries.

Keywords: Complexity, Musical aesthetics, Musical language, Musical semantics, New simplicity, Simplicity.

1 Introduction

“Simplicity”, “simple” is present as a cross-cutting concept and qualitative characteristic in European philosophical and aesthetic discourse from the earliest historical eras, which is due to its ontological status in philosophical knowledge. It is presented in the well-known paired dialectical category simple-complex, reflecting the polar sides of integral phenomena and processes of reality in their universal connections. If we consider the concept of simplicity in a logical-semantic bundle with the concept of complexity in a series of paired categories such as part-whole, finite-infinite, single-general, similarity-difference, quality-quantity, form-content, then it is a verbal-conceptual analogue universal laws of the organization of being. Since the categories of dialectics are traditionally viewed in philosophy as “the steps of understanding the world,” the concept of simplicity can be understood as one that contains the unity of ontological and epistemological meaning.

The universalism of this category determines its relevance for modern scientific thinking, which proposes to consider simplicity as a special methodological principle, which along with heuristics, coherence, logic, and other features, is based on the idea that the compactness of presentation, conceptual integrity, the ability of the researcher to simplify and “fold a complex idea”, making it clear to the layman, is one of the criteria of scientificity [10, p. 60].

The methodological potential of the concept of simplicity in this case indicates the original principle of “cutting off” all the superfluous, redundant in the presentation of the scientific concept, which implies a clear author's idea of its semantic core and structural-functional logic. The ability to verbally reflect the clarity of the meaning of an idea presupposes a high level of scientific thinking of the researcher, his ability to generalize broadly, knowledge of the subject “from within” and developed communication skills, providing the ability to “translate” special content language. Simplicity, of course, in this case, can be considered as the highest level of scientific thinking and authorial style of the researcher, a manifestation of his professional skills. In this context, simplicity can be seen as a kind of guarantor of the preservation of the holistic image of the scientific concept, originally existing in the mind of the researcher (by analogy with ancient *eidos*), which encourages his

rational-logical knowledge, and which has the ability to “dissolve” in analytical activity.

2 Materials and Methods

Philosophers, trying to answer the question of what is “simple” and what is “complex”, proceed from a logical statement that “...something must correspond in reality” to these concepts [11, p. 167]. Attempts to determine the specific properties of “simple” and “complex” are found in philosophical discourse from its earliest times.

Obviously, one can speak of “simple” only taking into account “complexity” as its opposite. This is exactly what Plato does in his dialogues, distinguishing between “simple” and “complex”, primarily in the ontological aspect. Taking into account the general context of Plato's philosophical doctrine, we can conclude that the “simple” is interpreted by the ancient philosopher as eternal, unchanging, divine, true, and, therefore, the One. “Complex”, in turn, is understood as changeable, unstable, secondary in nature, since simplicity in the ontological sense precedes complexity. The same idea sounds also among the Neoplatonists, who use the concept of simplicity as a synonym for the ideality of the Single Origin, from which a complex and varied complex of many phenomena originates.

For Aristotle, only that which is characteristic of the mind and is devoid of matter is simple. The simplest thing, according to Aristotle, is that which is not subject to any definition and is self-evident, respectively, it is not determined by scientific knowledge, on the contrary – everything else is subject to determination through the simple. Accordingly, only such a definition can be true that, from a multitude of properties and causes, comes to the indivisible and simple. This understanding of simplicity as a category of thinking follows from the general teaching of Aristotle about beauty and goodness. Therefore, when Aristotle speaks about “simple good”, it should be understood as a synonym for ideal good, devoid of any material diversity: “simple good” is opposed to “multiple evil” [1]. At the same time, the very concept of simplicity is considered by the philosopher as “something that should be said without adding anything” [1]. Losev specially focuses on the concept of “simple”, which is basic in Aristotle's teachings: “The principle of beauty and the principle of morality are characterized by Aristotle using the term “simple”, that is, he speaks of “good in simple way” and “simply about beautiful” [15, p. 191]. The well-known aphorism of the Ukrainian philosopher G. Skovoroda “Truth has a simple speech” is also consonant in meaning.

Simplicity as a concept reflecting the divine essence is present in the theology of St. Augustine. Despite the fact that no categories are applicable to God, since “He is good without quality, great without quantity, ubiquitous without place, eternal without time” [25, p. 8], it “unlike everything finite, has a predicate of immutability and, as a correlate of the latter, simplicity” [25]. The idea of the absolute simplicity (or immutability) of the Divine Being is the central idea of his entire apophatic theology.

Almost following Plato, Nikolai Kuzansky notes that simplicity is a property of God: “...in the kingdom of God, where simplicity and peace surpass all perception, there can be no difference” [12, p. 13]; “God is not the root of conflicting concepts; he is simplicity itself, which is above any difference” [13, p. 286]. But simplicity, according to Nikolai Kuzansky, is a characteristic not only of divine being. It also characterizes the essence of everything and phenomenon. Thus, simple being is the essence and unity of a thing, while in relation to God, it is also infinity, the fusion of opposites, necessity. Complexity, in turn, is understood by the Renaissance philosopher as the opposite of simplicity and is characterized through multiplicity, finiteness, chance. From the above philosophical reflections, it is clear that simplicity as a property of the Divine essence is identified, first

of all, with the absence of diversity, plurality in it, that is, the quality that is correlated with the quantitative principle. As a consequence, such characteristics as finiteness and mutability, which are ontologically inherent in complexity due to its specific properties, are not characteristic of simplicity. The latter are increasingly becoming objects of modern philosophical discourse, in which a very specific task is indicated: to answer the question what is “complexity”? [18].

The philosophical understanding of “the complex” is reduced to the following provisions, summarizing the main characteristics of this category:

- The first definition of complexity is diversity (the presence of differentiated parts, their different types and a different number of these types);
- The second necessary definition of complexity is the internal interconnection of parts with each other (the greater the variety of connections – their number, types and directions – the more complex the thing), this is the complexity of the form;
- In the ontological sense, complexity is associated with the probability of the formation of a system in a random way from the initial elements;
- Taken together, the complexity of matter and the complexity of form shape the complexity of the whole;
- Understood in this way, complexity acts as a quantitative characteristic of a thing. At the same time, it is also a qualitative characteristic: a “complex” thing is one that is viewed as heterogeneous, as a set united into something one [18].
- According to philosophers, “...the situation is more complicated with the characteristic of the simple” [11], however, it is quite possible to determine its manifestations. These include the following implications:
- A thing is simple if it contains the required minimum of parts and connections;
- The logical idea of simplicity – the absence of internal and external diversity;
- Simplicity can be understood as a quality or essence that is not divisible, “simple” is the whole as such, considered without regard to parts;
- Qualitatively, the idea of the simple is that the principle of diversity becomes insignificant. A thing appears not only as one, but also as indifferent to its own diversity;
- Simplicity is also a quantitative characteristic of a thing. In a logical sense, the simple and the complex differ not quantitatively, but in that they are opposites [11].

From the above statements, we can conclude that complexity and simplicity are objective, although relative. For modern philosophers, this issue is extremely relevant, in connection with it, the problem of the antithetics of “simple” and “complex” is investigated in the light of their mutual transformations – the simplicity of complexity and the complexity of simplicity [9]. Complex in one respect may be simple in another. Complex in structure can be simple in function. It is necessary to distinguish between internal and external simplicity and complexity. A thing can be outwardly simple, but inwardly complex. The complex can be simplified to a certain limit, which is the “simple of the complex” (in the formulation of Hegel [10]).

In this context, the experience of comprehending “simplicity” and “complexity” as qualitative indicators of the musical language by composers, presented, for example, in the literary heritage of Nikolai Medtner, is very remarkable. In his famous book “Muse and Fashion” (1935), there are reflections on the balance of simplicity and complexity in music, and the author applies these concepts both to the musical language and the meaning of musical expression in general. According to Medtner, the language of music, as that which arose from the idea of expressing the “truth of the unsaid”, initially possesses such properties as unity and simplicity: show the same centralization and consistency in their striving for unity and simplicity” [17]. Thus, Medtner understands simplicity as a natural quality of the musical language, which naturally follows

from the original meaning of the musical expression: “Music hums about the unsaid” [17]. At the same time, the unsaid (Divine or True), as philosophers say, is simple and one in its essence. Here the idea of the identity of external and internal, form and content arises. Further, Medtner notes that “for the unsaid, not words are needed, but meanings” [17]. If the meaning is understood as the inner ideal content, idea, essence, purpose of something, then the musical language should have the instrument that allows all of its values to be realized in sound form, and then the antithetics of “simple” and “complex” comes into its own, since the meanings, which N. Medtner speaks about, “...are contained in the coordinated complexity of musical sounds” [17]. The complexity of the internal structure of the musical language is the reverse side of the simplicity of its sound image, and the clarity of the musical meaning is the reverse side of the diversity of the interaction of the elements of the musical language. Complexity as “a set combined into one thing” [17] is an indispensable condition for simplicity.

The antinomy of the simple-complex is the subject of the philosophy of I. Kant, in the center of which, there are the cognitive capabilities of the human mind, which is faced with the insoluble contradictions of the universe (the so-called antinomies). Like the rest of the antinomies (limited space, freedom and causality, as well as the presence of God), “...it describes the dramatic collision “of the cosmological dispute of reason with themselves” [8, p. 217]. The detailed reasoning of the German philosopher regarding the cognitive abilities and capabilities of “pure reason” was initiated by the idea that in the world “everything is simple and everything is complicated”. The main property of the “simple”, according to Kant, following ancient philosophy, is indivisibility: the indivisible (simple) can be found only in the world of things in themselves, which is the opposite of the world of phenomena of reality.

Philosophical interpretations of the “simple” can become the object of special research, since at each historical stage the comprehension of this category acquired increasingly more semantic nuances. For us, the main content vector of the concept of simplicity, which is present in classical philosophical knowledge, is important: simplicity is an integral attribute of the One Being (God, Divine), unknowable by the human mind; simplicity as a qualitative characteristic of integrity-indivisibility is a form of being of the highest Truth as the primary cause of being in general. The logical meaning of simplicity as a quality and/or essence lies in its opposite of complexity.

3 Results

Identified with the Divine essence, the concept of simplicity naturally has an ethical meaning, which has been realized since ancient times in organic unity with aesthetic assessment (Aristotle's doctrine of the good and the beautiful, for example), which gives grounds to consider simplicity as both aesthetic and ethical categories. However, both of these spheres of humanitarian knowledge (ethics and aesthetics) at the present stage of their development state the fact that “...the term “simplicity” has not yet entered the main conceptual apparatus of ethics ...it should be about the term, and not about random word usage in a wide variety of contexts” [26, p. 175-176].

In aesthetic discourse, which is most relevant for the study of the phenomenon of “new simplicity” in musical art, the term “simplicity” does not have a special definition, it is absent as a heading of reference and encyclopedic literature, as well as in alphabetic subject indexes of didactic or research literature, but, at the same time, acts as an unchanging, constant “companion” of the main aesthetic categories of beautiful and beauty. This semantic conjugation is paradoxically reflected in information sources of non-academic status, while specialized knowledge does not yet offer theoretical developments of simplicity, especially its established aesthetic theory. Let us quote from Wikipedia: “Simplicity is a property, quality or condition to be considered simple and elementary in composition. Often, it denotes beauty, purity, or clarity. Simple things are often easier to explain and understand than complex things. Simplicity can mean freedom from difficulties, stress or confusion. Simplicity

can also refer to a simple way of life [23]. This definition of the concept is of interest to us; of course, it is not possible to consider it as a scientific definition: the description of simplicity present in it is extremely abstract: each of its components does not reflect the essential properties of simplicity, but at the same time points to those images of the “simple” that are “fixed” in everyday consciousness. In such a context, beauty, purity, and clarity are of the greatest interest, which correlate in their conceptual and semantic meanings with simplicity and have subject specificity. The question arises: What is the basis for such a presentation of simplicity as a synonym for the concepts of aesthetic (beauty) and ethical (purity) character, as well as the qualitative characteristics of the clarity and certainty of the expression of meaning (clarity)?

The answer, which is on the surface, is a collective cultural experience, reflected in countless examples of folk wisdom, exemplified by such well-known truths as “Simplicity is half happiness” or “God rests in simple hearts”. In proverbs and sayings, examples of understanding simplicity as the highest virtue are recorded in abundance, as that moral and ethical principle that is associated with purity of thoughts and a kind heart, spontaneity and a worldview that is harmonious in its integrity and excludes such manifestations of human nature as cunning, hypocrisy, cruelty. In a generalized sense, the listed personality traits fit into the well-known biblical truth “Be like children” (Matt. 18:3), “for the Kingdom of God belongs to such” (Mark 10:14). However, popular wisdom also gives another image of simplicity, representing the reverse side of this phenomenon: “Simplicity is worse than theft,” “People disappear from simplicity,” etc.

Namely from such a “simple” form of describing simplicity as a property of human nature A. Zimbuli starts off, trying to outline its moral and value aspects [26]. Based on a rather impressive number of biblical sayings, which include the concept of simplicity, proverbs and sayings, dictionary definitions of this concept and related to it, A. Zimbuli points to the fundamental semantic heterogeneity of the “simple” and outlines the problem field of possible ethical research in three directions: about simplicity mind (thoughts), simplicity of feelings, behavioral simplicity [26, p. 179]. The conclusion to which the philosopher comes is very attractive in its objective concreteness, because it identifies those characteristics of the life-everyday manifestations of a person that allow us to speak of him as a “common man”: “...in the moral and value perspective, simplicity is a desire and the ability of people to fit into the world as benevolently, calmly, confidently and unscrupulously as possible” [26, p. 175].

With a deeper consideration of the ethical and aesthetic meanings of simplicity, it becomes clear that they have always been present in the discourse of these areas of humanitarian knowledge, but not always on its surface. Moreover, delving into the history of European aesthetics turns out to be the only way to clarify the meaningful meanings of the concept of simplicity as an aesthetic category, since folk wisdom in this case does not give practically any examples of understanding the beautiful, beauty as simplicity. The only help of a non-scientific nature here is the creative experience of artists – writers, poets, painters, musicians – which in their author’s statements directly reflects the understanding of the essence of beauty and beauty in art. An example of such judgments can be the words of Leo Tolstoy from a letter to Leonid Andreev: “Simplicity is a necessary condition for beauty. The simple and the artless may not be good, but the uneasy and artificial cannot be good” [6]. We find similar statements in Gustave Flaubert – “Everything that is beautiful is moral”; the thought of Leonardo da Vinci that “simplicity is an extreme degree of sophistication” is also famous.

Simplicity, as already noted, is not a special aesthetic category, but this concept is often present in the descriptions-characteristics of such categories as content, form, beauty. So, in the Poetics of Aristotle, there is a classification of myths into simple and complex, depending on the presence of twists and

turns in them and recognition as a plot “transition from ignorance to knowledge” [4]. Likewise, Aristotle divides the plots of tragedy into complex and simple ones and understands them as different dramatic principles. Aristotle’s striving to typologize compositional techniques is due to his understanding of form as the principle that creates matter: namely an internal principle leads an object to its perfection; it is the essence, and the stimulus, and the goal, as well as the reason for the formation of diverse things from uniform matter.

Since ancient times, thinkers and artists have tried to define and describe, formulate the “laws” and “rules” of beauty, among which such characteristics as harmony, perfection, measure, proportionality, order, symmetry, proportion, number, rhythm, specific proportions, line types, specific ratios of parts and whole, etc. were found most often [4, 154-155]. The concept of simplicity in these characteristics was not always present, but the fact that beauty from the very origins of the aesthetic ideas of European man was understood as a manifestation of the Divine principle, as a visible sensual form of the Divine essence, suggests that simplicity is a qualitative characteristic of beauty a priori (Plato, Aristotle). In the Middle Ages, the concept of the divine origin of beauty dominated (presented in the treatises of Tertullian, Augustine the Blessed, Thomas Aquinas, Francis of Assisi): God, spiritualizing matter, gives it aesthetic properties; the beauty of anything is a consequence of its spiritualization by God. Thomas Aquinas argued that the beautiful contributes to the suppression of man’s earthly desires and facilitates his path to faith. This, according to the philosopher, is facilitated by the formal qualities of beauty, among which, along with harmony and wholeness, there is also clarity – they directly affect a person, opening him up to the opportunity to perceive Divine beauty in a sensible form and experience it.

In the aesthetic concepts of modern times, the concept of simplicity appears with a certain constancy, but it never acquires a categorical status. It is noteworthy that its semantic meanings, which were discussed earlier, are present in the concept of clarity, which can be viewed as a cross-cutting one in Western European aesthetics of the Enlightenment and classicism. So, for example, Descartes proclaimed simplicity as an indispensable condition for a full-fledged aesthetic perception: the object of aesthetic pleasure should be simple, devoid of disproportion [22, p. 186]. In music, for the French philosopher, the analogue of simplicity was stable consonances, which he preferred over unstable ones – “so that the ear would not get tired and the perception would be natural” [22, p. 187]. Diderot believed that the beautiful is cognized by feeling, and not by reason; accordingly, the basis of the beautiful is the sensory perception of the harmonious proportions of an aesthetic object (“the unity of the whole” [6, p. 107]). Therefore, he argued that the main condition for the perception of beauty is the measure in the subordination of those parts that make up a harmonious unity: “the poverty of relations reduces beauty, and excessiveness destroys it, because it harms clarity and cannot be captured in unity” [4, p.19]. This statement implies a certain quality of the compositional form of an aesthetic object, which ensures its clarity for perception, and indicates the extremes of manifestation of this qualitative indicator (poverty and excessiveness), which by itself implies a certain intermediate, optimal for clarity option, in which the measure is observed. If we understand “simple” as something that does not require variety and is indivisible in its essence (as was discussed earlier), then we can assume that Diderot spoke about a certain simplicity and naturalness of expression, about that simplicity of form that does not “distort” the content with its sophistication, because “true harmony appeals not only to the ear, but also to the soul that conceived it” [6, p. 107].

The concept of clarity is cross-cutting in the aesthetics of Nicolas Boileau, who argued that there is no beauty outside of truth. The great theorist of classicism defines the main criteria of beauty as truth – clarity and obviousness; in his opinion, “everything incomprehensible is ugly” [20, p. 75]. Explicating these truths in the field of artistic creativity, he formulates the main features of the beauty of a work of art: clarity of content

and, as a result, clarity of embodiment: the principle of clarity applies not only to the whole, but also to its parts [20]. Jean-Jacques Rousseau, defending the enlightenment ideas of loyalty to nature, also demanded from contemporary art a certain simplicity of style: the elimination of false pathos and excessive heroic pathos, sincerity of expression, clarity. The concept of "noble simplicity" is present in the aesthetics of Johann Winckelmann, who contrasted it with the pomp and pretentiousness of Baroque art. Later, Friedrich Schiller also believed that the basis of beauty is simplicity.

We find similar judgments in the aesthetic reflections of the Italian poet Giacomo Leopardi, who already in the 19th century reflected on the discrepancy between the external pretentiousness of a work of art and the very idea of beauty on the example of music. He writes that the source of pleasure in music is "...adornments, agility, changeability, agility, quick succession, alternation and variety of sounds or tones... – everything that we like due to its difficulty ...due to unusualness, that is, things that do not have nothing to do with the beautiful" [14, p. 381]. "Even the least expressive and simplest music," he writes, "from the very first moment gives the soul rest, lifts it up or touches it ...and plunges the listener into the abyss of countless vague sensations, makes him cry ...awakens thoughts and feelings in him completely arbitrary... Let us beware of mistaking the pleasant for the beautiful" [14, p. 382]. It is noteworthy that, understanding harmony and melody as "natural", essential manifestations of music, Leopardi asserts the impossibility of novelty in musical art without "violations" of these basic linguistic foundations of music: "...absolute novelty in music cannot be anything other than a violation of harmony ...where it comes to pure harmony and melody, novelty is almost impossible" [14, p. 390]. This observation is strikingly consonant with the creative positions of contemporary European composers representing the style of "new simplicity", who rejected the idea of novelty as the main intention of musical creativity, from creating a "new" one as that semantic vector of the composer's professional activity that determined the historical evolution of European musical art from the New time (John Tavener, Arvo Pärt, Vladimir Martynov, Georgy Peletsis, Valentin Silvestrov, Victoria Polevaya, Anton Batagov, etc.). If we understand harmony in Leopardi's words in a more general sense – as a metaphor for the original semantic unity of its language, conditioned by the objective nature of Music (as a sensual-material form of the musical Logos), then any "influence" of the composer's creative individuality on it can be regarded as "violating novelty" in relation to this integrity. Actually, this is what V. Martynov, V. Silvestrov, G. Pelecis, V. Polevaya point to in their numerous verbal texts about the fact that they follow the path of creating not so much new but rather simple in their work. This path is due to the principle of "accepting" Music as an intonation flow, or the immense value for the composer of the inner hearing of its (music) voice and its 'germination' in the author's consciousness [16].

Directly in the field of musical aesthetics, the isolation of the concept of simplicity as such a characteristic of the musical language and the form of a musical work, which is a condition for clarity of perception, is also revealed. Already at the earliest stage in the development of musical and aesthetic thought, Plutarch's treatise *On Music* uses the concept of simplicity, which (along with the "sublime") is used by the author as a positive characteristic of "old" (ancient) music. Moreover, opposing the "old" music to the modern, the latter, in the interpretation of the author of the treatise, reveals qualitative characteristics correlated with such indicators of the "complex" as the diversity and variety of connections of internal parts ("motley", "loose" and "empty") [22, p. 55]. Modern "theatrical" art, according to Plutarch, in pursuit of novelty is losing its loftiness [22]. Boethius also at the beginning of the 6th century reproached contemporary music with "variety" and "complexity" [22, p. 96].

In the era of *Ars Nova* in musical aesthetics, an attempt was made to classify musical art on the basis of simplicity and complexity as its qualitative characteristics and moral and ethical

ideals. John de Muris (Jean de Meur) divided instrumental music into simple (which corresponds to modesty and reverence) and complex (i.e., obscene). The first corresponds to traditional church music (*ars antiqua*), the second to modern (*ars nova*) [22, p. 128]. The ambiguous in its categorical position of the French music theorist is of interest to us precisely because of the semantic concretization of "simplicity" and "complexity" in the art of music as it was understood in the 14th century. In the light of the aesthetic ideals of the so-called "new" music, I. de Muris identifies complexity with chromaticism and small rhythm, which constituted the expressive idea of "false", "fictitious" music (*ficta musica*), created by chromatic raising and lowering of the scale steps. Accordingly, simplicity was associated with diatonic melody and uniform rhythm - this type of musical expressiveness was regarded by the supporters of *Ars Nova* as "homogeneous simplicity", contradicting "a fine and beautiful harmonious combination" [22, p. 130] of elements of the musical language, based not only on numerical patterns, but also on the composer's irrational ideas. Later, a follower of Descartes, French mathematician, philosopher and music theorist Maren Mersén, abstracting from the ethical context of musical art, very clearly outlined the main signs of beauty in music: simplicity and clarity. "We know from experience that things that are understood at first glance give us more pleasure, and not those that give a vague impression" [22, p. 190].

The question of simplifying the technique of musical composition and the clarity of musical meaning was raised quite often by musical aesthetics during the Renaissance. This was due to the understanding of the principle of creative freedom - both composer and performing ones: textured "décor", acceptable in the vocal-choral polyphonic style and reached its apogee by the end of the 16th century, significantly complicated the sound appearance of music and the perception of melody, harmony, and rhythm as the basics of musical expressiveness, especially as it concerned the clarity of the meaning of the verbal text. In essence, on the basis of realizing the contradiction between the complexity of the external form and the meaningful meaning contained in it, the idea of a new monodic style arose, realized in *Dramma per musica*, which, not without reason, can be considered as a "new simplicity" of the 17th century model, because its authors advocated a revival in the musical art of true expressiveness, which was lost in the course of the rational and technological principles of the polyphonic style. "The Florentine opera by Peri and Caccini is undoubtedly a model of new music," writes K. Dahlhaus on this occasion, "however, outside the historical influence that emanated from it, it would have remained a tribute to antiquity, an experiment along with countless others... *Monodia Caccini, nuove musiche 1601*, is sharply different from what she herself ...rather with unexpected avarice and poverty, than with positively new; progress, if any, is based in this case on reduction. Yet, the fact that monody is rightfully perceived as the new music of the 17th century, is due to the consequences that flowed from it. The return to primitiveness has become a prerequisite for a long and far-reaching development... The new, which the concept of new music indicates, is not commensurate with what it is, but with what it may be. The poverty that accompanies it is at the same time a prediction of future wealth" (our italics - OO) [5]. This expanded thought of Dahlhaus, in our opinion, explains the deep meaning of the artistic discovery of the representatives of the Florentine *camerata*, which in a historical perspective in some way anticipates the creative intentions of the "new simplicity" of the last third of the 20th century.

4 Discussion

German art critic K. Budt defined artistic simplicity as "the most sensible sequence of means based on intuitive penetration into the essence, to which everything else should serve" [2, p. 253]. As an example of artistic simplicity, he mentions the technique of graphic drawing by A. Dürer and his contemporaries, who depicted shadows and volumes with the same wavy line as the outlines of the figure itself. It is emphasized that simplicity, in this case, is achieved by combining visual and expressive means, the unity of the object and the technique of its visualization. This

example is very illustrative of the understanding of simplicity as a qualitative characteristic of a work of art in accordance with indivisibility as its immanent property. We find a similar point of view in V. Silvestrov, who claims that melody is the metalanguage of music to which it is doomed due to the fact that namely with the help of melody it is embodied in sound form, melody is the means that ensures its existence in the sense-material form, i.e., the melody is identified with the music as such. It can be argued that the melody in this sense restores the boundaries of the language of music and the subject of which it speaks, that, according to Silvestrov, were transformed and lost in the works of avant-garde composers and should be revived. The main thing in this restoration is the idea of the unity of meaning and method of its musical expression, their fundamental "commonwealth" in the plane of meaningful relations. Accordingly, the melody is a sound expression of simple but very important truths, such as Beauty and Harmony, which, according to the composer, should not disappear from human life or from music in general.

Similarly, Pelecis argues about the melodiousness of music as a natural property that was lost in the composers of the 20th century: this loss was due to the desire of composers to talk more about the troubles of the world than about its beauty and harmony. This turned, according to the composer, into a rather disappointing situation when "art descended from heaven to earth" (in his own formulation, [Art descended from heaven]). This explains his desire to revive the harmony of musical language through consonance, which becomes for him the main "tool" to create clear in its tonal and harmonious definition of musical compositions based on variant transformations of the original, very simple, thematic (which led to the definition of his authorial style as "new consonant music"). The principle of simplicity in the music of Pelecis is realized through a literal coincidence of meaning and method of its musical realization: consonance as a form of musical melody embodies the idea of melody, thus removing any other layers of meanings, avoiding their diversity and interaction due to their absence. That is, we observe the principle of unity of meaning and those expressive means that denote it, which generates a certain type of musical semantics, when a musical symbol (consonance) coincides with its meaning (melody as beauty and harmony). On the one hand, we can talk about the limitation of the semantic field of a musical symbol, because it is narrowed due to the identity of the sign and its meaning; on the other hand, it is extremely extended, because consonance in the system of musical language of a modern composer has fundamentally different meanings than consonance as an attributive element of the musical art of classical epochs, to which this composer refers.

A similar situation is described in the famous story of H. L. Borges Pierre Menard, author of *Don Quixote*, which describes the story of the writer, who set himself the task of reproducing the style and text of Cervantes, to convey them through the worldview of the human of 20th century. Despite the fact that he creates his text as a reproduction of some chapters from Cervantes' book on his own behalf, this reproduction excludes the semantic coincidence of the original model and its variant: Cervantes' author's word is placed in another context (subjective-personal and objective-cultural) and, accordingly, is filled with these contextual meanings. The consonant music of Pelecis illustrates the general pattern in the symbolization of musical language: "simultaneous reduction of the boundaries of expression – compositional reduction of reception, which gives it more conciseness (aphorism) – and expansion of its semantic possibilities, continuation of the semantic series to infinity [21]. As Samoilenko notes, some of the secondary author's decisions acquire a universal character and become an integral part of the style of the epoch as "that which is repeated, that is reproduced" in it. They transfer <...> into "primary signs" of the musical meaning <...>" [21].

The outlined properties and qualitative characteristics of simplicity as a philosophical and aesthetic category are manifested at different levels of compositional logic in musical works representing the style of "new simplicity". Thus, at the

level of musical themes, there is a fundamental lack of "plurality" of its structural elements: in this case, the lack of a quantitative set of elements of a musical theme that ensure its structural division is indicative. The conciseness of the main musical theme, its brevity and intonation homogeneity, excludes the use of classical types of musical theme as a structural unit of musical form (sentence, period). Instead, the function of the main theme is performed by "small" structural units of musical language – a motif or phrase that is quite limited in the possibilities of structural division due to at least its small scale, which correlates with indivisibility as an attributive property of simplicity (*Stabat Mater*, *Opus Posth*, *Schubert-quintet*, *Seasons* by V. Martynov, *Für Alina*, *Mirror in the Mirror*, *The Deer's Cry*, *Tabula Rasa*, *Da pacem Domine* by A. Pert, *Endorphin Music*, *Freezing Cascade* by Pelecis, *Justby* by Leng, etc.).

Easily recognizable tokens and phonemes of classical-romantic music are often used as the basis of themes, which give the music of "new simplicity" a nostalgic tone and demonstrate metastyle thinking of modern composers, operating with archetypal formulas of musical language as metalanguage categories (posthumans and bagatelles, kitsch music, *Silent Songs*, *Melodies of Memory* (in *Memory of O. Vustin*) by V. Silvestrov, *Autumn Music*, *30 Preludes for Piano*, *Blooming Jasmine*, *Concertino bianco* by G. Pelecis, *La Belle Musique*, *Three Little Symphonies* by O. Krivolop, *Sirin-sonata* by V. Poleva, *The Last Alchemist*, *Selected Letters of S. Rachmaninoff* by A. Batagov), which may also indicate the manifestation of authorial anonymity as a creative method - in this case, "foreign" musical material sounds especially deliberate and creates the effect of affected musical expression, euphoric experience of "the end of composers' time" (Beautiful music, Music tragic, sometimes sad, *Die Zeit*, *Liebliches Lied*, *Incantations* by O. Rabinovych-Barakovsky or more restrained, but not deprived of the direct expression of the composer's right to appropriate "foreign" word *Gulfstream* by V. Poljova).

In this regard, Khrushcheva notes: "Metamodern melancholy and euphoria converge in a special "new sentimentality" metamodern, which is filled with nostalgia for the fact that there was no euphoria desire to find a new meaning, it often has a touch of sacredness – it is not accidentally that concepts such as Vladimir Martynov's "sacred space" and Arvo Pärt's sacred minimalism arise. In both of these (so dissimilar) cases, the sacred is outside the confessional and even the actual religious framework, and appeals to timeless and universal hopes" [8]. This idea largely explains the genre-compositional orientations of some composers of the "new simplicity", who appeal to the primary-genre ritual-ritual sphere as a "language code" of the sacred meaning of music, free from authorial individualism and personifying the natural essence of music as energy flow. The author's concepts of such mysterious opuses of Martynov as *Night in Galicia*, *Children of Otters*, *Singapore*, *Games of Angels and People*, *Exercises and Dances of Guido* or *Pilgrimage to the Land of Angels* by M. Shukh are constructed in this way. In fact, the genre sphere of choral music, which acts as a priority for composers of the "new simplicity", indicates the principle of reproduction-repetition of primary genre canonical forms as "themes and figurative dominants" of music, which provide movement "...of musical idea from form to the content – and further – to the style, allowing the latter to become "more spiritual" and "broader" than the genre itself" [21, p. 16-18]. Therefore, the stylistic diversity of choral opuses by A. Pert, V. Martynov, V. Silvestrov, V. Poleva, M. Shukh, O. Kneifel, J. Tavener, H. Guretsky, D. Leng, I. Moody can be considered as examples of composers "variations on meaning" (existential antinomy of Eternity – the vital determinism of mortal man) by stylistically concretizing the conventionality of the genre in the interaction of ideal and relevant in the value-semantic space of musical art (according to O. Samoilenko) [21, p. 23].

As for the fricative-harmonic level of music of the "new simplicity", it is formed taking into account the obligatory condition of consonance, fricative definiteness of sound space (in which, according to Khrushcheva's observation, the melancholy-euphoric minor [8]) prevails, which "accumulates"

in the process of metrorhythmic and textural modifications of the original theme, and thus contributes to the formation of a consonant sound form of the musical composition. Pelecis speaks very convincingly about this principle of “total harmony”: “Everything I do – and Martinov, and Karmanov, and many others - is the anthem of euphony” [3]. Examples of this statement can be quite different in style works, which combine fricative-tonal clarity or neutral diatonicity as the main element of expressiveness of musical language and musical semantics.

Methods of developing “simple” musical themes are based on a variant presentation of the source material (which is similar in its functions to the pattern in the minimalist technique). From this, the features of the metrorhythmic level of the musical composition are formed, which are due to the technique of repeated repetition-variation of the main theme, in many respects similar to repetitiveness, but they have some differences. Repetitive technique in this case should be considered in the broad context of individual-composer interpretations of ancient techniques of musical composition, American minimalism, Christian liturgical singing and folk traditions (*Da pacem Domine, Fratres* by A. Pert, *Commandments of Bliss, Passionslieder* by Martinov, *Mother of God Here I Stand*, by M. Lermontov, *Funeral Icoses* by J. Tavener, *Symphony No. 3* by H. Guretsky, *I lie, Little Match Girl Passion* by D. Lang). Multiple repetition of the same motif or phrase determines the statics of intonation procedurality and contributes to the state of immersion-dissolution in the acoustic space, the gradual “exclusion” of the listener from the outside world.

In the technique of multiple repetitions, which composers in each case interpret individually, the principle of the absence of melodic and rhythmic diversity as a “diversity” of the elements of the whole, which is inherent in complexity, is established. This is the main pathos of repetitiveness as a compositional technique of minimalism, which manifested the simplification of musical language by minimizing the means of expression and the acquisition of music through these new transcendent meanings. Musical composition, based on multiple repetition of the original pattern, does not have a clear division into sections of form (especially contrasting): its expressive meaning lies in creating the sound equivalent of a continuous energy flow, musical space-time, in which there are no “signs” of life reality (simple-complex, fast-slow, loud-quiet, far-near, etc.). This largely ensures the “impartiality” of music, which V. Poleva speaks of her works [16], and which is a fundamental concept of religious and spiritual practices (hesychasm, Buddhism) and a defining characteristic of liturgical music. In this respect, the rich style of V. Silvestrov is also very revealing, which is very far from the classical type of repetitiveness, but which reveals the same idea of “impartiality”, that explains the composer’s opinion that his bagatelles are intended to open “internal hearing”, bring the hearer and the performer close to a special harmonious mental state.

The lack of melodic and metrorhythmic diversity and a specific type of musical-thematic development determines a certain type of musical drama, which also represents the idea of fundamental indivisibility: conflict drama, sanctified by the history of European music is replaced by monodramaturgy (V. Bobrovsky’s concept), in which the main way of musical development is a repetition (or so-called additional comparison) of images that are different sides of the same essence (Revelation by Pelecis, Prayer to the Holy Spirit for cello choir by O. Kneifel, Correspondence by V. Martinov – G. Pelecis, piano cycles of bagatelles by V. Silvestrov, piano preludes by G. Pelecis, etc.).

The compositional techniques of the “new simplicity” are very different: each composer finds his own version of the musical-technological realization of the idea of simplicity in music, but each of them has increased complexity – whether it is a highly rationalized technique of A. Pert or J. Tavener, or deprived, at first glance, any manufacturability “weak style” of V. Silvestrov, or thus modified repetitiveness in V. Martynov, O. Rabinovich-Barakovsky, and G. Peletsis, which creates the effect of the

absence of any technique in the usual sense of classical music composition of the European tradition (in the latter case, as V. Silvestrov notes, “...it is felt that the composer rejects everything in general and passes to the mantra system”) [19]. Silvestrov’s characterization emphasizes the orientation of these composers to the stylistics of the primary genre sphere of musical art in its ritual applied sense, which has been repeatedly emphasized not only by V. Martinov, but also by A. Pert, J. Tavener, H. Guretsky, and others.

5 Conclusion

Thus, we come to the conclusion that the concept of simplicity has a rather voluminous field of meaning, because in European culture it “permeates” various spheres of human existence - human cognitive activity, its ethical manifestations and aesthetic experience. Existing in dialectical unity with complexity, simplicity as a qualitative-quantitative marker can nevertheless claim the status of a moncategory, which is an invariable attribute of such categories as Truth and Beauty, an indispensable condition of their sensual expression, a form that provides clarity of their ontological meaning.

The meaningful complex of the concept of simplicity, formed in the European philosophical and aesthetic discourse, is decisive for understanding the stylistic bases of the “new simplicity” as a direction of composer’s work at the turn of the 20th-21st centuries. The main properties of simplicity (lack of diversity of elements and the consequent principle of indivisibility), which are inherent in it as a philosophical and aesthetic category, act as attributive manifestations of Truth and Beauty in the sensory-material form. Philosophical and aesthetic meanings of simplicity are actualized in the stylistic complex of the “new simplicity”, determining its specificity at the levels of musical themes, principles of its development, texture, drama, compositional-structural and musical-lexical ones.

The belief of the composers of the “new simplicity” that the Truth is simple, of course, is not a discovery, because at all times composers and performers sought to find and know it, and each had his own one, and each had his own face, and to many creators it opened in its simplicity only at the end of life. But the fact that the representatives of the “new simplicity” separate the “simple” from the “complex” (without excluding their antinomic unity) and define simplicity as the semantic intention of musical creativity - is certainly thought-provoking, because, as one can see from more rather than a brief digression into the history of philosophical and aesthetic understanding of the essence of simplicity, it is of exceptional importance not only for the compositional work of the last third of the 20th century, but also for the ontological horizons of musical art in general.

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DEVELOPING PROSPECTIVE TEACHERS' REFLEXIVITY IN THE PROCESS OF PROFESSIONAL TRAINING

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Abstract: The article aims to study the development of reflexivity in future teachers in their professional training. It is pointed out that reflexivity is a personal formation. The pedagogical activity provides the teacher's comprehension and rethinking of his personal and professional manifestations and interactions with students. It is emphasized that reflexivity acts as a unique formation, and its manifestation at the mental level reflects a personal, professional, and social one. Future teachers' personal reflection is carried out by understanding and rethinking their meanings and values. The professional reflection is boiled down to understanding the meaningful parameters of professional self-awareness. Social reflection provides an opportunity to qualitatively assess one's ability to solve problem situations in pedagogical interactions. The research methods are substantiated, and the obtained results are presented. It is revealed that this education reached the highest level of development in senior students. In developing personal reflection, students who have experience of pedagogical practice in school strive for self-improvement, rethinking their values, and seeing as potential pedagogical activity subjects. It was found that students of different courses can establish close interaction with students based on developed connections. Still, senior students – those studying in the master's program of the university have tremendous potential for more significant courses of the pedagogical process. It is proved that the progressive development of future teachers' ability to reflect on their social manifestations, analyze the situation of interaction with students, draw the right conclusions.

Keywords: Personal reflection, Professional reflection, Prospective teachers, Reflexivity, Social reflection.

1 Introduction

At the present stage of our State's development and in the context of implementing the idea of the New Ukrainian School, professional training of prospective students as highly skilled specialists contemplates developing their professional competencies to optimize the training process, to adjust dialogic communicative interaction with pupils of various age groups, to apply individual approach to each of them, to administer assistance to both the students and their parents in dealing with complex modern social and psychological issues. Shaping the above skills is determined by a number of social conditions originating in the context of professional training of students of pedagogical higher education institutions as well as by psychological factors. Amongst the latter, significant role is played by development of prospective teachers' reflexivity as a personal formation that will ensure comprehension and reinterpretation of their personal and professional manifestations, pedagogical progress, situations of interacting with schoolchildren in professional activity.

Psychological science often considers reflexivity in correlation with the notion of reflection to which various researchers add their own shades of understanding. Thus, reflection is interpreted as a psychological mechanism that provides for renewal and further development of human ability to reflect and reinterpret [5]; the process of reconstructing of meanings of one's consciousness [4]; reflection, regulation, and realization of intentions by a person in relation to components of own "Self" [10]. According to S.Yu. Stepanov [22], the reflection mechanism fosters transformation of one's conception of oneself and behavior in problematic situations when it is necessary to mobilize one's potential and to reconsider way of interaction with the environment.

In some researches, reflection is viewed as a process. Particularly, L.A. Naidenova [14] defines reflection as individual's reconsideration and conferring of new meaning to events and situations, which foster development of individual's life environment, psychological atmosphere of being. O.M. Miller [13] emphasized on reevaluation of one's own activity, being an important condition for personal development. G.A. Klekovkin [7] stressed that reflection of one's own activity brings its results to a qualitatively new level. The researcher considered that one's awareness of personal shortcomings and self-development potential aids in this process. Similarly, O.M. Anisimov [1] emphasized that namely due to reflection a person is able to direct attention from situational things towards the meaningful ones: one rethinks personal psychic abilities and realizes integrity of his own Self.

A.V. Karpov, who researched into the human activity reflexive regulation process, defines reflection as a special form of psychic reality that simultaneously synthesizes unique and human-only typical feature, as well as a person's process of rethinking own senses, and state of awareness of both intrapsychic and social and psychological phenomena. According to the researcher's views, reflection and reflexivity are the notions that belong to the same plane of meanings with the latter to be defined as "a systemic psychic feature which is an integrated symptomatic complex characterized by its own dynamics, ways of unfolding (reflexive strategies) and a place it takes in the subsystem of abilities" [6].

S.L. Rubinstein [19], in his time, distinguished the person's ability to go beyond own limitations, to stand in meta-position to oneself, to deeply analyze personal mental acts, emotions, behavioral manifestations, social contacts. Such feature acquired the name of reflexivity and was related to manifestation of subjectivity by a human to himself [11] and to the surrounding world [16].

O.I. Zimovin and Ye.V. Zayika grounded the essence of "person's reflexivity" notion that means human ability to direct one's activity to himself and his peculiarities, that creates conditions for person's self-construction, self-development, and self-determination. According to the researchers, reflexivity stands out as a generalized possibility for reflection – the process of self-knowledge of a person of his states and processes, that ensures direction of person's actions at himself [25]. Thus, reflexivity reveals itself as a systemic and integrated feature, and its specific manifestation on the level of psychic processes is the reflection aimed at a specific object.

Prospective teachers' reflection is aimed at personal manifestations during various processes of social interactions, professional university training, mastering and dissemination of values that become actual during pedagogical activity. In her research, V.V. Voloshyna [23] proved that professional formation of a personality takes place due to reflection – comprehension and reinterpretation of acquired knowledge, acquired values, own positions, actions and acts; activation of students' processes of self-attitude, self-acceptance, self-determination as personalities, potential professionals and subjects in social interactions. We express our solidarity with the views of the researcher and define such reflection as personal, professional, and social.

Realization of personal reflection by prospective teachers is carried out by way of comprehending and reinterpreting personal meanings and values belonging to the past, present, and future image of "Self" [20]. The resulting new understanding of oneself as a personality comprises certain features and values. There, personal growth of young people takes place, creative interpretation of personal life path becomes possible [12], both leading to achieving personal life destination, finding its sense, constructing realistic life plans.

Professional reflection takes place directly in the process of university training when students correlate their own qualities and abilities with the requirements to the teacher's profession comprehended during study of psychology and pedagogy disciplines and certain subject teaching methods. Along with that, teaching practice at school, familiarization with teachers' didactic experience and peculiarities of building relations with contemporary schoolchildren through the media, induce correlation of personal abilities, qualities and knowledge with a certain model teacher. Meaningful parameters of prospective teachers' professional self-consciousness are comprehended. Professional reflection becomes a means (instrument) to organize schoolchildren's learning activity [8].

Social reflection is realized in the process of students interacting with teachers within and beyond educational process. The latter analyze their styles of communication with students. Students perceive teachers' manifestations in a sensible way, evaluate them from the point of view of moral imperatives and social norms. Acquired experience of pedagogical interaction is transferred to school during teaching practice where prospective teachers comprehend their abilities to build relations with schoolchildren basing on the principles of dialogic relationship [16], value-meaning equality [17], and psychological equality [18]. Social reflection gives the students a chance to qualitatively evaluate their potential to be a pedagogical interactions subject, to actualize diligent attitude towards dealing with complex problematic issues arising during interactions between participants of educational process.

Presence of prospective teachers' reflexivity witnesses to their sensitivity of pedagogical system's requirements. O. Kravtsov [9] points out that reflexivity of pedagogical activity subjects comprises comprehension of their behavioral manifestations towards schoolchildren, understanding the processes of self-consciousness and changes in the development of personal and professional qualities as well as revealing the causative-consecutive nature of their appearance.

Prospective teachers' reflexivity development is a pledge of their transformation into reflective practitioners – teachers who are able to use critical reflections to improve instruction. According to Nataša Simić, Tijana Jokić & Milica Vukelić [15], it makes the opportunity for strengthening their capacities for change and thus continuous professional development.

In our understanding, reflexivity of pedagogical university students as a capability to comprehend and reinterpret own manifestations, personal and professional features, to trace causes and results of their appearance, is particularly manifested in the plane of personal, professional, and social reflection. Developed reflexivity gives opportunity for prospective teachers to simultaneously cognize own professional "Self", schoolchildren they will interact with, as well as to analyze situations of interactions with schoolchildren, define its dynamics of unfolding and the role they play in this process.

The Purpose of the article is to examine specifics of reflexivity development by pedagogical university students in the process of their professional training and intensity of their personal, professional, and social reflection. Achievement of the purpose envisages solving the following tasks: 1) to substantiate psycho-diagnostic tools to empirically study the issue under research; 2) to disclose specifics of reflexivity development by pedagogical university students and unfolding of personal, professional, and social reflection development process.

2 Materials and Methods

Realization of the stated Purpose and solving the set of tasks is provided for by applying psycho-diagnostic techniques, namely "Defining the level of reflexivity development" [6] and "Intensity and direction levels of reflection" [23].

To reveal the level of reflexivity development by prospective students that defines the degree of their self-knowledge, self-analysis and will potentially influence effectiveness of

pedagogical activity, we applied the technique of "Defining the level of reflexivity development" [21]. In accordance with the scientific statement of the author, reflexivity as a feature of a personality may be intra-psycho – displayed in knowledge and understanding of oneself as a subject of activity and social interactions; and inter-psycho – displayed in understanding of other people. The technique comprises 27 statements of corresponding contents of which 15 are direct and the remaining 12 – reverse statements. Following students familiarization with the questions, they were offered to choose one of the suggested options of the answer, graded as follows: 1 – absolutely wrong; 2 – wrong; 3 – rather wrong; 4 – not sure; 5 – rather correct; 6 – correct; 7 – absolutely correct. During results processing, to estimate the total of points gained for direct questions (1, 3, 4, 5, 9, 10, 11, 14, 15, 18, 19, 20, 22, 24, 25) the points were added up in accordance with the answers chosen by the students, but for reverse questions the points were substituted by inverse values (7-1, 6-2, 5-3, 4-4, 3-5, 2-6, 1-7). The total of points was then converted into stens, qualitative value of which witnessed to either low, middle, or high level of a respondent's reflexivity development.

The results equal to or higher than the 7th sten are indicative of high level of reflexivity development. This level means the ability to consciously treat own thoughts, emotional experiences and manifestations during interactions with others; to analyze others' and oneself's behavior, to define its reasons and to make correct conclusions. High reflexivity level affords to successfully exercise self-control and self-regulation and not to discontinue self-knowledge process. These create opportunities for personality self-development in the system of social interactions.

The 4th to 7th sten range results were indicative of middle level of reflexivity. It is common for the respondents of this level to reflect own thoughts, emotional experiences, and attitudes to other people while interacting with them only when the need arises, to periodically define reasons of their behavioral manifestations, all of which are not always positively marked on constructive structuring of relationship.

Values lower than the 4th sten testified to low level of reflexivity development. It is common for the respondents of this level to superficially analyze their own thoughts, emotional experiences, and actions. They seldom control their behavior during interactions with other people. Besides, they possess limited capability to self-regulate in different, particularly in critical situations requiring balanced decisions and adequate actions.

The results of application of this technique allowed understanding the degree to which prospective students are inclined to analyze their personal qualities and their manifestations during social interactions – factors that will significantly shape nature of relations with schoolchildren and results of pedagogical activity.

The purpose of the technique "Intensity and direction levels of reflection" [23] was to assess pedagogical university students' reflection development degree in the expressions – personal, professional, and social. The technique contains three scales: the first – personal reflection, the second – professional reflection and the third – social reflection. Ten statements correspond to each of the scales, each being evaluated as follows: 1 – absolutely disagree, 2 – disagree, 3 – rather disagree, 4 – rather agree, 5 – agree, 6 – absolutely agree. Following the application of the technique, during empirical data processing for each scale, the points were summarized to indicate achievement of high, middle, or low degree of personal, professional, or social reflection. After that, the total (Σ) of all scales was calculated and further divided by three. The final value indicated the degree of reflection developed by students – high, middle, or low.

Degrees of reflection maturity corresponded to the following quantitative values: 46 - 60 – high level, 31 - 45 – middle level, 15 - 30 – low level of reflection development. High level indicates presence of critical thinking of those tested, their direction at continuous reinterpretation of own behavioral manifestations, knowledge and notion of themselves as carriers

of personal and professional qualities and notion of other people who participate in social interactions. Middle level indicates orientation at understanding the need to acquire new knowledge of oneself as a personality and a professional and of other people as well, analyzing of own thoughts, emotional experiences, actions. Along with that, occasionally, the middle level students demonstrate superficial comprehension of situations requiring special attention. Low level of reflection development indicates weak degree of their orientation at comprehension of significance of knowledge of oneself and other people, situational analysis of own personal and professional manifestations and manifestations of other people.

Data acquired as a result of the technique conduction enables to assess students' reflection peculiarities – personal, professional, and social – being true manifestation of their reflexivity at different stages of their professional pedagogical university training.

The research was conducted at the Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko amongst prospective students seeking to obtain higher education degrees of Bachelor (I-II years of study) and Master (I-II years of study), Secondary education Major. Selection of these particular groups was caused by the fact that the I-II year Bachelor degree students were at initial phases of their training; acquisition of teacher's professional skills and qualifications was only beginning to unfold. On the other hand, Master degree students of I-II years of study were already at the final stage of their training to obtain professional education to finish University training during previous years and during teaching practice at school, by that time they had developed personal and professional qualities and been experienced in manifesting them during interactions with schoolchildren. In total, 128 students were tested (65 of Bachelor degree, 63 of Master degree).

To ensure quantitative indicators divergence statistic authenticity of sample groups the criterion of φ^* -angular transformation by Fisher was used [21] The acquired φ^* emp values were correlated with the level of statistical significance. Critical value of φ^* lies within range of 1.64 ($p < 0.05$) to 2.31 ($p < 0.01$). Automated processing of acquired empirical data was carried out by means of SPSS computer program.

3 Results and Discussion

Application of "Defining the level of reflexivity development" technique afforded the results offered below in Table 1.

Table 1: Quantitative indicators of pedagogical university students' reflexivity development

Reflexivity development level	Bachelor degree students, n = 65	Master degree students, n = 63	φ^*
High	10.77	17.46	1.09 $p > 0.1$
Middle	58.46	66.62	0.83 $p > 0.1$
Low	30.77	16.92	1.86 $p < 0.031$

As seen from Table 1, high level of reflexivity is common to 10.77% of students of Bachelor degree (hereinafter referred to as Bachelors) and to a notably larger part of Master students (hereinafter referred to as Masters) – 17.46%. It is common with the respondents of this level to continuously exercise analysis of their thoughts, feelings, emotional experiences, actions. They possess the ability to comprehend their appropriateness to a situation, to reinterpret motivation underlying their interactions with other people. Thus, they are inclined to be guided by impetuses that correlate with a certain situation and, during interacting with schoolchildren, they are oriented at such choice of means that decrease or totally exclude misunderstandings and conflicts. Such reflexivity level is marked upon productive development of students' self-control and self-regulation and will, in the nearest future, foster formation of a balanced position of young pedagogues in relation to various schoolchildren's manifestations.

Middle level reflexivity values of 58.46% and 65.62% are characteristic for Bachelors and Masters respectively. It is common with the respondents of this level to track progress of one's thoughts, to find causative-consecutive ties of their emotional experiences and actions, to observe attitude towards themselves and others as well as to correlate appearance of attitudes with own manifestations. However, students with such level are apt to perform the said practices only when the need arises. In problematic situations appearing during social interactions, they do not often lay emphasis on the practices irrespective of the fact that they are able to understand factors and motives of own behavior. Therefore, in professional activity, prospective teachers potentially will not always take into account knowledge of themselves for the purposes of planning and correcting their own pedagogical actions.

As far as low level of reflexivity is concerned, 30.77% of Bachelors and 16.92% of Masters have it. They are prone to superficially analyze own erroneous actions, errors, incorrect expressions, manifestations that breach social norms. These students are not inclined to deeply analyze their thoughts, feelings, and emotional experiences. They do not usually plan their actions ahead and, therefore, may react spontaneously towards other people's behavior. They possess low degree of self-regulation and poor control of manifestations in interactions with other people. In pedagogical activity, the low level respondents will not be apt to reinterpret those professional expressions and actions of theirs that require corrections. This will lead to undesired actions from the point of view of accuracy and reasonability of pedagogical process and to misunderstandings with schoolchildren.

The results acquired from the empirical research correlate with conclusions of other researchers of similar issues [22]. The results of our research show that quantitative indicators of reflexivity development levels of Bachelor students differ from those of Master students. This is particularly true for the low level indicators, the difference of which turned out to be the statistical validity. We explain that by the fact that the Bachelor students, due to lack of life experience and pedagogical practice, do not yet possess developed ability to define degree of their own personal and professional potential and to analyze factors of their failures. On the other hand, the Master students, having completed previous years training and being studying to acquire Master degree, develop their ability to deeply comprehend and reinterpret educational phenomena and their role in such processes.

The logic of this assumption is substantiated by results of a series of research. E.N Pyanova, A. Z. Minakhmetova and others [18] claim that the level of reflexivity of preschool teachers depends on the level of professional and educational self-development, in particular, on the following components: cognitive, gnostic, self-management ability, organizational, moral-volitional, motivational, and vice versa. According to their results, only 8% of teachers have low level of reflexivity, while 56% of teachers have average level of reflexivity and 36% of teachers have high level of reflexivity. Reflexivity of more developed teachers differs inter alia in its quality. In comparison to younger teachers, the senior teachers have a more problematic and critical attitude to reflection [21].

Reflexivity of students manifests itself in particularities of their reflection over different aspects of life activity – personal, professional, and social. Application of the technique "Intensity and direction levels of reflection" [24] showed the following. The results of research into students' personal reflection are illustrated in Figure 1.

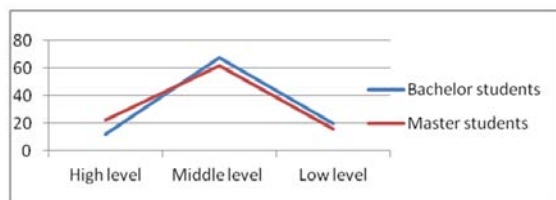


Figure 1 – Quantitative indicators of personal reflection development by pedagogical university students

The quantitative indicators of personal reflection development proved that the majority of respondents, namely 67.69% of Bachelors and 61.91% of Masters possess middle level of development ($\varphi^*_{emp} = 0.69$; $\varphi^*_{emp} < \varphi^*_{critical}$). They are prone to analyze personal qualities and manifestations, are aimed at development of oneself as a subject of values and life attitudes cognition. Sometimes this is situationally manifested, that is why the respondents of this level do not always actualize the problem of overcoming own deficiencies and achieving personality improvement. Low level of personal reflection is characteristic of 20.00% of Bachelors and 15.87% of Masters ($\varphi^*_{emp} = 0.61$; $\varphi^*_{emp} < \varphi^*_{critical}$), who barely apply their ability to analyze own qualities and manifestations and to be attentive to one's personality and carry out self-cultivation. High level of personal reflection predominates among Masters (22.22%), proving presence of a more distinct interest towards themselves, over that of Bachelors (12.31%). They are apt to continuously exercise internal work, revise their system of values, personal senses with the aim to self-cultivate. The respondents sampling percentage difference is statistically significant particularly for the high level ($p < 0.005$) and proves that Master students care more about the issue of self-improvement and analyze their personal qualities and manifestations deeper than Bachelor students.

Diagnosing students' professional reflection is shown in Figure 2.

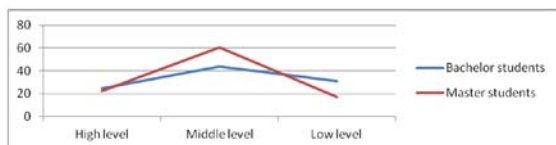


Figure 2 – Quantitative indicators of reflexivity development by pedagogical university students

As shown by the research, high level of professional reflection is common among 24.61% of Bachelors and 22.22% of Masters ($\varphi^*_{emp} = 0.69$; $\varphi^*_{emp} < \varphi^*_{critical}$). The respondents of this category analyze their personality as a subject of pedagogical activity and correlate professional requirements with personal implementation of due acts. At the same time, 43.59% of Bachelors and 60.32% of masters have middle level ($\varphi^*_{emp} = 1.90$; $p < 0.020$). They are guided by interest to profession of their choice, are concerned by issues of achieving personal success but not always are ready to analyze their potential pedagogical interventions with regards to schoolchildren. In Bachelors, 30.80% and 17.46% of Masters have low level of reflection ($\varphi^*_{emp} = 1.76$; $p < 0.039$). These student do not demonstrate readiness to orient at situations of interacting with schoolchildren in pedagogical activity and are not concerned by issues of necessity to analyze own pedagogical actions. It is seen from the research results that quantitative indicators of middle and low levels lie within the critical value of φ^* . We can state that the Master students are more reserved than the Bachelor students in implementing activities aimed at comprehending themselves as potential teachers who have to fully meet professional requirements. This is explained by the fact that Master students, having acquired some pedagogical experience of interacting with schoolchildren, understand the realities of school life. They aware of the teacher's role in tackling problematic pedagogical issues requiring focus on certain situations and balanced pedagogical interventions more than

their younger colleagues. Rather high quantitative indicators of low level for both sample groups are conditioned, to our mind, by lack of daily pedagogical practice somewhat decreasing student's confidence in own professional abilities.

Research into peculiarities of social reflection is illustrated in Figure 3.

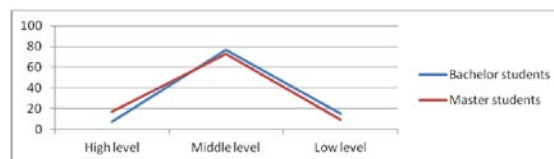


Figure 3 – Quantitative indicators of social reflection development by pedagogical university students

Collected empirical data afford to state that high level of social reflection is characteristic of 7.69% of Bachelors and 17.47% of Masters ($\varphi^*_{emp} = 1.70$; $p < 0.045$). In social interactions, they demonstrate developed ability to analyze both, own actions and judgments as well as the other party's manifestations. At the same time, 76.92% of Bachelors and 73.01% of Masters ($p < 0.05$) demonstrate middle level of the quality under research. Its presence affords prospective teachers to analyze their manifestations with regards to schoolchildren, and their own social qualities and behavior. Though, during interactions, they may be oriented at their own emotional reactions with regards to others and this interferes with the balanced management of schoolchildren's activities. Low level of social reflection development is characteristic of 15.39% of Bachelors and 9.52% of Masters ($\varphi^*_{emp} = 1.01$; $\varphi^*_{emp} < \varphi^*_{critical}$). They seldom or ad hoc recur to analysis of their social manifestations, do not actualize the issue of constructive relationship with others, thus they may fail to trace appropriateness of their actions towards schoolchildren in future. Statistically valid are differences in quantitative indicators of both sample groups of high social reflection level. This means that Master students possess more developed ability to project the vector of unfolding interaction with schoolchildren and to select appropriate tactics to manage educational process.

Based on the results of research into personal, professional, and social reflections, we have defined the level of reflection maturity being a manifestation of reflexivity. It is stated that amongst students, middle level prevails – 62.73% of Bachelors and 65.08% of Masters. They are focused on analyzing their personality, professional qualities that develop during university training, reinterpreting their actions and relations with other people, but are somewhat inclined to do this superficially. As far as low level is concerned, it is common with 22.40% of Bachelors and 14.28% of Masters. These students do not yet demonstrate a marked desire to acquire new knowledge of themselves as personalities and prospective professionals and to comprehend actions of other people in situations of interactions. On the other hand, 14.87% of Bachelors and 20.64% of Masters demonstrate high level of reflection development. For them, continuous reinterpretation of their thoughts, emotional experiences, actions, relations with others, comprehending their professional potential urging to self-develop and self-improve, are significant.

Thus, we can insist that Master students possess higher degree of reflection development as they have richer life experience; they operate professional knowledge more skillfully and are focused on the expertise of interacting with schoolchildren they acquired during teaching practice. Ability to reflect personal, professional, and social manifestations is developed in line with enriching students' experience of cognizing their personality, acquisition of knowledge of their professional qualities, accumulation of skills to value-consciously reinterpret interactions with other people. These conclusions correlate with results of study of Polish researchers Perkowska-Klejman and Odrowaz-Coates [17], who discovered the strong relation between *reflexivity* and level of education.

4 Conclusion

Research into pedagogical students' reflexivity shows that peak value of this personal formation is characteristic of Master students that manifests itself in a more developed ability of Master students, as opposed to Bachelor students, to define and comprehend own positive personal and professional qualities and deficiencies, to analyze situations of interaction with schoolchildren and to choose acceptable tactics of interactions. Reflexivity of students' personality is specifically manifested through their personal, professional, and social reflections. As far as personal reflection is concerned, it is observed that Master students possess a more express tendency to self-improve and that Bachelor students are less focused on reinterpreting their own personal qualities.

The latter actualize professional reflection process quite prominently, but lack of pedagogical school practice results in their immature focus on self-comprehension as potential subjects of pedagogical activity. Bachelor and Master students are able to establish constructive interaction with schoolchildren as based upon developed social reflection. Though, Master students have higher potential to project the progress of pedagogical process and to choose a tactics to establish contact with schoolchildren. It is possible to state that professional university training, particularly studies of psychological and pedagogical disciplines, and acquisition of professional skills during pedagogical practice by pedagogical university students foster progressive development of their ability to reflect own social manifestations, to analyze situations of interacting with schoolchildren, to draw correct conclusions regarding management of schoolchildren's activity. The above mentioned is becoming an integral part of a mature prospective professional teacher.

Further research may be focused on disclosure of correlations between prospective teachers' reflexivity with other personal formations which optimize processes of pedagogical interaction with schoolchildren and promote positive results of teaching and education of a developing personality.

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Primary Paper Section: A

Secondary Paper Section: AM

LESIA UKRAINKA'S "MARTIAN, THE ADVOCATE": SYMBOLISM AS A DIMENSION OF CLASSICAL TRAGEDY

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Abstract: The article aims to show that Lesia Ukrainka is a modernist who used (subordinated) the classical form to create an individual version of the symbolist drama. One of the brilliant finds of the drama "Advocate Martian" is the image of a deaf-mute slave mine, who is an allegory of Martian's inner self. The figurative image accentuates the cross-cutting convention of action. It becomes an impulse for a recipient to notice the symbolism of small details that the author actualizes in the footnotes and unfolds in dialogues; with the help of the language of things, mime hints at what is happening behind the characters' external restraint wall. The language of the symbolic details creates an atmosphere similar to the atmosphere of M. Maeterlinck's small dramas, where the essence remains unattainable and incomprehensible but is keenly felt. After experiencing the tragedy, Martian returns to the shell of his duty and petrifies completely. The question of the future hangs over the gray-haired Martian, who bowed over the speech manuscript. The open finale destroys the closed classicist form, allowing reading numerous symbolic codes of drama.

Keywords: Allegory, Classicism, Conflict, Symbol, Symbolism, Stage space.

1 Introduction

Lesia Ukrainka's "Martian, the Advocate" is one of her final dramas crowning the exploration of the theme of the early Christianity.

We believe that there is a problem of stylistic identification of Lesia Ukrainka's works, in general, and each of them, in particular. On the one hand, over the past decades, the opinion about the crucial role of Lesia Ukrainka in the formation of Ukrainian modernism has been approved (V. Ageeva, T. Gundorova, O. Zabuzhko, Y. Polishchuk, S. Pavlychko). On the other hand, the idea of neo-romanticism as a factor determining the style of Lesia Ukrainka is of considerable current use (the former Soviet and diasporic literary studies, for the most part, share this approach).

Meanwhile, there are lots of novels and poems, where Lesia Ukrainka can be characterized as a neoclassicist. For example, Derzhavyn, Yu. Boyko and I. Kachurovsky (referring to the works of M. Zerov, M. Dry-Khmara and P. Pylypovych) interpreted the poetic legacy of Lesia Ukrainka as neoclassical.

The symbolism of Lesia Ukrainka images was also highlighted by a number of researchers, because "the newly formed modernist discourse is profoundly symbolic in its nature" [7, p. 382]. M. Laszlo-Kutsiuk argues that "the affinity between Lesia Ukrainka's theater and the poetics of symbolism should not be doubted" [8, p. 303].

There is a novel, however, whose distinctive feature is, according to a number of scholars, a combination of characteristics pertaining to both symbolism and classicism. For instance, Yu. Boiko pointed to a symbolic stylistics of the drama "V domu roboty, v kraini nevoli" ("In the House of Labour, in the House of Slavery"). He says, "From the first line of the scene under consideration we find ourselves in the realm of the elaborate allusive symbolism. The author's stage directions at the beginning of the sketch and her comments on the scenery and the characters, take up almost the entire page. These extended comments and explanations of the author are by far not accidental, not just an opportunity to demonstrate a propensity for historical accuracy or a desire to represent the setting: Egypt in the days of Pharaoh" [4, p. 165]. There are critics, however, who argue that "Sharply pointed arguments, elocutionary diction, and the abundance of rhetorical means belong to classicism" [4, p. 171]. The question arises: how are these opposite tendencies correlated? The researcher does not pose this

question. She believes that Lesia Ukrainka's manner of writing is characterized by protean variability. In this case, we tend to make a conclusion that the scholar's opinion is marred by an eclectic approach.

Lesia Ukrainka did not feel any barriers to combining romanticism and classicism within one and the same work of art: she is identifying this type of combination in the works of Ada Negri and Gabriele D'Annunzio [16]. The above-mentioned interactions, however, do not overshadow the fact that classicism and romanticism are known as the opposite aesthetic doctrines. Similar antagonism persisted in the early twentieth century, when the prefix "neo" was added to the terms signifying the traditional styles.

2 Materials and Methods

Stylistic identification of the works of a specific author requires an explanation of why he or she needs to combine opposing aesthetic vectors. The more radical is the distinction between disparate styles within a piece of poetry or prose, the harder it is to avoid eclecticism.

The goal of this article, therefore, is to explain how Lesia Ukrainka harmonized classicism and symbolism within a work of drama and a how exactly she achieved the fusion of incompatible elements (tendencies).

Methodology of the research is based on a genologic and stylistic approach.

3 Results

The plot and conflict of the drama "Martian, the Advocate" are obviously classical. The protagonist of the play goes through a sequence of ordeals and encounters the dilemma of choosing between carrying out responsibilities or promoting his own personal interest. The protagonist's soul becomes a field of a fierce battle between sentiment and obligation. Martian, the Advocate of the Christian Community is a Christian in hiding because he is forced to conceal his faith in order to be more useful to the community. The one-day long events require of Martian more and more sacrifices. The day begins with a lawsuit filed by his former wife who desires to deceitfully take away Martian's property by court action. Martian makes a decision to abstain from defending himself. After a little while he had a heart-to-heart talk with his daughter and son. Martian was astounded by what he heard: it turns out that his children feel unhappy on account of a secret life of the family and their desire to abandon their parents' house.

Brother Isogen announces the arrest of the Bishop of the community and enhances the requirement to remain a Christian in hiding. In order to keep the above-mentioned secret, Martian did not let Ardent into the house. Ardent's father (who was Martian's friend) died because of his religious beliefs. The young man was brutally stoned to death at Martian's Gate. The death of Lucilla, his niece who got scared during a search, was the event culminating a series of all tragic losses. Martian's private life is collapsed instantaneously. It is laid, figuratively speaking, on the altar of commitment.

Analyzing the composition in Lesia Ukrainka's "Martian, the Advocate", B. Yakubsky, a critic from the midst of neo-classicists, wrote that the mastery of the author is manifested in her "ability to foreground and emphasize the components" [19, p. 200] of this dramatic poem consecutively (one after another) and consistently throughout the entire work. Indeed, each subsequent episode of the poem "operates" on the principle of a rapidly uncoiling spring.

Thus, Martian is a Shakespearean hero in terms of his internal tragedy: whatever the hero chooses, the ensuing tragedy is inevitable.

Classicism extends to the majority of the elements of the artistic form. The principle of the unities of action, place and time (in the nineteenth century this principle was described as the most formalistic postulate of classical aesthetics and as an impediment to the authorial innovation), plays an essential structural role here. The drama becomes closer to classicism by virtue of its poetic language, a laconic and efficient use of embellishments and strict scenography [12, 13, 14, 18].

In the meantime, the opening pages of the drama testify to the fact that the unambiguously classicist form contains the markers of a modernist art. The drama opens with an extended (in terms of classicist criteria) stage direction. We will find nothing of the kind in the works of Shakespeare, Molière, Schiller or Hugo or any other playwright who lived and worked until the end of the nineteenth century [2, 9, 10].

A lot of critics regarded these stage directions in Lesia Ukrainka's dramas as the evidence of the lack of their "theatrical effectiveness". In other words, they claimed that those dramas were suitable for reading, rather than for a stage performance. The long stage directions, they obviously asserted, cannot be theatrically represented, they are meant only to offset the abridged insets of the author. As a matter of fact, these voluminous stage directions are characteristic of the twentieth-century drama [1, 3, 5]. They emerged and came into common use during the period of modernism. Moreover, this type of directions did not inhibit a theatrical success. The most striking example is Maurice Maeterlinck's small dramas (they are known to have made a profound impression on Lesia Ukrainka).

Extended stage directions need a careful scholarly study in terms of theatre science and a metadramatic approach. More important, however, is the fact that these stretches of the text often contain a key to the scenic speech required by the text as well as a key to the style of the play.

4 Discussion

Let us analyze the stage directions in Lesia Ukrainka's "Martian, the Advocate":

"Перистиль (хатній дворик) в Мартіановій оселі, оточений критою колонадою простого, навіть суворого стилю, і кімнатами, що виходять дверима на ту колонаду; з одного боку кімнати побудовано на два поверхи, на горішній ведуть вузькі сходи. Дворик посипано піском і засаджено де-не-де тривкими рослинами, здебільша агавами; подекуди стоять прості лавки з сірого каменю. Посередині круглий ставок без квіток і покрас; коло нього великий сонячний дзигар і менший водяний (клепсидра), там же стовп з почепленою на ньому мідяною дошкою, клеуцем і великою ліхтарнею на гаку. В глибині перистилля вузька брама з кватиркою в одній половинці і з хвірткою в другій. Коли брама відчиняється, видно хорощий морський краєвид" (p. 9).

[Translation from Ukrainian into English language]

"The peristyle or inner courtyard of Martianus' house. It is surrounded by a covered colonnade, plain, almost austere and style, and chambers, the doors of which open onto the colonnade. On one side the building rises in two stories, with steps leading to the upper one. The courtyard is strewn with sand and planted in places with evergreen shrubs, mostly aloes; plain benches of stone are placed here and there. In the center is a small pool without flowers or any ornamentation; beside it stands a sundial and a water-clock, together with a post with a gong hanging on it, a mallet, and a lantern on a projecting hook. At the back of the courtyard is a narrow double-leafed door with a small window and one half and a wicket in the other. When the door stands open a splendid view of the sea is visible."

Then we can see the detailed description of the Martian's study (we will skip this part).

"Мім, німий раб, стирає порох з сонячного дзигаря, придивляється, де стоїть на ньому тїнь, потім раптом б'є

клеуцем по мідяній дошці, сильно, різко, мов на гвалт, але сам при тому має дуже спокійне обличчя, немов пробуває в глибокій тиші" (p. 10).

[Translation from Ukrainian into English language]

"Mimus, the deaf-mute slave, is brushing dust off the sundial and watching to see where the shadow falls. Suddenly he takes the mallet and beats the gong vigorously as though sounding an alarm, but doing so with set features, perfectly calm, like one who is living in a world of absolute silence."

The final part of these stage directions is a representation of communication between Mimus and Martian.

I. Kachurovsky underscored the artistic perfection of "Martian, the Advocate": The play incorporates both "a closed circle with no way out, and a fatal convergence of circumstances, and the protagonist's loneliness, and the figure of a deaf-mute slave who probably personifies the relentlessness of time, and such compositional devices as anticipation and sound framing - all these phenomena are typical of the present-day European literature and could have been issued from Anuya's or Camus' pen" [7, p. 73].

The figure of a deaf-mute slave, similar to Maeterlinck's blinds, is truly an amazing image and an artistic discovery of the author. What does he symbolize? This question needs special consideration. The deaf-mute, whose responsibilities are to keep an eye on the clock and announce the time with loud gong chimes, can symbolize the relentlessness of time. Time is of no importance for Martian; he set his mind on Eternity which he firmly believes in. Mimus's responsibilities also include monitoring the illumination. This is a symbolic role, but with a different range of meanings. After each ritual service of the sundial, the clepsydra and the lamp, Mimus levels out the sand with a rake. This operation is sure to attract the readers' attention but can hardly be considered as a routine chore. Mimus is constantly present on the stage, his actions and gestures are thoroughly commented by means of numerous stage directions. Symptomatically, though, Mimus is not involved in the developments of the plot whatsoever. Upon careful reading through the stage directions, the director is expected to retrieve the following message: namely this mute character and a passive agent of the plot structures the stage space and imparts a special meaning to it.

Mimus has several roles in the drama: first of all, he is deaf-mute as a result of Martian's selecting servants in the house by the following criterion: they should not tell anybody that the house is a dwelling of Christians in disguise. The gate is guarded by a German -barbarian. The latter cannot speak Roman, that is why we can infer that he is dumb too (the noun "nimets" in a few dialects of Ukraine stands for the adjective "mute"). Mimus is a deaf-mute slave. This is the reason why his second most important role is a submissive slave. This role is inculcated in him but it is not encouraged by Martian (there are, at least, two situations demonstrating that Mimus may behave disobediently). Mimus's devotion to Martian has a somewhat different nature: he (Mimus) is a slave on his own accord. Besides, the proper name "Mimus" is semantically important: it means a person who communicates with the help of facial expressions and gestures.

In the minds of present-day recipients, this word is associated with one of the actor's specializations. Let us recall that in "The Orgy", Lesia Ukrainka's latest drama, the mimes participate in the description of the performance while the events are taking place at the Roman Maecenas. Mimus's behavior really resembles a true pantomime, a ritual spectacle or kind of performance art. It looks fairly impressive and, as a consequence, sometimes interrupts the conversation. By producing the gong chimes and by sand-leveling, Mimus signals the transition from one stage of the events to the next one. The suspense is growing even more when the sound of the gong is accompanied by the flash of a lamp during a ritual procedure of lighting it up: first, Mimus pours the oil, then walks to the upstage and alternately lights up

several lamps. Thus, the audience witnesses the magic effect of light gradually flooding the stage and removing the darkness.

Martian's tough farewell talk with his son Valent contains a few indirect characteristics of a deaf-mute slave. Shrinking from Valent's arguments and remembering Brother Isogen's words, Martian is at a loss and addresses either himself or the uppermost entity:

*"Але шляхи господні таємничі, / хто може їх збагнути?
Може, треба / і господу рабів глухонімих..."* (p. 42).

[Translation from Ukrainian into English language]

*"The ways of God are dark, mysterious./And past man's finding
out./ Perhaps the Lord,/As I, needs that his slaves be deaf and
dumb..."*

In a sense, Martian is a deaf-mute slave who communicates by body movement (here there is an association with his job as a lawyer). On the other hand, he has to be deaf and dumb in order to fulfill his duty to the end. He has to be an obedient slave. Martian wants to think that he is a slave of the Lord. With the advance of the plot we start to "decode" a meaning hidden under the surface of the events: as a matter of fact, Martian is a slave of the Christian community (not entirely on his own free will). Martian's daughter Aurelia says to him:

*"Чим має жити тая віра, тату? / Вона ж, як той наш мім,
глухоніма / і тільки має стежити, як тихо / пересувається
життя, мов тінь / на сонячнім дзигарі"* (p. 18).

[Translation from Ukrainian into English language]

*"What has my faith to feed upon, I ask?/It's just like Momus,
Father: deaf and dumb,/And all it has to do is quietly/ To watch
how life goes on like shadows cast/ Upon the sunlit dial."*

An image created in this fragment is really impressive: Faith is a deaf- and -dumb shadow cast upon the sunlit dial.

Mime is the embodiment of Martian's inner self. This image enhances the fictitiousness of all the events and forces the recipients to pay attention to the small details represented by the author, first, in the stage directions, and then in the dialogues. The space of the events is totally conventional and, at the same time, absolutely veritable and intentionally authentic. There is an imperceptible, gradual increment of the meaning of individual details, a motion from the specific to the abstract: this is the way the language of symbols is generated. Mime, Martian's inner self, activates the language of the inanimate objects so that the viewer should guess what is happening behind the wall, primarily, behind the wall of his outward composure:

"Я хотів би плакати, / але не вмію!" (p. 43).

[Translation from Ukrainian into English language]

"Would that I could weep! Yet no tears come."

...but also behind the stone wall of the house where he and his family live.

For Martian, this troubleproof wall protecting him from the hostile and dangerous world, personifies a life shelter. For Martian's children, however, the high walls that set bounds to their world serve as a prison. This closed space contains a lot of attributes which, in the course of fictional time, gain additional meanings. First of all, it is a window leaf and a wicket gate, through which one can see the sea. Around the Martian's walls, there is a space of liberty and creative force of nature. A hostile world breaks through this unique environment into the house and turns the fortress into a dubious and precarious refuge. Martian's dwelling is described as stony not only because of the stony wall, but also because everything inside the house is made predominantly of stone. This surrounding symbolizes the asceticism of the Christian home and desensitization of the characters. From the denunciative cues of Martian's children we

understand the direct meaning of the atmosphere of quietness reigning inside the house: everything was spoken in whisper. There is also a figurative meaning of the word "quietness": the characters' emotional expression was muted. For years, the inhabitants of the house had to suppress or hide their true, deep, sincere and noble feelings and displace them to the sphere of the unconsciousness. In due course, emotions either died, as in Aurelia's case, or "rebelled" in search of a way out, as in Valent's situation. The inappropriately loud sound of the gong contrasting to the absolute silence of the house is a symbol of a suppressed scream and emotions that will sooner or later burst out and destroy the apparent peace of everyday life.

Mime, the deaf-mute master of the stone world, organizes it according to the alternation of day and night or to the 24 hour rhythm. This procedure of clocking the time has an ominous connotation. Actually, there are two types of clocks. Mime keeps watch over the first one to strike the copper plate. Besides, there is another time measuring device – a clepsydra (an hourglass). As the play progresses, this object is acquiring new shades of meaning. This is how Valent characterizes clepsydra in his assessment of Martian's advocacy speech:

*"клепсидра, той холодний часомір, / що краплю по краплі
невблаганно / відмірює тобі той час короткий, / що віділено
для оборони правди"* (p. 30).

[Translation from Ukrainian into English language]

*"clepsydra, That cold apportioner of measured time, Which, drop
by drop, implacably should mete Out unto you the space of time
so brief Allotted to the advocate of truth."*

Water is a symbol of a human emotional sphere. Inside the clepsydra, there is some water epitomizing human emotions: the water and the emotions are both "enfettered", lifeless and dead.

Mime's handling the clepsydra enhances the significance of water as one more symbol of the armored emotions of the inhabitants of the house. In the center of the courtyard, there is a small globe-shaped pond without flowers (as a rule, flowers are planted around such ponds) and without ornaments and decorations. The pond devoid of flowers looks bare and artificial, almost lifeless (dead), similar to the feelings of the inhabitants of the house. The only plants in the foreground are agaves, the plants without blossom, spiky, looking artificial and resembling sculptures (made of stone). Running away from home without saying "Good Bye" to her father (being probably afraid the emotional state will give her away) Aurelia trying to pluck a leaf of agave pricked herself but, "quelling a groan of pain" managed to hide the leaf under her shawl. Aurelia's behavior tells us about her mental disturbance, her "acute" emotions, her concern for the homestead she was raised in. Here is just one symbolic detail: Aurelia could not keep silent during her entire life, whereas Martian "locked" his personal life along with his faith.

The motif of flowers in the drama unfolds imperceptibly and becomes a pervasive image during Martian's talks with Aurelia and Lucilla. The motif is introduced through the opening stage directions – the narrator is emphasizing the absence of flowers in a stone-made dwelling house. The flowers assume additional importance in the course of the argument between Martian and Aurelia. In response to Martian's reminder of her daughter's strong faith during the years of childhood, Aurelia replies sadly:

*"Я марила про божєє дитятко, / ... / Я пурпуром вертен
йому встеляла, / відбірні квіти сипала у ясла..."* (p. 20).

[Translation from Ukrainian into English language]

*"Seemed all too small to offer to God's Son . With purple I would
fain have draped the stall, The manger with choice blossoms
would have strewn."*

...but Dad asked her not to tell anyone about those dreams. Beholding the lush saturnalia (an element of a heathen rite), the girl wondered:

“...чому в ній стільки є краси, / а наша правда так убого
вбрана?” (р. 21).

[Translation from Ukrainian into English language]

“There is so much of beauty in its rites, While our true faith
appears so poorly garbed.”

Aurelia associates a white lily with the image of a young Christian female who met demise as martyrdom during a circus performance. Aurelia was conscious of the fact that such a beautiful deed was unattainable for her. This is why she visualized another dream-like picture:

“Тоді забуду / лілею білу, як сама розквітну / трояндою,
нехай і не святою, / зате розкішною!” (р. 23).

[Translation from Ukrainian into English language]

“only can forget The lily white by change and blossoming Into a
rose; though not a holy one, Yet still a lovely one.”

Martian, promising his sister to look after Lucilla's grave, says:

“Я досі не садив квіток – для неї / зрощу їх цілий гай” (р.
68).

[Translation from Ukrainian into English language]

“So far I've grown no flowers—but for her I'll plant the richest
blooms.”

One can explicitly express and show his or her feelings for a girl who passed away, because there is no risk of being exposed. Therefore, flowers along with the water in a pond and in clepsydra, symbolize emotions. Flowers cannot bloom in the world restricted and regulated by a sense of obligation.

I. Kachurovsky, despite his high opinion about Lesia Ukrainka's drama, pointed to one, as he put it, substantial flaw of the poetess' narrative technique: weak finales (endings).

Against the background of the modernist tendencies in the writer's literary legacy, we must admit that the finale (resolution, ending) or the outcome of a literary work is its very section or part where, so to say, the destiny of a classicist form is resolved. The ending is indicative of anti-classicism of Lesia Ukrainka's aesthetics. The endings of her dramas are always opening (indeterminate). The drama under consideration ends with Martian starting to work on his advocatory speech. What kind of speech is it going to be? Will it succeed in the court? Will it help to release the Bishop? The Resolution of all these questions remains only in the projection of the open ending. Thus, we can characterize Lesia Ukrainka's dramatic poem as a sample of a modern “drama of intentions” and as an embodiment of “the non-finito literary method” [12, p. 169]. The finale transforms a closed classicist pattern into an open modernist tragedy - into a drama of ideas.

The hermetic nature (closedness) of the drama “Martian, the Advocate” is destroyed. The ending makes it possible to provide an opposite understanding of the resolution to the conflict of the drama. Neither the lawyer, the protagonist, nor the spectator knows what will happen next, or what will possibly justify his numerous sacrifices. Moreover, the victim himself becomes automatically open for debates. Is the victim commensurate or not? This question cannot be answered because there is nothing to match the victim with. The drama that unfolds in front of our eyes actually began a long time ago. Nobody knows when it will close off.

Maybe the ending will be marked by the death of Martian. But what will be the nature of his death: heroic, stoic, or pathetic? These questions are open. There is a choice without a choice: Martian reaps the fruits of his past life. Either he will demonstrate his self-consistency to the end and, therefore, will offer up all the sacrifices of his, or (metaphorically speaking) he will wipe the slate of his life clean and admit that he has taken

the wrong road. The latter option is hardly possible as long as faith lives in his heart. The main choice was made before the beginning of the events on the stage, while the future of the main victim is open to multiple interpretations.

The closedness of Martian's apartment is antithetical to the openness of the sea vastness beheld through the window. Martian's inner world is also closed to us. The hellfire of his soul is hidden from the others' eyes. Nobody can see it. The more responsibility a person takes, the more lonesome he becomes, because his/her life “journey” does not any longer go outwards; it is directed inwards. Martian's private and closed dwelling symbolizes his existential seclusion.

We have no idea what will happen to the Christian community where Martian does the serving. Perhaps it can be converted to Pharisaism, the way the Puritans did in Lesia Ukrainka's drama “In the Forest” (Brother Isogen looks much like Brother Godwinson), and Martian will possibly suffer a complete defeat in life. Martian evokes in our mind a fusion of respect, astonishment, admiration and, at the same time, a train of controversial thoughts. Martian, who conceals his feelings behind the armored coating, does not realize the fragility and hazards of his hiding place. He is not aware that his renunciation of private life will not guarantee his escape from a need to make a fatal choice in the future.

5 Conclusion

Lesia Ukrainka needed a classicist form in order to explore the psyche of a person who is absolutely committed to duty. He is a positive character not only of classicism, but of the literary tendencies in subsequent epochs. Martian can become a role model at all times and for all people as an individual who faithfully serves the community (people, nation), king, commander, etc. Lesia Ukrainka was also a commitment-minded person. She also voluntarily and consciously took great responsibilities to the community.

Martian, the Advocate, is the protagonist. This fact, however, did not prevent the writer from discerning a number of threatening trends and covert implications of a traditional and well-known conflict between sentiment and obligation. As a rule, the classicists preferred to resolve this conflict by a positively marked victory of obligation (commitment). The romanticists, meanwhile, foregrounded another axiological vector of the positive hero - the human heart.

“Martian, the Advocate” closes with a victory of obligation. But the symbols piercing all the events of the drama and generating a wide range of references undermine the classicist finality and force to doubt the feasibility of the hero's choices.

When Martian sacrifices solely himself, there are no doubts about the state of affairs. But when other people become victims (without their consent), the doubts grow and get stronger. That is why, the following string of questions arise: where is the boundary that separates one obligation from another? Where does the commitment to God end and where does the commitment to the community begin? Where does the commitment to the community end and when is the obligation to a particular individual developing? And what if these two types of obligations are incompatible? Is the mind able to determine the measure correctly? Is the mind able to weigh the pros and cons of the opposite obligations and duties? Is the service to God invariably the service to God? The open finale (ending) of the drama bears evidence of its psychological complexity and modernist aesthetics.

Modernist symbolist drama, usually characterized by literary critics as the drama of ideas, is the form that Lesia Ukrainka was trying to find for a long time, experimenting and changing aesthetic principles and styles. The poetess' bent for a symbolic language as well as for classical forms allowed her to find such a genre and stylistic variety of drama where the opposite tendencies are merged. Classicism and symbolism shared the same aesthetic tenet: art dominates life and elevates it into Blau.

Lesia Ukrainka's drama, despite its classicist discourses, cannot be attested as that of neo-classicism, because it is dominated by the mystical rather than by the rational. Classicist form is needed to implement the complexity of the inner self of an individual due to a permanent contest between unconscious intentions and conscious principles, values, rules, and guidelines. The classical form of the drama is subverted by the open ending, whereas the rational order is destroyed by the elemental passion. The key function of the classical form is symbolizing the "crucifixion" of an individual between the material and spiritual worlds.

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Primary Paper Section: A**Secondary Paper Section: AI, AJ, AL**

IMPLEMENTATION OF THE LEARNING MODEL BASED ON THE RESULTS OF FUTURE VOCATIONAL TEACHERS' PROFESSIONAL TRAINING

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Abstract: The article defines and substantiates the model of education based on the results in the professional training of future teachers based on individual approaches. It was found out that individual-typological features of the student influence the style of his activity and style features. It is necessary to have four skills: maximum immersion in the learning process, a person must be free from prejudice and open to new experiences: real experience; response and observation of the gained experience from different angles: effective (reflective) observation; creation of concepts that would unite all observations into logical, sequential theories: abstract formation of concepts (abstract conceptualization); using this theory to make decisions and solve problems: active experimentation. The peculiarity of the implementation of the model is that, for each level of development of mental skills, it is necessary to provide more complex learning and experience in the process of student transition from knowledge/awareness to the application of knowledge and thinking of the highest order. Each level involves the acquisition of knowledge. There are four styles of student learning: "activists", "thinkers", "theorists", and "pragmatists". The characteristics of each style have been generalized. The results can be cognitive, psychomotor, or affective in nature. The authors used a table of Bloom's verbs to formulate learning outcomes and tasks. The learning model based on results and components of students' professional development of each style during the study of the course "Methods of teaching special disciplines" was experimentally tested.

Keywords: Learning based on results, Learning outcomes, Preparation, Teacher of professional training, Training.

1 Introduction

Socio-economic changes taking place at the beginning of the 21st century in Ukraine demands from the organization of the educational process in institutions of higher education to form general and professional competencies in students, which is adequate to the requirements of the modern labor market [6].

Ukraine' integration into the international economic and educational space requires from the national higher education system to train competent specialists who are able to apply in practice the latest achievements of the modern science, creatively use innovations and technologies, and respond flexibly to market economy demands. European standards for the training of future professional leaders – engineers, teachers, officers, doctors and many other professionals - are focused not only on mastering the subject area, but also on the personal development of the specialist [3].

Updating of legislation in the field of education is identified as one of the main directions of implementation of the National Strategy for Education Development in Ukraine until 2021, which should be aimed at determining of the legal, organizational, financial foundations of innovative development of the national education system in the context of globalization trends and challenges [5].

Reformation of the higher education in Ukraine, transition to a new personality-oriented approach to teaching and education is impossible without creating the necessary conditions to ensure sustainable development of the teacher. In the process of finding a new educational paradigm, various types and forms of professional education are becoming widespread. In turn, such professional education is a principal condition for comprehensive personal development, enrichment of the individuals' creative potential, means of realization of abilities, as well as growth of professional competence, improvement of previously acquired knowledge, skills and abilities [7].

Continuous development of a modern teacher, his formation as a person of culture, an agent of change, an innovative personality involves the creation of effective conditions for professional

growth, personal self-development through the use of potential opportunities of the modern information society [11].

The rapid development of information technologies and the growing role of innovation in ensuring economic progress create new challenges in the educational training of future professionals. Education as one of the key components of social development, on the one hand, is influenced by the processes that take place in it, on the other one – affects all the components of the social life, and, therefore, must adapt dynamically to the current state of the scientific and technological progress. Thus, there is a need to train specialists who not only have perfect theoretical knowledge, but can also use them successfully to solve various practical problems [10].

Recognition of training facts – both formal and non-formal/informal – can potentially give more importance to individual achievements and contribution to society [14].

The individualization of educational process, as a main component of the modern educational system, contributes to the formation of the qualities needed by a modern student - a future competitive specialist. The ideas of individualization are implemented by various methods and means, the main of them are the usage of information and communication technologies (ICT) in the learning process, personal learning environment, information and communication educational environment. A system of scientific knowledge and practical skills that influence the formation of learning outcomes is the sense of personality-oriented education [8, 9].

The ability of an individual to select, process, assimilate, and then reproduce and have the ability to use information in life and work is very important nowadays. The challenges that the society meets with reflect the need to create a model and special conditions for learning in higher education, in order to optimize the educational and professional processes of students [13].

Students understand their role in educational process in different ways, have different attitudes to certain aspects of learning, and put different emphasis on the educational process. This is due to their psychological preferences, which are determined by the type of personality. The type of personality is manifested in the usual and convenient for him way of action, which is at the same time similar to others. Individual-typological features of the student affect the style of his activity and his stylistic features which, in turn, leads to the formation of certain learning outcomes.

2 Literature Review

The analysis of the literature on the assessment of learning outcomes in the context of the competence approach, measuring educational outcomes showed that this issue is thoroughly studied mostly by foreign educators and psychologists, including the following: Adam S. (UK), Rogers G. (USA), Vaughan D. (Great Britain), Walsh A., Webb M. (Kingston University, Great Britain), Biggs J. (University of Queensland, Australia), Zvonnikov V.I (Russia).

The studies of the stylistic organization of students' educational activities are popular nowadays. The problem of styles is widely considered (general concept, concept of individual style of activity, features of stylistic sphere of personality), in the line of which the problems of individual style of learning are singled out. The experience of the following Ukrainian researchers is studied by M. K. Akimova, A. K. Baymetov, A. O. Volkov, L. A. Vyatkina, I. O. Zuyev, O. YE. Klimov, V. T. Kozlova, V. S. Merlin, YE. H. Taryeva, M. O. Kholodna, and others.

Among the adult's educational models, the most popular one is the four-step experiential learning model (Experiential Learning Model), developed by David A. Kolb and his colleagues from Case Western Reserve University. According to the Kolb's

theory, the learning cycle basically involves four stages, namely: concrete learning, reflective observation, abstract conceptualization, and active experimentation. The learning consists of stages of "implementation" and "thinking" [1].

The adapted learning styles according to David Kolb are presented in the works of V.I. Kovalchuk. The author identifies four main styles of students: activists, reflectors, theorist, and pragmatists, so every learner chooses the appropriate learning style [7].

However, despite the research's achievement, the model has mostly theoretical characteristics and does not provide the practical way of usage the active learning methods that are effective for each style and the formation of learning outcomes.

3 Materials and Methods

The main research methods were aimed to create a favorable educational environment in higher education institutions of Ukraine in four aspects: a favorable psychological climate; a content of education, training technologies; spatial environment; development opportunities, namely:

- Theoretical: analysis, synthesis, comparison, generalization of scientific and educational literature on the research problem, which allowed determining the degree of its scientific development, directions of pedagogical ideas development in this field, determining the methodological principles of the research problem; modeling in order to develop a model of a favorable educational environment for professional training of future teachers of vocational education;
- Empirical: observational (direct and indirect observation), diagnostic (an interview, a survey, a questionnaire, diagnostic methods, a rating, a method of analysis of the performance), which allowed summarizing the analytical material on the availability of a favorable educational environment in the training of future teachers of vocational education;
- Graphic to illustrate visually and compare the results of the experimental work in graphic images and tabular forms.

4 Results and Discussion

Learning focused on personal needs helps students to improve and systematize their own knowledge and professional skills, activate their own experience, develop thinking, memory, attention and imagination, develop a positive attitude to the educational process. That is why the educationist of professional teaching needs to have the experience of active personality-oriented learning. The main reason is the educational approach which is based on outdated traditional styles and teaching methods that do not allow students to develop their abilities. The only way to solve this problem is the teacher's ability to select and apply such teaching styles and methods that will promote the acquisition of knowledge and the development of general ability to think creatively and actively [7].

Taking into the account the concept of individual style of activity by I.A. Toloček, we will focus on the definition of style. The researcher uses the term "style" to denote the relationship between the objective requirements of the activity and the properties of the individual. However, objective requirements may not be the same for different activities or for the same activity taking place in different conditions [15].

According to David Kolb, if a person wants to achieve effective learning outcomes, it is necessary to have four skills: 1) the complete immersion in the learning process, a person must be free from prejudice and be willing to be actively involved in the experience: real experience; 2) reflect and observe on the experience from different sides: effective (reflective) observation; 3) create concepts that would combine all observations into the logical sequential theories: the abstract concepts' formation (abstract conceptualization); 4) using this theory to make decisions and solve problems: active

experimentation. So, the learning process, according to the cycle of Kolb, can be started at any stage of the cycle and continues until a certain skill is acquired [1].

Developing the ideas of Kolb, English psychologists P. Honey and A. Mumford described different styles of learning. Generally, in the usual cycle of education, people begin their learning with the style which they prefer to. Researchers identify the following four learning styles: "activists", "reflectors", "theorists", and "pragmatists". Each of them has its own strengths and weaknesses, its own behavior, requirements for the learning process and other participants. In fact, one person rarely has only one style by which he/she learns, but each has elements of their own styles. However, the dominant tendencies determine the features of the learning process and the human reaction to certain methods and efforts of the teacher [4].

When planning training, it is necessary to take into account that there are no "pure" styles, but there are dominant ones and the group will consist of individuals who tend to different learning styles. That is, each curriculum must contain elements that are attractive to all types of students who are in class [7].

According to Kolb, a complete learning process requires the use of experience, its reflection, the theoretical and practical implementation, in case of focusing only on one, favorite style of learning, it can threaten the so-called "learning paralysis". In addition, according to Kenny and Reid: "It is extremely important for a teacher to understand that he himself prefers his own, given to him by nature, learning style, and that in choosing techniques he must take into account the learning objectives and preferences and learning styles of all the participants of educational process" [1].

The best way of implementation of the learning process is to involve all the students with a variety of approaches to learning. In addition, it makes it possible to open and expand other ways of getting the information, rather than learning only the method that is most acceptable to the listener. The teacher should build the lessons in a way to involve and get interest all students to cover all four stages, which together will make up the cycle of learning from practice to practice. A well-designed course leads to the acquisition of knowledge and skills by participants. One should remember that skills are forgotten without repetition [1]. We sum up the characteristics of each style in the tables below (Table 1, 2, 3, 4).

Table 1: The characteristic of activists

Strong skill:	Innovation and creativity
Work through:	Focusing on the importance of learning
Aim:	To be involved into the solving important questions and to achieve harmony
Favorite question:	Why?
How to be a leader for others:	To focus on their feelings, create the team, search for harmony, sense of purpose
How to educate:	To be a facilitator, create discussions, group work

Table 2: The characteristic of reflectors

Strong skill:	Innovation and creativity
Work through:	Focusing on the importance of learning
Aim:	To be involved into the solving important questions and to achieve harmony
Favorite question:	Why?
How to be a leader for others:	To focus on their feelings, create the team, search for harmony, sense of purpose
How to educate:	To be a facilitator, create discussions, group work

Table 3: The characteristic of theorists

Strong skill:	The practical implementation of ideas
Work through:	Using of fact data, from their own experience
Aim:	Connect their present with their safe future
Favorite question:	How?
How to be a leader for others:	Plans and graphics, choosing the level of productivity, the knowledge exchange
How to educate:	To set the program course with the pragmatic expediency, demonstrate detailed practical processes

Table 4: The characteristic of pragmatists

Strong skill:	Active integration, performing tasks
Work through:	Activity and usage the new ideas gained from the experience
Aim:	To transform the ideas into actions
Favorite question:	What if...?
How to be a leader for others:	To suggest the crisis situations and challenge; they are looking for solutions themselves
How to educate:	Illustrations to encourage the use of alternatives, providing choice

According to the questionnaire of style-learning definition, we conducted a survey among students. We found among 120 participants 21% are activists, 29% – reflectors, 35% – theorists, 15% – pragmatists.

As there are no pure styles, the task of the teacher is to develop other styles, but at the same time, but to use the benefits of each style as a resource for effective communication.

The teacher's knowledge of the students' personal characteristics will affect the effectiveness of learning. At the same time, students have the right to know what knowledge, skills and attitudes are required of them in the course, and at what level their skills should be presented. One method that a teacher can use to convey this information is a list of detailed learning outcomes and tasks. Each task depicts a hint to students to help them achieve or exceed what is expected of them in the course.

Learning outcomes describe as accurately as possible what will happen after passing a particular training unit. The description of the result may include a definition of the skills acquired, the conditions under which the task will be performed, and the level at which the task will be performed. In education, goals are often described by five definitions, including the following information: who (the executor), where (the circumstances), how (the way), what (the learner must show a high degree of mastery of the subject), in what criteria.

In each case, the learning outcome reflects new knowledge or understanding in an observable form. For example, a master of industrial training wants a student to be able to perform a certain operation. Teaching this psychomotor skill includes demonstration or modeling, discussion of biomechanics or psychology, imaginary repetition, and guiding practice. What is the expected learning outcome?

Learning outcome is a general (broad) statement that determines that a student will be able to perform (in visible activity or behavior) at the end of learning. The wording of the learning outcome contains one or two verbs connected by the conjunction "and". We call these verbs "competencies" or "skills."

The formation of the learning outcome is structured if it is contained in the same form in different parts of the course.

We form tasks according to the results. A learning task (step) is a more detailed statement that determines what a student will be able to accomplish after completing a stage or segment of study, such as a lesson. Often, when constructing the content of a program that students should master, it is necessary to identify smaller steps to achieve the ultimate goal. Usually, these smaller components of the learning process (lesson) or event are called Learning Tasks. Thus, we call "tasks" smaller steps towards achieving the goal of learning [2, 7, 13].

The formation of the learning outcome implies that the student will be able to demonstrate mastery of more general competence [2]. In the formulation of the educational task, it is implied that the student must master a more specific competence. It allows the teacher to have several tasks, and to achieve competence at the level of learning outcomes, the student must fully complete only one of them. It also suggests that the student will not have the ability or time to master each competence within the learning outcome. The use of the word "must" suggests that although a student may not complete all tasks, he will still achieve an overall learning outcome.

Outcomes can be cognitive (knowledge and development of intellectual skills/attitudes), psychomotor (feelings, values, evaluation, enthusiasm, motivation) or affective in nature (kinetic field, applied or physical skills).

In the cognitive sphere, learning is described as a change in the knowledge stored in memory. The basic principle of the theory is that behavior is mostly controlled by the processes of internal memory, rather than external circumstances [7].

In the psychomotor sphere, learning takes physical form. "Psycho" in psychomotor theory confirms that in the teaching of physical skill, there is a cognitive aspect. For example, while learning to write a handwritten text, the student needs to understand how handwritten letters are related to printed ones, and how letters are joined together to form words and so on.

The affective sphere concerns the field of emotional learning. Affective outcomes may include changing the student's value system. For example, one can consider online group discussions in which participants have to adopt a different point of view to effectively persuade the other party.

Our idea was to check how the results-based learning model affects the components of professional development (motivation, cognitive, operational, reflexion) in students of each style. To implement it at the beginning of the course "Methods of teaching special disciplines", we conducted a study of the initial level of development of each component using methods:

- Motivational component – the methods of T. Illin "Motivation of higher education", the methods of diagnosis of personal motivation to succeed (according to T. Ehlers);
- Cognitive component – the method of expert assessments, testing;
- Operational component – tasks for testing technological and methodological skills and abilities;
- Reflective component – tasks for the assessment of pedagogical situations and the implementation of a creative project carrying out self-assessment of own activities.

According to the study results of the levels of formation of the professional development's components, we got the following results, which are presented in the Figure 1.

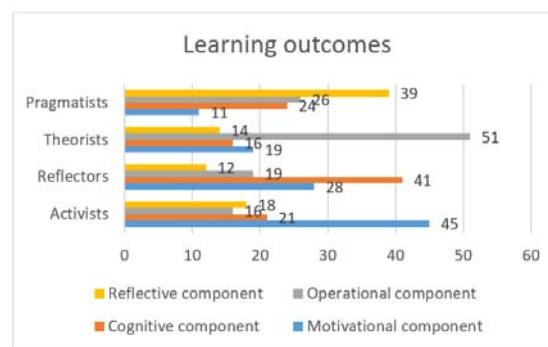


Figure 1 – Learning outcomes according to the components and levels before the experiment

According to the results of the experiment, activists have a motivational component formed by 45%, cognitive – 21%, operational – 16%, and reflective – 18%. Reflectors have a little bit another trend, which shows the formation of the motivational component by 28%, cognitive – 41%, operational – 19% and reflective – 12%. Theorists are characterized by the formation of motivational criteria by 19%, cognitive – 16%, operational – 16%, reflective – 14%. For pragmatists, the motivational criterion is formed by 4%, cognitive – 24%, operational – 26%, and the reflective criteria – 39%.

During determining the learning objectives, we took into account six levels of development of thinking skills according to Bloom's taxonomy [17, 18, 20] (Table 5).

Table 5: The formation of mental skills

Competence	Component	Result
Motivation	Motivation	Motivation to do something
Knowledge	Cognitive component	Knowledge Understanding
Understanding		
Application	Active component	Applying
Analysis	Reflection	High order thinking skills
Synthesis		
Evaluation		

The peculiarity of the model is that, for each level of development of mental skills, it is necessary to provide more complex learning and experience in the process of student's transition from knowledge/awareness to the application and high order thinking skills. Each level shows that before applying the skills, one should have some knowledge. Categories can be considered as degrees or complexities. In other words, each category must be completed before the next can be implemented.

To assess the achievement of cognitive goals, one can ask students to present, describe, or list information or choose from a number of possible answers. Relevant assessments may include the following: tests with multiple choice answers; transfer tasks; choice of several options (similar to the test with several answer options); task performance; filling in the table; compliance questions.

Assessment of mental skills at the level of conceptual learning is similar. These elements can be performed visually or aurally: answer the question; simulations. Problem solving can be assessed by: performing tasks; analysis of specific examples; problem-based learning.

Psychomotor assessment skills include: real or mental characteristics; evaluation of final products; performance appraisal.

To assess a student's attitude to a problem, first of all, we determine if the student has his own opinion, and then find out if he or she wants to express it. To evaluate this attitude, it is necessary to describe to the student the situation in which his position or behavior will be appropriately reflected, or evaluate the student's attitude using a cognitive approach; for example, can he describe a productive method of work and how it will change the overall (group) productivity? To form the learning outcomes and tasks, we used Bloom's verb table [2, 4, 12]. The structure of the lesson was as follows (Table 6).

Table 6: Approximate lesson structure

Activity	Description	Example
Connecting parts (concentration)	Used to combine a student's previous experience with new skills. Also used to stimulate or motivate students to learn new skills.	
Cognitive (presentation)	The presentation of new information for each task. Use a whiteboard, flip chart, or computer presentation. Handouts or visuals.	The model of experiential learning – Module 3
Empirical (practical task)	Gives a student the opportunity to practice under the guidance of a teacher. Written assignments or demonstration.	Set the activity components – Module 2
Practical application (result)	Determines whether the student got the following competence. Checking the written assignment. Ask students for their opinion. Set a new homework	Prepare the lesson plan – Module 3.

The positive learning motivation is extremely important for active learners.

Explanation, actualization and formation of motivation represent the initial stage of the organization of students' educational process, because motivation involves them to the learning process.

The learning motivation depends on the effectiveness of all educational activities, and hence the further direction of

behavior. The choice of behavior is determined by reasons - motives. Motives are usually external and internal. Internal motives are connected with self-consciousness of the educationist of professional teaching, points of view. The more the student understands the role in the professional development, the more conscious is his desire to participate in educational process, and the stronger he will identify the cognitive needs in it. Under the condition of effective implementation of the educational process, internal motivation turns into spiritual satisfaction and new phases of its development. External motives appear when learning becomes a mean to achieve higher goals (creating a positive professional image, maintaining competitiveness, improving efficiency and stabilizing psychological relationships) [16].

The lack of motivation is one of the main reasons for learning failure. A key element of motivation is the participants' self-respect, so it is important to look for ways to develop these feelings. One of the practical ways to achieve the result is to stimulate active learners to present their own experience, specific knowledge and skills [1].

As a rule, the level of competence is determined before the learning process and in the first lesson with the help of questionnaires, tests, presentation, interviews. At this time, the team building process is happening here and the set of behavior rules are established.

Students who belong to reflectors type prefer to study during listening to different opinions, they observe, develop their own points of view. Such students do not like to participate in practical exercises. Therefore, it is important for reflectors to form a cognitive component. This is possible due to communication and the exchange of information.

The level of effective communication depends not only on the choice of appropriate exercises and methods – for example, if the teacher decides to provide theoretical information. The next step is to make sure that reflectors understand it. If the teacher receives any information from reflectors, he must make sure that he correctly understands what the students wanted to say and be sure to use this information in further work with them. Theorists tend to act, that is why they need to form an operational component. The teacher and the group solve the tasks together, moving to the intended goal. Providing feedback is a component of the learning process that leads participants to introspection, it is a powerful tool for learning new experiences. The teacher must be perceptive enough to notice changes in practitioners' behavior and respond to those changes at the appropriate time, which is the best "teacher-participant" feedback strategy in this case. The recipient makes his own decisions and is responsible for the consequences. Feedback is aimed at behavior or situation, at finding a solution; it is specific (not general). The collaboration and making changes are the result of the feedback.

The next stage is the lesson and the assessment of acquired knowledge and skills. After it, the students are ready for setting the new tasks and solving them in the learning process.

After completing the course "Methods of teaching special subjects" and the introduction of a model of learning based on results, we studied the levels of development of thinking skills one more time. We offer to increase the students' level of formation of each component with their own learning styles as follows.

We suggest increasing the motivational component using the following techniques and methods: the coaching method – the usage of a methodological system. It is based on methods of activating learning, providing the formation of professional and important social skills of future educationist of professional teaching. Coaching includes scientifically based comprehensive programs of interaction between the teacher and the students in the educational process (analysis of the problem situation, the method of emotional stimulation of learning, the method of creating a situation of cognitive dispute using the method of "brainstorming", educational activities).

The level of the cognitive component is realized through the introduction of interactive methods (“work in pairs”, “carousel”, “work in small groups”, “aquarium”, “circle of ideas”, “microphone”, “brainstorming”, “the analysis of dilemma”, “jigsaw technique”, “learning to learn”).

Creative projects were offered to perform for future educationist of professional teaching to increase the level of formation of the operational component.

We suggest forming an effective criterion by students' synthesis, analysis, and evaluation of their own activities through the reconstruction of a certain method created for them by applying it in practice. In order to master the assessment skills in different ways, it is better to offer students to prove, discuss, judge, criticize, persuade or evaluate information or the point of view [19]. The results are presented in Figure 2.

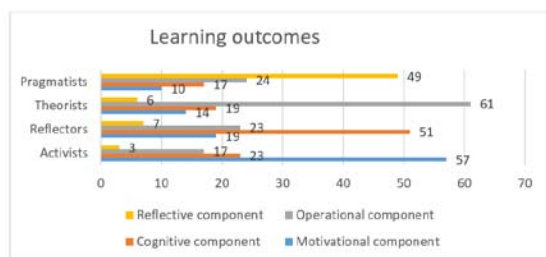


Figure 2 – Learning outcomes by components and levels

According to the results of the experiment, it was found that the motivational criteria of activists is increased by 57%, cognitive – 23%, operational – 17%, and reflective – 3%. Reflectors can be traced in the formation of the motivational component by 19%, the level of cognitive has increased and is 51%, operational – 23% and reflective – 7%. Theorists are characterized by the formation of motivational criteria by 14%, cognitive – 19%, the level of operational component increased slightly – 61%, reflective – 6%. In pragmatists, the motivational criterion was formed by 10%, the cognitive criterion – 17%, the operational criterion – 24%, the reflective one – 49%.

Thus, based on the data obtained, we can say that our proposed model of learning is based on the results is effective and allows meeting the personal needs of each student.

5 Conclusion

The paradigm of Ukrainian education requires the improving of the learning outcomes of future of educationists of professional teaching by means of all disciplines of the curriculum, in particular, “Methods of teaching special disciplines”. Learning through results contributes to the creation of an educational environment in each class, which encourages reflection, discussion, independent research of students.

Such an environment is designed and implemented through questions, cognitive oral and written tasks, educational projects based on the promotion of students to learning outcomes at the levels of Bloom's taxonomy. The authors are convinced that there is a need for additional research in the development of critical thinking in the process of forming learning outcomes based on the application of Bloom's taxonomy. More detailed research is also required for studying the relationship between student's active learning and the development of critical thinking, as well as the implementation of experiential learning study of the relationship between the various stylistic components of student's educational process.

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Primary Paper Section: A

Secondary Paper Section: AM

TRANSFORMATION OF INSTITUTIONS OF SOCIO-ECONOMIC DEVELOPMENT IN THE CONDITIONS OF A LONG-TERM VIRAL PANDEMIC

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Abstract: The article investigates the probable directions of transformation of institutions of socio-economic development, the pre-coronavirus concept of which was formed at the end of the XX – beginning of the XXI century. The transformational trends in the development of the global economy based on the massive introduction of digital technologies and the procedure for their impact on the formation of institutions of socio-economic development in the context of a long-term pandemic are indicated. Based on the results of the study, a system of proposals has been developed for the advanced modernization of the Russian socio-economic institutional framework in the context of the risks associated with a long-term viral pandemic.

Keywords: Covid-19, Development institutions, Digitalization, Economic forecasts, Innovations, Trends in the development of the global economy.

1 Introduction

Analysis of transformational changes in the world economic system 2020 – beginning 2021 suggests that the pandemic of the new coronavirus infection has had a significant impact on the institutional foundations of the socio-economic space. The results that took place in the areas previously involved in transformation processes due to the previously opened opportunities for the introduction of digital technologies in them seem to be especially significant.

The year 2021 seems to be especially relevant from the point of view of reforming the institutions of socio-economic development of society. The experience of 2020 showed that the institutions of socio-economic development operating at that time were not ready both for the challenges posed by the emerging pandemic and for the scaled dissemination of the point experience of overcoming the pandemic and its consequences. Indicative in this sense is the example of China whose socio-economic institutions by the end of 2020 managed to almost completely stop the spread of the new viral infection Covid-19 and the experience of the United States which in contrast to China is still one of the countries in August 2021 with the most negative prognosis for coronavirus.

A study of the actions taken by the Governments of the world's leading economies to use the institutions of socio-economic development in 2020 indicates a certain mosaic of their actions. Given the uncertainty of the prognosis and the risks associated with the spread of the pandemic the main goal for 2020 was to neutralize direct threats to society such as a shortage of hospital beds, an exponential growth in the number of cases in the country and the most obvious socio-economic consequences such as consequences of lockdown in the form of falling incomes of the population and unemployment [8].

As of August 2021 it is already possible to say with confidence that the Governments of the leading countries of the world have managed to stabilize the situation in the above mentioned positions. At the same time in most economies of the world it was not possible to finally stop the spread of the Covid-19 disease which raises the question of the need for long-term adaptation of socio-economic development institutions. In

addition the emergency measures taken by national governments in 2020 although they made it possible to solve short-term tasks raised a number of systemic issues that cannot be fully resolved within the existing structure of socio-economic development institutions [9].

2 Materials and Methods

The authors reviewed the institutional foundations of the pre-coronavirus global economy. From the socio-economic space perspective it was collected analytics on trends and queries arising from the spread of a new coronavirus infection in 2020 - 2021.

In order to form a comprehensive picture of new challenges of a socio-economic nature both Russian and foreign experience in overcoming the socio-economic consequences of the first wave of the Covid-19 pandemic were studied. The similarities and differences of anti-crisis measures implemented by national governments and business representatives are investigated, the most universal and relevant approaches to the formation of comprehensive anti-crisis programs based on the use of the potential of socio-economic institutions and their transformation are identified.

During the study considerable attention was paid to the problem of superimposing transformational changes in socio-economic development institutions caused by the influence of the pandemic and changes of a long-term nature that began before the spread of the pandemic but were of a sluggish and latent nature. Particular attention is paid to predictive changes in socio-economic institutions in the context of a long-term viral pandemic caused by such general trends in the development of the global socio-economic space as:

- Digitalization [1];
- The formation of a global space and rules of conduct for the subject of socio-economic relations in the global space [3];
- Reorganization of the production and consumer structure of the world market [16];
- Transformation of the hierarchy of profitability of production factors and the formation of a post-industrial economy oriented towards the consumption of human capital [2].

Methods of extrapolation of the trends discovered by the authors for the medium term were used as tools for the scientific research carried out in the article. To determine them it was used comparative statistical indicators of Rosstat and foreign statistical bodies, analytical reports and studies of economists dealing with the stated topic, earlier calculations by the author regarding the effectiveness of the functioning of socio-economic institutions.

Framework proposals for transforming institutions of socio-economic development in the context of a long-term viral pandemic in Russia are formulated taking into account the government programs developed and implemented for 2021.

3 Results

In 2020 Russia carried out a radical revision of the structure of development institutions taking into account the socio-economic results achieved during the period of functioning of the economy. In accordance with the Order of the Government of the Russian Federation of December 31, 2020 No. 3710-r the consolidation of domestic development institutions was ensured. At the same time their number has been reduced by six positions and another twelve positions are subject to restructuring [7].

The changes that have occurred are stayed within the logic of plane-like normality. Let's define the main trends and

requirements of the post-coronavirus new normality to the institutions of socio-economic development.

First of all it should be noted that there are two interpretations of the concept of the institution of socio-economic development.

In a broad sense the institution of socio-economic development is understood as a form of organizing joint activities of broad structured masses of the population which determines the goals, conditions and procedure for achieving certain socio-economic goals [12].

In a narrow sense the institution of socio-economic development is understood as a system of administrative and organizational structures that determines the goals, conditions and procedure for achieving certain socio-economic goals [4].

Let's consider the general rules of formation for institutions of socio-economic development in the narrow and broad sense characteristic of the pre-coronavirus economy.

The foundations of economic development were determined by the institutional regulation of each of the phases of the economic process presented in Figure 1. Since the formation of pre-coronavirus institutions of socio-economic development was carried out during the period of the industrial (four and five levels for the later emerging branches) economy in Figure 1 the industrial functional model of the economic process was accepted as a basic.

The model presented in the figure contains five phases each of which compares the institutions of socio-economic development that ensure the course of this phase.

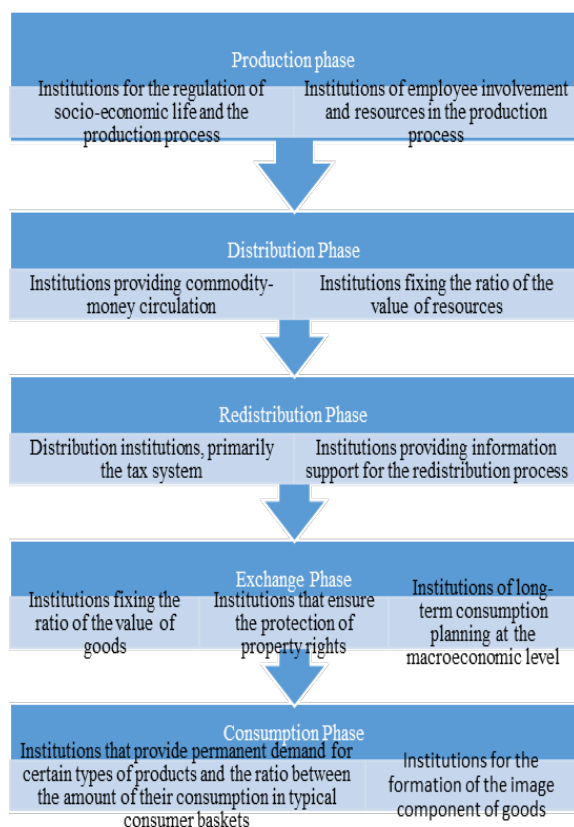


Figure 1 - Industrial model of the phases of the economic process and the institutions of socio-economic development corresponding to these phases

Let's consider step by step how the spread of the new coronavirus infection affected the functioning of the institutions of socio-economic development indicated in Figure 1 and make

forecasts regarding their modernization in the case of a long-term viral pandemic.

The most important institution of socio-economic development formed during the period of industrialization was the urban environment [6]. The urban environment provided the following functions of socio-economic development:

- The necessary concentration of the population with appropriate qualifications, synergistically regulation of the qualification structure of this population and its distribution among the participants in the production process;
- Creation of secondary institutional mechanisms for the socio-economic development of the production system such as professional urban communities, urban associations, large centers of human potential reproduction, primarily universities;
- The formation of a socio-economic superstructure which is a set of value, cultural and other attitudes characteristic of the urban community; taking into account that socio-economic superstructures were created not only at the level of the urban but also the national production systems one should pay attention to the maximum adaptation of urban socio-economic superstructures to the specialization of each city and in the future – to the urban agglomeration;
- Ensuring the comprehensiveness of the development of the urban environment taking into account both the long-term socio-economic priorities of the business community and the current socio-economic needs of micro-level subjects characteristic of this urban environment [5].

Throughout the XX century the process of urbanization has been steadily growing. Cities became largely self-sufficient socio-economic entities involving agrarian appendages as an element of the socio-economic system and turning into urban agglomerations. It was especially facilitated by the elimination of differences in the technological and infrastructural provision of urban and rural areas, the automation and robotization of agriculture, the growth of agricultural demand for highly qualified labor.

Large urban agglomerations as an institution of socio-economic development throughout the XX century both in the developed and since the 1980s demonstrated an outstripping growth in socio-economic indicators of the life of society including such basic indicators as labor productivity, quality of life, quality of investment climate in comparison with other territories of the same countries. Moreover based on the example of the world's leading economies competition between urban agglomerations can be noted which also allows them to be considered as independent institutional formations. An example of a successful agglomeration – a competitor in the United States – is New York and an outsider agglomeration is the city of Detroit which has lost its importance for the national production system and has never been able to redesign. It should be noted that the problems of this urban agglomeration affected all of its residents and not just those directly associated with the automotive industry in Detroit.

Along with other socio-economic benefits urban agglomerations showed lower systemic socio-economic risks for their participants. Despite the fact that since the beginning of the XXI century there has been a separate trend of deurbanization due to the outflow of the richest urban dwellers and downshifters to rural areas of developed countries the urban environment remained the center of attraction for the largest and most promising workforce.

At the same time the viral pandemic has brought into question the socio-economic benefits of the urban agglomeration institution [11]. Let's define the main problems that the urban environment could not cope with:

- Lockdown problem; urban agglomerations especially small and highly specialized ones turned out to be unprepared for the social and economic consequences of even short-lived lockdowns;

- Irrelevance of the urban environment as a place to the compact placement of means of production and workers in the presence of an alternative in the form of digital clusters;
- The actual problem of medical support when urban agglomerations as places of the greatest concentration of people turned out to be no less vulnerable to Covid-19 than other territories. This statement is based on the data presented in Figure 2 [8].

The trigger for the rejection of the use of production systems conceptually related to the institute of urban agglomeration was the transfer of the population to a remote form of work. Initially this measure was implemented as a forced experiment but later it was assessed by part of the business community as an effective tool for developing the production process for a number of production chains primarily those that did not require direct contact between the means of production and the employee.



Figure 2 - Correlation between the areas where the Covid-19 pandemic is spread and the degree of urbanization of the regions

The procedure of rejection of socio-economic development institutions use based on urban agglomerations and the formation of geographically distributed industrial complexes using a single online control element does not yet have a strictly constructed theory however by mid-2021 many leading companies have already gained experience in its use.

So in large USA IT companies in a remote format in 2021 - 2023 interaction with more than 75% of employees is planned, in Russian IT companies this indicator fluctuates at the figure of 65-75%. To a large extent employers are interested in teleworkers in areas such as finance, analytics, consulting, project preparation, office workers.

Taking into account the representatives of those specialties that cannot currently be fully transferred to the remote format of interaction with the employer in Russia as a whole by mid-2021 about 60% of employers remain supporters of completely traditional forms of interaction with an employee. In more detail the distribution of employers' preferences regarding the form of interaction with their employees in 2021 - 2025 shown in Figure 3 [8, p.11].

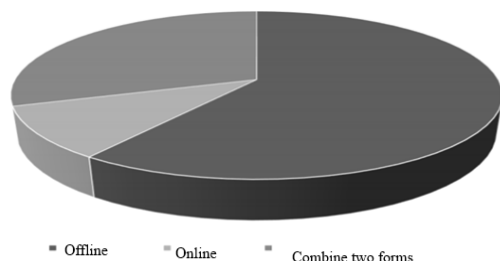


Figure 3 - Distribution of employers' preferences regarding the forms of interaction with employees in 2021 - 2025

The reasons for such a conservative attitude of business regarding the use of remote forms of interaction are the unpreparedness of modern institutions of socio-economic development to regulate remote forms of interaction with an employee. Let's define in more detail exactly which

shortcomings of institutions of socio-economic development cause skepticism of 60% of employers regarding teleworkers and what kind of transformations of these institutions should be expected in the context of a long-term pandemic.

As noted above the institutional organization of the labor market is currently based on the possibilities of urban agglomerations that have their own professional communities of both workers and employers [16]. These communities are large enough to provide the employer with the offer of the required range of competence structures of workers but they are not large enough to form an information vacuum between representatives of these communities. Remote interaction with an employee first of all presupposes a breakdown of the regional recruitment model and a reorientation of the employer to global models. At the same time modern institutions of labor market regulation do not offer universal methods for comparing the quality of labor from different regions especially regions under the jurisdiction of different states. Such basic issues as checking diplomas of employees originating from different regions and the quality of these diplomas are not fully worked out.

The modern institutions of regulation of national labor markets also leave unresolved issues related to attracting remote workers from other regions. The difficulties created by language barriers have not been fully resolved although each region individually has quite effective subsystems for monitoring and developing the language competencies of employees both in the field of everyday communication and in the professional one.

In the USA and the EU individual professional communities of employees have attempted to expand their institutional base to the global level. These attempts have encountered regulatory problems. The labor market proposed by foreign regulatory institutions including self-regulation did not always comply with foreign national legislation, often contradicted the standards used abroad for storing and disseminating personal information of workers disseminated by the institutions of regulating and self-regulating regional labor markets.

For Russia this problem seems to be very relevant especially in the context of the expected continuation of information confrontation with the West and the increased risks of pressure from the countries of the collective West on Russia through the manipulation of the instruments of the information space under their control.

With regard to the phase of distribution of the economic process the dominant institution should be recognized as the institution of private property [13]. For the world's leading economies the pre-coronavirus distribution of national wealth was based on the following principles:

- Distribution of national wealth mainly on a competitive basis;
- Strict differentiation of the quality of public sector services between urban agglomerations and states according to the criterion of the ability to pay of the national taxpayer;
- The principle of personal financial responsibility of the owner of a production's factor including result of the labor which gets from this factor of production [10].

Contrary to these attitudes the coronavirus pandemic has shown the interdependence of the regions of the world in social, economic and epidemiological aspects.

Indeed the persistence of the Covid-19 virus in sufficiently large volumes in at least one of the least developed countries with its subsequent mutation could nullify all attempts of more successful countries to eliminate the disease. In this sense the existing institutions of socio-economic development have demonstrated the vulnerability of developed countries from epidemiological threats that may arise in less successful countries.

The Covid-19 pandemic has exposed the vulnerability of the subjects of the national economy from the negative impact of the

global market. For the Russian economy two phenomena should be distinguished:

- The phenomenon of a critical drop in energy prices in mid-2020 which threatened the entire raw material model of the national economy which has dominated the country for the past 30 years;
- Import of inflation from abroad; despite the fact that in order to prevent inflation the Russian government used significantly less GDP PPP per capita funds for social programs than in the United States; the hypertrophied support of the American economy for its producers and citizens has already led to a significant rise in the price of all categories of goods both industrial and consumer due to the global conjuncture.

Let's refer to the data presented in Figure 4 [10, p.49].

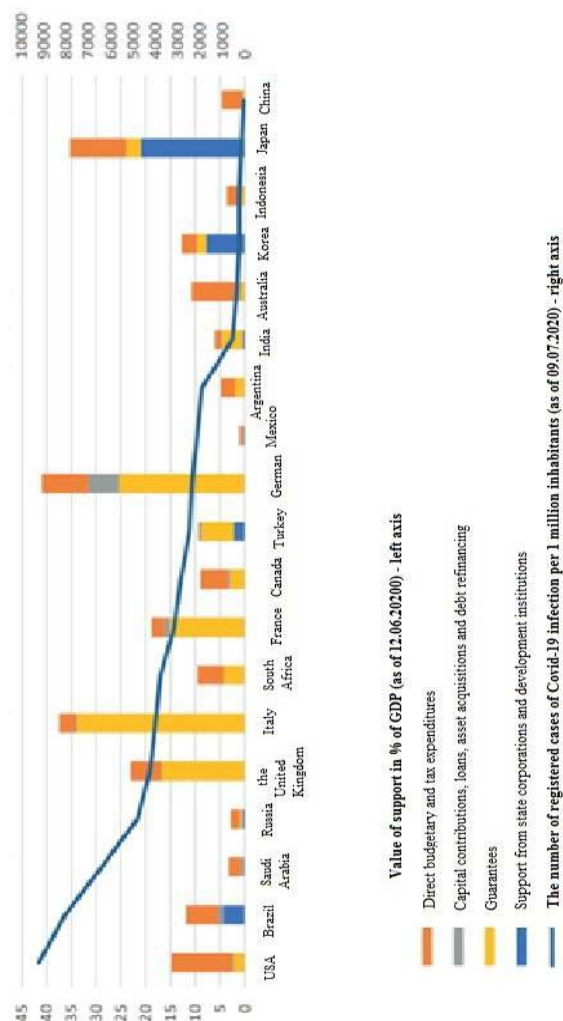


Figure 4 - The ratio of the volume of financial support to the national economy and the number of people infected with Covid-19 in the countries of the world

Analysis of the data presented in Figure 4 allows to draw the following conclusions.

Traditional instruments of countering the crisis and institutions of socio-economic development ensuring their use have not worked in the USA and EU countries despite the significant amount of allocated funds. It indicates a crisis in the institutions of socio-economic development primarily the crisis in the institutions of the public sector of these countries including paid insurance medicine [11]. At the same time despite the low efficiency of the measures used by the countries of the collective

West both in relation to countering the spread of the virus and in maintaining the dominant role of their own economy they managed to largely bring the negative consequences of monetary easing of their national economies abroad [14].

It gives grounds to point out another trend in the transformation of socio-economic development institutions in the countries of the world: their de-westernization which in the near future will have the form of de-dollarization and import substitution.

Low cost and high reliability of Western financial institutions for a long time contributed to their displacement of national development institutions. Central Bank of the Russian Federation in 1990-2020 in order to stabilize the national economic system paid great attention to diversifying the risks of the national economy by increasing the dollar component of the country's gold and foreign exchange reserves; the same practice is observed when referring to the experience of countries such as the United States, Japan and India.

At the same time the Covid-19 pandemic has exposed the systemic shortcomings of these economies. These countries are trying to compensate for the losses from these systemic shortcomings not by transforming their own institutions of socio-economic development but by exporting them to other countries due to global inflation, speculation in the global securities market and manipulation of the information space. There are attempts to use the leadership of these countries in the digital economy to exert competitive pressure on the socio-economic development of partner countries [15].

In this context Russia's preparation for a long-term viral pandemic and its consequences should proceed in the form of sovereignization of its own institutions of socio-economic development and their integration with Eurasian ones.

Digitalization is supposed to become the vector of transformation of national development institutions as the "Digital Russia" program suggests (see Figure 5) [17, p. 38].

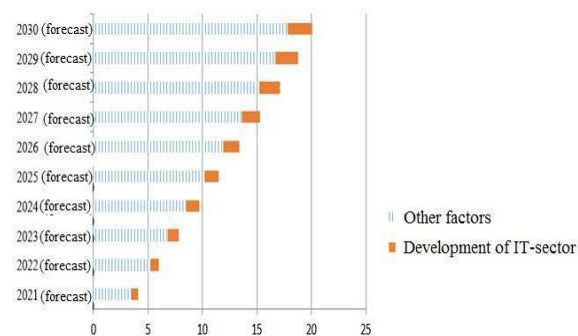


Figure 5 - Assessment of the contribution of digitalization to economic growth in Russia until 2030 made before the COVID-19 pandemic

In the short term the transformation of national institutions of socio-economic development should ensure:

- Their institutional and resource independence from the global institutional system;
- Support for industries and growth points that provide advanced technological development;
- The priority of the development of human capital throughout the country especially in the regions.

4 Conclusion

Thus the development of institutions of socio-economic development in the context of a long-term viral pandemic will include:

- Priority development of conditions for innovative forms of cooperation using digital space;
- Revision of the foundations of risk management at the macro- and meso-level, adaptation of existing institutions to new risks and the development of new institutions;
- The sovereignization of national development institutions and their de-globalization at the level of the world economy [8, 9].

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Primary Paper Section: A

Secondary Paper Section: AH, AO

AN INNOVATIVE COMPONENT OF WIDESPREAD DIGITALIZATION: SCOPES AND PERSPECTIVES

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Abstract: The digitalization process as a process of introducing digital technologies into all spheres of society's life includes both a traditional component associated with scaling the use of well-known digital technologies and an innovative component associated with the creation of new digital technologies and conditions for their implementation. The article examines those aspects of the digitalization process that are associated with the development and implementation of digital technologies. The size of the innovative component in the process of digitalization and its structure has been determined. The dynamic indicators of the use of the innovative component in the digitalization process are investigated and a forecast of trends in the change in the innovative component of the digitalization process in the future is made. The relationship between the volume and structure of innovation of economically significant processes under the influence of digitalization is revealed and a system of recommendations is proposed to improve the efficiency of the innovation process when using digital technologies in Russia in the medium term.

Keywords: Communications, Digitalization, Economic process, Globalization, Innovation, National economy, Regional economy, Trends.

1 Introduction

The beginning of the development of digital technologies in the global economy dates back to the early 1980s when the world community realized the economic and production potential of electronic computing machines and began to actively invest in the development of technologies for its production and operation. Initially the concept of digitalization was voiced as the concept of computerization that is the concept of maximum replacement of other tools for providing the economic and production process with a computer while permanently increasing its productivity.

From 1980 to 2021 digitalization as a ubiquitous process went through several stages the change of which was due to the technological reorientation of business and the modification of consumer demand. Among the most important such changes are:

- 1990s which saw a shift in the interest of a global innovator from technologies of the production of electronic computing machines itself to technologies for its network use and the formation of the Internet. The economic result of this shift is the “dot-com boom” in the USA and the beginning of the movement of global business and social relations into the web;
- Period 2000 – 2010 characterized by the expansion of the digital component of global business and social sphere; the innovative component of the digitalization process during this period is shifting to the sphere of applied use of ready-made solutions and its modernization, corporations are formed – leaders of the modern digital economy such as Google, Amazon. The importance of combined innovative solutions is growing including both an innovation-technological and an innovation-management component. An economy built on combined innovative solutions of a new type is called “web 2.0”;
- Digitalization of the period 2010 – 2020 characterized by the replacement of traditional forms of economic and social interaction with digital ones. The innovation process during this period ensures the formation of fundamentally

new forms of dominant interaction of subjects in the digital environment such as social networks, e-commerce, electronic payments, remote work, e-government, digital security systems. A feature of the innovation process during this period is the predominance of its organizational component over the economic one. Thus new spheres of economic and social interaction are based on previously known technologies however the organizational component of its use is significantly modified due to the need for its larger and more complex use for each business solution.

In the period 2021 – 2030 the innovative component in ubiquitous digitalization will undergo significant changes. The trends of these changes were formed under the influence of a number of factors primarily the Covid-19 pandemic the emergence of technological alternatives to currently existing business solutions and the strengthening of the competitive confrontation between countries for dominance in the digital solutions market amid its saturation.

2 Materials and Methods

When conducting the study the authors focused on domestic and foreign experience in using advanced technologies as part of the process of widespread digitalization. A review of the experience of using innovative technological solutions by domestic and foreign businesses and the economic results of such use within a specific economic context allowed the authors to draw conclusions about the most promising directions for the development of the innovation process in the context of widespread digitalization. In the article considerable attention is paid to the issues of the current and future state of the prevalence of innovative digital technologies which at present can be considered critical or will become such by 2030.

The conclusions and suggestions made by the authors based on the results of the preparation of the article are supported by a comparative analysis of statistical data characterizing the innovative process in the field of digitalization. These data were collected from the websites of state authorities in Russia and foreign countries that oversee digitalization processes, reports of the largest institutional participants in the global digital process.

In preparing the article the works of leading scientists dealing with the economic issues of the technological development of the digital space in Russia in the pre- and post-coronavirus period were used.

3 Results

The digitalization process in the modern world after 2010 has become the mainstream of the transformation of all types of business taking the form of widespread digitalization [3, 4, 7]. The following should be noted as catalysts for the transformation of digitalization into a global trend:

1. Completion of the formation of the infrastructure of the digital economy which made it possible to switch to a digital format of interaction for each category of business regardless of its industry and regional affiliation. For the financial sector an element of such an infrastructure has become a network of terminals and reading devices as well as systems of cameras and other devices for monitoring the conscientiousness of customers; for trade – technical capabilities for collecting and transferring large amounts of data on goods offered in the digital segment and the availability of sufficient hardware and software for customers interaction with electronic stores online; for the production sector – the technological capabilities of transmitting and processing large amounts of data using satellite communications and a server system.

The most indicative are data on the volume of access of the population to broadband Internet since it is this parameter that determines the customer base and market capacity for a potential participant in the digital economy. The corresponding data are presented in Figure 1 [17, p. 32].

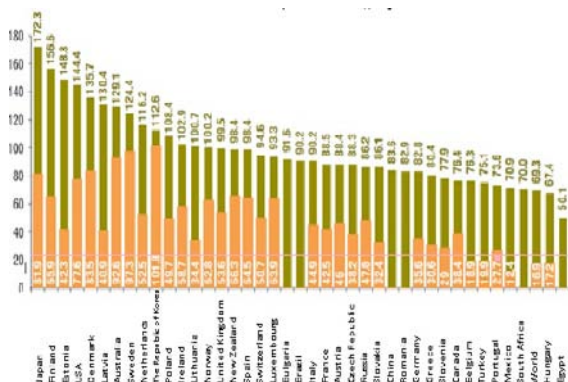


Figure 1 – The number of broadband (mobile) subscribers in 2011 (bottom indicator) and 2018 (top indicator) per 100 people

The results presented in Figure 1 show that in a little less than 10 years the volume of users of high-speed mobile Internet in the countries of the world has almost doubled and in developing countries – three times or more thereby creating a capacious market for users of an innovative digital product.

In developed countries there is an excess of mobile high-speed Internet users per 100 people in 2018 is equal to 100% which is explained by the presence of a significant number of subscribers with more than one device of mobile access to high-speed Internet.

Along with it the asymmetry of the penetration of high-speed mobile Internet in different regions of the world combined with the differences in the socio-economic models of these countries led to the asymmetry of the structure of demand for digital products. Let's pay attention to the fact that the sales efficiency of a digital product is largely determined by the scale of its sale due to the high initial investment costs for its creation and promotion and minimal subsequent costs. It led to the fact that until 2020 a single global market for an innovative digital product was not formed due to the excessively high costs of creating fundamentally new digital solutions and insufficient market capacity for its payback.

The digital product market until 2020 can be conditionally divided into three categories:

- A pioneering (unparalleled) digital product used by the most technologically equipped participants in the economic process most often created on demand;
- A modified digital product adapted to the economic and technological capabilities of the region of its sales; this category also includes a counterfeit digital product that duplicates the official one and is in demand due to significant differences in the economic and social models of its country of origin and the country - the target market;
- An import-substituting digital product created with state funds to prevent the technological backwardness of its own economy or the emergence of problems of its economic security; note that such a product is often a truncated analogue of the product of the first of the three categories under consideration.

2. Another catalyst for the transformation of digitalization into a mainstream trend in the technological and economic development of mankind is the growth of the economic potential of suppliers of a digital product. Table 1 presents data for 2001 – 2016 relatively TOP-5 global companies in terms of their capitalization [10].

It is apparent that throughout the first decade of the XXI century companies that are leaders in the industrial economy (fuel and energy complex, finance, manufacturing) are being replaced by companies engaged in digital products. Since the second decade of the XXI century there has also been a tendency to oust a number of traditional companies primarily financial from its own markets. Thus the PayPal system originally created by Elon Musk as a digital product for making fast payments in small volumes by 2020 has seriously competed with traditional bank products either displacing it from the payment market or interacting with it on the basis of economic and technological conversion.

Using the PayPal payment system as an example one more trend can be noted that has become a catalyst for widespread digitalization.

Table 1: Sectorial structure of TOP-5 global companies in terms of capitalization

Ranking position	Company	Capitalization, billion US dollars	IT industry affiliation
2001			
1	—	406	Oil
2	Microsoft	365	IT
3	Exxon	272	Oil
4	Citi	261	Finance
5	Walmart	260	Trade
2006			
1	Exxon	446	Oil
2	—	383	Oil
3	Total	327	Oil
4	Microsoft	293	IT
5	City	273	Finance
2011			
1	Exxon	406	Oil
2	Apple	376	IT
3	PetroChina	237	Oil
4	Shell	228	Oil
5	ICBC	222	Mixed
2016			
1	Apple	582	IT
2	Alphabet	556	IT
3	Microsoft	452	IT
4	Amazon	364	IT, trade
5	Facebook	359	IT, communication

This trend is the consolidation of digital business and universalization. The acquisition of PayPal by eBay allowed the first to significantly diversify its digital product, increase its availability for the target buyer and the economic security of transactions and also created the conditions for the formation of a complex innovative product.

It should be noted that building up the financial potential of digital giants coincided with the trend of increasing the level of provision of digital infrastructure in developing countries. This increase was made possible by technological development which reduced the cost of the primary infrastructure product and increased competition among its suppliers. In addition in 2010 - 2020 in developing countries due to the decentralization of the global economy there is a trend towards an increase in technological sovereignty which in the modern world is impossible without a developed digital infrastructure.

Returning to the data presented in Figure 1 it can be argued that in developed countries the problem of oversaturation of the market for traditional digital products has managed to acquire maximum relevance. The lack of fundamentally new solutions led to duplication of goods by the buyer with the maximum demand for a digital product and developing countries have entered the final stage of import substitution of a foreign digital product.

Of particular note are the large growing economies of the modern world such as China which managed to reduce dependence on basic imported digital products of the collective west in 2010 – 2020 and compete in digital innovation markets especially in the 5G communications markets.

The indicated state of the digital technology market contributed to the formation in the preceding global pandemic of a trend for the technological improvement of a digital product in parallel with its scaling of its sales.

The dynamics of growth indicators for the manufacturer's investment in a digital product is shown in Figure 2. Let's analyze the presented dynamics in terms of assessing the prospects for the development of the innovation process for the digital solutions market [2, p. 20].

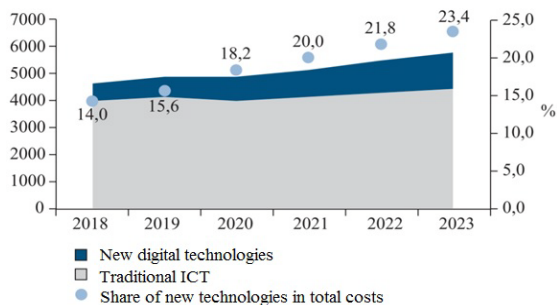


Figure 2 – Assessment of the dynamics and structure of investments of international ICT companies in a digital product in the global market, billion dollars in 2018 - 2020 and forecast until 2023

The trends characteristic of the dynamics and structure of investments of global ICT companies in the development of a digital product are likely to continue in the post-coronavirus period. At the same time they will be more pronounced due to the increased attention of a significant part of global business to the digital component of the economic process [5].

The study of the structure of investments of global companies in digital innovation makes it possible to make a fairly clear forecast as to which areas of innovative development of digital technologies will become the most in demand in 2021 – 2030.

The structure of investments in digital innovation is determined by the expected digital product market by 2030. This structure based on the UNCTAD assessment of the structure of the digital economy is shown in Figure 3.

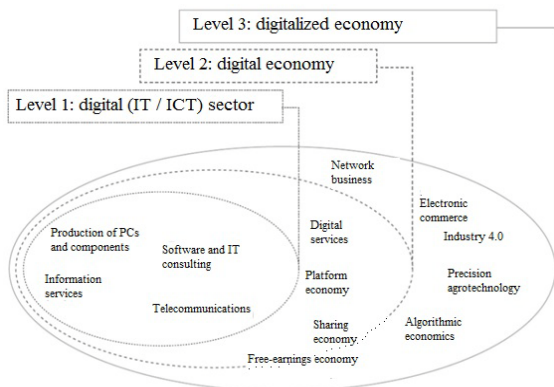


Figure 3 – The structure of the digital solutions market proposed by UNCTAD for 2021 – 2030 [6]

The most significant changes in the short term are expected for digital Layer 3 solutions of the structure shown in Figure 3. It is due to the short-term economic impact of the Covid-19 pandemic which includes the following aspects.

A significant increase (more than 1.7 times) occurred in consumers of an existing digital product for the end of 2019 – the beginning of 2021 which will lead to an intensification of the struggle between suppliers of this product and an increase in

their need for innovative solutions [11]. First of all in this respect the field of electronic commerce should be noted. Moreover this change affected the most conservative part of the digital product markets where its promotion was restrained by non-economic factors. Let's refer to the data in Figure 4 [1].

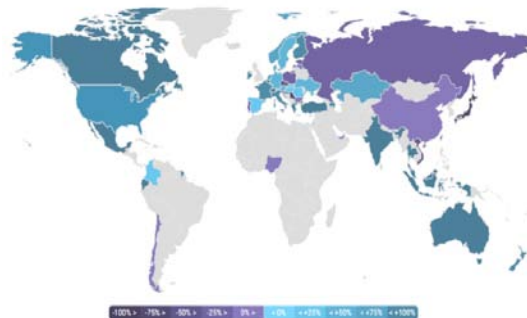


Figure 4 – Assessment of changes in demand for e-commerce services and related digital products during the Covid-19 pandemic in the countries of the world in 2020 as a percentage of the average annual indicators of 2019

The growth in consumption of a digital product of the third level in the amount of more than 75% is accounted for mainly by developed countries in which the income of the average consumer and infrastructure opportunities provided similar growth before. In other words the Covid-19 pandemic caused first of all a psychological shift in these countries reformatting the consciousness of consumers of a digital product.

Since there is a significant reserve for scaling for the use of basic technological solutions both in business and in the social sphere technological innovations in the market of digital products of the third level will be focused on more efficient scaling of the use of basic solutions. Let's note the most popular technological innovations at the third level of the digital economy and offer brief forecasts of their implementation.

Interaction between the supplier of a digital product and its customers will be provided by technological platforms or ecosystems. In the market for these solutions significant competition is expected between leading multinational suppliers and national manufacturers [6, 8]. The issue of ensuring information security of clients will become a fundamental issue. Given the deteriorating international economic and political situation, the growing global contradictions between the United States, China, the EU and Russia the issue of information security will be directly linked to the issue of organizing the storage of data received by the supplier. If large transnational suppliers of a digital product use traditional servers localized in Western countries it makes sense to expect an intensification of efforts by national states to create alternative technological platforms. In part this tendency is manifested in Russia in the format of initiatives of state authorities in the field of transferring certain sections of the public administration system and strategically important national industries to the use of domestic software. An example of an extreme form of abstraction of the national digital market from the solutions offered by foreign suppliers at the level of the organization level 3 of the digital economy is the "great Chinese firewall".

The issue of information and economic security of the use of digital solutions from third-party suppliers is especially acute in the financial sector [18]. An innovative technological alternative to segmentation of the global market according to the criterion of using exclusively national digital platforms or digital platforms originating from currently "loyal" states for the purpose of concluding transactions is the development of blockchain technologies. These technologies exclude the possibility of cost-effective manipulation of the information flow by all its participants including the root initiator of the data flow process.

An example of the successful use of blockchain technologies for the formation of open digital platforms autonomous from each

specific participant is the cryptocurrency exchange platforms. From the point of view of the client of this digital product its strong point is the impossibility of any participant including the state.

At the same time the implementation of well-known blockchain solutions for use in the work of global digital platforms has a number of limitations including:

- Does not allow the organizer of the auction to correct the information in the event of a force majeure situation (errors in entering information, the need to reorganize the obligations of the parties to the transaction by agreement of the parties etc.) [9];
- Does not always correspond to the national security priorities of the participating country [12];
- Do not have sufficient bandwidth to provide uninterrupted service to industry ecosystems on a national scale [15].

Consider other innovative technologies of the web 4.0 group which can be considered as a system priority for 2021 – 2030.

A sought-after innovative solution for the global digital sphere 2021 – 2030 are technologies of “smart” ecosystems that allow automated control of the functioning of large hardware systems. “Smart” technologies from existing technologies for automated control of hardware systems in that they cover the whole spectrum of the management process and allow at least 80% automation including such stages as:

- Analysis and planning of the structure of the system, its reorganization;
- Creation and automatic distribution of reserve capacities;
- Formation of alternative management strategies based on big data analysis.

For Russia supporting the innovation process in the context of the trends of widespread digitalization for 2021 – 2030 proposed in the following areas:

- Increasing economic security by modifying and diversifying the suppliers of the digital component of technological platforms for systemically important organizations and institutions [14];
- The use of a priority development strategy when creating a Russian import-substituting digital product [6];
- Maximum decentralization of technological interaction with the support of both “western” and “eastern” vectors of cooperation [16].

2010 – 2020 the Russian economy has provided conditions for the effective implementation of innovative digital technology platforms as evidenced by the following achievements:

- Outstripping growth in the use by Russians of a digital financial product including bank cards;
- Formation of an effective digital infrastructure for interaction between the state and citizens and business first of all the “Gosuslugi” system and a network of related portals;
- A high level of provision of citizens with ICT products.

Under these conditions the Russian market is attractive for innovative digital solutions of the 4.0 group. The creation of products of this group principally on the basis of Russian software and if available hardware solutions is a condition for improving the quality of human capital in Russia and the country's readiness for a period of post Covid-19 economic turbulence.

At the same time the decline in real incomes of citizens is seen as an obstacle to the spread of digital innovations. Based on this it can be assumed that the success of the timely implementation of digital innovations of the web 4.0 group on an appropriate scale will depend on the effectiveness of the implementation of government programs the most comprehensive of which is the national program “Digital Economy of the Russian Federation”.

An important direction in the development of the innovative component of national digital technologies is the elimination of regional and sectorial imbalances in the implementation of innovative technologies. Figure 5 shows the percentage of the provision of individual sectors of the Russian economy with innovative digital solutions [2, p. 31].

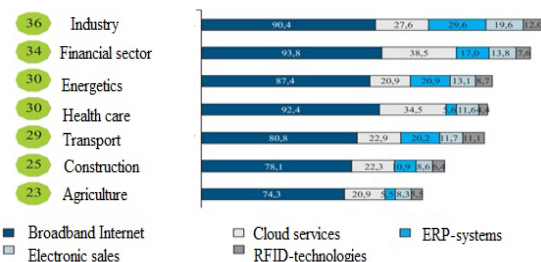


Figure 5 – Percentage ratio of the provision of the Russian economy with innovative digital solutions

An important condition for ensuring the development of the domestic economy to the trends of widespread digitalization 2021 – 2030 is the prevention of the replacement of existing expensive innovative digital solutions with their less effective in the long term, cheap outdated counterparts as well as the degradation of digital competencies of human capital.

4 Conclusion

Thus in 2021 – 2030 we should expect an increase in the share of investments of global and national businesses in the innovative component of the digitalization process which can increase up to 25% of their gross value. An increase in the number of competing technological solutions offered and used by different poles of the global economy on the one hand, and a decrease in their compatibility on the other, is expected.

The process of widespread digitalization in terms of the innovation process in 2021 – 2030 will represent the formation of digital ecosystems based on such solutions that are not widely used at present such as: blockchain technologies; “Smart” automated control technologies, cloud databases.

Developing innovative solutions for the digital market in 2021 – 2030 significant attention compared to the previous decade will be given to issues of information and economic security as well as protection from unfair behavior of the supplier of a digital product.

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Primary Paper Section: A

Secondary Paper Section: AH

F MEDICAL SCIENCES

FA	CARDIOVASCULAR DISEASES INCLUDING CARDIO-SURGERY
FB	ENDOCRINOLOGY, DIABETOLOGY, METABOLISM, NUTRITION
FC	PNEUMOLOGY
FD	ONCOLOGY AND HAEMATOLOGY
FE	OTHER FIELDS OF INTERNAL MEDICINE
FF	ENT (IE. EAR, NOSE, THROAT), OPHTHALMOLOGY, DENTISTRY
FG	PAEDIATRICS
FH	NEUROLOGY, NEURO-SURGERY, NUERO-SCIENCES
FI	TRAUMATOLOGY AND ORTHOPAEDICS
FJ	SURGERY INCLUDING TRANSPLANTOLOGY
FK	GYNAECOLOGY AND OBSTETRICS
FL	PSYCHIATRY, SEXOLOGY
FM	HYGIENE
FN	EPIDEMIOLOGY, INFECTION DISEASES AND CLINICAL IMMUNOLOGY
FO	DERMATOLOGY AND VENEREOLOGY
FP	OTHER MEDICAL FIELDS
FQ	PUBLIC HEALTH SYSTEM, SOCIAL MEDICINE
FR	PHARMACOLOGY AND APOTHECARY CHEMISTRY
FS	MEDICAL FACILITIES, APPARATUS AND EQUIPMENT

ORGANIZATION OF RESEARCH AND COMPARATIVE ANALYSIS OF THE STRUCTURE OF ONCOLOGICAL DISEASES DURING THE COVID-19 PANDEMIC IN THE POPULATION LIVING IN THE CITIES OF INDUSTRIAL MINING OF URANIUM

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Abstract: Interest in the radiation effects of radon on the population arose at the beginning of the '80s of the XX century. Studies have shown that radon concentration in the air of residential buildings, especially single-story, often exceeds the permissible level set for uranium miners. Uranium also has no less harmful effects on the human body. The main dose a person receives in the premises where the city resident spends 80% of his time. The content of radon in the indoor air is determined by the specifics of the area's geological structure and the location on its territory of rock masses with high uranium content. The formation of very high radon activity indoors can lead to various natural and artificial factors, especially in areas of mineral development. The primary source of radon in the building is rocks and soils. Many houses in Kropyvnytskyi are built of building materials that include granite with high content of radon and uranium that negatively affects the health of residents of the city and region. Kropyvnytskyi is one of the three cities in Ukraine with the highest cancer mortality rate. One of the reasons is radon, a colorless, odorless, and tasteless gas. Radon is released from faults of the earth's crust and significantly affects the appearance of cancerous tumors.

Keywords: Human health, Malignant neoplasms, Oncological diseases, Radon, Uranium.

1 Introduction

Uranium ore is mined in Ukraine only in the Kirovohrad region. These are three mines: Ingul, Smolin, and Novokostyantyniv. They are part of the state enterprise "Eastern Mining and Processing Plant," located in Zhovti Vody, Dnipropetrovsk region. In the Ingulska region, the Eastern Mining and Processing Plant mine has been operating near the regional center for more than 30 years. All this time, the company mines uranium ore conducts its primary processing, and its mines are just under the housing estates. Radon dissolves quickly in the air but accumulates in closed basement rooms. This also applies to apartments on the ground floors of residential buildings.

Ionizing radiation existed on Earth long before humans appeared on it [20, 28]. However the effect of ionizing radiation on the human body was discovered only at the end of the XIX century with the discovery of the French scientist A. Becquerel and then the research of Pierre and Marie Curie on the phenomenon of radioactivity.

Modern technologies that use ionizing radiation play a major role in the development of civilization. Due to the phenomenon of radioactivity a significant breakthrough was made in medicine, various industries including energy [21]. But at the same time the negative aspects of the properties of radioactive elements began to appear more and more: it is well known that the effect of ionizing radiation on the body under certain conditions has negative and even fatal consequences [11].

Convincing and consistent evidence arises only at relatively high radiation doses more than 100 – 200 millisieverts (mSv) due to

short effects such as on the people of Japan after the nuclear bombing, the liquidators of nuclear accidents (chemical plant "Lighthouse" (Russia), nuclear power plants (NPPs) Chornobyl (Ukraine), Tri-Mile Island (USA), Fukushima (Japan)) or patients undergoing medical manipulations. But even in these cases the attention of researchers is focused mainly on carcinogenesis, mutagenicity, heredity, embryogenesis [26]

The mining industry has many factors of negative impact on the environment contributing to the emergence of a whole set of undesirable changes [8]. In the process of hydrometallurgical processing of uranium ores from the raw material extracted useful components in the amount of 0.2% of the total mass and 99.8% goes to industrial waste containing radioactive elements [13]. Thus the industrial eastern and central regions of our country additionally carry a significant man-made load due to the so-called "tails" – waste from enterprises with a high content of natural radionuclides of uranium and thorium series [6]. The greatest danger to the environment is free radon which spreads from the "tailings" to the surface layer of the atmosphere. Part of the tailings is located near settlements [25]. In addition large areas were contaminated as a result of the Chornobyl accident [2].

In Ukraine there are areas that pose a risk of overexposure to certain categories of employees of uranium mining enterprises and the population living in the area of operation of these enterprises. Kirovohrad region is such a territory. Mine "Ingulska" – Kropyvnytskyi, "Smolinska" – small town Smolino, "Novokostyantynivska" – former Malovyskiv district of the village of Oleksiyivka. The distance to Mala Vyska is 10 km and to the regional center is 45 km. The Novokostyantyniv uranium deposit was discovered in 1975. According to the operative recalculation the reserves amount to more than 93,000 tons of uranium. In terms of uranium reserves the deposit is the most powerful in Europe and is one of the ten largest deposits in the world.

Uranium mining enterprises are located and operate in the region which create a certain man-caused radiation impact on the population living in their area of operation (Table 1-2).

Table 1: The number of permanent population

	Total permanent population	Including	
		Urban population	Rural population
Kropyvnytskyi	233509	233509	
Oleksandriia	89332	87281	2051
Total by cities	322841	320790	2051
Total by districts	626994	276180	350814
Total in the region	949835	596970	352865

Table 2: Population structure (%)

	On 01.01.2019		On 01.01.2020	
	Total Number	%	Total Number	%
Total population	966,7	100,0	959,3	100,0
Including urban population	605,6	62,6	601,1	62,7
Rural population	361,1	37,4	358,2	37,3
Children 0 - 14 years	145,0	15,0	145,6	15,2
Adolescents 15-17 years	25,2	2,6	24,9	2,6
Adults 18 and older	796,5	82,4	788,8	82,2
From the total number of persons of retirement age	268,9	27,8	269,8	28,1
From the total number of persons of working age (from 18 years)	527,6	54,6	519,0	54,1

Features of the radiation situation in the region are due to the presence of uranium mines. Uranium ore is mined in mines with the help of explosives [24]. The rock is delivered to the surface

where it undergoes radiometric separation. Off-balance, low-uranium ore goes to dumps and rich in radioactive material is sent for further enrichment.

During uranium mining there are mine heaps where there are small residues of uranium. Uranium ores contain not only radionuclides but also compounds of toxic elements of arsenic, lead, vanadium, selenium [7].

2 Materials and Methods

Kropyvnytskyi and Kirovohrad regions were chosen as the scientific base of the research. Kropyvnytskyi produces uranium raw materials which are transported to Zhovti Vody the only city in Ukraine where primary uranium enrichment is carried out.

To analyze the environmental and radiation situation in Kropyvnytskyi and Kirovohrad region the used data of morbidity observations were carried out using the materials of the regional center of medical statistics, reports of the Kirovohrad regional oncology dispensary, materials for the report at the plenary session of the III session of the Kirovohrad regional council of 8 calling "Comprehensive program for environmental protection in the Kirovograd region for 2016-2020".

3 Results and Discussion

The cycle of natural radionuclides determines the increased gamma background of the area, the saturation of the underlying rocks of the earth's crust and groundwater with radon-222 and its exhalation into the environment. Unfavorable situation is in the central part of the region – the cities of Kropyvnytskyi, Znamyanka, the villages of Maryivka, Zelene, Kalynivka, Ivano-Blagodatne. Radon concentrations of up to several thousand Bq/m³ are registered in the basements of private houses and in the premises of one-storey buildings, on the first floors of multi-storey buildings the radon concentration varies from several tens to hundreds of Bq/m³. In the east of the region Petrovsky district in the balka of Shcherbakovskaya there is a tailings pond for waste of the hydrometallurgical plant of the state enterprise "Eastern Mining and Processing Plant". The main sources of radioactive effects on the environment in the uranium mining region are:

- Uranium mines located in the Kirovohrad region;
- Hydrometallurgical plant for processing uranium ore and tailings for storage of radioactive waste located in Zhovti Vody;
- Former sites of underground leaching of uranium deposits located in the Dnipropetrovsk and Mykolaiv areas. The growing level of man-made load on the environment associated with the extraction and delivery to the surface of uncompensated large masses of rocks quantitative changes in mining and geological conditions in areas of large deposits may cause the emergence of qualitatively new natural processes not previously known. Radon is actively studied from radiogenic gases formed during the decay of natural radioactive substances and used to study geodynamic processes [4, 18, 28]. It is believed that high levels of radon and its daughter decay products determine the leading role of this factor in shaping the health of the population.

The central deposit of the Ingul mine of the state enterprise "Eastern Mining and Processing Plant" has been in operation since 1972. The industrial site of the mine is located on the territory of Kropyvnytskyi district, mining branch (underground mining department) within the city of Kropyvnytskyi. The Ingul mine of the state enterprise "Eastern Mining and Processing Plant" is located within the city of Kropyvnytskyi. The total activity of emissions of uranium, thoron (radon-220) and aerosols into the atmosphere is on average $2.849 \cdot 10 + 13$ Bq. The rock dumps contain about 5.32 million tons of waste from the mining industry and off-balance ore located on an area of 223 thousand m² with a total activity of about $5.55 \cdot 10 + 13$ Bq. Ingul mine is located outside the residential area. The closest to

the emission sources (auxiliary production – repair and mechanical workshop) residential area is located in the northern direction at a distance from the fence of the industrial site of the mine "South" – 150 m (Figure 1).

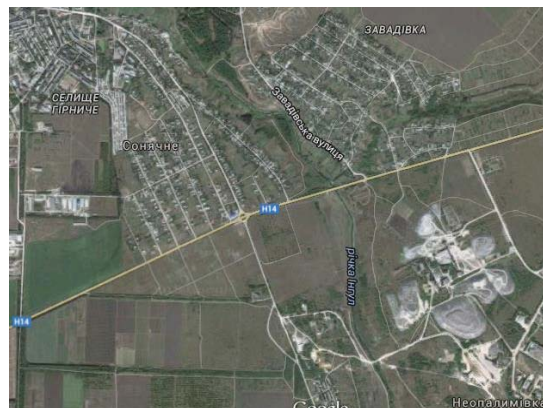


Figure 1 – Location of Ingul mine in Kropyvnytskyi

In the Kirovohrad region as well as in Ukraine according to the DALY indicator (lost years of healthy life) the highest percentage among both males and females is accounted for by cardiovascular diseases. Unintentional injuries have the second position for men and neuropsychiatric disorders for women. According to DALY the maximum disease burden among men is associated with tobacco and alcohol use and among women with high blood pressure and high cholesterol.

Within our study it was important to assess the incidence of marker-related environmental pathologies including oncological diseases. The incidence rate of malignant neoplasms in the Kirovohrad region is consistently high. At the same time in Kropyvnytskyi it significantly exceeds the average indicators in the region and Ukraine ($p < 0.001$) (see Table 3).

Table 3: Indicators of oncological diseases in Kropyvnytskyi for 2016 – 2020 (per 100 thousand population)

Incidence of malignant neoplasms	Territory	Years					M ± m
		2016	2017	2018	2019	2020	
Total	Kropyvnytskyi	487,5	538,1	546,1	542,7	572,3	537,3±13,81
	Kirovohrad region	425,9	434,6	452,2	449,6	448,0	442,1±5,06***
	Ukraine	341,5	347,8	357,6	360,9	344,5	350,5±3,76***
Incidence of malignant neoplasms	Territory	Years					M ± m
		2010	2011	2012	2013	2014	
Colon C18	Kirovohrad region	24,8	25,7	26,3	26,1	22,8	25,1±0,64**
	Ukraine	21,3	22,1	22,5	23,0	22,4	22,3±0,28***
Rectum, anus C19 - C21	Kropyvnytskyi	24,5	28,3	25,8	32,5	31,5	28,5±1,55
	Kirovohrad region	26,0	24,9	23,8	27,0	25,8	25,5±0,54
	Ukraine	18,9	19,5	19,7	19,8	19,0	19,4±0,18***
Trachea, bronchi, lungs C33-C34	Kropyvnytskyi	37,3	46,6	48,8	49,6	45,7	45,6±2,19
	Kirovohrad region	44,3	46,5	49,9	48,1	50,7	47,9±1,16
	Ukraine	35,9	36,0	36,4	36,1	34,2	35,7±0,39**
Breast C50	Kropyvnytskyi	97,6	124,2	90,4	105,6	108,7	105,3±5,70
	Kirovohrad region	73,6	75,8	74,5	82,3	72,9	75,8±1,69***
	Ukraine	64,8	66,0	67,1	67,9	64,6	66,1±0,64***
Body of womb C54	Kropyvnytskyi	40,1	42,4	47,1	41,0	62,0	46,5±4,05
	Kirovohrad region	35,3	33,8	38,9	38,3	46,9	38,6±2,27
	Ukraine	28,5	29,4	29,9	32,0	30,4	30,0±0,58**
Thyroid gland C73	Kropyvnytskyi	6,2	5,0	9,6	13,8	19,7	10,9±2,69

	Kirovohrad region	4,7	4,1	7,9	9,8	13,7	8,0±1,76
	Ukraine	5,7	6,5	6,6	7,5	7,4	6,7±0,33

Note: * - $p < 0.05$; ** - $p < 0.01$; *** - $p < 0.001$ compared to Kropyvnytskyi according to Student's criterion.

In the dynamics of the ten-year period the incidence of male population in Kropyvnytskyi for malignant neoplasms increases on average by 2 times in the age groups of 45-49 years, 50-54 years and 55-59 years. In contrast to the male cohort of women the double increase in the incidence of malignant neoplasms is observed only in the age group of 30-34 years although the peak incidence of malignant neoplasms of the entire population of the region falls on the age group of 70 years and older. In the Kirovohrad region the mortality rates of the entire population from malignant neoplasms significantly exceed the corresponding levels in Ukraine ($p < 0.05$). It was found that they are formed mainly due to the female cohort.

The average incidence of malignant lung neoplasms in Kropyvnytskyi and Kirovohrad regions is significantly higher compared to the same indicator in Ukraine ($p < 0.01$). The same pattern was found for the indicator of the average mortality rate for 10 years of the population of Kropyvnytskyi and Kirovohrad region from malignant lung neoplasms in comparison with the all-Ukrainian indicator ($p < 0.001$). The reduction in the mortality rates of the population of these administrative territories from malignant lung neoplasms over five-year periods which has taken place in Ukraine in recent years has not been confirmed. This determines the presence in the Kirovohrad region of a stable causal factor that determines the development of exclusively oncological pathology.

Among all the reasons that determine the development of malignant neoplasms including malignant neoplasms of the lungs the leading place is occupied by those caused by the impact on the body of harmful environmental factors. Analysis of gross man-made emissions into the environment revealed that per inhabitant of Kirovohrad region in different years accounted for from 8.2 kg to 13.4 kg of harmful substances released into the atmosphere (for comparison in Kryvyi Rih – from 890 kg to 1112 kg).

Concentrations of radon-222 which often exceeded the level of 2000 Bq/m³ were detected in the air of residential premises in Kropyvnytskyi. It is the high levels of radon and its decay products that determine the leading role of this factor in shaping the health of the population. This is confirmed by the indicator of the maximum individual risk of long-term consequences (additional number of deaths from radiation-induced diseases) which in the adult population of Kropyvnytskyi is twice as high as that determined for workers of the main professions of uranium mining mines in Kirovohrad region.

Analysis of the incidence of malignant neoplasms of the male population of Kropyvnytskyi and workers of uranium mines (category A) revealed 2.4 times increase in the relative risk of malignant neoplasms in the cohort of miners compared to the male population of Kropyvnytskyi which may be due solely to exposure on their body ionizing radiation from natural radionuclides. It was found that workers of uranium mining enterprises can be exposed to double exposure to ionizing radiation both due to high levels of radon and its daughter decay products in the air of workings (in the workplace) and in residential areas where they live.

The results of calculations of radiation risk for residents of Kropyvnytskyi (additional number of deaths from radiation-induced diseases) caused by air pollution of residential premises in Kropyvnytskyi with natural radionuclides revealed that this risk is equal to 0.1226-2.8565 cases per year.

A comparison of this indicator with that calculated for residents of NPP satellite cities (0.038 cases per year) revealed an increase of almost 3-75 times. This indicates the presence of danger of natural radiation factors for the health of the residents of Kropyvnytskyi.

The analysis of radon-222 levels in the air of residential buildings and in the premises of public facilities in Kropyvnytskyi allowed identifying certain geopathogenic zones the presence of which may be due to the geological structure of the area. Monitoring conducted by the state institution "Institute of Hygiene and Medical Ecology named after O.M. Marzeeva" within the framework of the regional program "Stop Radon" testifies that the radio alarm of Kropyvnytskyi residents is not unfounded. Thus in 2017 a selective measurement of the equivalent equilibrium volume activity of radon-222 (²²²Rn) in the air of Kropyvnytskyi facilities was performed.

Found exceeding the norm established by the state sanitary rules were revealed in 53.3% of the inspected preschool educational institutions, in 71.4% of schools, in 58.3% of the investigated health care institutions. In 2018 surveys of private households in the city given disappointing results – in 76.9% of homes, the equivalent equilibrium volumetric activity of radon-222 in the air is above normal. In 2019-2020 a study of water from artesian wells and wells in the region was carried out – measurements of the equivalent equilibrium volumetric activity of radon were performed. In 2019 the norm was exceeded in 20.6% of water tests and in 2020 – in 63.6% of studies.

The state of working conditions at the industrial facilities of the state enterprise "Eastern Mining and Processing Plant" and agricultural enterprises of the region significantly affects the health of the population of the region and determines a steady trend of increasing occupational morbidity of the population.

Let's make a comparative characterization of oncological pathology in cities with uranium mining, uranium processing and mining industries.

Ukraine belongs to the countries where the level of oncological diseases and mortality is very high. Over the past ten years the country has seen a steady increase in oncological diseases. Cancer is the cause of more than 15% of all deaths and is second only to cardiovascular disease. Malignant neoplasms occupy the second place in the structure of mortality of the population of Ukraine. Its share is 11.6%. Every year about 90 thousand people die as a result of these diseases of which 35% are people of working age. A similar picture is typical for Dnipropetrovsk and Kirovohrad regions.

A comparative analysis of the incidence of malignant neoplasms in Kropyvnytskyi, Zhovti Vody and Vilnohirska shows that the problem of oncological diseases for the regional center is urgent (see Table 4). Thus separately by years and in general the incidence of malignant neoplasms in Kropyvnytskyi is higher than the all-Ukrainian indicator and in comparison with Zhovti Vody and control Vilnohirska.

According to the selected marker oncological diseases the incidence rate in Kropyvnytskyi is consistently higher than in Zhovti Vody, Vilnohirska and in Ukraine as a whole. It is worth noting some differences. In 2016 the incidence of tracheal, bronchial and lung cancer in Zhovti Vody was 1.8 times higher than in Kropyvnytskyi. But starting from 2017 the incidence of this pathology in Zhovti Vody began to actively decrease and in Kropyvnytskyi on the contrary – to increase. Analysis of marker diseases indicates the presence of peaks of oncological diseases in the experimental and control cities.

Table 4: The rates of oncological diseases in the cities of Kropyvnytskyi, Zhovti Vody and Vilnohirska for 2016 - 2020 (per 100 thousand population)

Incidence of malignant neoplasms	Territory	Years					M ± m
		2016	2017	2018	2019	2020	
Total	Kropyvnytskyi	487,5	538,1	546,1	542,7	572,3	537,3±13,81
	Zhovti Vody	391,0	386,2	361,5	323,7	409,3	374,3±14,78***
	Vilnohirska	369,7	303,7	374,3	340,8	328,3	343,4±13,15***
	Ukraine	341,5	347,8	357,6	360,9	344,5	350±3,76***

Colon C18	Kropyvnytskyi	26,1	32,4	36,7	33,3	36,9	33,1±1,96
	Zhovti Vody	21,1	32,8	17,5	33,2	49,0	30,7±5,53
	Vilnohirsk	20,8	20,8	58,2	37,4	24,9	32,4±7,13
	Ukraine	21,3	22,1	22,5	23,0	22,4	22,3±0,28 ***
Rectum, anus C19 - C21	Kropyvnytskyi	24,5	28,3	25,8	32,5	31,5	28,5±1,55
	Zhovti Vody	26,8	29,0	33,0	21,5	21,5	26,4±2,22
	Vilnohirsk	24,9	25,0	20,8	45,7	12,5	25,8±5,47
	Ukraine	18,9	19,5	19,7	19,8	19,0	19,4±0,18 ***
Trachea, bronchi, lungs C33-C34	Kropyvnytskyi	37,3	46,6	48,8	49,6	45,7	45,6±2,19
	Zhovti Vody	69,0	46,3	33,0	33,2	41,1	44,5±6,61
	Vilnohirsk	62,3	45,8	25,0	20,8	37,4	38,3±7,47
	Ukraine	35,9	36,0	36,4	36,1	34,2	35,7±0,39 **
Breast C50	Kropyvnytskyi	97,6	124,2	90,4	105,6	108,7	105,3±5,7 0
	Zhovti Vody	92,0	89,2	82,6	68,4	94,0	85,2±4,63 *
	Vilnohirsk	99,9	61,6	30,7	61,3	61,4	63,0±10,9 8**
	Ukraine	64,8	66,0	67,1	67,9	64,6	66,1±0,64 ***
Body of womb C54	Kropyvnytskyi	40,1	42,4	47,1	41,0	62,0	46,5±4,05 28,0±4,77 *
	Zhovti Vody	10,6	32,1	35,9	25,2	36,1	36,1
	Vilnohirsk	61,5	30,8	30,7	0	46,0	42,3±7,35
	Ukraine	28,5	29,4	29,9	32,0	30,4	30,0±0,58 **
Thyroid gland C73	Kropyvnytskyi	6,2	5,0	9,6	13,8	19,7	10,9±2,69
	Zhovti Vody	5,7	19,3	9,7	3,9	7,8	9,3±2,69
	Vilnohirsk	8,3	12,5	0,0	4,2	8,3	8,3±1,69
	Ukraine	5,7	6,5	6,6	7,5	7,4	6,7±0,33

Note: * - $p < 0.05$; ** - $p < 0.01$; *** - $p < 0.001$ compared to Kropyvnytskyi according to Student's criterion.

As a rule in all indicators of the incidence of malignant neoplasms the situation in the city of Kropyvnytskyi is worse than in Ukraine and the studied cities (Figure 2).

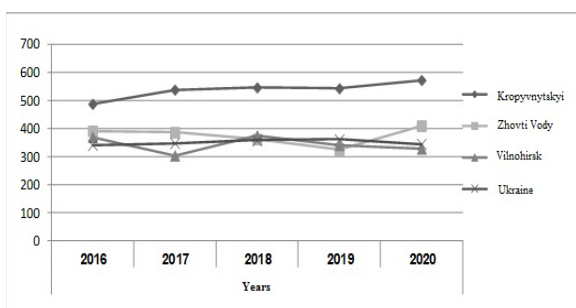


Figure 2 – Incidence of malignant neoplasms in the cities of Kropyvnytskyi, Zhovti Vody, Vilnohirsk compared to the national average

Summarizing the above data it can be argued that the level of oncological diseases in cities with nuclear fuel cycle enterprises significantly exceeds the regional and national indicators both in terms of the overall incidence of malignant neoplasms and in terms of individual pathologies. This is especially true of the city of Kropyvnytskyi where the incidence of malignant neoplasms per 100 thousand population over the past five years compared to the Ukrainian was respectively (M ± m): 537.3 ± 13.81 and 350.5 ± 3.76.

Analyzing the situation in the region we studied the prevalence of diseases among the entire population in the first place:

- Diseases of the circulatory system which account for 33.8% of all diseases;
- Respiratory diseases – 19.1%;
- Diseases of the digestive system – 9.5%;
- Diseases of the eye and appendix – 5.4%;
- Diseases of the musculoskeletal system – 5.1%;
- Diseases of the genitourinary system – 4.3%;
- Diseases of the endocrine system – 4.2%;

- Injuries, poisonings and other accidents – 3.0%;
- Mental and behavioral disorders – 2.6%;
- Diseases of the skin and subcutaneous tissue – 2.4%;
- Neoplasms – 2.5%;
- Infectious and parasitic diseases – 2.3%;
- Diseases of the nervous system – 2.2%;
- Diseases of the ear and papilla – 1.5%;
- All other diseases – 2.1%.

Among the adult population (18 years and older) the prevalence of diseases in 2020 increased from the following classes of diseases:

- Diseases of the endocrine system – in the indicator from 7708.5 in 2019 increased to 8060.5 in 2020 or 4.6% (Ukraine in 2019 – 9814.4);
- Of them: diabetes increased from 3604.9 in 2019 to 3711.0 in 2020 or by 2.9% (Ukraine 2019 – 3899.3);
- Diseases of blood, blood-forming organs – the indicator increased from 1236.8 in 2019 to 1273.6 in 2020 or by 1.3% (Ukraine 2019 – 1247.1);
- Neoplasms – in the indicator from 5193.6 in 2019 increased to 5371.4 in 2020 or by 3.4% (Ukraine 2019 – 5314.8);
- Diseases of the digestive system – in the indicator from 18367.1 in 2019 increased to 18444.2 in 2020 or by 0.4% (Ukraine 2019 – 19843.4).

Analyzing the performance of the oncology service of Kirovohrad region it should be emphasized that the incidence of malignant tumors increased from 468.4 per 100 thousand population in 2019 to 478.2 in 2020 i.e. by 2.1% and significantly exceeded the average Ukrainian figure in 2019 – 348.4.

The increase was in lip cancer (3.8 vs. 2.5 in 2019), colon cancer (27.5 vs. 26.2 in 2019), skin melanoma (9.9 vs. 8.4 in 2019), cancer esophagus (5.4 vs. 4.2 in 2019), gastric cancer (24.4 vs. 23.4 in 2019), lung cancer (48.1 vs. 44.8 in 2016), breast cancer (83, 8 vs. 77.5 in 2019) and ovaries – (23.4 vs. 20.3 in 2019) per 100,000 female population, skin cancer (64.3 vs. 63.7 in 2019), cervical cancer (38, 2 vs. 34.7 in 2019 per 100 thousand female population), prostate (61.2 vs. 48.6 per 100 thousand male population in 2019), malignant lymphoma (10.4 vs. 9.4 in 2019).

It should be noted that over the last decade in the region the incidence rate increased by 17.7% (478.2 in 2019 against 406.3 in 2008) and in Ukraine – by 5.2% (348.4 in 2019 against 331.1 in 2008).

In the structure of oncological diseases among the entire population of the region are:

- I place – skin cancer 64.3 per 100 thousand population or 13.5%;
- II place – tracheal and lung cancer 48.1 per 100 thousand population or 10.6%;
- III place – breast cancer 45.7 per 100 thousand population or 9.5%.

Among the female population:

- I place – breast cancer 83.8 per 100 thousand female population or 17.6%;
- II place – skin cancer 72.8 per 100 thousand female population or 15.3%;
- III place – cancer body of womb 42.3 per 100 thousand female population or 8.9%.

Among the male population:

- I place – lung cancer 80.4 per 100 thousand male population or 16.7%;
- II place – prostate cancer 61.2 per 100 thousand male population or 12.7%;
- III place – skin cancer 54.4 per 100 thousand male population or 11.3%.

Compared to 2020 the percentage of cancer neglect increased slightly amounting to 17.4% (2019 – 17.3%) and exceeding the average Ukrainian (16.7% in 2019). There is a high level of neglect in pharyngeal cancer – 38.5%, gastric cancer (44.3%), lung cancer (33.4%), kidney cancer (26.5%), oral cancer (32.6%), colon cancer (23.8%), esophageal cancer (29.5%), prostate cancer (26.8%).

The percentage of detection of visual localizations in an abandoned state decreased and amounted to 15.6% against 17.3% in 2019. High percentage and significantly exceeded the figure for 2020 in Golovanivskiy district (31.0% vs. 17.6% in 2019), Haivoronskyi (23.9% vs. 21.4%), Dolyna (20.9% vs. 14.6%), Novomyrhorod (25.0% vs. 13.5%), Novoukrainskyi (18.0% vs. 24.3% in 2016), Kompaniivskyi (20.8% vs. 16.7% in 2019), Znamyanskyi (20.6% against 22.9% in 2019).

The indicator of contingents of patients with malignant neoplasms increased from 2647.9 per 100 thousand population in 2019 to 2779.1 in 2020 (in Ukraine 2543.3 in 2019) and indicates the quality and effectiveness of the treatment and diagnostic process in oncology.

The percentage of patients who have not lived one year since the diagnosis decreased compared to last year and amounted to 28.9% (in 2019 – 30.0%). In Ukraine last year it amounted to 30.5% and it is an integral indicator of the organization and quality of preventive examinations, timeliness of diagnosis and adequate treatment provided by treatment and prevention facilities. That is the mortality rate up to one year is used as an indicator of the quality of medical care.

The highest rate is registered annually in esophageal cancer which in the reporting year amounted to 59.9% (in Ukraine 66.3% last year), lung cancer 60.9% (in Ukraine 61.8%), and gastric cancer 59.9% (59.4% in Ukraine). It should be noted the high mortality rate up to one year in Ustynivskiy district 41.2%, in Znamyanskyi 36.7%, Novgorodskyi 39.2%, Novomyrhorodskyi 35.7%, Alexandria 35.1%, Novoukrainskyi 31.8%, Svitlovodsk 31.3%.

The percentage of patients diagnosed for the first time in the reporting year that received special treatment was 69.1%, 30.9% of patients with malignant neoplasms were not covered by special treatment.

The mortality rate from malignant tumors decreased and amounted to 202.0 in 2020 against 213.5 per 100 thousand population in 2019 (in Ukraine in 2019 – 174.5).

In 2020 54.4% of women were examined using cytological screening (in 2019, 56.8%). Stably low level of cytological screening implementation in Svitlovodsk district – 36.7%, Oleksandrivskyi district – 34.9%, Bobrynetskyi – 40.7%, Vilshanskyi – 43.7%, Oleksandriyskyi – 46.3%, Ustynivskyi – 44.2% , in Blagoveshchensk – 47.2%, Kompaniivskyi – 41.0%. We conducted a statistical study of cancer among residents of Kirovohrad region, Kropyvnytskyi district and Kropyvnytskyi

The incidence of malignant tumors ranges from 590.5 per 100 thousand population in Kropyvnytskyi to 293.9 in Ustynivka district. The highest incidence rates were registered in the city of Kropyvnytskyi – 590.5. Here are the contingents of patients with malignant neoplasms (Table 5).

Table 5: Contingents of patients with malignant neoplasms (per 100 thousand population)

No.	Names of districts	2012	2013	2014	2015	2016	2017	2018	2019
1.	Kropyvnytskyi	2399,1	2553,3	2664,5	2757,9	2907,0	3023,5	3132,2	3293,3
2.	Oleksandriia	2363,4	2453,9	2557,4	2659,7	2765,9	2898,0	3028,3	3205,6
3.	Blahovishchenske	1925,4	1978,9	2138,4	2138,4	2232,7	2309,8	2370,5	2391,1
4.	Bobrynetskyi	2097,8	2183,2	2302,7	2490,4	2635,4	2647,0	2690,8	2644,4
5.	Vilshanskyi	2204,3	2303,1	2367,8	2456,4	2585,8	2747,8	2732,3	2794,4
6.	Gaivoronskyi	1965,9	1993,2	2216,5	2248,9	2178,7	2162,0	2270,6	2449,4
7.	Golovanivskyi	1725,6	1684,5	1720,0	1794,7	1838,6	1923,6	2006,4	1985,6
8.	Dobrovelychkivskyi	1953,8	2088,6	2182,5	2255,9	2307,7	2441,9	2601,9	2700,3
9.	Dolynskyi	1494,3	1529,6	1575,2	1614,6	1665,5	1747,7	1829,0	1977,0
10.	Znamyanskyi	2291,6	2455,7	2488,5	2581,5	2752,0	2852,5	2894,6	3025,9
11.	Kirovohrad	1714,3	1805,3	1819,9	1878,8	2020,5	2137,6	2201,1	2315,2
12.	Kompaniivskyi	2022,5	2133,6	2259,4	2256,6	2307,6	2326,4	2402,5	2504,8
13.	Malovykovskiy	2221,6	2257,4	2479,4	2699,4	2693,4	2636,3	2822,1	2949,2
14.	Novgorodskyi	1697,5	1769,0	1831,4	1903,7	1988,3	2166,2	1989,2	2011,9
15.	Novoarkhangel'skyi	1720,9	1867,0	1911,5	1982,8	2029,9	2061,9	2224,4	2371,5
16.	Novomyrhorodskyi	1957,9	2029,8	2062,1	2078,9	2248,0	2265,8	2343,7	2467,0
17.	Novoukrainskyi	1827,9	1951,0	2037,2	2156,6	2152,3	2343,2	2434,2	2667,2
18.	Oleksandriyskyi	1925,1	2144,2	2280,1	2422,7	2518,4	2643,8	2785,3	2977,6
19.	Oleksandriyskyi	1587,1	1676,1	1760,1	1828,5	1859,1	1921,7	2024,2	2127,5
20.	Onufriivskyi	1484,4	1542,4	1658,7	1680,0	1781,6	1871,7	2053,3	2059,2
21.	Petrovskyi	1537,0	1563,9	1606,8	1566,6	1686,0	1800,2	1870,0	1976,0
22.	Svitlovodsk	2321,1	2341,3	2488,2	2636,6	2731,5	2768,6	2875,2	2988,2
23.	Ustynivskyi	1648,6	1774,4	1919,8	1949,0	2116,4	2196,6	2056,4	2165,3
	Total in the region	2085,0	2174,8	2277,7	2374,2	2463,5	2553,6	2650,0	2779,1
	Ukraine	2161,6	2227,2	2314,8	2402,6	2478,9	2507,7	2543,3	2608,7

The nosological structure of those initially recognized as disabled among the adult population is as follows: neoplasms – 27.6%, diseases of the circulatory system – 16.5%, injuries, poisoning and some other consequences of external factors – 11.2%, musculoskeletal diseases systems – 10.4%, some infectious and parasitic diseases – 7.3% (including tuberculosis - 4.7%).

Last year the nosological structure of the initially recognized disabled among the adult population was as follows: neoplasms – 25.1%, diseases of the circulatory system – 15.3%, injuries, poisoning and some other consequences of external factors – 14.2%, some infectious and parasitic diseases – 9.1% (including tuberculosis – 5.5%), diseases of the musculoskeletal system – 8.4%.

The nosological structure of those initially recognized as disabled among the working population has the following composition: neoplasms – 26.8%, diseases of the circulatory system – 13.4%, injuries, poisoning and some other consequences of external factors – 11.2%, some infectious and

parasitic diseases – 9.8% (including tuberculosis – 6.2%), diseases of the musculoskeletal system – 9.6%.

Last year the nosological structure of the initially recognized disabled among the working population has the following composition: tumors – 25.4%, injuries, poisoning and some other consequences of external factors – 13.8%, diseases of the circulatory system – 12.2%, some infectious and parasitic diseases – 10.7% (including tuberculosis – 7.3%), diseases of the musculoskeletal system - 8.4%.

Studies of the risk of radiation induction of oncological diseases have a special place in modern radiation and epidemiological studies [16, 23].

Among radiogenic malignancies leukemia has the maximum radiation risk and the minimum latency period. Therefore the excess of the possible incidence of leukemia above the level of the spontaneous level may be the first objective indicator of the level of radiation exposure [12].

According to the indicators of primary incidence of tuberculosis, malignant neoplasms and congenital anomalies Kirovohrad region occupies the last (worst) 23-25 places in the ranking of regions of Ukraine [5].

It is known that the immune system has the highest radiation sensitivity in the body so the radiation effect on the human body primarily causes the development of acquired immunodeficiency states of various nature and severity which in turn are the basis for various human pathologies. According to the Center for Public Health of the Ministry of Health of Ukraine the main organ through which radon enters our body is the lungs. Radon causes them the most damage. Researchers have found that radon gas is the second most common cause of lung cancer after smoking. But radon and its decay products affect not only the human lungs. Radon gas has been shown to adversely affect immune, germ and hematopoietic cells. Radon damage can lead to loss of natural protection of the human body which of course provokes the development of various diseases; namely against the background of immunosuppression and the background of unfavorable ecological and epidemiological situation. The most common pathology is tuberculosis of the pulmonary system. This leads to disability of the working population [3, 17].

The most important aspect of the problem is the impact on the health of children who are particularly sensitive to the effects of radon and on this basis belong to the critical group [15]. Physical development is characterized by disproportion from an early age. In school-age children acceleration processes have changed to deceleration with trophic insufficiency and in some cases - to retardation [14]. The combination of these factors is defined as the syndrome of environmental maladaptation [27].

The Government of Ukraine is taking steps to improve the environmental situation in Ukraine. At one time in the Kirovohrad region as part of the regional program "Stop Radon" preliminary studies of the content of radon-222 were performed. According to environmental activists, the expediency and effectiveness of the program method of solving these problems is unquestionable. After all it is confirmed by both international and domestic experience in all member states of the European Union in accordance with the requirements of the Directive of December 5, 2013 "Laying down basic safety standards for protection against the risks arising from exposure to ionising radiation" [1]. Such plans are an effective component in combating oncological diseases and improving quality and life expectancy.

4 Conclusion

Analyzing the current findings of scientists there are virtually no sources in nature with such a level of ionizing radiation that would lead to health problems of people in contact with them. On the contrary the natural radiation background is one of the important conditions for the normal existence and development of biological objects. Therefore radiation exposure that is harmful to health is always the result of human activity.

If we analyze the indicators of the Kirovohrad region we see the long-term effects of radiation in the structure of the rate of disability of oncological diseases. An in-depth analysis of the health of the population of Kirovohrad region needs further study by conducting specialized medical epidemiological studies for a more detailed differentiation of the impact of ionizing radiation on the population.

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