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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

DIGITAL CURRENCY AS A COMPONENT OF THE GLOBAL DIGITAL ECONOMY

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Abstract: Recently, virtual currency or digital money has become widespread in the world economy. The purpose of the research is to try to explain the reasons for the emergence of electronic money, their role, benefits, and risks to the global digital economy from the standpoint of syncretic logic. The value of Bitcoin USD (BTC-USD) in the financial market for the period 17.09.2014 – 30.11.2021 has been used in the research. Based on the closing price, profitability and volatility for different time periods are calculated in order to quantify the risks of new digital currencies. The results attest to the fact that in the digital economy, separate segments of the digital payment instruments market are developing, where specific information is sold and bought, designed to meet specific consumer needs and is not suitable for use as a general equivalent. On the other hand, the practice of using digital monetary units has not yet become so widespread that would allow considering them not as a surrogate for money, but as an independent form of money and collecting empirical material necessary and sufficient for analysis. The cryptocurrency market is growing rapidly forasmuch as the financial product, bitcoin, is popular with investors, the demand for which is growing significantly. It has been revealed that bitcoin acts as an object of purchase and sale in the financial market, the value of which is established thanks to another common equivalent, in particular, the US dollar. Along with this, the profitability level fluctuates significantly, and volatility depends on market conditions and various environmental factors, fluctuating significantly with the slightest changes. The dynamics of prices indicate a gradual increase in the value of the cryptocurrency, despite the fall in its price, depending on various factors. The growing popularity of the currency is evidenced by the expansion of its issue volume and the growth of the market as a whole.

Keywords: digital money (currency), electronic money, digital economy, cryptocurrency.

1 Introduction

One of the strategic directions of economic development at the present stage is the formation of the digital environment and infrastructure. The digital economy has a beneficial effect on the activities of business entities: it makes it possible to attract financing using digital technologies, develop e-commerce and services. It leads to changes in people's daily life, industrial relations, the structure of the economy and education. Within the conditions of innovative economy, new requirements to communications, computing capacities, information systems and services emerge. Recently, virtual currency or digital money has become widespread in the world economy. The essence of this phenomenon is studied by experts in various fields of scientific knowledge, namely: economic, legal, and political sphere.

New digital forms of money (Alipay. Libra. M-Pesa. Paxos. Stablecoins. Swish. WeChat Pay. Zelle) have different effects on the economy, including the banking sector (financial integrity, monetary policy, capital flows, antitrust law, financial stability, consumer protection, exchange rate, etc.). The dynamic development of the digital money market leads to the fact that cash and bank deposits face fierce competition and may be gradually replaced. Electronic money is a monetary value stored in electronic form, denominated in common units of account such as euro, dollar or yuan, and pegged to them. For instance, stablecoin is an increasingly popular form of electronic money.

Payment systems around the world are evolving with the advent of digital money issued by private firms and central banks. The analysis of digital currencies is a new area of research crossing

the monetary and financial economies, which will change the monetary and financial systems for many years ahead.

The purpose of the research is to try to explain the reasons for the emergence of electronic money, their role, benefits, and risks to the global digital economy from the standpoint of syncretic logic.

2 Literature Review

Digitization of money is a dynamic constant phenomenon that is characteristic of many economies around the world operating with a certain level of combination of cash and digital money. Scientific investigations examine various forms of money, from cards (Pritchard et al., 2015; Mainwaring et al., 2008) to digital wallets on mobile phones (Hughes and Lonic, 2007), cash (Kumar et al., 2011) and checks (Vines et al., 2014). The investigations examine the problems of various consequences of the impact of digital money on the economy and the activities of economic agents. For instance, money as a means of exchange between business entities in the process of labour relations is the most common problem. Pritchard et al. (2015) described how the shift from cash payments to electronic payments on London buses has influenced drivers and passengers. Ferreira et al. (2015) have investigated how Bristol Pound payments are fulfilled in the workflow of small local traders. Blumenstock et al. (2015) described a randomized controlled study showing that digital wage payments were more beneficial for employers than for workers.

Analysing the essence of digital money, it is possible to form a classification of existing monetary funds:

- 1) Traditional:
 - 1.1. Paper.
 - 1.2. Bank deposits.
 - 1.3. Securities.
- 2) Electronic:
 - 2.1. Plastic cards.
 - 2.2. Internet – money (payment systems WebMoney, Yandex.Money, PayPal, etc.)
 - 2.3. Smart cards (electronic wallet).
- 3) Digital – cryptocurrency.

Traditional money can exist in physical and digital form. They are united by the fact that they exist in the form of tokens of value, and the emission is carried out exclusively by the state.

According to the Glossary of the Committee for Payments and Market Infrastructure of the Bank for International Settlements, electronic money is defined as “the value stored electronically on a device such as a chip card or personal computer hard disk” (Committee for Payments and Market Infrastructure of the Bank for International Settlements).

Based on the provisions of the European Directive on electronic money, the following definition can be formed: “Electronic money is an electronic (including magnetically) monetary value, a claim on the issuer, issued upon receipt of funds by the issuer for making payments and accepted as a means of payment by other institutions than the issuer of electronic money” (European Union law, 2021).

The development of information technology has led to the emergence of a new form of money – digital or virtual, which is commonly called cryptocurrency. Digital money at this stage of development does not have a stable developed legal framework.

Depending on the purpose and method of use, the European Central Bank has classified the virtual currency into the system groups as follows:

- currency with the possibility of conversion, that is, bilateral exchange (Bitcoin);
- currency for use in online games (Worlds of Warcraft);

- currency with the possibility of exchange only in one direction (“miles” of airlines, sold by airlines in loyalty bonus programs in relation to regular customers).

Digital money is widespread in the global economy, most basically in developed countries (North and South). The exception is the proliferation of e-funds in the sectors of low-income economies in the Global South. Mobile money, that is, money processed by mobile phones, is widely promoted in sectors of the developing economy. These trends are related to security, ease, and speed of conducting transactions anywhere and at any time. Therefore, researchers claim about spreading digital money and its penetration into the financial system and various sectors of the economy (Scharwatt et al., 2014; Pickens et al., 2009). For organizations, the use of digital funds provides a reduction in the costs and risks connected with cash transactions (Blumenstock et al., 2015); consequently, this form of money is a promising solution for the private sector. However, it is quite difficult to encourage potential end-users, who often work in an informal economy with significant cash flow.

Digital money systems tend to address the shortcomings of other payment mechanisms by fulfilling payments in fast and secure way (Ondrus et al., 2009; Balan et al., 2009; Lehdonvirta et al., 2009) or even nearly invisible to users (Lehdonvirta et al., 2009). For instance, Balan et al. (2009) and Lehdonvirta et al. (2009) focus on compromise between usability and security in projects of new mobile money systems. Ease of use is measured in the laboratory in terms of speed, “cognitive load” and perceived safety. These systems focus on improving the payment transaction compared to other means of payment by minimizing the costs connected with this transaction. However, scientific investigations, examining payment systems in vivo (outside the laboratory), reveal significant challenges in the spread of e-money and lower security, speed, and simplicity. For instance, Ferreira and Perry (2014), studying the Bristol pound (community currency in cash or mobile form), revealed that transaction speed was not the only problem for users, forasmuch as the social context in which transactions took place had implications for user experience (Ferreira et al., 2015). Mainwaring et al. (2008) investigated various forms of money used in day-to-day operations in Japan. They revealed that the perceived effectiveness and usability of digital technologies were not the most significant factors in their acceptance in the society. The most important factors in the use of electronic money were how well different forms of payment meet the social and cultural requirements of payment in a particular country. Kumar et al. (2011) examined features of small cash payments in India, highlighting the importance of various payment practices such as bargaining, service support (for instance, when buying train tickets) and reusing receipts. Vines et al. (2012) examined the use of checks by people over the age of 80 and described how, for this generation, checks are part of a “trust ecosystem” that current digital technologies have not achieved yet. Although laboratory investigations may focus on the payment transaction as a relatively isolated and simple transaction, in the real world, digital money, embedded in social practice, is characterized by social significance (O’neill et al., 2017). From the studies mentioned above, it is clear that the form of money – cash, card, or mobile money – influences the way money is used and comprehended.

Adrian & Mancini-Griffoli (2019) have developed a conceptual framework for comparing traditional forms of money with their new digital equivalents. The possible benefits and risks of using digital money have been considered in the scientific work, as well as it has been determined that some forms of digital money, despite the lower level of stability as a store of value, can be quickly adopted due to the advantages as a means of payment. One of the approaches to risk management is the requirement of full provision of the selected digital money with central bank reserves. Adrian & Mancini-Griffoli (2019) call this scheme the Synthetic Central Bank Digital Currency (sCBDC), a public-private partnership combining the benefits of private sector

innovation and customer-centered orientation with the security and stability provided by the central bank.

3 Materials and Methods

The purpose of the research is to try to explain the reasons for the emergence of electronic money from the standpoint of synthetic logic, which has been chosen as the methodological basis for studying the emergence and change of types and forms of money, and taking into account the evolution of technological processes. Evolution is caused by the necessity to search and select new alternative methodological fundamentals for studying the innovative development of the economy as a result of not always successful attempts to explain the innovations of the modern world. In much the same way that Internet banking, for instance, which has supplanted the functioning of banking institutions and offices for centuries, changes the way the banking business exists and the nature of its perception by customers; consequently, a global transformation of the whole economic system is taking place, entailing similar changes in the ways of studying the surrounding reality.

The value of Bitcoin USD (BTC-USD) in the financial market for the period of 17.09.2014–30.11.2021 has been also used in the research, including closing, opening, minimum and maximum cryptocurrency prices. Based on the closing price, the yield and volatility for different time periods has been calculated in order to quantify the risks of new digital currencies.

In order to calculate the yield of Bitcoin USD (BTC-USD), the following formula was used:

$$R_t = \log \log \left(\frac{I_t}{I_{t-1}} \right) \quad (11)$$

where I_t – price of the share at the time of market closing.

The standard deviation based on closing prices was used to calculate volatility. Volatility is an important indicator of the financial market that makes it possible to assess the change in the price of an asset over a period of time and evaluate the risk of future price changes. The difference between the minimum and maximum price of the share was also used to calculate volatility (Average True Range).

4 Results

The last years of the XX century were marked by a new stage in the development of commodity – money relations: the emergence of electronic money. The essence of electronic money in the present research is revealed in its interrelation with digital technology.

The word combination “electronic money” began to appear in the scientific works of specialists in the 1970s due to the emergence of information technology, which provided effective information processing when performing routine operations with a focus on centralized collective use of resources of data centres. The major direction of information technology development was the automation of human operations and the development of automated production management systems and process control, including customer banking technology. The first attempts to interpret electronic money were related to the technological processes of storage, processing and transmission of information in the framework of non-cash settlements and payments. Over the past few decades, the concept of electronic money has noticeably changed and improved in parallel with the evolution of information technology and computer technology, constantly expanding the scope and methods of their dissemination.

The technological aspect of the functioning of electronic money has a significant impact on the formulation of this category. The interpretation of electronic money in detail is often carried out in the context of the technical component. Probably, in the process of further evolution of information technologies, such interpretations may far too frequently lose their relevance and require additions and clarifications. For instance, the emergence of cryptocurrencies in

2009–2010, operating on the basis of Blockchain technology, has dramatically changed the perception of possible ways to create and use electronic money. However, it is apparently impossible to completely abandon the technical aspect, due to the need to single out electronic money as an independent and distinct category of scientific theory. In addition, currently, there is a problem with the use of synonyms in this category, namely: “virtual money”, “cryptocurrency”, “network money”, “digital currency”. The use of these terms emphasizes either technological features, or the sphere of circulation, or the form of existence, or the functional purpose of a new form of a general equivalent. However, in the presence of numerous attempts to reveal the essence and specifics of electronic money, the issue of determining the scale of prices and value content of the electronic currency is not taken into account. From the first attempts to investigate the origin of money and its individual forms, according to the viewpoints of historians and economists, this should have been explained by the metrology – a special science of the weight, composition and technique of money. Values and weights are not the result of creativity and invention; however, it is the product of a long natural-historical and cultural evolution. There is a complete correlation between primitive money, the so-called money – goods, for instance, cattle, and the minted coins of civilized peoples, in this case, a hereditary interrelation.

By analogy with full-bodied money, the price scale of which was determined by the weight content of the noble metal in the monetary unit, the price scale of the electronic monetary unit should be determined by the volume and value of information. It is well known that the minimum unit of measurement of information displayed on electronic media is calculated in bits. The word “bit” is of English origin, which means “binary digit”. If one looks at this value from the other side, it can be said that this is a memory cell in electronic computers, which is stored in the form of two digits: 0 or 1. It is no coincidence that one of the most famous crypto currencies in the world, causing an extremely contradictory and ambiguous attitude towards itself nowadays, is called “Bitcoin” (from the English “bit” – a unit of information, “coin” – “coin, piece of money”). Thus, we believe that the form of the general equivalent being investigated from the standpoint of the digital content of the price scale, and not only electronic technologies for storing and transferring monetary units, it would be more logical to call digital rather than electronic money, or to use both terms in parallel (“Bitcoin” is called, for instance, not only crypto, but also digital currency). The academic paper proposes to use the following definition of digital (electronic) money: “Digital (electronic) money is the information embodiment of the general equivalent reflected on electronic (computer) media”.

The proposed interpretation of digital money can be considered as the first step in the study of determining their value and purchasing power as an independent form of general equivalent, patterns of turnover in relation to other forms of money and commodity weight, searching for evaluation parameters in order to measure their volume and degree of participation in transactions, selection of tools to regulate their turnover.

Determining the value of a digital currency remains an unresolved issue and requires establishing the value of an information unit embodying the general equivalent. Currently, there are objective conditions that prevent the solution of this problem. On the one hand, the information market as an object of purchase and sale is just emerging. So far, it is only possible to talk about the emergence of separate segments of such a market where specific information is sold and bought, designed in order to satisfy certain consumer needs, and it is not suitable for use as a general equivalent. On the other hand, the practice of using digital monetary units has not yet received such a spread to that extent that would allow considering them not as a surrogate for money, but as an independent form of money and collecting empirical material necessary and sufficient for analysis. Currently, judgments about the value of digital money can be made only based on the dynamics of prices for them as a financial product (Figure 1). The cryptocurrency market is growing rapidly forasmuch as the financial product bitcoin is popular with investors, the demand for which is growing

significantly, especially for the period from 18.05.2019 to 30.11.2021. In this case, bitcoin acts as an object of purchase and sale in the financial market, the value of which is determined by another general equivalent, in particular the US dollar, in light of the fact that bitcoin is characterized by a high level of risk of price changes, volatility. At the same time, the level of yield fluctuates significantly (Figure 2), and volatility depends on market conditions and various environmental factors, fluctuating significantly at the slightest changes. For the period 17.09.2020 – 30.11.2021, the value of cryptocurrency has decreased by 3%; it is characterized by sharp fluctuations in the closing price (for instance, on 21.10.2020, the closing price increased by 8%, on 05.11.2020 – by 10%, on 26.11.2020 – it decreased by 8%, on 16.12.2020 – it increased by 12%, on 13.01.2021 – in increased by 10%, etc.). The dynamics of prices indicates a gradual increase in the value of the cryptocurrency, despite the fall in its price, depending on various factors. The growing popularity of the currency is evidenced by the expansion of the volume of its issue and the growth of the market as a whole.

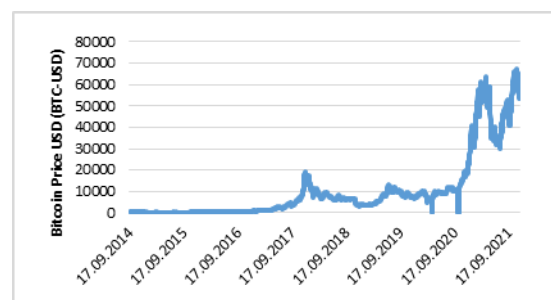


Figure 1. Dynamics of prices of Bitcoin USD (BTC-USD) in the financial market, 17.09.2014–30.11.2021

Source: YahooFinance (2021).

Along with this, the yield of bitcoins also varies significantly depending on the value in the financial market, and the average yield value varies depending on political, economic conditions. For instance, for the period 18.09.2014 – 18.09.2017, the yield was 0,0632%, for the period 18.05.2017 – 18.05.2018 – the yield was 0,1781%, decreasing in the period of 18.05.2018 – 18.05.2019 to level – 0,0127 % (Table 1).

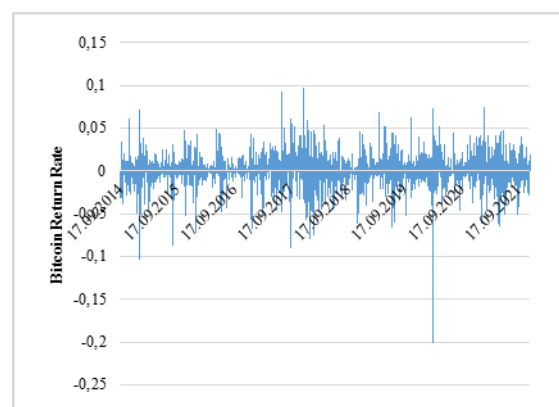


Figure 2. Dynamics of the yield of Bitcoin USD (BTC-USD) on the financial market, 17.09.2014 – 30.11.2021

Source: compiled by the author on the basis of YahooFinance (2021).

Table 1. Changing the volumes of the market of Bitcoin cryptocurrency, yield, volatility for the period 17.09.2014–30.11.2021

Period	Average Volume	Yield, %	Volatility	Standard deviation of volatility
18.09.2014–18.05.2017	93 772 063,5	0,0632	18,543	24,985

18.05.2017– 18.05.2018	5 445 493 871	0,1781	606,204	641,129
18.05.2018– 18.05.2019	6 984 405 363	-0,0127	200,564	171,271
18.05.2019– 18.09.2020	26 322 281 743	0,0338	390,405	327,158
18.09.2020– 30.11.2021	44 967 570 971	0,1622	2418,922	1698,752

Source: compiled by the author on the basis of YahooFinance (2021).

The volatility of cryptocurrencies is at a high level, the difference between the maximum and minimum price of bitcoin grows significantly with the growth of the market (2418,922 for the period 18.09.2014–30.11.2021). Thus, the risks of cryptocurrency are extremely high due to its instability as a financial product and relative novelty.

5 Discussion

The future of virtual currencies is an issue that worries many financial analysts, legal scholars and market participants. The transformation of the global economy is an obvious consequence of the progress of the digital market. Blockchain provides an opportunity for humanity to obtain innovative products giving rise to new forms of business existence. Blockchain significantly changes trade and currency relations, forasmuch as it does not require the participation of intermediaries. In this regard, the interests of banking and government agencies are taken into account. However, the confrontation between the state and modern science does not allow making unambiguous predictions. The modern social environment requires the development of innovative technologies in all spheres of the society. Young scientists are ready to go beyond in their activities and create new rules of life, changing the consciousness of the society. A rather strong lobby on the part of financial corporations does not guarantee victory over the uncontrolled way of conducting digital commerce.

Cryptocurrency makes it possible to develop trade relations on a full basis without intermediaries, only with the participation of a buyer and a seller. However, the security of transactions is one of the main problems in the distribution of virtual money. Cryptocurrency provides significant benefits, including as follows: 1) minimum transaction fees, 2) security, 3) speed, 4) ease of storage 5) relevance in the digital age (Balan et al., 2009). However, cryptocurrency has not become widespread in everyday life as a means of payment, which is primarily due to its relative novelty and functioning as a way of exchange only for the last 10 years. According to several scholars' viewpoint, this may lead to a rapid change in the situation (Blumenstock et al., 2015). At the same time, according to experts' assessments, if the current dynamics is maintained, the number of blockchain wallet users will have reached 200 million by 2030, and in the future, cryptocurrency will completely replace cash (Hardy, 2017).

The state is trying to protect itself from the flow of criminal violations, fraud on condition of anonymity of cryptocurrency transactions. Users are waiting for guarantees in order to protect digital transactions from viruses and hacking.

In order to move to a new consumer level, cryptocurrency should overcome three main obstacles (Adrian & Mancini-Griffoli, 2019), namely:

- 1) the value of cryptocurrency should be more stable, it should be convenient for both sellers and consumers. It is necessary to ensure the transition of virtual currency into a legitimate legal field;
- 2) integration of cryptocurrency by leading companies in the field of payments. In particular, these are mobile applications – Apple Pay, Google Pay, among the card providers, these are Visa and Mastercard, and among retailers, these are Amazon and Walmart;

- 3) in order to implement a full transition to fully digital platforms, the financial system should be prepared for power outages and cyberattacks. In parallel with the processes described above, fiat money systems, in turn, should be characterized by a tendency to instability; they should be subject to high inflation, giving up a competitive position in relation to non-fiat money.

The cryptocurrency rate directly depends on supply and demand. A serious decline in the network of bitcoin and other cryptocurrencies was observed in January 2018. In this regard, a number of countries have moved to a new level of regulation of digital currencies. As a result, in the US, the requirements for transparency of agreements were tightened. The US Internal Revenue Service was investigating the case against the Coinbase marketplace, as a result of which the service demanded to obtain information on participants in transactions exceeding 20 thousand USD. From 2013 to 2015, up to 900 tax returns were submitted; consequently, the desire of the US regulator to monitor the process of paying taxes is obvious (Ferreira & Perry, 2014). As a result of reforms in the United States, many cryptocurrency exchanges have been closed. The government of South Korea has made it incumbent for commercial institutions to verify the identity of customers prior to conducting transactions in virtual coins. Thus, the inhabitants of the peninsula will no longer be able to carry out transactions anonymously in bitcoins and altcoins.

The desire of the authorities to make the exchange of virtual money more transparent is becoming tangible. From the first days when altcoins attracted the attention of investors, they were preferred because of anonymity. After the intervention of the supervisory authorities, digital coins lost their original attraction. The promotion of cryptocurrency requires its recognition at the legal level. However, with the advent of regulation, it is necessary to abandon the principles that have been originally laid down in the blockchain (Kumar, Martin & O'Neill, 2011). It is important to find a balance between freedom and control in order to ensure the willingness of investors to invest in promising projects.

6 Conclusion

Digital money is more convenient as a means of payment; however, the issue arises concerning the stability of its value. Digital currency becomes a private equity fund ensuring redemption at par. As a result, banks will be under pressure on the part of e-money requiring them to respond by offering more attractive services. New participants in the payment industry may become banks one day and offer targeted loans based on the information obtained. Thus, the banking model as such is unlikely to disappear. Central banks will play an important role in shaping this future. The rules set by them will have a significant impact on the adoption of new digital money and the pressure it puts on commercial banks.

In the digital economy, separate segments of the digital payment instruments market are developing, where specific information is sold and bought, designed to meet strictly defined consumer needs and unsuitable for use as a general equivalent. On the other hand, the practice of using digital currencies has not become so widespread yet. The cryptocurrency market is growing rapidly; bitcoin as the financial product is popular with investors, the demand for which is growing significantly. The value of digital money is determined by another general equivalent, the US dollar, in particular. At the same time, the level of profitability fluctuates significantly, and volatility depends on market conditions and various environmental factors, fluctuating significantly with the slightest changes. The dynamics of prices indicates a gradual increase in the value of the cryptocurrency, despite the fall in its price, depending on various factors. The growing popularity of the currency is evidenced by the expansion of the volume of its issue and the growth of the market as a whole.

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Primary Paper Section: A**Secondary Paper Section: AH**

SOCIOLINGUISTIC ASPECTS OF THE FOREIGN STUDENTS' MOTIVATION TO LEARN LANGUAGES (SOCIOLINGUISTICS OF MODERN ENGLISH)

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Abstract: Modern linguistic science addresses several topical and applied scientific problems related to the study of the underlying nature of language sociolinguistic parameters. This paper examines the influence of social and verbal aspects on foreign students' motivation to learn languages. This article aims at establishing the components of foreign students' motivation to learn languages, the transformation of these changes according to the language proficiency level, and, also, to determine the main variables of sociolinguistic correlates. The methodology is based on a comprehensive approach. The methodology implementation tool consists of several methods: experimental method, sociolinguistic method, statistical and empirical methods, comparative-historical analysis method. The hypothesis lies in the fact that the involvement of sociolinguistic components in the language learning process by foreign students allows to determine and increase the overall motivation of students, forming a positive attitude to the acquisition of foreign languages. The result is to identify the level, components, and causes of students' motivation in terms of the sociolinguistic component involved in the learning process. In future research, it is necessary to further develop the theory and practice of sociolinguistic methods (adapted for educational and diagnostic purposes) and to determine the level of foreign students' motivation for learning.

Keywords: sociolinguistics, motivation, foreign language, higher education, foreign students.

1 Introduction

All countries and social groups are not perceived as closed, abstracted, and self-sufficient under information globalization but are united into global systems, which, in turn, have complex and contradictory interconnections and interdependencies. In this regard, let us note that almost every era in human history is characterized by the presence of its lingua franca. For example, for English, the following division is presented:

- 1) English as a native/the first language spoken by its speakers (Native/first language speakers) in Great Britain, North America, Australia, and New Zealand (i.e., in its original homeland and colonial settlements, a population of European origin created a demographic majority);
- 2) English as the official language (English as the second language) or Creole English, spoken by all those for whom English is not a native language but a second language speaker, and used as an official means of domestic and interpersonal communication. These are the official languages of India, East and West Africa (Ghana, Jamaica, Liberia), and Asia (Singapore, Philippines);
- 3) English as a foreign language is used as a means of communication for all those who learn English as a foreign language (McArthur, 1998).

The model of sociolinguistic perception of different language variations presented above has recently been criticized (Shim, Lee, 2018) because it is difficult to apply in the multilingual context. However, it can be used to illustrate quite clearly how many people in the world communicate in one foreign language.

It shows the general motivation level to learn many more foreign languages. This problem is relevant to researchers in different directions.

Recently, in the study of linguistic diversity, several sub-traditions have developed, two of which are of particular importance, first, pragmalinguistic (Howard-Jones, 2014), and second, sociolinguistic (Zhunussova, 2021).

Language can shed a light on the study of the society where it is used. It contains clear information about the cultural and political priorities of the society. Also, it is a part of the country's population traditions in which it is used (Giachanou, Crestani, 2016). This research context raises the multilingualism problem, which requires the development at the higher education level of certain teaching methods, technologies, and new innovative approaches to the language industry.

In today's world, multilingualism is promoted by communication, digital technology, and the existing linguistic diversity of many societies (Howard-Jones, 2014). Multilingualism poses both trivial and serious problems, from the need for road signs in several languages to the risk of competition between different languages or dialects, which in turn can lead to both speech tensions and political tensions.

The problems of "adaptation" to a foreign language and local conditions are acute (Mykytiuk et al., 2020). For example, English spoken in Arab countries acquires elements of the Arabic language system in a certain way (Rababah, 2020). Other factors influencing multilingualism are the linguistic and social environment, which forces people in a certain situation to make linguistic choices based on both of these factors.

Significant influences of immigrant languages, instability in the linguistic situation, linguistic competition, and linguistic fields are considered problem positions of language policy (Dryden et al., 2021). Although, the multilingual situation can be considered stable because different linguistic systems are geographically, socially, and functionally uncompetitive.

Open problems are the language policies of developing countries. The speed with which these countries have become multicultural and multilingual (over a period of 20–30 years) indicates a rapid change and development, which cannot but affect the educational situation, educational tourism, and the level of interest in learning foreign languages.

For example, English does not have the status of an official language in Arab countries. However, many speakers regularly use it in trade, diplomacy, science, and education spheres. Most Arab institutions, particularly the foreign affairs and health sectors and oil companies, prefer English-speaking experts and workers, whether citizens, immigrants, or expatriates, who use English fluently in communication and other activities concerning these sectors. This situation may be relatively consistent with business structures that prefer those professionals who know English, that is, those who graduated from school using English as their primary language (Candlin et al., 2021).

The relevance of using the potential of sociolinguistics to investigate the state of language and its variations in the sociocultural and geographical space of the world stems from the need to make an effective and flexible diagnosis of the quality of modern university education.

2 Literature Review

Sociolinguistics considers language attitudes as three components: cognitive, affective, and behavioral. The cognitive component is a set of beliefs about the object, which is evaluated with the help of tests, paper, and pencil. The affective

component includes an object feeling, which is assessed using psychological indicators. Finally, the behavioral component involves the speaker's attitudes and actions toward the object. Its evaluation is done through direct observation of language behavior (Salta, Tzougraki, 2004). Gök (2010) points out that most researchers define attitude towards learning a modern foreign language as a mental concept depicting favorable or unfavorable feelings towards an object (Ajzen Fishbein, 2000).

The problems of foreign language learning from a sociolinguistic perspective are the focus of a significant number of studies: the attitudes of different segments of the population towards foreign language learning (Marley 2004; Malallah, 2000); language typology from a sociolinguistic perspective (Assaf, 2001). In the field of pedagogy, the problems of students' motivation to learn a language, which is an integral part of learning and, therefore, should be an important component of pedagogy of learning a second foreign language (Bilal, 2019), are considered.

Students' attitudes toward learning a foreign language and the impact of motivation on educational aspirants' behavior, choosing and reading certain literature, and communicating in a foreign language, are examined (Koballa, 1988). The relationship between attitudes toward language learning and achievement is identified by Schibeci&Riley (1986) and Thompson&Lee (2018). Students' attitudes toward the target language, its speakers, and the context of learning may play a role in explaining their success in language learning (Candlin Mercer, 2021).

Individual differences are also a subject of research in sociolinguistics because personality traits play a significant role in language learning (Merisou-Strom, 2006). In the context of second language learning, factors such as age, gender, linguistic background, school type, and peer influence are some of the variables that affect language acquisition. Merisou-Strom (2006) found that female students have better attitudes toward second language acquisition (compared to male students). Ladies devote more time and money for acquiring and accessing reading materials in English and are likely to have better attitudes toward the study of literature (compared to male students).

Many studies that have looked at motivation in foreign language learning (Giachanou, Crestani, 2016; Mykytiuk et al., 2020) have shown that the effectiveness of the directed learning process is increased academic achievement, greater motivation, and students approving of learning.

Sociolinguistic aspects in foreign language teaching study should be carried out continuously. There is a wide range of questions about the influence of the educational and social status of the language in Latin America, Central Africa, China, and Ukraine. This study is relevant because learning and fluency in foreign languages have many problems related to both the education system, the language policy of the states, and the socio-cultural characteristics of the countries.

This study *aims* to establish the components of foreign students' motivation to learn languages, the transformation of these changes according to the language proficiency level, as well as to determine the main variables of sociolinguistics correlates.

- to establish variables in the structure of sociolinguistics as a research area;
- to determine the demographic and qualification characteristics of the respondents and the participants of the experiment;
- to establish the components of students' motivation to learn a foreign language.

3 Materials and Methods

The research methodology is based on a comprehensive approach. The method of experiment, sociolinguistic method, descriptive, statistical, and empirical methods, comparative-historical analysis method is used in the study.

Descriptive and comparative-historical methods were used to consider theoretical and methodological problems of sociolinguistics. Sociolinguistic, statistical, and empirical methods were used for the research work within the experiment.

The experiment took place during the 2020/2021 academic year within the "Foreign language" (English, French, German) academic discipline by choice. Foreign students of humanitarian specialties of the first (bachelor) education level of the Kharkiv National Pedagogical University named after Hryhoriy Skovoroda (Ukraine) took part in the study. The total number of interviewees was 74 students. All students were grouped into 3 groups: G1 – 23 people; G2 – 24 people; G3 – 25 people. Students came to study from China, Jordan, Morocco, Turkmenistan, and Nigeria. The groups were created by the criterion of the knowledge level of the chosen foreign language.

The survey focused on students' attitudes toward the need to learn foreign languages, motivation to learn, and the changes that can occur in motivation during the learning process. The structuring problem of the sociolinguistic components, which can affect the students' motivation level, was also considered.

The experiment consisted of 3 stages.

Stage I involved the preparation of training materials, diagnostic questionnaires to determine the level of the target language mastery and grouping respondents into groups. The demographic and qualification parameters of the respondents were determined. Organizational work with methodological and training materials was carried out. The consultations of teachers and students were organized.

At the II stage, active learning of foreign languages continued, development projects of intercultural orientation were introduced; innovations and technological opportunities in learning were involved as part of the foreign language course teaching.

At the III (final) stage, a questionnaire was conducted. The effectiveness of work to improve motivation for studying and foreign language learning was determined.

The questionnaire, which was conducted at the final stage, contained several questions with a choice of the proposed options. Statistical methods were used to collect and analyze survey data, which will help to solve the research problem.

Among the difficulties we encountered in the study are:

- the short period of the experiment continuation (during the school year);
- the lack of opportunity to conduct an in-depth qualitative survey because the project continues for one academic year.

Therefore, it is impossible to explain the respondents' motives for their choice. All participants of the experiment gave written consent to participate in it. The survey was conducted, maintaining the privacy and anonymity of the respondents.

4 Results

One of the main sociolinguistics' tasks relevant to this study is to analyze the problem of foreign students' attitudes toward language learning. In other words, a language from the different cultures, languages, and traditions perspective is not a closed system. Therefore, it is susceptible to all kinds of social influences. Hence, when learning a foreign language, there are its alternative forms and their implementation. Each speaker, as a representative of another tradition, realizes and assimilates a foreign language in different ways and aspects.

In sociolinguistics, it is possible to define a system of axes, which allows us to diagnose motives and ways of mastering a foreign language, the language of the country where learning takes place (Figure 1).

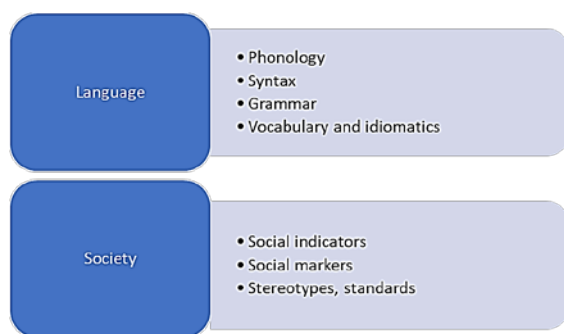


Figure 1. Seven variable correlates in sociolinguistics as a research direction

Source: author's elaboration.

The seven main linguistic correlate variables identified in this way include phonological, syntactic, and vocabulary layers of the language system, as well as speech processes, social indicators, social markers, standards, and stereotypes.

The social variable also depends on behavioral factors that can be identified to correlate with possible linguistic variations. These factors, including region, gender, age, social class, and ethnicity, are considered to explain language variation for individuals or communities.

During the 1st (organizational) stage of the study, preparations are made to examine and analyze the students' motivation to learn a foreign language. First of all, a questionnaire survey of the experiment participants by age, gender, education, and professional identification was carried out, which means that gender and professional indicators were assessed (Table 1).

Table 1. Demographic and qualification features of the respondents (author's elaboration)

Age	19–22 23–26	G1	G2	G3
		16	19	20
Gender	Female	10	15	10
	Male	13	9	15
Country of origin	China	10	8	2
	Nigeria	2	2	10
	Jordan	8	2	8
	Morocco	1	2	
	Turkmenistan	2	10	5
First higher education Second higher education	Bachelor's degree	21	17	20
	Master's degree	2	5	4
	Bachelor's degree	0	2	1
	Master's degree	0	0	0
Total		23	24	25

According to the demographics, the majority belongs to men, which is not significant. There are 35 women and 37 men in the groups. Groups are formed in such a way that young people are represented as an age category, where the majority are persons who are 19 to 22 years old (55 people), and the minority is 23–26 years old (17 people). The range of countries from which respondents came to study is quite wide. There are 5 countries located on 2 different continents. The vast majority of students in the group had no educational experience in higher education. 3 participants of the 72 were in the first (bachelor's) higher education level, and the other 3 were in the second (master's) level.

The learning materials were also shaped by age as a social variable, which affects variations in language use. Young people

are characterized by an appeal to non-standard forms, an interest in trying out the differences in language teaching methods, an orientation to interactivity, playfulness, and a high technological content of the process. That is why many creative tasks are involved in the learning process. There are organized cultural events.

The first stage of the research is also considering and analyzing the levels of foreign language knowledge based on which is the allocation of the group and the evaluation of the students' success. Students are offered diagnostic tests of different levels, which helped allocate students to groups (Table 2).

Table 2. Levels of a foreign language knowledge (author's elaboration)

Level I	Level II	Level III	Level IV
The student is proficient in spoken language but is unable to give a formal assessment of the language components.	Knowledge of grammar at the level of the requirements for elementary school education. Can read and speak simple conversational formulas.	Sufficient speech skills. Knowledge of the speech system at the level of secondary special education. Marked by sufficient proficiency in translation skills, fluency, expanded vocabulary, and conscious avoidance of using Level I.	All language proficiency levels are close to native speakers. However, the signs of levels II and III are retained. This is the university education level.

As a result, 3 groups were formed, according to the proficiency level. No students with language proficiency at level IV were found.

At this stage, there was analyzed the level of students' mastery of targeted speech. The results were determined by knowledge testing (Table 3).

Table 3. Level of a foreign (English) language knowledge among respondents

Motivation	Level 1	Level II	Level III	Level IV
China	32%	33%	0%	8%
Nigeria	34%	38%	18%	0%
Jordan	15%	39%	30%	0%
Morocco	20%	3%	0%	1%
Turkmenistan	45%	26%	24%	7%

As we can see, students from Arab countries who speak the chosen foreign language (English) have a similar proficiency level to students from China. They can be referred to three levels: Level I, II, III. Yet they do not reach level IV. Students from Morocco demonstrated knowledge of the chosen foreign (French) language at level IV and were recommended by the teachers to choose one more language for studying.

In the 2nd stage, students were interviewed on the students' motivation level to study foreign languages. The respondents were offered a questionnaire, which presented 4 motives for learning a language; the relevant ones had to be chosen (Table 4).

Table 4. Components of students' motivation to learn a foreign language (author's elaboration)

Motivation	Low	Satisfactory	Medium	High
Professional need	34%	28%	29%	9%
General educational need	36%	35%	14%	15%
Status, being politically correct	16%	41%	22%	23%
Practice-oriented	45%	23%	21%	10%

As the presented results indicate, the motivation basis is status and professional necessity. The less motivation gives general educational needs. It shows the need to include a strong didactic basis in the education content.

The term "international language" was also suggested during the research because English is studied in many countries around the world, not only in certain English-speaking territories but as a means of international communication across national borders among other language speakers.

The final stage also included a survey of students' motivation to learn foreign languages. The results were presented as a percentage (Table 5).

Table 5. Components of students' motivation to learn a foreign language (author's elaboration)

Motivation	Low	Satisfactory	Medium	High
Professional need	30%	30%	28%	12%
General educational need	30%	36%	17%	17%
Status, being politically correct	14%	38%	26%	24%
Practice-oriented	35%	23%	30%	11%

As the motivation monitoring results show, it has increased by 8% on average. Motivations of status, being politically correct (50%), and being practice-oriented (41%) have prevailed.

Such results indicate that, despite the researchers' disagreement about the European language's position in the world, it should be noted that a foreign language has reached the status of an important domestic national and international language in Africa and Asia. The students' orientation towards the learning of foreign languages also has a component of being politically correct, addressing the racial discrimination issue, and professional necessity.

At the III (final) stage, we analyzed the students' attitude towards the study of a foreign language (English, French, and Ukrainian). The assessment is carried out in percentage.

Table 6. The study results of the motivation level to learn and improve a foreign language knowledge (author's elaboration)

Level	Country				
	Morocco	China	Jordan	Nigeria	Turkmenistan
Low	10	5	2	12	2
Medium	20	60	12	18	2
High	70	35	86	70	96

Table 6 shows the assessment of foreign students' motivation and attitude towards the need to know foreign languages. As we can see, 94% of respondents came to the awareness of the need to know foreign languages, and only 6% of students do not see the need to learn foreign languages. The most motivated were the students from China (95%) and Turkmenistan (96%).

Further work on increasing the foreign students' motivation to study and learn foreign languages, involving the possibilities of sociolinguistics as research methodological and an educational component, will contribute to improving the university education quality.

5 Discussion

In the field of sociological research that focused on foreign language learning, it was found that undergraduate students have high levels of motivation, especially proficiency in communication. The first and second-year (undergraduate) students are less motivated (Ihmeideh et al., 2010). The first-year

undergraduate students also found reading literary texts difficult, citing it as the main problem. A total of 48.6% of the participants agreed (Kaur, Thiyagarajah, 1999) that they were not sufficiently prepared to read fiction texts. During this research, we found that undergraduate foreign language students were 94% motivated to learn a foreign language. These are very high rates of motivation.

Several recent studies (Kuzmina, 2020; Gorard, 2012) have shown that the use of the whole range of means, which are tools of interactive technologies, is an effective method to increase students' motivation. Undoubtedly, the possibilities of social networks and digital technologies are an open area for further research. Active use of learning technologies with a motivational component in our study contributed to the awareness of the need to know foreign languages: 94% of respondents approve of the need to learn a foreign language, only 6% of students do not see such a need. The most motivated were Chinese students (95%) and Turkmen students (96%).

Undoubtedly, as evidenced by some studies (Bilal et al., 2019; Tashakori & Haghight, 2019), large amounts of information, the difficulty of mastering, lack of certain technical capabilities make it difficult to learn foreign languages. But as the results of the study show, the positive dynamics in the organization of the educational process is present. The modern educational process of learning foreign languages should combine the traditional form of learning (direct communication) and learn with the help of interactive technologies (Howard-Jones, 2014; Sim, Pop, 2014). Our study also confirms this hypothesis, more than 90% of the students approved of the active use of interactive technology, making their foreign language classes more intense. Pedagogical science should use the potential that gives new knowledge and research tools of sociolinguistics. All this is a part of the modern educational space, aimed at forming a positive orientation of students to learning.

6 Conclusion

As our research shows, the demand for modern scientific discoveries and new research possibilities, presented in sociolinguistics, is steadily growing. All of them can be effectively applied in the educational environment, determining the motivation changes in learning foreign languages.

Among the main linguistic correlates variables are the following: phonological, syntactic, lexical layers of the language system, as well as speech processes, social indicators, social markers, benchmarks, and stereotypes. The social variable depends on behavioral factors: region, gender, age, social, and ethnicity.

As the diagnostics of foreign students' motivation to study languages showed, the respondents' majority (94% in total) preferred to learn foreign languages. The less number (6%) of not interested respondents indicates a clear and manageable motivation of the students' majority.

Mastering the sociolinguistic means of implementation and monitoring the quality of learning allows us to diagnose changes in student motivation. Addressing multiculturalism, interactive forms of learning and high technology have a permanent impact on students' motivation. It makes it easy to adjust the course of the learning process. Associated with this is an increase in positive attitudes towards learning foreign languages. The interest in language learning increased on average by 8%. Among the motives prevail the motives of status, political correctness (50%), and orientation to use in practice (41%).

Sociocultural aspects, which actualize the processes of foreign language learning, can be more effective in the interactive technologies space and constant monitoring of social and cultural changes in society. Sociolinguistics can be useful in creating effective methods for teaching foreign languages and quality monitoring processes in higher education. It determines the directions for further research in this field.

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Primary Paper Section: A**Secondary Paper Section: AM**

CURRENT PRACTICE OF INTERPRETING CORRUPTION AND ANTI-CORRUPTION POLICIES CONCERNING PROVIDING IMPROPER ADVANTAGE: EUROPEAN EXPERIENCE

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Abstract: Within the conditions of unpreparedness and inability of the country's economy to face the challenges, threats and risks of the world financial and economic system, the issue of such a destructive phenomenon as corruption has gained global proportions and continues to grow. Corruption is not limited to the state sector; however, it has penetrated into all spheres of activity; it exists in the economy, politics, and social life of any country in the world and deepens the imbalances in the structure of its social-economic systems. At the same time, it is difficult to reveal it, assess and determine its actual volume. The purpose of the research lies in analysing the modern practice of interpreting and revealing the act of corruption by promising or providing an unlawful benefit to European countries and identifying its impact on the value of indicators of the life quality of the population. Regarding the results of investigating the impact of corruption on the quality of life of the population, it has been established that among European countries there are several groups, each of which has common features of interpretation and revealing corruption actions and features of the impact on the life quality. It has been proved that European countries are divided into four groups, namely: highly developed countries with low levels of corruption and high quality of life; countries with a high level of development, low level of corruption and high quality of life, in which high-profile corruption scandals are periodically present; middle-income countries with rising corruption and declining quality of life and developing countries – new EU members and other Central and Eastern European countries.

Keywords: corruption, acts of corruption, unlawful benefit, anti-corruption policy.

1 Introduction

The formation of a new paradigm of the world economic order is taking place under the influence of globalization and integration into the world financial and economic system. Corruption is one of the largest and most threatening phenomena in the functioning of international and national economies. Taking into consideration the expansion and merging of national borders and the movement of financial flows in the global space, corruption is increasingly being observed outside a particular country. Consequently, the necessity to study the modern practice of interpreting and revealing an act of corruption through the promise or provision of an unlawful benefit, widespread in European countries, is actualized. Corruption is not an isolated phenomenon; however, it is connected with other destabilizing processes and, of course, affecting the performance of the economy and the society. In particular, acts of corruption have the most tangible impact on the quality of life of the population, which is manifested in the enrichment of some strata and the impoverishment of others. Therefore, in this context, the issue of studying the world practice of interpretation and revealing acts of corruption becomes especially acute.

2 Literature Review

The phenomenon of corruption is complex, multifaceted and insufficiently studied, which makes it impossible to accurately, comprehensively, uniformly and specifically interpret it. Effective corruption combating is impossible without a clear understanding of the concept of a corruption act in the form of a promise or provision of illegal benefits. Characterizing the diversity of types, forms of manifestations, causes, motives and consequences of corruption for the economy and the society, the need arises for their legislative consolidation and interpretation. Acts of corruption fall under the signs of corruption, that is, they are included in its content. The main feature of acts of corruption in the form of a promise or granting an unlawful benefit is that they are committed by an official or the employer authorized to

perform the functions of the state or local government. In this context, V. Voznyuk (2020) identifies three forms of corruption, namely: (1) the use of official powers or opportunities related to these powers in order to obtain unlawful benefit; (2) acceptance of an illegal benefit or promise or offer of such benefit to oneself or other persons; (3) a promise or offer or the direct granting of an improper benefit to an official.

The etymological analysis of the interpretation of an act of corruption in the form of a promise or provision of an unlawful benefit, carried out by Karen Joisten (2003), proves that the definition of the essence of this concept consists in the commission of objective actions by persons in order to satisfy their own interests or the interests of interested parties, leading to obtaining unlawful benefits and enrichment of individuals.

The Ukrainian anti-corruption legislation defines corruption as the use by a person of official powers and opportunities for the purpose of obtaining an illegal benefit, accepting such a benefit, or promising such a benefit. Particular attention is paid to the regulation of acts of corruption that are related to corruption, but do not constitute the fact of committing an act of corruption (On the prevention of Corruption: Law of Ukraine, 2014). The interpretation of the concept of "an act of corruption" existed in the Law of Ukraine "On the Fight against Corruption" (Law of Ukraine "On the fight against corruption", 1995), according to which the act of corruption consisted in the illegal receipt by an official or an officer of money or other property using special advantages or preferences. However, this legislative act has expired, and, in the new law (Law of Ukraine "On the prevention of Corruption", 2014), this definition is replaced by a broader term – corruption offenses. Therefore, we propose to consider these concepts complementary and identical.

It should be noted that the legislation of each country of the world regulates the organizational and legal mechanisms of acts of corruption and the basic principles of their interpretation and revealing. Both scientists and practitioners are working on the problem of counteracting this destructive phenomenon. In this context, it should be noted the achievements of Hillman & Katz (1987), forasmuch as they characterized the features of the development of corruption in Europe at the end of the 20th century and identified new approaches to the formation of instruments and fundamentals of state regulation of corruption acts conducted by officials. Taking into account that in the analysed period, the processes of development of business structures intensified, which, striving to win the competition, resorted to direct subordination of politicians and officials of the highest echelons of power to lobby their own interests, the so-called "party" corruption began to develop. Acts of corruption in the form of promises or illegal benefits were aimed mainly at achieving the desired result of resolving the necessary issues; they were committed by officials of the highest levels of government authorities with the aim of providing benefits to others.

Sharing the position of scholars, Varnaliy (2006) considers corruption to be one of the most important problems of state-building and ensuring sustainable social-economic development of the country. Along with this, the scholar recognizes the bribery, in other words, obtaining illegal benefits by officials and officers as the most common act of corruption.

Modern scientific views on acts of corruption in the form of a promise or provision of illegal benefit differ from those of Hillman & Katz, (1987) and involve modelling corruption. In particular, Mikhailov (1997) proposes to investigate acts of corruption in the form of promises or providing unlawful benefit as signs of corruption through the prism of the relationship between the system "power – society", in which power is an institution and the society has the ability to influence the redistribution of power. Tirole, (1996) argues that systematic

abuses of power in the interests of individual economic agents lead to violations of the law and create a traditional system that is difficult to be combated in the society, and the effectiveness of anti-corruption requires constant and significant efforts.

Predborsky, (2005), investigating the features of acts of corruption in the form of a promise or providing an unlawful benefit, considers corruption to be one of the tools for the interaction of the illegal shadow sector of the economy with government bodies, which consists in the implementation by officials of activities contradicting the legitimate exercise of their powers and containing deliberate actions, which in the future will lead to the receipt of material goods, benefits, services and advantages. The scholar defines the main types of acts of corruption as follows: a bribery of officials of public authorities and local governments; promise or give a bribe for a positive solution to the problem; protectionism of employees in order to obtain illegal benefits for relatives, friends and other interested parties.

At the same time, Lui, (1996) drew a parallel between corruption and the standard of living of the population, as a result of which the scientist established that, taking into account the relative invariability of the parameters and schemes of corruption acts, the level of corruption significantly increases in different periods of time, and, in a highly corrupt society, measures of struggle corruption are ineffective and prohibitively expensive.

In a highly developed society, ensuring democracy involves reducing corruption and improving the quality of life of the population. However, as practice shows, the level of corruption in democratic countries is much higher than in countries where dictatorships prevail (Feichtinger & Wirl, 1994). Harsh methods of fighting corruption in countries with dictatorships have a positive effect, and the fear prior to obtaining improper benefits is much stronger than the benefits of it.

Losien, (2004) argues that increasing corruption leads to loss of stability and lower economic growth.

However, in order to assess the acts of corruption in the form of a promise or granting an illegal benefit, it is necessary to determine the features of their revealing, that is to establish the fact of their implementation, to register the amount of illegal benefit at which the act of corruption is recognized.

The study of the European practice of revealing an act of corruption in the form of a promise or provision of an unlawful benefit indicates that a corruption act is considered to have been revealed at the moment of proving the fact of obtaining an unlawful benefit, and the commission of a corrupt act is recorded already at the moment of providing a promise or an offer of an unlawful benefit. In particular, in France, an act of corruption is recorded when transferring or receiving an illegal benefit in the amount of not more than 35 French francs (Lasry et al., 2021). The legislation of France provides rather large amounts of fines for corruption acts conducted in the form of a promise or granting an unlawful benefit. At the same time, this country provides for the punishment for bribery in the form of imprisonment for up to 10 years.

In Germany, acts of corruption in the form of a promise or the provision of unlawful benefits are interpreted as the use of official powers for criminal purposes, and the commission of acts of corruption is equated with obtaining unlawful material and intangible benefits without legal grounds. It should be noted that committing acts of corruption in the form of a promise or giving an illegal benefit in Germany is not systemic in nature, and the responsibility for their commission includes imprisonment from six months to ten years with deprivation of the right to hold certain positions, confiscation of property and disproportionately high amounts of fines. It is obvious that the offender risks losing far more than he can gain. In addition, all data on the person who has committed an act of corruption is entered into special databases, which, in turn, affect the formation of credit history of customers and cancel the resume

of the corrupt person when looking for work. The revealing and recording an act of corruption in the form of a promise or granting an unlawful benefit occurs when the fact of a promise or receipt of an unlawful benefit in the amount of more than 200 euros is established (Lohner & Behr, 2021).

In the Netherlands, the threshold for revealing and recording corruption in the form of a promise or giving an illegal benefit is set at amount of 50 euros. At the same time, acts of corruption in the form of a promise or granting an unlawful benefit are recorded as a proven fact of committing even if the promise of such an act has not been made (Meer, 2021). The most dangerous forms of corruption are incriminated as criminal offenses.

At the international level, the issues of investigating corruption and searching ways to counter this destructive phenomenon are most thoroughly dealt with by the non-governmental organization Transparency International. According to its experts' viewpoints, corruption is treated as an abuse of power in private interests (Official website of Transparency International).

Corruption as a threatening phenomenon in the development of global financial, economic, political and social systems is studied by UN experts; they consider it through the prism of a complex social-economic phenomenon affecting the whole country, without specifying a terminological explanation of this definition. It should be noted that even the United Nations Convention against Corruption (2006) does not contain an interpretation of such concepts as "corruption" and "acts of corruption in the form of a promise or granting an unlawful benefit".

The approach to studying acts of corruption in the form of a promise or providing an illegal benefit in the system of anti-corruption policy in Ukraine is sufficiently detailed. In particular, the Law of Ukraine "On the Prevention of Corruption" (2014) defines the following economic and legal categories, namely: (1) offenses related to corruption (acts that do not contain signs of corruption, but violate the Law "On the Prevention of Corruption", as well as subject to criminal, administrative, disciplinary and civil liability); (2) corruption-related offense (an act containing signs of corruption, committed by an official and subject to criminal, disciplinary and civil liability), which in essence reveals the concept of "act of corruption in the form of a promise or providing an illegal benefit"; (3) unlawful benefit (cash or other property, intangible assets, benefits, privileges, tangible or intangible services that are promised, offered or granted to an official or obtained illegally).

The main shortcomings of the anti-corruption legislation of Central and Eastern Europe are as follows: the lack of a comprehensive nature of the fight against corruption, imperfection, and sometimes lack of mechanisms to reveal an act of corruption in the form of promise or providing illegal benefit, superficial investigations and relatively loyal punitive measures for committing acts of corruption.

Objectives of the research. The purpose of the research lies in analysing the current European practice of interpreting, revealing and recording acts of corruption in the form of a promise or granting an illegal benefit and identifying its impact on the value of the quality of life of the population.

3 Materials and Methods

The following methods have been applied and used in the research, namely: the method of economic analysis and synthesis in the study of theoretical and methodological fundamentals for determining the nature of corruption actions; methods of comparison and analogies in the analysis of the Corruption Perceptions Index and the Quality of Life Index; methods of systematization and generalization in the formation of conclusions and results of the research; cluster analysis by k-

means method when grouping European countries by indicators of Corruption Perceptions Index and Quality of Life Index.

The countries of Central and Eastern Europe and the countries of the European Union were selected for the research.

The information base of the research is based on the reports for 2017–2020: Corruption Perceptions Index according to the indicator of Corruption Perception Index; Quality of Life Index by Country according to the indicator of Quality of Life Index.

4 Results

1. Assessing the level of corruption in the countries of Central and Eastern Europe and the European Union.

The transnational and global nature of corruption intensifies its development and leads to its growth. According to the assessments of World Bank, the volume of corruption in the world has reached 1 trillion US dollars, which is more than 2% of world GDP (Official website of the World Bank). Taking into consideration the tendencies outlined, the necessity arises to deepen the investigation on methods of accurate measurement and reliable assessments.

The non-governmental international organization Transparency International has developed a methodology for assessing the level of corruption, which is based on its objective and subjective measurement. Objective assessments of corruption lie in taking into account the corruption actions identified and recorded in the prescribed manner, including corruption actions in the form of a promise or granting illegal benefits; subjective

assessments lie in the perception of such actions by the society as corruption. Consequently, it is reasonable to conduct empirical research on acts of corruption by analysing the level of corruption in the countries. However, due to the bias of statistical data and due to the lack of revealing and recording acts of corruption and offenses by official statistics, acts of corruption in the form of a promise or the provision of illegal benefits are difficult to measure. Many of these acts are not related to monetary rewards and tangible assets, eliminating their cost and quantitative dimensions.

The methodology for calculating the level of corruption is based on the data of opinion polls and the use of the method of experts' assessments, which is quite subjective, and the results contain a fairly high degree of error. The calculation of the level of corruption is based on measuring its perception, rather than the actual state; therefore, comparative assessments of the index of corruption perception in different countries are not entirely appropriate.

According to the annual reports of Transparency International, systematized in the Corruption Perceptions Index, the dynamics of indicators of the level of corruption does not show a steady trend. In particular, the analysis of the level of corruption in the countries of Central and Eastern Europe in 2018–2020 (Figure 1) shows an increase in its level in such countries, as: Bosnia and Herzegovina, Georgia, Macedonia and Serbia. Positive tendencies have been recorded in Belarus, Moldova and Russia. The situation in Montenegro is characterized by absolute invariability in terms of Corruption Perceptions Index.

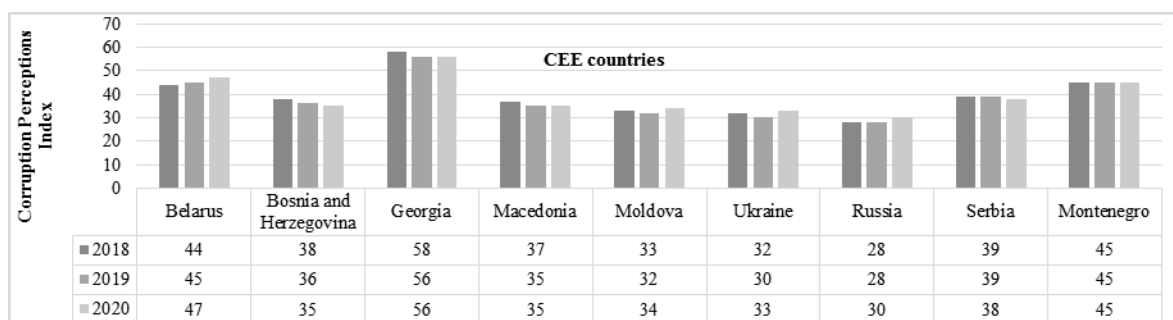


Figure 1. Dynamics of the Corruption Perceptions Index in the countries of Central and Eastern Europe in 2018–2020
Calculated based on: *The Global Corruption Perceptions Index Report, 2018–2020*

The state of corruption in the countries of the European Union (Figure 2) indicates about its perception depending on the level of social-economic development of the country. In particular, in countries that are developing steadily and show high rates of economic development, the Corruption Perceptions Index is much higher: Denmark (87–88), Finland (85–86), Sweden (85), the Netherlands (82), Luxembourg (80–81) and Germany (80). In countries that are highly developed, but have some problems with the formation and implementation of anti-corruption

legislation, the Corruption Perceptions Index is lower: Austria (76–77), Belgium (74–76), Estonia (73–75) and Ireland (72–74). By the way, it is worth noting the importance of the Corruption Perceptions Index in Estonia, a country that was part of the USSR and was able to intensify its efforts and move quickly through the transition economy, ensuring high development rates and effectively combating corruption. There are no special anti-corruption bodies in this country; however, there is a political will of politicians towards eradicating bribery.

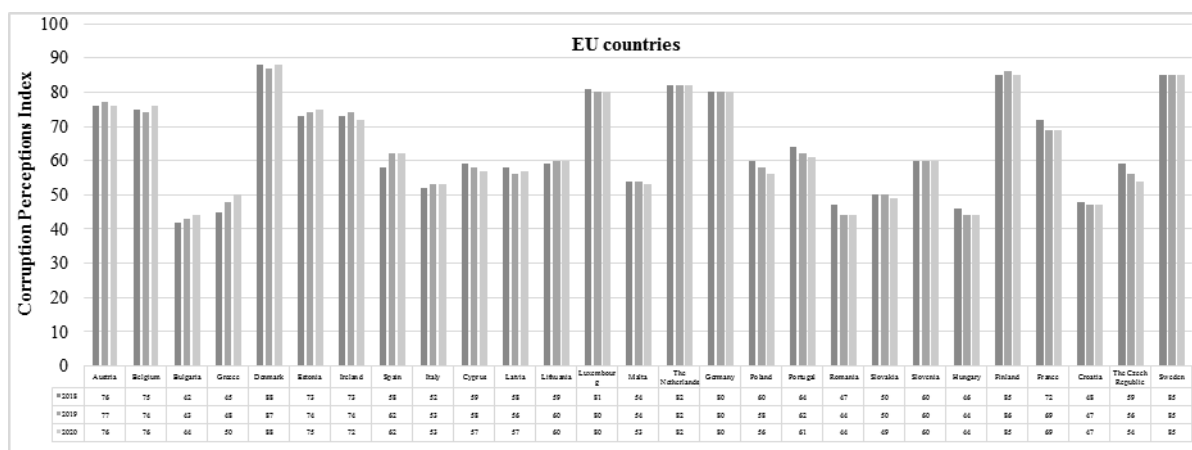


Figure 2. Dynamics of the Corruption Perceptions Index in the countries of the European Union in 2018–2020
 Calculated based on: The Global Corruption Perceptions Index Report, 2018–2020.

If one traces the dynamics of corruption in such countries as Bulgaria (42–44), Romania (44–47) and Hungary (44–46), in these countries in the period under consideration, despite the positive growth trends, the lowest indicators of the Corruption Perceptions Index were recorded among the European Union countries.

It should be noted that the issues of increasing levels of corruption in such countries, as: Poland, Hungary, Romania, Slovakia, Croats, Malta and Cyprus are to a great extent associated with corruption scandals and the emergence of disputes over the rule of law, casting doubt on the state of democracy and political stability in these countries.

Thus, the assumptions made by Losien (2004) regarding the interconnection between corruption and the level of development of a country have a logical explanation and practical evidence. After all, as evidenced by the results of the analysis, countries with a higher level of social-economic development have lower indicators of the Corruption Perceptions Index, and, consequently, a lower level of committing acts of corruption in

the form of a promise or provision of illegal benefits than countries of a transitional type.

The conducted investigations should be deepened and the impact of corruption and corrupt practices in the form of a promise or provision of unlawful benefits on the indicators of the population's quality of life should be established. We propose to use the Quality of Life Index, which is based on the methodology of subjective assessment of life in countries, with an objective definition of the population's quality of life in these countries. The following factors are taken into account when determining the Quality of Life Index, namely: (1) health; (2) family life; (3) public life; (4) material well-being; (5) political stability and security; (6) climate and geography; (7) warranty of employment; (8) political freedom; (9) gender equality. It should be taken into consideration that the Quality of Life Index in 2018 was calculated for 60 countries, in 2019 – for 71 countries, and in 2020 – for 80 countries. Consequently, the results of our research (Figure 3) take into account only the data reflected in the report Quality of Life Index by Country for 2018–2020.

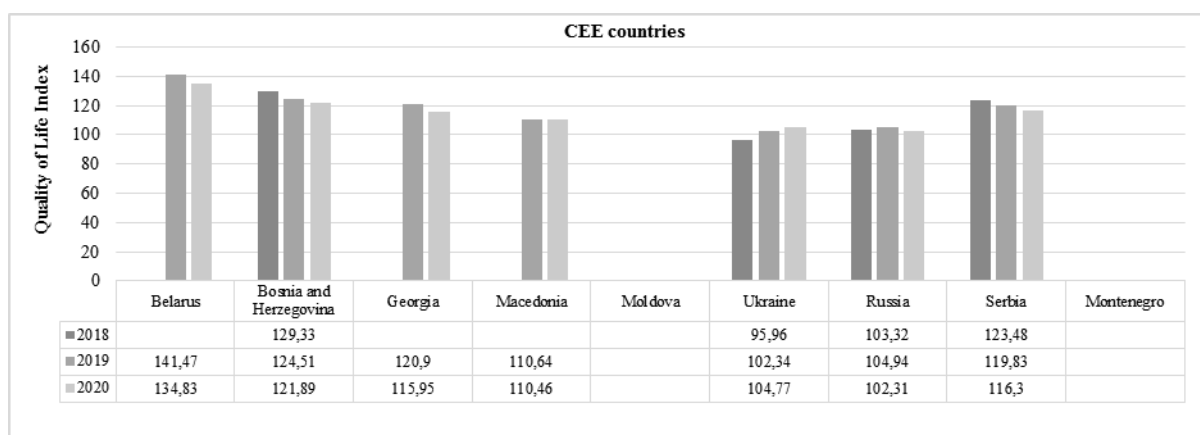


Figure 3. Dynamics of the Quality of Life Index in the countries of Central and Eastern Europe in 2018–2020
 Calculated based on: Quality of Life Index by Country, 2018–2020.

Based on the calculations conducted, it can be stated that in the period under review, the declining trends were revealed in the Quality of Life Index of such countries, as: Belarus (by 4,69% in 2020 compared to 2019), Bosnia and Herzegovina (by 5,73% in 2020) compared to 2018), Georgia (by 4,09% in 2020 compared to 2019), Russia (by 0,98% in 2020 compared to 2018) and Serbia (by 5,81% in 2020 compared to 2018). At the same time, a slight improvement was observed in Ukraine (by 9,18% in 2020 compared to 2018).

In general, characterizing the situation of the countries of Central and Eastern Europe in 2018–2020 according to the Quality of Life Index, one can notice a stable decrease in the quality of life of the population in all countries, except for Ukraine, and note an inverse relationship between the analysed indicators: while the level of corruption increases, the quality of life decreases. In such countries as Belarus and Russia, the decline in the level of corruption has reduced the quality of life of the population, indicating the inactivity and ineffectiveness of anti-corruption policies in these countries.

At the same time, according to the viewpoint of Allardt (1993), the quality of life of the population is connected with the satisfaction of material and cultural needs in the society, and property ownership is an emotional state of the subjects, manifested in interpersonal relationships and self-fulfilment. It becomes obvious that providing for such needs in order to improve the quality of life is a motive for committing acts of corruption in the form of promises or illegal benefits. However, the positive effect of acts of corruption in the form of a promise or provision of unlawful benefits can be achieved only in the short term due to an increase in the level of material provision of individuals. After all, from a strategic perspective, such acts lead to destructive changes in the social-economic system of the country, to destabilizing the main processes and phenomena in it and to decrease in social-economic development.

Conducted studies of the Quality of Life Index for the same period in the countries of the European Union (Figure 4) indicate a decrease in the quality of life in 2020 in all countries, with the exception of Lithuania. Accordingly, among the countries of the European Union, a tendency towards a decrease in the quality of

life of the population is observed with increasing trends in the level of corruption. Thus, as evidenced by the results of studying the countries of Central and Eastern Europe and the countries of the European Union on the indicators of the Corruption Perceptions Index and the Quality of Life Index, the countries with a low level of corruption, have higher values of the indicators of life expectancy, material well-being, political stability and employment guarantees.

2. Clustering of European regions according to indicators of corruption level and quality of life

It becomes obvious that the indicators of the countries of the transitional type differ significantly from those of the highly developed countries. In order to detail the studies conducted, we consider it expedient to group (using multidimensional (cluster analysis based on the k-means method) countries of Central and Eastern Europe and the countries of the European Union according to the Corruption Perceptions Index (Table 1, Table 2).

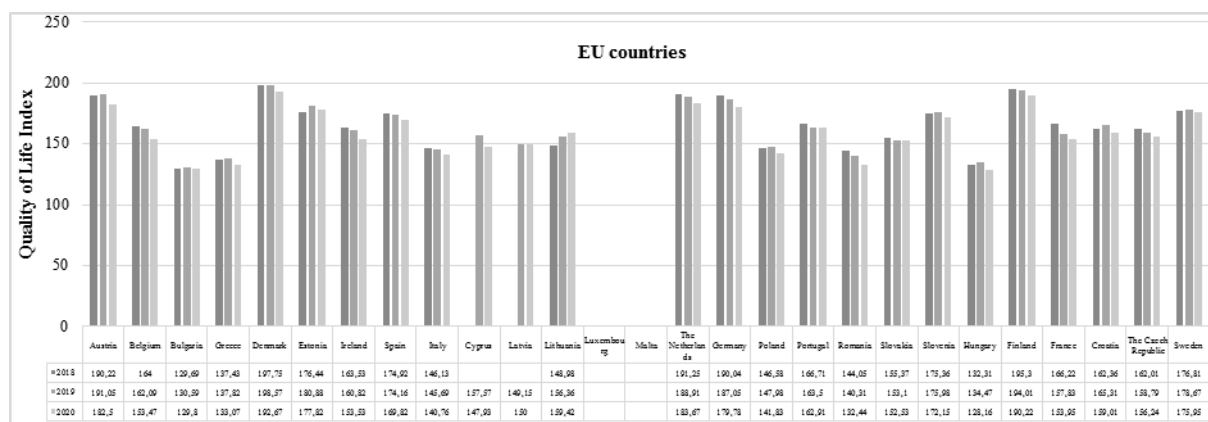


Figure 4. Dynamics of the Quality of Life Index in the countries of the European Union in 2018–2020. Calculated based on: Quality of Life Index by Country, 2018–2020

Table 1. Grouping of the countries of Central and Eastern European according to the Corruption Perceptions Index in 2018–2020

2018			2019			2020		
Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance
Belarus	1	3,40	Belarus	1	3,67	Belarus	1	1,00
Bosnia and Herzegovina		2,40	Montenegro		3,67	Montenegro		1,00
Macedonia		3,60	Georgia	2	7,33	Bosnia and Herzegovina	2	0,83
Serbia		1,60	Bosnia and Herzegovina		0,67	Macedonia		0,83
Montenegro	4,40	Macedonia	1,67		Moldova	0,17		
Georgia	2	0,00	Serbia	3	2,33	Ukraine	3	1,17
Moldova		1,90	Moldova		2,00	Georgia		0,00
Ukraine		0,69	Ukraine		0,00	Serbia		3,83
Russia		2,48	Russia		2,00	Russia		4,17

Calculated based on: The Global Corruption Perceptions Index Report, 2018–2020

The results of clustering of Central and Eastern European countries suggest that out of 9 countries during 2018–2020, three clusters have been formed, each of which has its own features, similar anti-corruption policy and features of social-economic and political development.

It should be noted that in 2018, the first cluster included Belarus, Bosnia and Herzegovina, Macedonia, Serbia and Montenegro. In 2019, the Corruption Perceptions Index in such countries, as: Bosnia and Herzegovina, Macedonia and Serbia decreased, indicating an increase in the level of corruption in the state; consequently, only Belarus and Montenegro have taken stable positions in the first cluster, while other countries have moved to the second cluster. And the third cluster in 2019, as well as in 2018, included Moldova, Ukraine and Russia. In 2020, Belarus

and Montenegro consolidated their positions in the first cluster. The second cluster, in addition to those in 2019, included Moldova and Ukraine; and Russia remained in the third cluster. Regarding clustering of the countries of the European Union (Table 2), during the analyzed period, such countries, as: Denmark, Luxembourg, the Netherlands, Germany, Finland and Sweden were stably located in the first cluster, where the most advanced anti-corruption legislation, tough responsibility for committing acts of corruption and high indicators of social-economic development were observed. The lowest positions have been recorded in Bulgaria, Romania and Hungary, where the process of economic transformation, harmonization of legislation with international regulations in the field of anti-corruption policy and loyalty of national legislation to corrupt officials is incomplete.

Table 2. Grouping of the countries of the European Union according to the Corruption Perceptions Index in 2018–2020

2018			2019			2020		
Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance
Denmark	1	4,50	Austria	1	2,90	Austria	1	3,90
Luxembourg		2,50	Belgium		5,90	Belgium		3,90
The Netherlands		1,50	Denmark		7,10	Denmark		8,10
Germany		3,50	Estonia		5,90	Estonia		4,90
Finland		1,50	Ireland		5,90	Ireland		7,90
Sweden	1,50	Luxembourg	0,10	Luxembourg	0,10			
Austria	2	2,20	The Netherlands	2	2,10	The Netherlands	2	2,10
Belgium		1,20	Germany		0,10	Germany		0,10
Estonia		0,80	Finland		6,10	Finland		5,10
Ireland		0,80	Sweden		5,10	Sweden		5,10
France		1,80	Spain		1,89	Spain		0,40
Spain	3	0,30	Cyprus	2	2,11	Lithuania	2	2,40
Italy		6,30	Latvia		4,11	Portugal		1,40
Cyprus		0,70	Lithuania		0,11	Slovenia		2,40
Latvia		0,30	Poland		2,11	France		6,60
Lithuania		0,70	Portugal		1,89	Greece		3,63
Malta	4,30	Slovenia	0,11	Italy	0,63			
Poland	1,70	France	8,89	Cyprus	3,38			
Portugal	5,70	The Czech Republic	4,11	Latvia	3,38			
Slovenia	1,70	Greece	2,40	Malta	0,63			
The Czech Republic	0,70	Italy	2,60	Poland	2,38			
Bulgaria	4	2,29	Malta	3	3,60	Slovakia	3	4,63
Greece		0,71	Slovakia		0,40	The Czech Republic		0,38
Romania		2,71	Croatia		3,40	Bulgaria		1,60
Slovakia		5,71	Bulgaria		2,75	Romania		1,60
Hungary		1,71	Romania		3,75	Hungary		1,60
Croatia	3,71	Hungary	3,75	Croatia	4,60			

Calculated based on: *The Global Corruption Perceptions Index Report, 2018–2020*

In order to determine the impact of corruption on the quality of life of the population, we propose to group countries according to the Quality of Life Index (Table 3) in the countries of Central and Eastern Europe. It has been established that the most favourable situation in terms of quality of life is observed in Belarus (cluster 1), where the highest value of the quality of life indicator has been recorded – 141,47 in 2019 and 134,83 in 2020. Cluster 2 includes such countries, as: Bosnia and

Herzegovina, Georgia and Serbia, where the quality of life has been steadily declining, however, it has remained slightly higher than in other countries. Cluster 3 includes Macedonia, Ukraine and Russia. It should be noted that it is impossible to group countries by Quality of Life Index in 2018, forasmuch as in most countries, due to the lack of data for their assessment, this indicator has not been calculated.

Table 3. Grouping of the countries of Central and Eastern Europe according to the Quality of Life Index in 2018–2020

2019			2020		
Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance
Belarus	1	0,00	Belarus	1	0,00
Bosnia and Herzegovina	2	2,76	Bosnia and Herzegovina	2	3,84
Georgia		0,85	Georgia		2,10
Serbia		1,92	Serbia		1,75
Macedonia	3	4,67	Macedonia	3	4,61
Ukraine		3,63	Ukraine		1,08
Russia		1,03	Russia		3,54

Calculated based on: *Quality of Life Index by Country, 2018–2020*

At the same time, the grouping of European Union countries according to the Quality of Life Index (Table 4) suggests that during 2018–2019 the highest living standards were observed in Austria, Denmark, the Netherlands, Germany and Finland, which during these years took a stable position in the first

cluster. However, in the conditions of 2020, Germany has reduced its position and dropped into the second cluster, in which such countries, as: Estonia, Spain, Slovenia and Sweden are located. Accordingly, the countries of the transitive type took positions in the fourth cluster.

Table 4. Grouping of the countries of the European Union according to the Quality of Life Index in 2018–2020

2018			2019			2020		
Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance	Country	Cluster number	Euclidean distance
Austria	1	2,69	Austria	1	0,87	Austria	1	4,77
Denmark		4,83	Denmark		6,65	Denmark		5,41
The Netherlands		1,66	The Netherlands		3,01	The Netherlands		3,60
Germany		2,87	Germany		4,87	Finland		2,96
Finland		2,39	Finland		2,09	Estonia		2,72
Estonia	2	0,56	Estonia	2	3,46	Spain	2	5,28
Spain		0,96	Spain		3,26	Germany		4,68
Slovenia		0,52	Slovenia		1,44	Slovenia		2,95
Sweden		0,93	Sweden		1,25	Sweden		0,85

Belgium	3	1,11	Belgium	3	2,60	Belgium	3	1,43
Ireland		0,64	Ireland		1,33	Ireland		1,37
Portugal		3,82	Cyprus		1,92	Cyprus		6,97
Slovakia		7,51	Lithuania		3,13	Latvia		4,90
France		3,33	Portugal		4,01	Lithuania		4,52
Croatia		0,53	Slovakia		6,39	Portugal		8,01
The Czech Republic		0,88	France		1,66	Slovakia		2,37
Bulgaria	4	11,05	Croatia	4	5,82	France	4	0,95
Greece		3,31	The Czech Republic		0,70	Croatia		4,11
Italy		5,39	Bulgaria		10,27	The Czech Republic		1,34
Lithuania		8,24	Greece		3,04	Bulgaria		4,54
Poland		5,84	Italy		4,83	Greece		1,27
Romania		3,31	Latvia		8,29	Italy		6,42
Hungary		8,43	Poland		7,12	Poland		7,49
			Romania		0,55	Romania		1,90
			Hungary		6,39	Hungary		6,18

Calculated based on: Quality of Life Index by Country, 2018–2020.

In order to systematise and for the purpose of visualization of the generalization of the research conducted, we propose to graphically reflect the placement of the countries of Central and Eastern Europe in certain clusters according to the indicators of the Corruption Perceptions Index (Figure 5) and the Quality of Life Index (Figure 6). As evidenced by the data obtained, in fact,

all countries of Central and Eastern Europe during 2019–2020 were located in clusters of the same type. Moldova was the exception, which strengthened its position in the Corruption Perceptions Index in 2020 and moved to the second cluster.

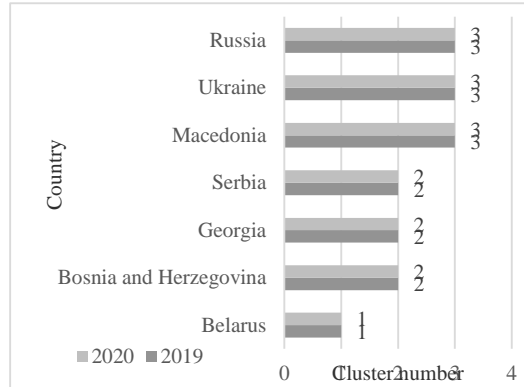
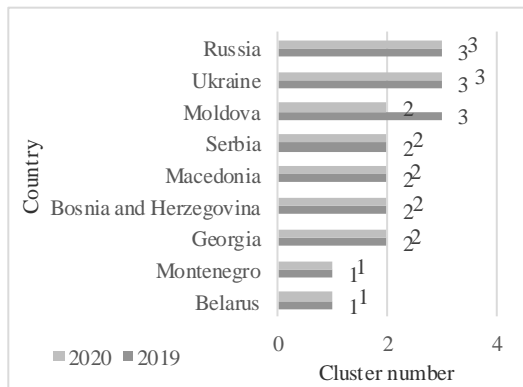


Figure 5. Placement of Central and Eastern European countries according to the Corruption Perceptions Index in 2019–2020

Figure 6. Placement of Central and Eastern European countries according to the Quality of Life Index in 2019–2020

As for the countries of the European Union, according to the Corruption Perceptions Index in 2018–2020 (Figure 7), Denmark, Luxembourg, the Netherlands, Germany, Finland and Sweden have consistently taken positions in the first cluster, indicating their effective anti-corruption policies. The indicators of the level of corruption in Austria, Belgium, Estonia and Ireland are close to those of these countries, located in the first cluster; however, according to the results of 2018, they moved to the second cluster. They have improved their positions through sound policies and effective anti-corruption measures. It has

been established that a change in the level of corruption in one of the countries affects the state of corruption in the European Union. At the same time, the European Union is not empowered to investigate corruption in its member states, and it is not entitled to enforce anti-corruption legislation. The European Public Prosecutor’s Office has the right to investigate and decide appeals only in relation to the misuse of European Union funds. It should be noted that some countries, in particular, Poland and Hungary, refused to participate in the work of the European Public Prosecutor’s Office.

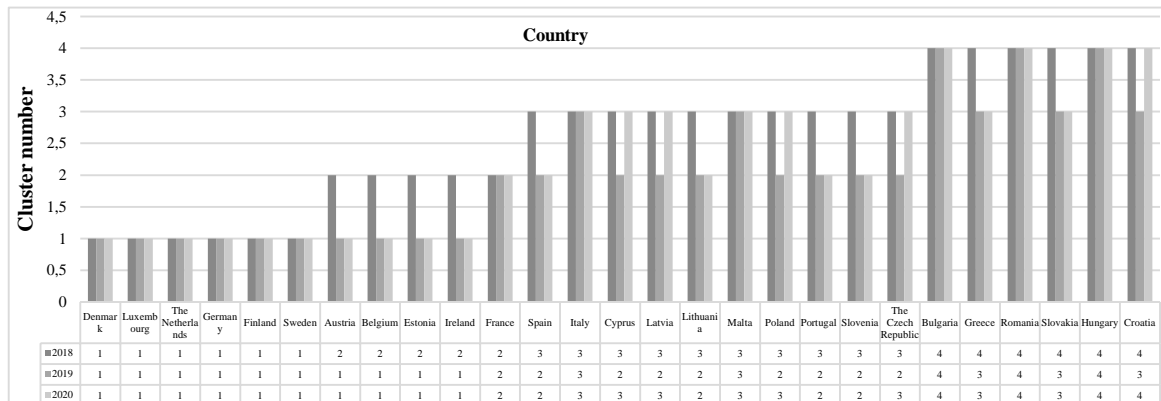


Figure 7. Placement of the European Union countries according to the Corruption Perceptions Index in 2018–2020.

Conducted studies on the placement of European Union countries in the Quality of Life Index in 2018–2020 in specific clusters (Figure 8) give grounds to conclude that in such countries, as Luxembourg and Malta, they were not performed. Concerning other countries, stable clusters have been formed. Denmark, the Netherlands, Finland and Austria are in the first

cluster, Sweden, Estonia, Spain and Slovenia are in the second cluster, Belgium, Ireland, France, Portugal, the Czech Republic, Slovakia and Croatia are in the third cluster, and, respectively, and Italy, Poland, Bulgaria, Greece, Romania and Hungary are in the fourth cluster.

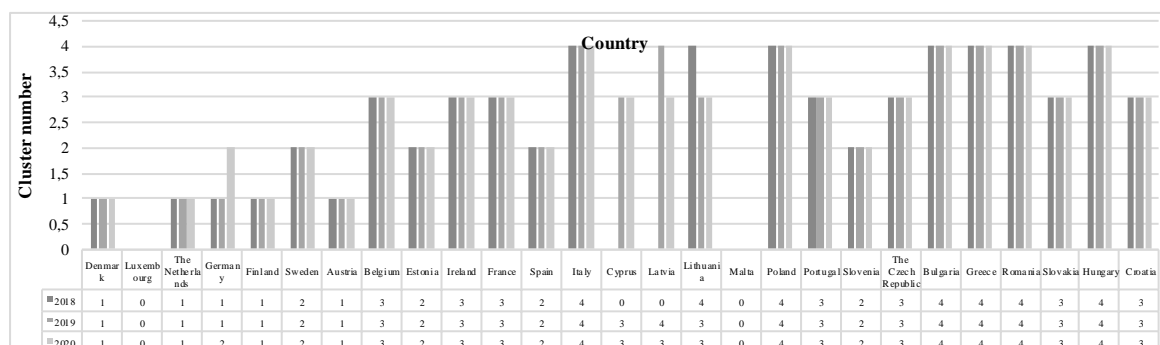


Figure 8. Placement of the European Union countries according to the Quality of Life Index in 2018–2020 ** 0 – data are not available, no calculation was performed

It should be noted that the best positions in terms of the Quality of Life Index during the analysed period are occupied by such countries, as: Denmark, the Netherlands, Finland and Austria, due to the high level of social-economic development of these countries, welfare, economic stability and balanced public policy. Achieving high indicators of the quality of life depends on high wages, a high level of social protection of the population and medical care.

In order to effectively combat acts of corruption in the form of promises or providing illegal benefits, it is necessary to intensify efforts to counter such a socially dangerous phenomenon as corruption, not only at the level of one country, but also at the international level. After all, it has been proven that corruption reduces the level of economic development, the quality of life of the population, increases income differentiation and social inequality, and also threatens democracy.

5 Discussion

The results of the studies conducted make it possible to single out groups of countries that have common approaches to the interpretation of corruption and acts of corruption in the form of a promise or provision of unlawful benefits, their revealing and recording, homogeneous signs of corruption, and features of the impact on the quality of life of the population.

Group 1. Highly developed countries with low levels of corruption and high quality of life (Denmark, the Netherlands, Finland, Sweden and Austria). In these countries, the anti-corruption system includes as follows:

- 1) a system of measures for constant monitoring of possible areas that are sensitive to corruption acts and strict control over the activities of officials and officers in these areas;
- 2) a perfect system for selecting candidates for positions, which provides testing and special inspections of such persons, the establishment of ethical anti-corruption standards and the obligation to comply with them;
- 3) the system of severe fines for committing acts of corruption, deprivation of social guarantees and prohibition of conducting activities in state and public organizations;
- 4) the formation of a mechanism of state security in the fight against corruption.

Group 2. Countries with a high level of social-economic development (Germany, Luxembourg, Estonia, Belgium, Ireland and France), which have low levels of corruption and high quality of life, however, high-profile bureaucratic corruption scandals are observed there. In these countries, anti-corruption measures lie in as follows:

- 1) establishing special bodies to investigate corruption crimes;
- 2) ensuring an effective system of preventive measures against corruption;
- 3) strengthening criminal legislation in the field of corruption.

The main problem of corruption in the European Union countries is the diversity of anti-corruption legislation, which to a great extent depends on national traditions and historical structure. In this context, Rujas & Rhodec, (1999), Maggio (2020) divide the countries of the European Union according to the level of corruption into three groups, namely: 1 – Denmark, Sweden, the Netherlands, Finland; 2 – Italy, Spain, Greece, Belgium, Portugal, France; 3 – Germany, Austria, Luxembourg and Ireland. As one can see, our research is confirmed by scientists' studies, indicating its validity and feasibility.

Group 3. Countries with average social-economic development (Italy, Cyprus, Latvia, Malta, Poland, the Czech Republic, Greece and Slovakia), where an increase in corruption and a decline in the quality of life is observed; however, measures to combat corruption do not give the expected result. It should be noted that anti-corruption measures in the countries, included in this group, are as follows:

- 1) constant and systematic provision of information on the property of high-ranking officials and employees;
- 2) severe sanctions for violations of financial legislation;
- 3) ensuring conditions for transparency in the financing of political parties from the state budget and constant supervision of the funding process;
- 4) informing about the reasons for the abuse of power by high-ranking officials and employees.

Group 4. Countries – new members of the EU from Eastern Europe (Bulgaria, Romania, Hungary, Croatia) and other countries of Central and Eastern Europe (Belarus, Montenegro, Georgia, Bosnia and Herzegovina, Macedonia, Serbia, Moldova, Ukraine and Russia), where corruption is a threat to democratic development. Anti-corruption reform in such countries began to be carried out mainly under pressure on the part of the European Union, in particular, in Bulgaria and Ukraine, at a time when the EU refused to provide funding. At the same time, a specialized anti-corruption body – the Office for Combating Corruption and Organized Crime functions in Croatia. The legislation provides for equating corruption with especially grave crimes, however, it has not been possible yet to overcome or at least reduce the volume and scale of corruption.

Taking into consideration the fact that the European Union considers the possibilities of further enlargement, and Ukraine, Moldova and Georgia are considered potential members (Sidenko, 2018), new perspectives and opportunities open up for these countries. Therefore, it is important to intensify efforts towards strengthening the fight against corruption.

6 Conclusion

Thus, summarizing the modern practice of interpreting, revealing and recording an act of corruption in the form of a promise or granting an unlawful benefit in European countries, it can be argued that acts related to obtaining illegal benefits and committed through the use of power, official position and powers for illegal purposes, as well as influencing the decision-making of an official or an officer in their own interests or the interests of interested parties are considered as acts of corruption. It has been determined that the promise or provision of an unlawful benefit is the purpose of an act of corruption, and its revealing and recording occurs at the moment of establishing the fact of the unlawful use of power, official position or granted powers in one's own interests or the interests of others in order to obtain unlawful benefits. In this context, ensuring an effective fight against corruption and improving the quality of life to a great extent depends on the effective mechanism of the national anti-corruption policy, the political will of high-ranking employees and officials, as well as the consciousness and social responsibility of the country's citizens.

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Primary Paper Section: A

Secondary Paper Section: AG

THE ISSUES CONCERNING TERMINOLOGY OF LEGAL REGULATION OF USING UNDERGROUND SPACE

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Abstract: In the context of modern conditions of the development of public relations, the issue of legal regulation of using underground space for the construction and operation of underground structures becomes of particular importance. The purpose of the academic paper lies in analysing and solving the problem connected with choosing the optimal terminological unit, taking into account the differences in the conceptual scope and features of functioning, for the name of the subsoil resource, the useful properties of which make it possible to use them as an operational basis for human activity. The underground space is a set of all natural conditions and processes, including those that have undergone changes in the process of production and economic activity, which are inextricably linked and create a single system. This system is characterized not only by natural, but also by natural and social patterns. The latter is due to the fact that underground space can act as a condition and means of the person's life, a territory in which it is possible to carry out his life activity, the main means of production (mining), a location for production and other economic facilities (construction and operation of underground structures). Underground cavities are a type of subsoil resources that occupies part of the underground space not covered with rocks. This concept has features inherent in the concepts of "subsoil resources" and "underground space". The interrelationship which encompasses the concepts of "underground cavities" and "underground space" can be used as a basis for determining the meaning of the concept of underground cavities.

Keywords: subsoil, underground space, subsoil resources, underground cavities, use of subsoil, use of underground space, use of underground cavities, regulation of subsoil resources.

1 Introduction

In the context of modern conditions of the development of public relations, the issue of legal regulation of using underground space for the construction and operation of underground structures becomes of particular importance. The low efficiency of legal regulation of relations in the field of underground space causes the lack of an effective mechanism in Ukraine for legal regulation of underground cavities as a type of subsoil resources; this, consequently, raises a number of issues requiring appropriate investigation and solution. One of the significant problems of legal support for the use of underground space is the lack of proper conceptual and categorical apparatus. A significant number of key concepts used in the field of legal regulation of relations concerning using and protection of subsoil have not received a legislative definition yet. The following terms remain undefined in the legislation of Ukraine on subsoil, namely: "subsoil use", "use of subsurface", "use of subsoil resources", "subsoil resources", "subsoil resources", "underground cavities", "underground space", "use of underground cavities", etc. As a result, this leads to problems in the practical application of the norms of the current legislation of Ukraine on subsoil and the identification of concepts that are different in their legal nature.

The above mentioned provisions make it possible to talk about two aspects of the problem of the formation of legal concepts in the legal literature. The first aspect is associated with the denomination, that is, the legal term used to designate the corresponding concept, the second one – with the formulation of the definition of the concept, the definition of its content.

2 Literature Review

Legal aspects on the use of underground space for the construction of underground structures are of particular interest to scholars from different countries (Belayev, 2018; Barker, 1991; Mielby et al., 2017; Volchko et al., 2020; Wiranegara, 2017; Zhang et al., 2020).

From among the systemic case studies in the scientific literature, the review of the legal aspects of the use of underground space following the activities of the special working group of the International Tunnel Association (ITA) is of particular importance (Barker, 1991). Later, this topic was also constantly

considered in the framework of international forums organized by the ITA, as well as at similar forums of the International Association of Organizations-Researchers of Underground Space (ACUUS) (Belayev, 2018).

Representatives of the legal scientific community have repeatedly noted that the use of subsoil for purposes not related to the extraction of minerals is a complex legal phenomenon that has many varieties, a wide range of subsoil users and provides for the need for a system of specific legal norms, currently scattered in separate laws and regulations (Shemiakov & Khokhlova, 2011). The following issues area of particular scientific interest in the outlined area of public relations, namely: the issue of legal support for subsoil use not related to mining (Shemiakov & Khokhlova, 2010), legal protection of subsoil in the process of their use for purposes not related to mining (Oliinyk, 2011, p. 94–100), legal regulation of subsoil use for construction and operation of underground structures not related to mining (Plotnikova, 2000), management of subsoil use for construction of underground structures not related to mining (Surilova, 2016), definition of "use of subsoil for purposes not related to mining" (Barabash, 2020), use of underground space of land plots (Ripenko, 2012), legal support for the use of land for the construction and operation of underground facilities not related to the extraction of minerals (Barabash, 2014), the correlation of the categories of "subsoil use" and "land use" in the use of underground space (Kharytonova et al., 2021) some problems of integrated development of underground space (Ihnatenko, 2015; Ihnatenko, 2016), rights of using underground cavities (Kirin, 2017). In parallel with these issues, the scientific community is considering the formation of conceptual tools, development of basic categories and concepts in this area.

In the scientific space, one can find legal investigations devoted to studying the content of some concepts used in the legislation of Ukraine on subsoil. Nevertheless, another aspect of the formation of relevant concepts – the problems of terminology of legal regulation of the use of underground space – remains insufficiently studied.

Taking into account the scope of issues of formation of conceptual tools concerning subsoil law, it is not possible to conduct its systematic analysis and study within the framework of the present scientific work. In this regard, it is proposed to start considering the problems of terminology of legal regulation of public relations in the field of using the underground space relating to studying the concepts of "underground space" and "underground cavities". These concepts are key ones in determining the content and scope of other related concepts used in the field of legal regulation of subsoil use, namely: "use of underground space", "use of underground cavities", "subsoil use", "use of subsoil resources", "subsoil", "subsoil resources", etc.

Taking into account the significant relevance of the topic, the purpose of the present research is proposed as follows: to consider in the form the analysis and the problem solution connected with a choice of the optimal terminological unit, taking into account the differences in the conceptual volume and the peculiarities of functioning, for the name of the subsoil resource, the useful properties of which allow them to be used as an operational basis for human activity.

The implementation of the purpose involves the achievement of the following goals, namely: 1) to identify the types of subsoil resources; 2) to analyse the concepts of "underground space" and "underground cavities", which are used to denote the specified type of subsoil resources; 3) to answer the question concerning co-relation of these concepts; 4) to choose a term in order to denote the resource of the subsoil, due to the useful properties of which the subsoil can be used for purposes not related to the extraction of minerals.

3 Materials and methods

In the process of identifying, analysing and solving the problem of naming the subsoil resources, due to the useful properties of which the subsoil can be used as the operational basis of human activity, a complex of general and specific methods of scientific investigation has been applied, in particular:

- the dialectical method has been used in identifying and considering the issues of legal regulation concerning the use of underground space;
- the system and structural method has made it possible to apply a differentiated and integrated approach to the separation of subsoil use and subsoil resources;
- the formal and logical method has contributed to the formation of terms and such legal concepts as “subsoil resources”, “underground space”, “underground cavities”;
- the comparative legal method came has proved to be useful when comparing the subsoil legislation of Ukraine and international legal norms governing the use of underground space;
- the formal and legal method has provided an opportunity to analyse the content of legal norms of national legislation governing relations in the field of use and protection of subsoil;
- the method of technical and legal analysis has been used to assess the quality and effectiveness of legal and regulatory framework concerning using the underground space in Ukraine.

These and other methods of the scientific research are used in their interrelationship.

4 Results

The Code of Ukraine On Subsoil (2021) defines the subsoil as a part of the earth's crust, which is located below the land surface and the bottom of reservoirs and extends to depths available for geological study and development.

Types of subsoil resources are defined in detail in mining and geological sciences. For instance, from among the subsoil resources, Agoshkov (1982) proposed to distinguish six main groups, namely: 1) mineral deposits; 2) dumps of bursting and enclosing rocks, waste heaps of coal mines, dumps and warehouses of off-balance minerals; 3) waste from mining and processing and metallurgical production (tailings dumps of concentration plants, metallurgical slag, washing plants at placer deposits), waste water from processing and metallurgical production, containing useful components; 4) deep sources of fresh, mineral and thermal waters; 5) internal (deep) heat of the Earth's interior; 6) natural and man-made cavities in the massif of rocks (caves, mine workings, suitable for placement of industrial and medical facilities, burial of industrial waste and for other purposes).

The first three groups are mineral resources of the subsoil: the first group – natural resources, the second and third – wastes from their extraction, enrichment and processing. Accumulations of the latter, significant in terms of reserves, in particular dumps of industrial importance, are called technogenic deposits of minerals. The provisions outlined require some clarification in terms of referring of the subsoil of the fourth group to the mineral resources. Fresh, mineral and thermal waters (underground waters) are minerals of national importance. Mineral deposits in their totality are mineral resources that make up part of natural resources (living and non-living) in the bowels of the Earth, not created by man, and containing an element of certain benefits that are already in social demand at the moment. In the legal literature, two subgroups are distinguished in the structure of mineral resources, namely: 1) natural (geogenic) mineral resources (primary); 2) man-made mineral resources (secondary, tertiary).

It should also be noted that the heat of geothermal waters together with the internal (deep) heat of the Earth's interior are

special natural resources. These resources are not material in nature; however, their nature is mostly energy-based. Within the framework of energy resources, these natural resources form a group – geothermal resources.

The natural classification of subsoil resources does not fully reflect the legal division of subsoil resources by types of their use. R.S. Kirin believes that the key, basic classification feature is the physical characteristics of the resource, and additional – the genesis of its origin. According to these features, georesources are divided into four groups, namely: matter; space; energy (primary); geoinformation. Thus, form among the subsoil resources (georesources) the author identifies as follows: mineral resources; underground space resources (cavities); geoenery resources; geoinformation resources. Each of the above groups includes subgroups – geogenic (natural) and technogenic (artificial) (Kirin, 2007, p. 19–20). Other representatives of subsoil law also adhere to the represented classification of subsoil resources (Perchyk, 2002; Trubetskoi et al., 2000).

When determining the scope of the concept of “subsoil resources”, it is necessary to proceed from the position of environmental law and legislation, which define generic concepts – “natural resource management”, “use of natural resources”, “natural resources”, etc. The latter term will be the generic category for subsoil resources. Dubovik O.L. (2006) points out the expediency of applying the provisions of environmental law.

In order to solve the problem outlined, it is necessary to state the need to use the achievements of other sciences, such as logic, linguistics, etc. In the case of defining natural resources forming the scope of the concept of “subsoil resources”, the conceptual range should be taken into account, which forms such interdependent concepts, as natural resources subsoil resources → type of subsoil resources. Along with this, in this case, the other regularity is revealed: the concepts of a less general level of generalization must correspond to the features of concepts of a higher level of generalization. In fact, the methodological aspect of the formation of legal concepts and the conceptual range of legal science is revealed in this expression. Disarrangement of this logical and gnoseological pattern of the formation of the conceptual apparatus will lead to errors not only in determining the system of legal norms in each of the legal sciences, but also to errors in law-conducting and law enforcement.

Some considerations regarding the isolation of subsoil resources are expressed by Ibragimov (2011). Firstly, when the case in hand is related to subsoil resources, one means all natural resources in the depths of the earth – both living and inanimate ones. Secondly, these are primary resources, but not secondary ones. Secondary resources should be understood as production and consumption wastes that are generated in the national economy (in this case – in the mining industry) and can be reused there. Thirdly, the use of the term “energy” in the context of defining the types of subsoil resources is unsuitable; it would be more correct and logical to replace the term “energy” with more focused term, such as “geothermal” (possible options “geothermal energy”, “internal deep heat of the earth”).

Without resorting to a detailed analysis of the division of subsoil resources, taking into account the above recommendations and analysis of scientific achievements on this issue, it is necessary to propose to reduce the list of these resources to three categories, namely: mineral resources, including minerals (solid, liquid, gaseous); geothermal resources; underground cavities.

Scholars in the field of environmental law note that currently difficult searches are conducted for the necessary words that best express the essence of legal categories and phenomena. Analysis of the provisions of legal science provides an opportunity to single out such legal terms that are proposed to denote the subsoil resources, the useful properties of which make it possible to use the subsoil as an operational basis for human activity,

which is ensured by the location and (or) operation of structures for various purposes not related to the extraction of minerals, namely: 1) underground space (cavities); 2) underground cavities; 3) underground space; 4) spatial resources of the subsoil; 5) underground void space (cavity) in the subsoil; 6) underground space resources (cavities); 7) underground resources. The existence of such a number of terms for the denomination of this category, proposed by the scientific community, will contribute, according to the viewpoint of Kolbasov (1999), a kind of terminological wandering, which is quite justified in the development of law. However, as the scientist emphasises, the only problem is not to get lost, which is extremely important for the process of formation and development of the theory of subsoil law.

According to the viewpoint of Koziakov (2002), if in legal science as a whole there is no clear understanding of a certain category or different terms are used to define the same social phenomena, it is not considered as a disadvantage. Hetman (2003) believes that the development of environmental legal concepts and categories, their formation and official introduction into the current environmental legislation, the optimal use of legal terminology in the text of regulatory legal acts is a task that requires an urgent solution in order to promote the idea of creating an ecological state of the European standard on the territory of Ukraine.

Subject to the existence of an effective mechanism for legal regulation of the use and protection of subsoil as an object of nature, obviously, only one term should be used to designate the subsoil resource, the useful properties of which allow using subsoil as an operational basis for human activity, which is ensured by the location and (or) operation of certain structures not related to mining. Parallel synonymous use of various terms that define the specified subsoil resource is unacceptable, and not only because synonyms, as a rule, have semantic and stylistic differences, but primarily forasmuch as there is a general requirement of terminology: one concept – one term.

In order for the concept to be correctly and clearly denominated, it is necessary to solve the problem of choosing the optimal terminological unit from a number of synonymous, doublet or variable names competing with each other in legal speech, taking into account differences in conceptual scope and features. In order to select derivational means from the variety of words that are close in meaning, avoiding multivariance, it is necessary, according to the viewpoint of Artykutsa (2009), to take into account the various (semantic, etymological, derivational, grammatical and stylistic-functional) parameters, choosing that version of the term, which has the greatest advantage and potential in these major linguistic parameters.

5 Discussion

The above mentioned legal terms proposed to denote the subsoil resources, the useful properties of which make it possible to use the subsoil for purposes not related to the extraction of minerals, including for the construction and operation of structures for various purposes, expressed using certain word combinations, among which the key words are as follows: “underground”, “space”, “cavity”, “resources”.

According to the Explanatory Dictionary of the Ukrainian Language (n.d.), the word “underground” is used in the meanings indicating that in this case the place is underground, in the depths of the earth.

In the legislation of Ukraine, the term “underground” is used in relation to various concepts, among which it is necessary to note those used in the field of legal regulation of underground space and in determining which the etymological meaning of this term is taken into account, namely: 1) underground types of work; 2) groundwater; 3) deposit of thermal energy groundwater; 4) underground structure; 5) underground development of deposits; 6) underground gas storage; 7) underground storage of oil, gas or products of their processing.

Legal institutions regulating the use of certain types of intangible natural resources have been formed in domestic natural resource law. Such legal institutions include legal regulation of the use of space as a special type of natural resources. The specific nature of these resources makes it possible to combine them into a single category “intangible natural resources”. Such resources also include atmospheric air, airspace, climate resource, radio frequency resource, solar radiation, wind energy, geothermal heat, tidal energy, sea waves, lithospheric plates, earthquakes, volcanic eruptions, natural radiation, the earth’s gravity, magnetic fields and geomagnetic anomalies, etc. (Karakash & Kharytonova, 2018).

The detailed analysis of the lexeme “space” carried out by Yakovenko (2016) has made it possible to conclude that the concept of space in Ukrainian phraseology has a certain limit, finitude connected with the limitation of human sensory perception. Space is determined by the fullness of things, that is, it is closely connected with the place that the object occupies in reality, as well as with the place in social and mental space. The foregoing makes it possible to consider the lexeme “place” as the main representative of the category of space in the composition of phraseological units.

In historical terms, one can point to different interpretations of space – “space as cavities” and the opposite approach: “space is inseparable from a special material substance that penetrates everywhere and is all-embracing”. From this perspective, space is not a cavity.

In the legal sense, space, according to the viewpoint of Ripenko (2012), covers both underground and aboveground “parts” of the land. It should be noted that according to the laws of those countries belonging to the legal system of the Anglo-Saxon family, in particular, the United States, subsoil and the surface of the land lying above them, form a single object in respect of which the right of ownership is exercised. This object is defined as “the entire conical part of the globe formed by the surface of its area and the radii drawn from it to the centre of the Earth” (Koziakov, 2002). Along with this, in the American legal literature (Campbell-Mohn et al., 1993; Hill, 2006), it is also indicated that it is advisable to preserve in the future the same fundamental legal principle of reaching the land plot “to the core of the Earth”.

This approach is justified in the legislation of those countries, in which there are no such legal formations as resource branches of law (land, water, forestry and mining) between the branches of civil and environmental law as regulators of relations in the use of natural resources. Fundamentally, the definition of a land plot in this case means that the concept of a land plot as an object of ownership and other rights includes natural resources covering and located in the depths of the land and on its surface (minerals, forests, water, etc.).

In the legislation of Ukraine, the definition of a land plot concept cannot include both an “air column” above its surface, or a part of the subsoil below its surface, forasmuch as such a definition would constitute going beyond the scope of land law and intrusion into the “competence” of another resource-based branch of law.

There is a common viewpoint among the representatives of the legal community, according to which such a concept as “underground spaces of the earth” does not exist and we are talking about the subsoil, their spatial resources (Surilova, 2016). The regulation of the use of underground space by the norms of different branches of legislation (land, civil and subsoil legislation) is based on different approaches to understanding the concept of “underground space”, namely: civil and natural resource – based which makes it possible to consider it as a land plot or subsoil.

The basis of the civilist approach is the Roman principle “*cujus est solum, ejus est usque ad coelum et ad inferos*”, which, however, is adapted to modern conditions. According to this

concept, it is not possible to define clear legal boundaries of land and subsoil, and subsoil is not defined as a separate object. According to the natural resource approach, subsoil and land are independent objects.

It should be noted that the term “space” is often used in the legal scientific and educational literature to interpret the concept of “subsoil”. (Shemiakov & Khokhlova, 2004) consider that the subsoil as a natural resource is a volumetric-planar space, heterogeneous in structure, located under the land surface and the bottom of water bodies within the territory of Ukraine, including the continental shelf and the exclusive (marine) economic zone. This space is quite diverse object, forasmuch as it contains minerals, waste fills, rare mineralogical, paleontological formations, groundwater and areas of such space, which act as natural and man-made cavities, areas that are used for or without purposes of extraction of minerals or not used at all, as well as mineral deposits that come out and are on the surface of the earth. Erofeev (1969) defined the subsoil as the geometric space and all its contents below the earth's surface. According to viewpoint of Plotnykova (1999), the subsoil should be understood as the geometric space within the lithosphere, the operational basis of human activity.

There is also an opinion that the subsoil is, first of all, the space in which mineral and other natural resources lie. In addition, the subsoil is not only the underground space with all the minerals contained in it, but also other useful properties of the subsoil, including cavities, energy and other resources (Perchik, 2002). Ybrahymov (2011) offers several options for the definition of subsoil, using different approaches: clarifying, resource, structural, combined. In this case, each variant of the legal definition contains such essential features of the concept as a component of the natural environment (generic feature) and location in the underground space (one of the species features).

In the scientific literature of geological direction, the resource of geological space is understood as the geological space necessary for the settlement and habitat of biota, including for human life. In the general systematics of ecological functions of the lithosphere, the structure of geological space resources includes biota habitat, human habitat, the environment of terrestrial and underground structures, etc. When considering the lithosphere as an environment of human engineering and economic activities, two ways of estimating geological space resources are clearly separated, namely: the assessment of the “plane resource” of the lithosphere space surface and the assessment of the resource of underground geological space (or volume) for different types of its development. The division of geological space resources into surface and underground components is to a great extent conditional. However, it is accepted forasmuch as underground construction and underground facilities have a pronounced specificity.

In the legal literature, a differential approach on the issue of legal regulation of space use is traced: rights to use land, water, underground or atmospheric space must be registered in a special manner. The right of special use of space is regulated by the relevant acts of natural resource legislation.

According to the viewpoint of Karakash & Kharytonov (2018), the use of the underground space includes the construction and operation of underground facilities not related to the extraction of minerals, including facilities for underground storage of oil, gas and other substances and materials, disposal of harmful substances and waste production, wastewater discharge; creation of geological territories and objects of important scientific, cultural, sanitary and health significance (scientific landfills, geological reserves, wildlife sanctuaries, natural monuments, medical, health facilities, etc.).

When analysing the concept of “use of underground space”, it is necessary to take into account the scope and content of the category “underground space”, consideration of which is one of the objectives of the present research. In the above mentioned case, the use of underground space is practically reduced to the

use of subsoil for purposes not related to the extraction of minerals. However, the list of purposes for the use of subsoil, not related to the extraction of minerals, is already a list of purposes for the use of underground space, forasmuch as the use of the latter involves the use of subsoil not only for purposes not related to the extraction of minerals, but also for their geological study, as well as for the extraction of minerals. The list of purposes for the use of underground space includes the purposes of subsoil use, not related to the extraction of minerals.

In the international law, the concept of “space” is widely used in relation to various components of the natural environment, namely: “land space”, “water space”, “airspace”. Subsoil is no exception in this case. The compilers of the UN glossary, covering the terms used in the Convention on the Law of the Sea (1982), believe that the subsoil is, first, cavities, the space in which “every” natural substance is located, including natural resources; and secondly, the natural resources are also found. From the standpoint of international law, the meaning of the term “space” is clearly distinguished from the meaning of the term “natural resources”, and, consequently, also from the term “subsoil resources”. The first term refers to the environment in which these resources are located (Vyilegzhanin, 2007).

A slightly different approach to the definition of underground space is traced in another international legal document of a regional nature, that is, the Model Code on Subsoil and Subsoil Use for the CIS Member States (2002). This act has established that the underground space is one of the types of subsoil resources, which is defined as part of the subsoil, used as an environment for people, accommodation of industrial, scientific and other activities, as well as an environment for processes that have practical implementation.

This definition is used when determining the meaning of the concept of underground space by some representatives of natural resource law of Ukraine, according to which the underground space is part of the subsoil, the boundaries of which are defined in the Code of Ukraine On Subsoil (2021), namely: this is a part of the earth's crust, which is located below the land surface and the bottom of reservoirs and extends to depths available for geological study and development (Karakash & Kharytonova, 2018).

The objects of the underground space may be natural or artificial cavities, as well as other areas of the subsoil suitable for use for the purposes specified above. Other resources within the subsoil area, including minerals and energy, are not recognized as part of the subsoil space. The underground space also does not include natural cavities, which are completely filled with solid, liquid, gaseous substances and (or) their mixtures in their natural state.

In the mining literature, underground space is considered in several aspects as follows: 1) as natural or artificial cavities in the depths of the earth, used for economic or other purposes; 2) as one of the types of natural resources used in human economic activity. Representatives of this approach are convinced that the first approach does not provide an opportunity to take into account the possible state of this type of resources and leads to their unjustified losses due to irrational mining operations in neighbouring areas. For this reason, the authors define the underground space as a type of subsoil resources used as a habitat, location of objects or processes; as an unused resource for the effective development of urban infrastructure in densely populated areas; one of the promising areas of urban development of the city.

In the doctrine of mining law, there is a position on the possibility of the formation and consolidation of underground space as an object of mining legal relations. An analysis of the process of using subsoil for purposes not related to the extraction of minerals, or rather, a potential that is of interest to legal entities in this form, makes it possible to conclude that it is an underground space in principle. In this case, the value of the subsoil user in this type of subsoil use will have the properties of

this underground space (empty cavities). Melgunov (2018) proposes to denominate this object as specialized subsoil cavities.

The specified provisions of the legislation of Ukraine, international law, legal doctrine, statements enshrined in the scientific literature, confirm, unfortunately, the lack of a unified approach to defining an important concept in the field – underground space. Consequently, attempts to focus on any one principle, legal doctrine or legislative act, although useful, as noted in legal scientific sources, in terms of comparative analysis, but are not always justified in methodological terms.

In the scientific and educational literature, the categories of “integration” and “differentiation” are often used by representatives of legal science to explain the processes or laws of human existence. According to the viewpoint of Krasnova (n.d.), integration and differentiation in environmental law should be considered as a system-structural method of cognition, which makes it possible at the appropriate scientific level to explain not only the objects and sources of this branch of law, but also its subject, system, as well as other important components. At the same time, the principles of integration and differentiation are the basis of analysis and synthesis as methods of scientific cognition (Sydorenko & Dmytrenko, 2000).

The differential approach to the coverage of certain types of subsoil use – geological study of subsoil, mining, use of subsoil for purposes not related to the extraction of minerals, along with the existence of a uniformity of norms for regulating all types of subsoil relations, is clearly traced in the legislation of Ukraine on subsoil, including Code of Ukraine On Subsoil (2021).

At the present stage of development of science and scientific knowledge, new forms of interaction of differentiated and integration processes are observed. A striking example of this in the science of modern subsoil law can be the application of the categories “integration” and “differentiation” in the allocation of integration, differentiated and complex subsoil resources. It is proposed to include the underground space in the integration resources of the subsoil, which is a kind of container for the whole complex of subsoil resources in their unity. The underground space is a total subsoil resource containing mineral resources, cavities, geothermal resources. It should include the unique microclimate of this geological environment itself, which has been used for a long time for the treatment and prevention of certain diseases (salt caves and mines). As it has been previously noted, this space is fairly diverse object, forasmuch as it contains minerals, hollow rocks, rare mineralogical, paleontological formations, groundwater and areas of such space, which act as natural and man-made cavities, areas which are used for the purpose or without the purpose of extraction of minerals or are not used at all, as well as the deposits of minerals which come out and are on a surface of the earth.

It should be noted that the underground space exists as a whole, not just as a collection of all subsoil resources. The underground space is a set of all natural conditions and processes, including those that have undergone changes in the process of production and economic activities, which are inextricably linked and create a single system. This system is characterized not only by natural, but also by natural and social patterns. The latter is related to the fact that the underground space can be a condition and means of human life, the territory, in which it is possible to carry out its activities, the main means of production (mining), a place for industrial and other facilities (construction and operation underground structures).

The determination of a definition through a generic trait and species difference is the most convenient for construction and use, and, therefore, the most common type of definition of a concept, both in science and in legislation (Liubchenko, 2015). In the case, where the concept cannot be defined due to genus and species difference, the meaning of the concept is revealed by listing its individual parts or features. Such definitions are called descriptive (casuistic), and the variety of these definitions must

be recognized as the listed (extension) definitions (Podorozhna, 2008). The peculiarity of these definitions lies in the fact that they do not list the features of objects, and the objects themselves, which are covered by a term (Liubchenko, 2015). Most scientists believe that this type of definition, when individual features or parts of an object are listed, is less felicitous than defining a concept through the closest genus and species difference. However, this statement cannot always be accepted. It seems appropriate that the choice of a method of formulating a definition depends on the content of the term and its nature (Pigolkin, 1968). Quite often, the closed list, with the help of which the volume of the corresponding concept is formed, can be more useful in life when applying a legal norm than an abstract definition (Zahynei, 2013).

Taking into account the above provisions for the formulation of a scientific approach to understanding the underground space, it should be noted the possibility of defining this term by listing the components of the object and disclosing its content, using essential features. At the same time, in order to achieve a specific goal of the research, it is more useful to use the closed list, which will form the scope of the concept of underground space. This will also provide the understanding of the relevant concept of special specificity.

The formed understanding of the underground space also makes it possible to conclude that it is impossible to use this term to designate the subsoil resource, the useful properties of which provide an opportunity to use the subsoil for the construction and operation of underground structures for various purposes. Otherwise, the rule of proportionality will be violated, which states that the volume of the defined concept should be equal to the volume of the defining concept. The consequence of violation of the above rule is revealed in double errors: the definition may be too broad, or too narrow.

In this case, this rule is violated, forasmuch as the scope of the defining concept (underground space) is wider than the scope of the defined concept (subsoil resource, due to the useful properties of which subsoil can be used for non-mining purposes – as the location of facilities for different purposes). As a result, a logical error such as “too broad definition” is revealed. In a similar way, this error will arise when the term “underground resources” is used to designate the type of subsoil resources under study, forasmuch as the underground resources (in other words, in view of the etymology of the word “underground”, subsoil resources) by volume will include not only such a subsoil resource, the useful properties of which allow the use the subsoil as an operational basis for human activity, but also other subsoil resources (mineral resources, geothermal resources).

From among the given list of terms used to denote the subsoil resource defined in the present research, there are the concepts of “underground space (cavities)”, “underground void space (cavities) in the subsoil”, “underground space resources (cavities)”, “spatial subsoil resources”. The scope of these concepts is one and the same; it completely coincides, therefore, the term “underground cavities” has the greatest advantage for designating a subsoil resource, the useful properties of which make it possible to use the subsoil for purposes not related to the extraction of minerals.

In its natural state, underground space can be occupied by solid, liquid or gaseous substances. Areas of the subsoil not occupied by solid matter, but limited to it are called underground cavities (Rudyak & Umnov, 2003). Underground cavities are divided into natural (geogenic, those created by nature under the influence of geological processes) and artificial (man-made, those created by man using appropriate techniques and technologies) (Kirin, 2017).

Natural and anthropogenic cavities are suitable for the construction and operation of underground structures. Such cavities include as follows: caves, grottoes, catacombs, galleries, deep cuts, quarries and other mining, that is, pristine cavities and

cavities that are the result of mining (Shemiakov & Khokhlova, 2011).

In natural and anthropogenic cavities of the subsoil, the placement and operation of capital stationary or temporary structures is possible, which implies the need for special engineering arrangement of the walls of such voids. Herewith, the possibility and expediency of such an arrangement, which depends on the geological and physical properties of such walls, as well as geological resources adjacent to them (for instance, groundwater), type, engineering and potential complexity of the underground structure, duration of its operation, other factors are of fundamental legal importance (Shemiakov & Khokhlova, 2010).

However, in the absence of natural or anthropogenic cavities and in cases of economic necessity in underground construction, special construction of such cavities is carried out by extraction from the subsoil of geological rocks, that is, the implementation of a special kind of mining activities (Shemiakov & Khokhlova, 2011).

Taking into account the foregoing and the prescriptions of the Model Code on Subsoil and Subsoil Use for the CIS Member States (2002), from among the man-made cavities one can distinguish as follows: 1) cavities specially created to perform certain purposeful functions (transport highways, gas storages, waste disposal, construction of underground nuclear power plants, mines for the defence industry, etc.), – primary (special) cavities; 2) cavities formed as a result of exploration and development of mineral deposits – secondary man-made cavities. According to the Mining Law of Ukraine (2020), a cavity in a mountain massif after the extraction of minerals and other rocks is called mining output.

The normative definition of the natural underground cavity is enshrined in the legislation of Ukraine (About the statement of the Instruction on development of the plan of liquidation of accidents on objects of the underground, 2017) as follows: natural underground cavity – a void in the depths of the earth, created as a result of the impact on the mountain massif of natural and geological phenomena. Nowadays, the legal act, which defines the term, has expired. Nevertheless, the above definition requires particular analysis in order to determine the meaning of the concept of “underground cavities”. The study of this issue goes beyond the objectives formed to achieve the purpose of the present academic paper; it cannot be fully clarified in this scientific work, and, consequently, requires a separate legal investigation. In the framework of the present academic paper it is proposed to define the interrelationship between the concepts of “underground space” and “underground cavities”. A predetermined understanding of underground space makes it possible to clarify its interrelationship with the concept of underground cavities, the content and volume of which in general are also given within the framework of the present publication.

All concepts in the process of cognition and practice often have to be compared with each other in some respect. In logic, among compatible concepts, three types of relations are distinguished, namely: equivalence (identity), overlap and subordination (Zherebkin, 2008; Karamysheva, 2000). The interrelationship between the volumes of concepts in general (traditional) logic is graphically represented by Euler’s circles (named after the German mathematician who has introduced them into logic to denote the volumes of concepts). Each circle is a special class of objects that make up the scope of the concept, and the element of this volume (class) is denoted by a certain sign in the middle of the circle (Karamysheva, 2000). The relationship of subordination between the studied concepts is observed. In this relation, there are concepts, one of which is included as part of the volume of the other (Zherebkin, 2008).

In this case, the concept of “underground space” is called the subordinating concept, forasmuch as it has a larger volume (in addition to underground cavities, underground space also

contains mineral and geothermal resources), and the concept of smaller volume – “underground cavities” is called the subordinated concept.

In terms of content, there is the following interrelationship between subordinating and subordinated concepts: the subordinated concept includes in its content all the features inherent in the subordinating concept, plus features specific only to the subordinated concept. At the same time, what has been said about the subordinated concept cannot be extended to the subordinating one, forasmuch as the specific features of the subordinated concept are not included in the content of the subordinating concept (Zherebkin, 2008).

6 Conclusion

Speaking of underground voids, one should not forget that they are a kind of subsoil resources occupying a part of the underground space, not occupied by rocks. This concept has features inherent in the concepts of “subsoil resources” and “underground space”. The interrelationship between the concepts of “underground cavities” and “underground space” can be used as a basis for determining the meaning of the concept of underground cavities. In this case, the specified concept will be defined through the genus and species difference, where the genus will be called the subordinating concept, and a species concept – the subordinated concept. When defining the difference through a genus and species, the concept of underground cavities is brought under the underground space, a broader concept that is its closest genus, and the signs that distinguish underground cavities from other concepts included in this genus are indicated.

The issues of terminology of legal regulation concerning the use of underground space are far from being limited to certain aspects within the framework of the present research, which usually makes this issue very relevant for further scientific investigations.

The promising direction for subsequent scientific investigations in this area can also be considered as follows: the definition of the concept, types and place of the right to use underground cavities among the types of rights to use subsoil, analysis and solution of the problem of delimitation of the concepts “subsoil use for purposes not related to mining”, “use of underground space”, “use of underground cavities”, exploration of logical and legal aspects of establishing types of underground space use, study of foreign experience of legal regulation of underground space use.

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Primary Paper Section: A

Secondary Paper Section: AG

LEARNING A FOREIGN LANGUAGE THROUGH DYNAMIC INTERACTION OF THE TEACHER AND THE STUDENT

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Abstract: The purpose of the academic paper lies in identifying methods and features of pedagogical interaction of the teacher and students in the process of learning a foreign language. **Methodology.** The research method is monitoring the progress of the English language classes and the analysis of the forms of pedagogical interaction between the teacher and the student for effective English language learning. The analysis of psychological, pedagogical, scientific and methodical literature on the issue under investigation has been conducted, as well as systematization, generalization and interpretation of the analysed material has been carried out. A survey of 4-year students has been conducted in order to determine the assessment of the teacher's culture of behaviour and appearance.

Keywords: foreign languages, interactive teaching methods, pedagogical technologies, educational process, interaction.

1 Introduction

In the context of world globalization and the integration of languages and cultures, the socio-cultural component began to occupy a central place in foreign language classes, which plays a significant role in the development of the student's personality and the expansion of his worldview. The main objective of learning a foreign language is the practical mastery of a foreign language, the formation of basic knowledge, that is, the ability to be freely engaged in foreign and international communication with native speakers (Broughton et al., 2014).

Modern pedagogical science has changed its guiding principles: it moves from active one-sided influence to interaction, which is always based on joint activities, cooperation and collaboration of teachers and students. This requires a review of some aspects of the modern teachers' professional activities, in particular, the interaction of teachers and students (Scrivener, 2015). The nature of the interaction between the teacher and students is influenced by various factors, including the features of organising the educational process of the educational institution, the personality traits of the student and the teacher, and the specificity of the subject being taught are of particular importance (Brown, 2000).

In the era of globalization of all spheres of public life, the issue of motivation in the process of learning foreign languages is becoming extremely important. Globalization means that the role of verbal communication, in particular, international one, requiring mastery of a foreign language, is growing. Foreign languages are becoming one of the main factors in both social-economic and cultural progress of the society (Bukahri et al., 2015).

Mastering foreign languages in the society is becoming an integral part of the of specialists' professional training in various fields, and their further career growth can largely depend on the degree of their language training. Thus, a higher educational institution should ensure a certain level of foreign language

proficiency. However, one should not forget that the success of training to a great extent depends on the methodology of work and the interaction of a foreign language teacher with a student in the context of solving specific educational problems (Cheng et al., 2007).

The purpose of the academic paper lies in assessing the culture of behaviour and appearance of the teacher by students and determining the appropriate forms and pedagogical technologies in learning English.

2 Literature Review

In the history of teaching a foreign language, there were many methods, each of which was replaced by another due to the inherent disadvantages of this method. The results of studies aimed at searching for new methods of teaching a foreign language make it possible to assert that the communicative method is one of the most interesting and effective ones, forasmuch as it is based on the ideas of communicative linguistics, the concept of personality development in the dialogue of cultures, determining the ultimate goal of teaching a foreign language – mastering a foreign language culture in the process of intercultural communication. It should be emphasized that the language orientation and overcoming the language barrier through the practice of communication determine the objectives of this method (Richards et al., 2001).

It should be noted that within the conditions of a technologically equipped society, communication also remains one of the most important factors in the emergence, strengthening, development of students' cognitive interests. It is a well-known fact that the person assimilates only 20% of the information from mass media; however, 80% is assimilated through channels of interpersonal communication (Williams et al., 2004).

The use of foreign language learning technology in the learning process is of particular interest in terms of addressing issues related to overcoming language and cultural barriers. The concept of edutainment defines learning a foreign language (education) based on the passion (entertainment) of the process itself (Brown, 2000).

The promotion of the concept of edutainment takes place with the development of information and communication technologies in the practice of language activities, including the Internet (Kukulska-Hulme et al., 2005).

The analysis of the scientific works of foreign researchers Cheng and Khan (2015) in this direction has made it possible to perceive the process of teaching foreign languages as an interesting, exciting activity. The scholar Yannick (2007) pays attention to the importance of emotions and the necessity to develop students' creativity, emphasizing that learning should not be a boring and unpleasant process. In turn, the educational theorist Thornton (2008) argues that learning should be aimed at achieving the main goal of human life – happiness.

However, there are few empirical quantitative investigations on this issue in the scientific literature (Pan, 2010). Insufficient attention is paid to the education of students with a high level of foreign language training in language didactics, as well as in the practice of teaching foreign languages. The main reason lies in the fact that people prefer to improve their level through independent language practice, rather than through classes with a professional teacher.

3 Materials and Methods

Learning a foreign language is a process of direct immediate development and self-development of the student. It is for this reason that a foreign language should be treated as a discipline

developing practical skills, and the grammar-translation approach in teaching should be moved away (Dornyei et al., 2011).

The major purpose of learning a foreign language lies in the development of communicative competence of students, which is the basis of language skills. The development of communicative competence depends on social-cultural and sociolinguistic knowledge and skills providing the interrelationship with the society and contributing to the socialization of the individual in this society.

The methods used by us in the course of the present research are as follows: theoretical: studying and analysis of linguistic, methodological, pedagogical, psychological literature on the research problem; pedagogical: monitoring the course of the educational process; conversations with teachers and students; immanent (description, analysis); fact-gathering method; generalization.

The effectiveness of pedagogical interaction in the classroom depends on numerous factors, namely: successful determination of the goals of joint activities, compliance of pedagogical tactics with the specific task of this interaction, the activity of students, etc. Along with this, the factor of optimal choice of teaching methods is of particular importance, the implementation of which in the specific conditions of the educational institution gives a high level of quality of students' training (Thornton et al., 2005).

On the basis of a questionnaire, a comparative assessment of the culture of behaviour and the appearance of teachers was carried out by students. Thus, the pedagogical possibilities of active learning methods have been noted, namely: problem lectures, group discussions, analysis of specific situations, dynamic pairs, conferences, role-playing and business games, video method, multimedia, which along with traditional, such as: explanation, story, work with the textbook, conversation, demonstration help increase the intensification, efficiency, quality and effectiveness of the learning process in higher educational institutions.

4 Results

Foreign language education, communicative competence, intercultural competence ensures the semantic orientation of the activities of each person, successful interaction with people of a different culture, society, nature, science, technology, constituting the person's value system, his communicative, professional culture.

The professional position of any teacher will be changed with the experience gained, and in the process of working with students. The interaction "teacher – students" depends on each group's features as follows: the average age of students in the group; form of study (full-time, part-time, distance, etc.); ethnic composition (monoethnic or polyethnic groups) (Uddin, 2013).

Learning English is a complex, multifaceted process requiring a regular and creative scope of activities. It is considered by specialists as one of the main directions of introducing a foreign language into the social medium, aimed at increasing the proficiency level, which is carried out taking into account the state of its mastery and development (Lai, 2013).

Communication between the teacher and students goes beyond a simple exchange of information, forasmuch as it is both the content and the learning tool. The principal task of such communications lies in achieving the desired level of professional, behavioural competencies, which are fulfilled through the processes of formation, transfer, transformation and creation of new knowledge, skills and abilities of students and teachers.

According to surveys conducted (Mihalas et al., 2009), a high school teacher spends 50–90% of his time communicating with students, of which 1/5 to 1/3 are ineffective due to the fact that there are various obstacles in the process of knowledge transfer and acquisition. More than half of the conflicts recorded by students are caused by teachers. Only one tenth of these conflicts are not described. The nature of other conflicts is entirely related to the personality of the teacher – his behaviour towards students

(see Table 1). Only in rare cases, the students are "culprits" by themselves in case they do not turn off their mobile phones in class or demonstrate their material advantage.

Table 1. Students' assessment of the causes of conflicts with teachers

Reason	%
Injustice, prejudice of teachers in classes and during exams	39
Arrogance, dismissive attitude towards students, imbalance of teachers	29
Incompetence, careless attitude to classes, inefficient organization of teaching process	23

Source: Uddin (2013).

From Table 1, it follows that more than a third of these conflicts are related to the factor of fairness of knowledge assessment. Two other reasons are identified with professional incompetence. Such conflicts can be resulted in the "emotional alienation" of students from teachers. It is assumed that this kind of conflict has tended to increase in recent years. At the same time, extreme forms of students' reaction are not excluded, including as follows: complaints to the dean's office, the rector's office, the educational department, and demands to dismiss the teacher and replace him with another one.

Recently, more and more English teachers are conducting their classes in line with the latest developments. Thus, they try to make them more interesting, increase both students' motivation towards learning English and the efficiency of the process (Midraji, 2003). Development of motivation of educational activity is a process of changing hierarchical structure of educational motives where motives of self-education, self-development become the most actual ones. Also, the development of motivation towards learning is characterized by a change in students' attitudes to educational activities – from negative or neutral (indifferent) to active, personal, creative (Munipah, 2008). Criteria for the formation of motivation of students' learning activities in English classes are internal and external indicators characterizing their learning activities. External indicators are as follows: high success in the discipline, high activity in the classroom, creative approach to the proposed tasks, initiative, and interest in the subject being studied. Internal indicators include the readiness of the individual for self-education and self-development, obtaining additional knowledge; steady desire to master the profession (Uddin, 2013).

After diagnosing 4-year students from different faculties were selectively examined: groups 403 and 404. The results of the questionnaire "Assessment of the appearance and culture of the teacher's behaviour": of students of group 404 in the amount of 12 people are reflected in Figure 1.

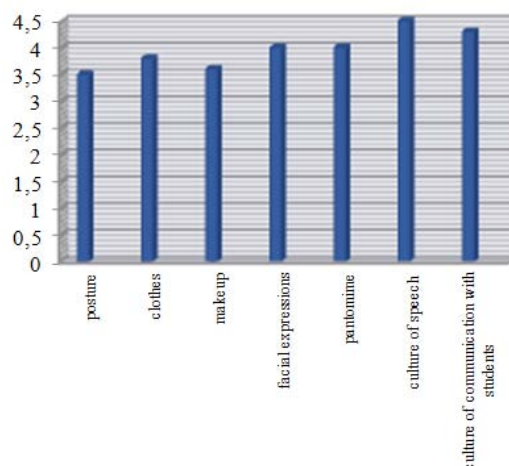


Figure 1. Assessment of the appearance and culture of the teacher's behaviour by students of group 404

Source: Siriluck, Sirithip (2002).

As can be seen from Figure 1, the students of group 404 highly appreciated the culture of the language and the culture of communication between the teacher and the students (Table 2). They consider the pedagogical communication skills to be the most important. The following statements have been revealed in the "Notes", namely: "correct language educates", "nice to listen to a good language of the teacher", "teacher behaves politely and non-aggressively", "tactful behaviour towards the student", "the ability to reach an approach". The statements are positive in nature.

Table 2: Assessment of the appearance and culture of the teacher's behaviour by students of group 404

Student №	Posture	Clothe	Makeup	Facial expressions	Pantomime	Culture of speech	Culture of communication with students
1	4	4	3	5	4	5	5
2	4	3	3	4	5	5	4
3	3	4	3	4	3	5	4
4	3	4	4	5	4	5	5
5	4	2	3	4	5	5	5
6	3	4	3	3	3	3	3
7	3	4	4	3	4	4	3
8	4	3	3	4	3	5	4
9	3	5	5	3	4	5	5
10	3	3	4	5	4	5	5
11	4	5	5	3	4	4	4
12	4	5	4	5	5	4	5
Average score	3.5	3.8	3.6	4	4	4.5	4.3

Source: Siriluck, Sirithip (2002).

Facial expressions and pantomime are also equally important. In this case, the nature of the statements is already acquiring a negative connotation. Consequently, such statements are revealed, namely: "he is sometimes alarming and frightening", "he is sometimes passive and boring", but these indicators are highly valued.

Concerning the point of appearance, the expression "good clothes open all doors" is appropriate here, and indeed, the students have positively assessed this criterion.

The students have mentioned in the "Notes" that the teacher is attracted by the relevance, modernity, fashion and sense of style. As for cosmetics, restraint and unbrightness are noted here. As for the posture, the following statements are revealed, namely: "teachers are stooping shoulders a little", "I do not pay attention", "good straight posture".

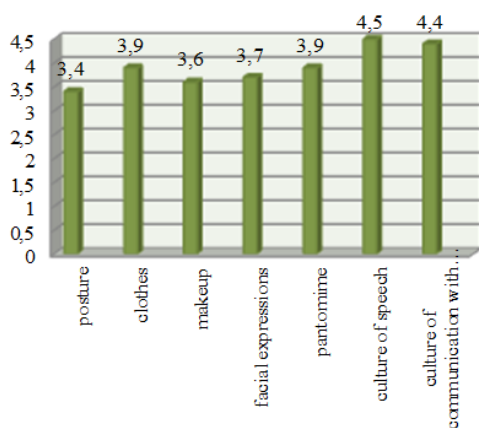


Figure 2. Assessment of the appearance and culture of the teacher's behaviour by students of group 403

Source: Siriluck, Sirithip (2002).

As can be seen from Figure 2, when assessing the appearance and culture of the teacher, the majority of students in the group

403 in the amount of 16 people focused on appearance, and gave a positive assessment of the teacher's clothes and makeup. Consequently, the following statements are revealed, namely: he is always neat", "the appropriateness of makeup, which is not particularly conspicuous and irritating". By the way, facial expressions and culture were also highly praised: "expressive facial expressions", "nice, pleasant, correct language".

Concerning the pantomime, the following assessments are revealed, namely: "passivity", "nothing special". Posture and culture of communication with the student have been equally assessed. The following statements have been revealed in the "Notes", namely: "a sense of humour", "the ability to reach an approach", "a straight posture appropriate for the teacher".

The results of the diagnostics of students in group 403 are represented in Table 3.

Table 3: Assessment of the appearance and culture of the teacher's behaviour by students of group 403

Student №	Posture	Clothe	Makeup	Facial expressions	Pantomime	Culture of speech	Culture of communication with students
1	3	4	4	3	3	3	2
2	3	4	4	5	4	5	4
3	5	4	3	4	3	4	4
4	4	3	4	4	5	3	5
5	4	3	5	4	4	5	5
6	4	5	4	5	4	4	4
7	2	4	5	3	4	3	4
8	5	4	3	5	4	4	4
9	4	3	4	4	4	4	3
10	3	5	4	4	4	5	4
11	4	4	4	4	4	4	5
12	2	5	3	5	3	3	4
13	4	5	5	5	5	4	5
14	5	5	4	3	3	4	4
15	5	4	4	3	5	4	4
16	4	4	5	4	4	5	5
Average score	3.8	4.1	4	4	3.9	4	3.8

Source: Siriluck, Sirithip (2002)

The culture of communication between teachers and students was also highly appreciated. Different assessments, both positive and negative ones are revealed in the "Notes", namely: "knows how to reach an approach", "correct", "indifferent to the feelings and experiences of students concerning learning". Students believe that pantomime and what the teacher is wearing gives additional interest to the audience. Facial expressions, hairstyles, makeup and posture were less important, and, correspondingly, the "Notes" in the questionnaires were filled in. Therefore, it can be assumed that students have attached secondary importance to these criteria for the teacher's evaluation, or they treated this questionnaire formally because it was anonymous.

In order compare the data, they were represented in Figure 3.

In general, students' assessments are similar. Obviously, the following aspects are the most important for students in the image of the teacher, namely: the culture of speech and the culture of communication with students. The posture and makeup of the teacher have been considered less important.

As one can see, students in group 404 have positively assessed the considerations as follows: the teacher knows how to encourage the deeds and actions of students with kind words; he knows how to communicate with people of all ages and social status. The following judgment also has relatively high rate: the teacher is respected by students; he is delicate and self-possessed in communication with colleagues. Along with this, the following considerations are also of particular importance: he is

able to influence the student by means of persuasion, language influence, pointing out miscalculations; he does not humiliate the student.

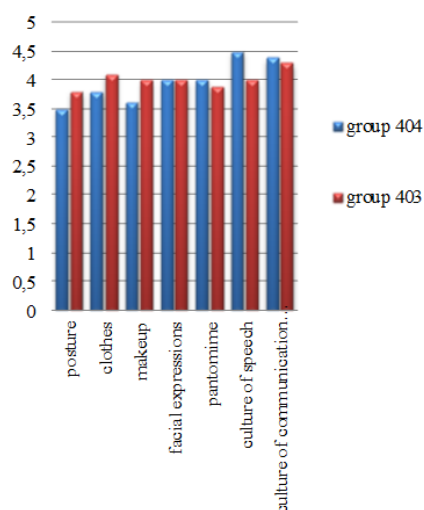


Figure 3. Comparative assessment of the culture of behaviour and appearance of teachers by students

Source: Siriluck, Sirithip (2002).

In general, students' assessments are similar. Obviously, the following aspects are the most important for students in the image of the teacher, namely: the culture of speech and the culture of communication with students. The posture and makeup of the teacher have been considered less important.

As one can see, students in group 404 have positively assessed the considerations as follows: the teacher knows how to encourage the deeds and actions of students with kind words; he knows how to communicate with people of all ages and social status. The following judgment also has relatively high rate: the teacher is respected by students; he is delicate and self-possessed in communication with colleagues. Along with this, the following considerations are also of particular importance: he is able to influence the student by means of persuasion, language influence, pointing out miscalculations; he does not humiliate the student.

It should also be mentioned that the following considerations have obtained a low level of assessment, namely: in the process of subject communication, he finds language tools that help aesthetically influence students; he is able to support students in a difficult moment; he easily organizes students for group classes, unites them; he shows interest in the concerns and inner world of young people; he is interested in the success of his students; he is prone to empathy.

According to the results of the diagnostics of the group 403, it is obvious that students do not believe that the teacher is able to empathize and support in a difficult moment. However, they emphasize that the teacher is respected by student; they highly appreciate the communicative ability of the teacher. In general, students give a positive assessment of pedagogical communication.

A high level of foreign language proficiency can be understood as a free language, that is, the absence of a language barrier and the absence of grammatical errors in the language, a rich vocabulary, the use of a large number of idioms and stable expressions.

A high level of language implies, first of all, a high level of communicative competence, that is, good linguistic knowledge and the ability to use English productively in all types of language activities, namely: speaking, writing, reading and listening.

A modern teacher should be aware of the latest methods of teaching English, special teaching methods and techniques to optimally select a particular method of teaching in accordance with the level of knowledge, needs and interests of students.

Having analysed the history of methods of teaching foreign languages, the following teaching methods can be identified, namely:

- 1) translational (grammatical-translational and lexical-translational);
- 2) direct and natural methods and their modifications;
- 3) mixed methods;
- 4) conscious-comparative method;
- 5) activity-based, personal-communicative method.

The training methods outlined are not simple algorithmic units, their rational and motivated use in English classes requires a creative approach on the part of the teacher (Daif-Allah et al., 2014). Modern communicative methodology offers a wide introduction of active non-standard methods and forms of work into the educational process for better conscious assimilation of the material. In practice, the following forms of work have proved to be quite effective, namely: individual, pair, group and team work (Pintrich et al., 2008). In order to improve the quality of the learning process in the higher educational institution, it is necessary to increase the effectiveness of communication between the teacher and students through the strategies of interaction as follows (Williams, Stockdale, 2004):

- the transparency strategy – it requires from the teacher greater openness and honesty in providing information;
- the feedback strategy – it requires a simultaneous increase in transparency on the part of the teacher and effective perception by students;
- the expertise strategy – it requires simultaneous transparency and feedback with the possibility of involving external sources of information in order to increase awareness of teachers and students.

The interrelationship of methods and techniques is variable; the same techniques can be used in different methods (Table 3).

Table 3: Methods of pedagogical interaction

Formation of viewpoints, information exchange	Organization of activities	Stimulation of assessment and self-assessment
Dialogue Substantiation Briefing Lectures Appeal Suggestion Story	Authorization Requirement Competition Show samples and examples Creating a situation of success Prospect Exercise	Remarks Situation of control Encouragement and punishment The situation of criticism and self-criticism Trust Public opinion
Beliefs constitute the basis	Exercises constitute the basis	Self-assessment constitutes the basis

Source: Midraji (2003).

The following forms of pair and group work are the most effective, namely:

- inside/outside circles;
- brain storming;
- jigsaw reading;
- think-pair-share;
- pair-interviews, etc. (Chen, Hsu, 2008).

At the foreign language lessons, it is necessary to constantly stimulate the students' speech, which can be done by working

with the text (inferring from the text), working with a problem (role-play and problem-solving), working with game tasks (game challenge) (Hamidah et al., 2017).

Active speech practice for each participant of communication helps form the necessary skills and abilities in a particular type of language activity, as well as linguistic competence at the level determined by the curriculum and the standard.

A characteristic feature of pedagogical interaction in the study of foreign languages is the exchange of information, providing educational influence, the organization of relationships through commutative means. The teacher is the initiator of this process, organizing and managing it. It is important to be aware that optimal communication is not only the ability to maintain discipline, but also the exchange of spiritual values with students. It is necessary to find, and, if possible, come to an understanding not by the language of commands, but by the language of trust (Arnold, 2004).

In our opinion, overcoming difficulties and involving students in active participation in English classes can be achieved through as follows:

- 1) Development of classes and selection of materials based on background knowledge and existing language experience of students. Questions on familiar topics that do not cause undue language anxiety will allow students relaxing and disposing to expressing their opinion.
- 2) Subject content of classes, focused on familiar context, understandable to students. Individualized content of the lesson, material that meets the interests of students, as a rule, promotes a lively interest and desire to share their thoughts or existing knowledge on this topic.
- 3) Development of independence and self-organization in language learning.
- 4) Application of available information technologies, helping reduce emotional pressure.

Foreign language proficiency and awareness of digital technologies opens up great opportunities for students in searching the necessary information. Students find authentic literature in their specialty that is of professional interest (Guirong et al., 2010).

Innovative technologies in teaching foreign languages (Table 4) are able to provide a high level of learning that meets the challenges and opportunities of today's world; consequently, this will allow young people to adapt in the conditions of fast-changing, volatile environment, providing a transition from book content to active one through a single common repository in the presence of an analytical search system.

Table 4. Innovative technologies in foreign language teaching

Technology	Description
Technology of multilevel learning	Training everyone according to unified programs and methods cannot ensure the full development of each individual. Teaching everyone at a fast pace and at a high level of difficulty seems unrealistic for all learners. The way out of the situation may be the division of the audience into relatively homogeneous groups, taking into account the level of mastery of the subject: minimum level, basic, variable (creative).
Technology of adaptive learning system	Two standards of educational content are introduced: the student has and the student is able. The central place is occupied by the learner, his activity, the quality of his personality. Learning is seen as a result, or as a process; special attention is paid to the formation of learning skills.
Developmental learning	Person's knowledge is not a sum, but a system. Creating such a system and testing cognitive operations on its basis ensuring successful activities in non-standard situations is the main objective of learning technology.

Technology of development of critical thinking	The purpose of technology is to teach such reading, in the process of which the information contained in the text is understood, comprehended, combined with one's own experience; consequently, finally, one's own analytical judgment is formed based on its principles.
Internet technologies	The information resources of the Internet are extremely useful for searching new material and developing international research projects. Providing such assistance requires a teacher: <ul style="list-style-type: none"> - to use of innovative didactic approaches and methods; - to apply management skills; - to possess skills for working with information technologies; - to regularly update the content and structure of academic disciplines; - to apply skills of providing consulting support.
Technology of creativity	Technology of creativity is an integral part of the modern process of mastering all activities related to a foreign language. It involves the use of creativity as the most effective means of creating positive emotions and motivation for difficult material.
Technology of using computer programs	There are several computer programs. For example, the programs English Tutor, Teacher, ICL, Lang Land, providing an opportunity to effectively supplement the process of language learning at all levels.
Technology of formation of strategies of foreign language behaviour	Communicative strategy is a set of language tools and language techniques towards achieving the goal of communication. Groups of strategies based on factors such as language situation and purpose of communication, the degree of closeness of acquaintance, social status of interlocutors and others, are generalized as a macro-strategy of maneuvering and response.

Source: Richards, Rodgers (2001).

5 Discussion

The development of the education system takes place in the continuous interaction of pedagogical science and educational practice. Original approaches to teaching, the use of new methods and technologies, pedagogical discoveries of teachers provide a wide opportunity to study, analyse and use them in their practice (Mitra, Serriere, 2012).

The investigations have revealed that there is no universal way to resolve interpersonal conflicts that are diverse in their focus and nature. All this is possible only if teachers possess professional knowledge, culture of pedagogical communication, education and training, if they work in the spirit of justice, solidarity and tolerance. At first glance, the list of these skills is quite simple. However, this only seems to be, forasmuch as developing relationships with students is not as easy as it seems to be. All this is the result of great and hard work (Lai, 2013).

In the course of studying the features of interaction of the teacher and the student in the learning process, it has been revealed that when assessing the appearance and culture of the teacher's behaviour, according to students' viewpoints, it is his teacher's communication skills that are of primary importance. However, appearance is an important component in the perception of the teacher's image.

In general, the comparative level of pedagogical communication is positive in students' perception.

6 Conclusion

Thus, the problem of interaction of teachers and students is relevant at all times. It is very difficult to solve this problem forasmuch as there is no universal recipe.

In the course of the research, the improvement of the educational process has been analyzed and systematized in the context of the interaction of teachers with students through the introduction of

new forms of learning while maintaining traditional forms of studying that have proven themselves, namely: active methods of teaching a foreign language; intensive forms of education; use of role and business games; application of the project method; computer training; organization of educational material in the form of modules.

Analyzing the above material, it can be concluded that the use of interactive forms and methods in the implementation of personality-oriented approach in teaching English can increase the number of conversational practices in the classroom, forasmuch as they are interesting for students, they help learn material and use it in subsequent classes, performing didactic and developmental functions.

Thus, the teacher becomes a mentor of independent educational and cognitive and creative activities of students. Taking into account numerous advantages, one should also keep in mind the following disadvantages, namely: with frequent use, the perception of interactive games becomes mechanical, loses creative interest; consequently, it is necessary to diversify games and combine interactive learning methods with traditional ones.

Summarizing the above, it should be added that the work aimed at studying the forms and methods of training is quite effective in teaching English students.

However, whatever methods are used, in order to increase the effectiveness of education in higher educational institution, it is necessary and important, according to scientists' viewpoints, to create such psychological and pedagogical conditions where students can take an active personal position and fully express themselves as subjects of educational activity.

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Primary Paper Section: A

Secondary Paper Section: AM

THE MODERN PRACTICE OF LOCAL GOVERNMENT BUILDING ARCHITECTURE

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Abstract: The article reveals the modern practice of local government building architecture, the stages of local government building architecture development, the projects' architectural principles, and perspective directions of further development. The research aims to analyze modern trends in the formation of approaches to developing local government buildings architecture, principles of current construction concepts, and selection of premises for administrative service centers (ASCs). The author's approach to the study considers basic requirements for urban architecture: ecological, functional, and logistic. The functional principle allows the organizing of convenient workplaces and customer service spaces. The ecological principle allows the efficient use of resources, and the logistic one provides transport accessibility to the building of the local government. The practical value of the research is in the estimation of local government building architecture development based on limited resources and observance of three principles: ecological, functional, and logistical.

Keywords: local government buildings, architecture, architectural design of cities, ecology.

1 Introduction.

At all development stages of localities, an essential role in the formation of urban architecture played the buildings of local government. Satisfying the main functions of the public life of the settlement, occupying a key position in its architecture, they determined its compositional expressiveness and uniqueness of the architectural settlement. But this approach to forming urban government buildings loses its significance and practicality.

In recent years, the design and construction of administrative buildings have been characterized by an increase in public service systems. There are emerging trends of concentration of administrative institutions. They are being reformed from functional, spatial, organizational, and technological structures into public-administrative complexes. Serving thousands of customers a day, such buildings become inconvenient to visit in large cities because they do not provide the population with a place to park. In addition, getting to the city center is complicated by increased traffic and road congestion. To this end, the modern architectural practice provides for business centers that are logistically well connected and help solve problems quickly.

As a result, a unique portrait of the city is formed more clearly, combining the socio-cultural potential from local government buildings, government, and public services.

The construction of local government buildings can be used to preserve urban space in central parts of the city, stimulate urban life and correspond to it, provide interconnection of different functions and areas. At the same time, if in developed countries the construction of local government buildings requires sufficient budgets to construct a building from scratch, there is no such financial possibility in Ukraine.

In the conditions of insufficient resources, the modern practice of local self-government buildings architecture includes not construction but reconstruction of ready premises of social purpose more often. Construction of new objects is practiced only under conditions of financing of international organizations engaged in infrastructure and ecological projects of city development. In such situations, the Ministry of development of territorial communities and territories of Ukraine has worked out strict rules for the selection of such premises, which are based on three principles: functional, ecological, and logistic. These

principles are provided for the reconstruction of administrative buildings for ASCs and new ASCs buildings.

Thus, the study's relevance is due to the processes of decentralization, development of the central part of cities, requiring the implementation of new conceptual approaches and methods in the design of modern buildings of local government. The research aims to analyze modern tendencies in the formation of approaches in developing the architecture of local government buildings, principles, and modern construction concepts and selection of premises for customer service centers.

2 Literature Review

At present, there are no theoretical works devoted to the buildings of local governments in the scientific literature; individual aspects of their formation are contained in many publications.

Among the works covering the formation of public and administrative complexes, we should note the book by Sokolov L. "Administrative centers of cities," one of the topics of which is the creation of public centers in cities based on administrative complexes (Sokolov, 1979).

Sokolov L. examines the history of public and administrative centers of cities in the Soviet Union, beginning in the 20s. A complete historical picture of the evolution of the principles of construction of the spatial-planning structure of these centers gives the relevant chapters of the monograph by E. I. Kirichenko (1982), which analyzes the pre-revolutionary period of the construction of public and business complexes in Moscow.

In its modern sense, the institute of local self-government found its embodiment in Ukraine in the second half of the XIX century. During this period, in the part of Ukraine, which was part of the Russian Empire, the changes in local government took place. The main idea of The judicial reform of Alexander II was the idea of independence, self-financing (Pirumova, 1992). During this period, large premises of religious significance were allocated to perform such functions, which allowed for organizing administrative work. At this time, town halls, being central buildings, were converted into offices for the reception of citizens. The question of the use of town halls as main administrative buildings was investigated by Ribczynski (2005), Gutnov & Glazichev (1990), and Tocherman (1991). The authors showed these premises' significance in the architectural ensemble of the city and the history of their use.

At the beginning of the 20th century, large business complexes, occupying the whole quarters, began. Thus administrative and business centers do not include any dwelling structures anymore, but public service objects are still compulsory components. Moreover, these centers are built in parallel with the transport infrastructure, which separates the business part of the city from the central region (which in many Ukrainian cities is of cultural importance).

Analyzing the post-revolutionary period of administrative centers and business complexes formation, L. Sokolov notes a fundamental change of tasks. The creation of centralized apparatus of planned management of the socialist state and national economy required fundamentally new architectural and spatial solutions of administrative institutions and a new approach to the formation of public centers on their basis. At the same time, an essential emphasis in the design of administrative buildings is placed on the city's transport interchange, which should consider the possible peaks of activity visiting the local government and the capacity of roads. An even more critical problem today is the issue of parking for personal vehicles. Taking thousands of clients a day, ensuring that they can comfortably drive up to the building is necessary.

Nowakowski (1978), considering the issue of city design in interaction with the transport problem, demonstrated with

specific examples the complexity of the transport system, turning it into a multicomplex structure, a complex of communications, buildings, and networks. From his point of view, the transport system of any common center must be formed as a single, integral structure, which is as essential and defining element as administrative and public buildings. Only under these conditions can they be combined into an effectively functioning complex. Lewis N. (2021) shows the peculiarities of urban development in the modern world. He shows the importance of the railroad, which in some countries is an essential part of inter-regional communication, creating a high level of population mobility, which is especially important for the service centers of the UTC that work with local people and guests.

Modern domestic principles of the organization of the architecture of local government buildings are regulated by the Ministry of Development of Societies and Territories of Ukraine. The regulator believes that the main conceptual bases of design are their energy efficiency, ease of accessibility, the use of modern technology, design, and logistics of space.

3 Materials and Methods

This study uses general scientific methods of knowledge. In particular, analysis, synthesis, induction, and deduction. Domestic and foreign literature analysis allows finding the main conceptual provisions of local government buildings' organization, design, and operation. Synthesis of the collected information allows determining the main conceptual foundations of architecture in different contexts. The induction method is used to make solutions that have already been implemented in practice, to understand the main components that are the most important in choosing an architectural project. The deduction, on the contrary, allows to conclude, identify the problems of architectural projects, and propose methods of their solution. The analysis of the practice of architecture of local government buildings is carried out based on a historical and chronological approach. Structuring the reasons and deduction of evolutionary trends in the architecture of public buildings contributes to understanding the contemporary issues of their design and to the popularization of solutions towards the application of modern architectural solutions.

The Ministry of Regional Development, Construction and Housing and Communal Services published the Brand Book, a set of guidelines for the standards of organization and construction of ASCs. This guide summarizes and structures the best practices from the Ukrainian ASCs and similar institutions of the advanced countries of the world. With the help of this tool, the process of creation and functioning of ASCs and administrators' work with visitors when providing administrative services will become more apparent. Furthermore, local governments and local authorities will achieve the best results using the recommendations. The document also identifies the main architectural solutions that can be implemented in small communities, considering the energy efficiency, savings, and speed of project implementation.

4 Results

Under the influence of historical and socio-cultural phenomena related to political and market relations, local authorities have permanently moved from one premise to another. For example, if centuries ago it was customary to locate the city administration in places of worship, not so long ago, almost every town hall housed the administrative apparatus (Gutnov&Glazichev, 1990; Tokhterman, 1991).

Architectural forms of the town hall changed over a long period following the development of society – from strict medieval defensive buildings to representative buildings of local government. Nevertheless, from the beginning of its existence, the town hall has been formed as the city's main public space, a place of judicial and public meetings, a center of trade, theatrical and cultural events. In addition, individual town halls had social

interaction spaces – closed galleries, open and semi-open halls (Rybychynsky, 2005).

The functional filling of the first town halls constructions was diverse; they included premises: trading halls, halls, assembly halls, a battle hall, guardrooms, storerooms, prisons. In the process of the town government system development and the town authorities' change, some of the town hall premises were moved into separate buildings in the town hall square or the town. During this period, the town hall acquired the character of a monofunctional building, with the town hall remaining the central functional core. There are still assembly halls, session halls, exhibition halls, museum rooms, offices of city authorities, and faction offices in modern town halls. At the same time, the hall system of inner space organization has become the basis for modern government buildings, the formation of multifunctional public space, where public services take place. In recent decades in major cities with the growth of the management sphere and enterprises of urban services in the central areas of the town, need to design the buildings of local government, performing the leading role in the service of citizens by integrating the functional, spatial, organizational and technological structures (Rybychynsky, 2005).

The modern administration system is built using two forms of a local government organization: local governments and local state administrations. The central government represents the interests of the state. In contrast, the local government only means the interests of territorial communities or their associations, and their activities are limited to the community's territory. The polarization of interests of the center and regions is the basis for the emergence of municipal authorities that arise in the decentralization of public state power.

On April 1, 2014, the Cabinet of Ministers of Ukraine adopted the Concept of Reforming Local Self-Government and Territorial Organization of Power in Ukraine, which started a new stage of decentralization – the transfer of powers from state bodies to local ones.

Thus, the councils were replaced by administrative service centers, integrated offices that provide a wide range of administrative services necessary for citizens and businesses. ASC is not a single place of service provision but a system, including territorial divisions, remote workplaces, including mobile ones.

The creation of the ASS or work on its modernization positively impacts the work of local self-government in general. After all, the ASC allows:

- streamline local government structure, staffing, procedures, and work activities;
- to effectively use personnel (including through universalization) and public resources (premises, etc.);
- more rapid digitalization and adoption of innovative solutions.

The Ministry of Regional Development, Construction, Housing, and Communal Services of Ukraine has created its brand book of ASC development. With new modern facilities, the main tasks and solving decisions are shown in a comparative table (Table 1).

Table 1. New principles of local government

Places of worship	Specially designed facilities
Central location does not allow for parking	Offsite relocation of administrative buildings helps address road and parking pressures in major cities
Uncomfortable premises with corridor-cabinet system	Convenient location in logistics centers
Lack of waiting areas	Separate front and back office space, scalability of front offices
Formation of queues and waiting in stuffy rooms	Single open space for customer service with creation of electronic queue waiting conditions

Inability to comply with state standards for receiving citizens	Convenient appointment schedule without interruptions and the ability to be served by high-level specialists
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Source: Ministry of Communications and Territories of Ukraine, 2018.

Thus, the architecture of modern ASCs must comply with the following rules established by the Ministry of Regional Development:

- the room must have sufficient space to organize the front office and the back office;
- the space must ensure unity with the back office;
- the building must be located on established logistic highways with good transport links.
- Thus, the main principles of ASC architectures are:
- functionality – the design and logistics of the space;
- energy efficiency – environmentally friendly design, which saves resources on heating and air conditioning;
- logistics – the ability to visit the space without barriers.

The functionality of the local government space is a fundamental requirement. Although the traditional monofunctional office building seems to be the most efficient today, it is clear that the building's exploitation period will be extended if the flexibility of the space allows for the inclusion of other functions.

To ensure that the space is fully functional, it needs to be zoned. The front office should be designed as an open space that allows for easy heating, ventilation of the room, and reduced discomfort for those waiting. The back office is an additional room for employees who do not work directly with the public. These rooms can be zoned as open spaces or as separate offices. Movement between front and back offices should be quick. A mandatory component of functionality is the presence of additional service rooms for visitors to the ASC or its employees. It can be separate restrooms, a kitchen, and recreational facilities.

Ramps must organize the entrance to the building for individuals with disabilities and, if necessary, comfortable stairs with handrails called to the center's staff. In addition, the facade of the building should be equipped with lighting devices that allow visitors to become familiar with the signs (Tymoschuk et al., 2014).

As a principle of building or selecting administrative premises, energy efficiency is the use of new technological and ecological materials. For example, ordinary windows have to be replaced by smart double-glazed windows, which do not let in large amounts of ultraviolet light and do not heat the building unnecessarily in the warm season. In contrast, the double-glazed windows act as a thermos in winter and keep the accumulated heat (Ikonopisceva, 2018). Panoramic windows have become characteristic. They allow limiting the internal space due to the connection with the external environment, increasing the flow of sunlight, which acts as passive heating.

The ecological approach in architecture dictates using geothermal heating, heat pumps, photovoltaic glasses, wind turbines, heat exchangers, and thermal collectors provides savings of heat and electricity in a modern and economical way.

The principle of "living" architecture is set through the use of "Smart House" systems, when sensors control the lighting systems of facades and interiors, turn on the light gradually and only when necessary, and create an optimal level for humans existence and health. The building should blend harmoniously into the environment and architectural landscape (Bird et al., 2017). A public building should meet sanitary and environmental standards, be comfortable and functional. Of particular importance for the architecture of public urban buildings is the design of facades, the selection of color schemes for exterior and interior finishes (Banaeva, 2020).

The transport connection is the main factor in the choice of administrative premises. Therefore, the location of the public

building should be convenient for people, for car access, be close to public transport stops (Rice et al., 2019).

The most likely options for locating local government buildings within a city structure are:

- a) near the urban core;
- b) on the edge of the central zone;
- c) on the periphery;

The influence of each option on the main parameters of the complexes is traced: their capacity, volumetric and spatial structure.

Option 1 – placement in areas adjacent to the city's historic core. Characteristic features: the shortest distance and the shortest connection to the central authorities represented by the small size of the site, the high rank of institutions, three-dimensional and spatial structure, compact with the active use of underground space. An example is ASCs in Ivano-Frankivsk, Lviv.

Option 2 – placement on the border of the central part of the city. Here it is possible to develop complexes, including the maximum number of employees. An example is ASCs in cities Bucha, Kamyanske, Slovyansk.

Option 3 – placement of local government buildings on the city's periphery. There is no limit on the size of the plot. A striking example of such location is ASCs in Kharkiv and Kolomyia.




ASCs are usually formed in areas with high population density. Therefore, local government buildings are one of the significant construction objects. The difficulty of construction is exacerbated because most of them are not located in a new, vacant territory but completely built-up areas. In this regard, it becomes appropriate to concentrate several urban facilities in one (Popova & Osichenko, 2021).

Thus, considering the basic principles of organization and construction of buildings for local governments, let us consider practical examples of their implementation in Ukraine.

Active reconstruction of administrative buildings and construction of customer service centers began in 2014. Almost all customer service center facilities have gone beyond the historical part of the city. They create branches or customer service centers in such a way as to comply with the logistical principle. Today in Ukraine, several realized examples of reconstruction of administrative buildings in big and small cities (Table 2).

Table 2. Examples of successful renovations of administrative buildings of local governments in Ukraine

	<p>ASC in Kharkiv Applicable since 2017</p> <ul style="list-style-type: none"> - Household renovation - Reduction of energy consumption by 50%. - Location – no traffic restrictions, outskirts of the city - Zoning – enough space to organize a back and front office. <p>Grand Prize Winner in the "Public Facilities" category 2019 in Poland</p>
	<p>ASC in Bucza Applicable from 2019</p> <ul style="list-style-type: none"> - Reconstruction of administrative building - Central part of the city - Zoning – enough space to organize the back and front office.

	<p>ASC in Darnitsa Applicable from 2017</p> <ul style="list-style-type: none"> - Reconstruction of the district state administration - Location – no traffic restrictions, outskirts of the city - Zonality – enough space to organize the back and front office.
	<p>ASC in Kamyanske Applicable from 2018</p> <ul style="list-style-type: none"> - Reconstruction of administrative premises - Location – no traffic restrictions, the central part of the city - Zoning – enough space to organize the back and front office.
	<p>ASC in Slovyansk Applicable from 2018</p> <ul style="list-style-type: none"> - Reconstruction of administrative premises - Location – no traffic restrictions, outskirts of the city - Zonality – enough space to organize the back and front office.

Source: Ministry of Communications and Territories of Ukraine, 2019.

Consider the most successful architectural solutions for administrative buildings the reconstruction for ASCs. The reconstruction plan for administrative buildings in Kharkiv was developed by the Kharkiv National University of Municipal Economy by order of the Office for Construction, Repair, and Reconstruction of the Department of Construction and Road Facilities of Kharkiv City Council.

Currently, Kharkiv ASC is the most extensive one-stop service in Ukraine, providing about 450 administrative, social, pension services. When works began in 1967, the present ASC was occupied by a House of everyday life according to the standard project 282-1-10. "House of Life" was a five-sectors detached building with a basement and technical floors and dimensions in the axes of 42x30m. The building frame comprises precast reinforced concrete structures of typical series AI-04: precast columns of 300x300 mm, precast beams, and multi-core slabs (width 1.2 m and 1.5 m). The step of columns of the frame is 6,0 m, height of floors 3,3 m. The foundations are monolithic reinforced concrete deep-setting.

The main task of the reconstruction was to adapt the existing building to an administrative services center with a corresponding set of primary and auxiliary premises equipped with modern information means and energy-efficient systems. The transformation was organized with this reconstruction. As part of the reconstruction, the facades of the nearby buildings were refurbished, asphalt covering was restored, numerous flowerbeds were planted, and stop pavilions were installed. Under the project, parking for 250 cars in front of the main facade of the building has been made. The main idea of the building's transparency was to implement the transparent office's cleanliness by a unique parametric facade made of multiple trapezoidal glasses. The ASC resembles a multifaceted crystal. In the front, one can see a reflection of everything that is happening around, and observe the life boiling inside the Center (the Kharkiv National University of Municipal Economy named after Beketov, 2018)

Reconstruction of the Darnitsa ASC is also worth attention. It was envisaged to change the room's design and emphasize the social component – ensuring the convenience of waiting. Eclecticism was chosen for the design. This style helps to combine many different elements, creating a functional image.

The central role here is played by light. Calm treatment in white and gray tones, diluted with bright inserts in paintings and other decorative elements designed to distract visitors from the waiting process. The ceiling is made in a geometric mosaic, part of which are also lamps.

There are rooms for the reception of citizens on the first floor. Also, there is a comfortable waiting room with a nursery and auxiliary rooms. Removing unnecessary walls helped to increase the space visually. They were replaced with glass partitions. Together with the light and attractive decoration solutions, it makes the room cozy and at the same time transparent. Convenient visual and tactile navigation will help guests of the Center deal with the seats they need quickly using a modern electronic queue system. On the second floor, there are service rooms. The employees of the Center have access to them. Separate bathrooms, checkrooms, and the kitchen are provided for employees (Darnytsia, 2016).

In Ukraine, the reconstruction of buildings considers energy conservation improvement, so insulating the premises save up to 50% of the heat.

But the expansion of customer service points in Ukraine also considers the possibility of building construction. Construction is carried out by financing international projects, which strictly control the development of infrastructure and environmental issues. We can note several standard designs of ASCs, which are implemented in small cities of Ukraine (Figure 1).



Figure 1. Examples of modern architecture of local self-government construction in Ukraine

For example, with the construction of the ASC in Mykolaivka, creating comfortable, visually appealing ASCs was started. In Mykolaivka, it was built from scratch, so there was an opportunity to implement all the standards of a proper service center. In addition, Mykolaiv ASC is considered to be the most energy-efficient administrative building in Ukraine. The energy-efficient ASC in Polonnyi was built in just four months. At first glance, the building seems simple, but the carefully designed system of energy nodes makes this structure a highly complex project. The administrative buildings in Drohobych and Bakhmut are reinforced concrete structures with a unique design based on the main architectural principles of ASCs – they are energy efficient. They provide enough space to serve medium-sized settlements.

Community development will require additional customer service centers. Since central parts of cities do not have enough transport capacity, it is advisable to move municipal centers,

which serve many customers, to the peripheral parts of the city. It will not disrupt the architectural ensemble of the central part of the city. Still, it will also make it possible to build a sizeable functional space, provide parking facilities, and comply with the environmental approach.

5 Discussion

Domestic and foreign researchers talk about different principles of transformation in the architecture of public buildings. Saprykina N. (2005) speaks about the social, natural-climatic, and technical-economic conditions of the formation of transformable architectural objects. In turn, J. Lee (2012) talks about five main reasons for forming modern adaptive architecture: technical, economic, natural-climatic, social, and aesthetic. According to the study of Al-Obaidi, I. (2017), the leading indicators for evaluating public space are accessibility, national originality, uniqueness, the quantity of functional space, environmental friendliness, thermal comfort, and economic effect. According to this author, the gallery building type (the ASC in Polonne) is environmentally friendly and economical and provides good aeration. Sufficient space increases commercial space and contributes to internal thermal comfort. The combination of structures makes it possible to create a scenario to adapt promising models of energy conservation of public spaces according to the required indicators, depending on the functional purpose of the building and local conditions.

A separate part of the research forms the transformational architecture of administrative buildings (Pimenova & Sumyuko, 2016), which creates not stationary objects, but changeable depending on different circumstances. These objects can change their shape inside and outside, depending on the locality's needs. Such a model is especially relevant during quarantine restrictions when through mobile partitions, it is possible to organize changes in the space of a room, which reduces the threats of contamination. Intelligent technology in administrative buildings is a relatively expensive solution, but it contributes to many social, environmental, and even logistical tasks (Uckelmann et al., 2018). In particular, buildings can reduce the level of energy consumption or vice versa, if necessary, by analyzing the time of day and the level of natural lighting. Also authorized should be a security system, fire protection technology (Kazkeyev & Ulan, 2021).

Gajewski, P. (2018) focuses on universality as the primary approach to forming administrative buildings. Today, such concepts are the exception rather than the rule in developed countries, particularly in Poland, because many spaces are uncomfortable for business tasks. They can be beautiful but uncomfortable, or conversely comfortable – but do not form an architectural ensemble with the urban architecture. It is essential to make administrative buildings accessible to people with disabilities (Carlsson et al., 2021).

There are different approaches to the architecture of local government buildings in each country. The ecological system is a priority in countries with transit economies and countries with extreme environmental conditions.

Tohid & Rahim (2016) in hot climates highlight the importance of energy-efficient structures that will require less air conditioning costs. At the same time, it is essential to control the cost of electricity and other resources. Butelski, K. (2020) also shows the emergence of new architectural solutions in extreme conditions, with particular importance of research on the relationship between architecture and nature, which emphasizes the area's culture. The authors of these studies show that administrative buildings can be a part of the landscape composition – they can be built at the foot of the mountains, inside the mountains as part of the natural architecture.

But along with functional, environmental, and economic projects, it is necessary to preserve cultural traditions. The buildings created in the central parts of the city must be in harmony with the existing architecture. In this case, in conditions of the economy, it is impossible to preserve and emphasize the style and cultural heritage of the city. Danilova

(2021) researched the artistic component of the architecture of administrative buildings, showing the importance of perforation technology, its development, and examples of application in modern facilities all over the world. This type of decoration can be done in different styles, which allows you to adapt the room to the city's style. Gook & Khavkhun, H. (2021) paid a lot of attention to the glass component of construction. Today, glass is not just a functional building material but also decorating, as can be seen in the example of the Kharkiv ASC.

Thus, we can state that the modern practice of building local government buildings is adaptive to the needs and tasks of different countries, localities, and populations. If developed countries can apply expensive technologies like "smart house", "transformed architecture", eco-buildings at the stage of construction, then less developed countries organize customer service in terms of speed, economy, and heat saving. Reconstruction of ready-made facilities does not always contribute to the service's functionality. Also, the availability of ready-made administrative buildings does not always meet the logistical principle. But the preservation of the environmental direction is a prerequisite for the formation of centers because it will save local budgets in the future.

6 Conclusion

The modern formation of local government architecture in Ukraine is based on three principles – functional, environmental, and logistical. The functional principle is the basis for the organization of service of many people, solving the issue of queues, inconveniences in waiting rooms, and uncomfortable working conditions of civil servants. The design of the building is of a gallery type, with the work area divided into two sectors: the front office, which deals directly with customer service, and the back office, which performs other administrative work.

The environmental principle is based on the use of heat-saving technology. Most of the premises used for administrative purposes in Ukraine are insulated and equipped with energy-saving double-glazed windows. The logistic principle makes it possible to choose such administrative buildings accessible to the local people and guests. Thus, concept implementation is possible in the city center, the central part of the city, on the periphery.

The world practice of architecture of buildings for local authorities is quite different. Developed countries can allocate budgets to construct unique, globally recognizable premises; a unique style of architecture characterizes such premises. Countries in hot conditions resort to eco-building and the application of heat-transferring technologies. Unfortunately, in Ukraine, the practice of local government architecture is adaptive to the needs of insufficient financial resources, so CNAPs are formed in old buildings of administrative value, built-in 70-80s.

At the same time, the application of modern construction technologies makes it possible to obtain original solutions using glass and new construction technologies. The main directions of the future development of local government architecture lie in logistics, since, as practice shows, it is not reasonable to use premises in the central part of the city to serve a large flow of customers. It is also essential to comply with modern technological standards to ensure the environmental performance of the building, safety, as well as economic reconstruction of the premises.

The practical value of the study is to identify promising solutions for the development of the city's architecture.

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Primary Paper Section: A**Secondary Paper Section: AL**

THE CASE STUDY OF HISTORICAL CONTEXTS IN THE PROCESS OF DEVELOPING MODERN DIPLOMATIC RELATIONS ON THE EXAMPLE OF UKRAINE AND POLAND

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Abstract: Public discussions of historical events continue to influence relations between countries, political decisions and initiatives. **The purpose** of the academic paper lies in identifying the influence of historical discourse on foreign policy practice on the example of diplomatic relations between Poland and Ukraine. **Methodology.** The method of content analysis based on discourse theory has been used in the present academic paper, which makes it possible to determine the impact of the historical context on diplomatic relations and foreign policy of Ukraine and Poland. The critical approach to the description of diplomatic relations between countries has been applied in the research using the information from the official websites of European Commission (2021) and the Institute of National Remembrance. **Results.** The academic paper has highlighted the impact of populist politics and its ramifications in historical discourse on foreign policy. The use of historical memory in a clear-cut and concrete foreign policy program of populism determines the diplomatic relations of countries, fostering the tendency to over-determine the priorities of internal policy. The historical context of Poland and Ukraine proves that historical narratives animated by the articulatory practice of populism influence external policy practice, pointing to the relationship between populism and foreign policy. A clear coincidence has been revealed between the political logic of articulating populism and the historical discourse of the PiS government. Along with this, the links between populism and victimization have been revealed in the research; they are similar to the change of collective memories in the direction of victimization in order to create cultural structures contributing to the spread and approval of populism.

Keywords: historical discourse, historical narrative, practice of populism, foreign (external) policy practice, diplomatic relations.

1 Introduction

Historical conflicts between Poland and Ukraine, in particular, the Polish-Ukrainian war of 1918-1919, the events of 1943-1945, have significantly affected the diplomatic relations of the countries (Nowicka, Sagan & Studzińska, 2019). Public discussions of historical events continue to influence relations between countries, as well as political decisions and initiatives.

After taking an office, the President Andrzej Duda has explicitly stated that the Populist Party "Law and Justice" (Prawo i Sprawiedliwość, PiS) came to power with the intention of both "making the necessary adjustments" in Poland's foreign policy (Duda, 2015a) and with the aim of "fighting for historical truth in relations with neighbours" because of "active historical policy" (Duda, 2015b). These initiatives have influenced each other and have been implemented in parallel. Due to the fact that the party won an overwhelming majority in the 2015 parliamentary elections and took the helm of the executive branch, the historical policy of the PiS government did have direct and indirect implications for the country's foreign policy and diplomatic relations. This is most noticeable in relation to the international implications of the amendment to the IPN Act (also known abroad as the "Holocaust Act"), as well as Poland's policy towards its two immediate neighbours, namely Germany and Ukraine. The leadership of PiS frequently resorted to anti-German rhetoric in political and historical debates, while the Polish - Ukrainian bilateral relations had been deteriorating due to historical memory. This contrasts not only with the policies and discourse of the previous government (Civic Platform, Platforma Obywatelska, PO), but also deepens with what has constituted Poland's foreign policy tradition since 1989. The geopolitical and ontological project "Return to Europe", which

has long been considered the one passing through Germany, and the strategic project of Ukraine's integration into Euro-Atlantic structures since 1989 have been the decisive vectors of Poland's foreign policy tradition.

The purpose of the academic paper lies in identifying the influence of historical discourse on foreign policy practice on the example of diplomatic relations between Poland and Ukraine.

2 Literature review

Historical contexts are often used in politics as a tool to attract voters in order to support the party through an appeal to the national past and collective memory (Caramani & Manucci, 2019). Populism as an articulatory practice can influence or be reflected in historical discourse, which in turn will affect the results of foreign policy. The influence of the "political consequences" of using collective memory on the constellation of power and politics is rarely brought into question in the scientific literature (Müller, 2002). The contextual, random, and politically significant nature of historical memory in external policy has been documented in the literature on the study of historical memory (Lebow, 2006); however, little information is available about the mechanisms by which it influences. In some scientific works based on cognitive psychology, the following causal relationships have been theorized to some extent (Houghton, 1996). For instance, in the foreign policy of Central European countries, the institutionalization of the "Return to Europe" narrative has long meant that any policy options that make the country look "eastern" rather than "western" were considered illegitimate (Cadier & Szulecki, 2020). However, conceptions of identity and the state itself are not consolidated, but are subject to continuous discussion, reproduction and challenge. By promoting their political superiority or justifying their policy choices, politicians create and temporarily change national identity through the articulation of cultural, historical memory shaping the imaginary security of the state. As a result, a concrete representation of international politics and the place of the state in the international arena are formed (Wedes, 1999). By promoting specific articulations of cultural and historical materials representing the idea of state security, populist-inspired historical discourse can promote specific images of "I" and "Others", that is, countries and other states. This affects the representation of relations between states and interactions between them. Historical discourse contributes to a particular political strategy and foreign policy. Thus, when analysing external policy, historical discourse should be considered as "a formulation of meaning and a lens of interpretation, and not objective historical truths" (Hansen, 2013).

The discussions are taking place in the scientific literature about the impact of historical events on modern diplomatic relations between Ukraine and Poland. Nowicka, Sagan & Studzińska (2019) discuss sister-city arrangement and cultural cooperation between Ukrainian Lviv and six Polish cities as a tool of small diplomacy. Gajauskaite (2013) conducts an analysis of the evolution and intensity of the Polish - Ukrainian strategic partnership in order to expand theoretical ideas, identify common benefits. The author claims that there are no effects of partnership between countries because of radical political, economic and social transformations after the collapse of the USSR. Ukrainian - Polish diplomatic relations are considered in the context of the European Neighbourhood Policy and the historical significance of Ukraine as the heart of Rus (Howorth, 2017), as a potential partner of the EU's liberal democratic policy. Marczuk (2019) examines the agreements on friendly cooperation and good neighbourliness signed by Poland and Ukraine in the 1990s, their impact on Polish public diplomacy in Ukraine in 2007-2014.

Burlyuk (2017) examines Polish policy on the principle of preferences and interests, institutions and procedures, strategies

and actions. The results show a steady continuity, despite significant changes in the relevant context conditions. The endpoint – Poland’s goal of supporting Ukraine’s European future – has remained unchanged for decades, with only minor changes. However, the understanding of the most effective means, that is, strategies and institutional structures towards achieving this goal, has modified, indicating a change in worldview. A number of nuances regarding the impact of Poland’s EU membership on Poland’s eastern neighbourhood with the EU and, in particular, Ukraine’s policy, as well as the role of events related to Ukraine, contribute to various directions in the literature on the relationship between EU policy towards the post-Soviet space and the countries of Central and Eastern Europe.

Cadier & Szulecki (2020) analyse populist political orientation of the ruling party of Poland (“Law and Justice” – PiS, a conservative, nationalist and populist party), which due to historical discourse has influenced foreign policy and diplomatic relations with Ukraine. The right-wing opposition PiS has won full parliamentary majority in Poland’s 2015 elections (Szczepiński, 2017). The popularity of this party is explained in particular by the historical context on which the ideology and strategy are being built (Stanley & Cześnik, 2019). Populism of PiS has sought to achieve a total redefinition of the categories of a hero, a victim and a perpetrator, as well as the role of Poland in order to influence relations with Ukraine. On the one hand, the authors reveal the content and fundamentals of the historical discourse and policy of the PiS government for determining the role of the historical context in the populist orientation of the party. On the other hand, the influence of historical discourse, as a reflection of the ideological, strategic or random practice of governments on foreign policy is examined in the academic paper. Thus, history and foreign policy are interrelated: internal historical policies may have an immediate impact on diplomatic relations; populist historical discursive practices can be reflected and affected by external policy (Szczepiński 2017; Stanley and Czesnik 2019; Rooduijn et al., 2019).

During the period of PiS ruling, Polish - Ukrainian bilateral relations had been deteriorating due to historical memory as opposed to Poland’s previous policies and Poland’s foreign policy tradition since 1989. The geopolitical and ontological project “Return to Europe”, which has long been considered as the one passing through Germany, and the strategic project of Ukraine’s integration into Euro-Atlantic structures since 1989 have been the decisive vectors of Poland’s foreign policy tradition (Kuzniar, 2016; Wiśniewski, 2017). Criticizing the political and cultural hegemony of Germany in Europe, emphasizing in this context the “easternness” of Poland, threatening Ukraine to block or postpone its (hypothetical) future accession to the EU, the PiS government was ready to abandon both vectors.

3 Materials and methods.

In the present academic paper, the method of content analysis based on the theory of discourse has been used, which makes it possible to determine the influence of the historical context on diplomatic relations and foreign policy of Ukraine and Poland. Along with this, the critical approach to describing diplomatic relations between countries has been applied in the research using the information from the official websites of European Commission (2021) and the Institute of National Remembrance. Based on the analysis, the determination of the interrelationship between populism and historical memory has been conducted in the academic paper, as a consequence, interconnection between historical memory and foreign policies. This has contributed to the sequence of the research and consistency in the general analytical structure. The theory of discourse is used to explain external policy, emphasizing the “constitutive significance of representations of identity in order to formulate and discuss foreign policy” (Hansen, 2013). The theory of discourse makes it possible to explain the choice of foreign policy course taking into account the ideas about the state, national identity, consequences and results (Waever, 2002).

4 Results

Poland and Ukraine have a centuries-old common history. Almost the entire first half of XX century is the most controversial period in the country’s relations. Two nationalities were not ready to reach compromise and consent concerning historical events in which the conflict was the territory of Eastern Galicia, Volyn and Podlaska.

Ukraine was the main priority of Polish diplomacy from the moment of gaining independence in 1991. An independent Ukraine, focused on Western, is considered by Polish foreign policy elites as a necessary geopolitical buffer against Russian power in Eastern Europe and as vital for Poland’s own safety (Zwolski, Zwolski & Roughley, 2018). Such a vision of Ukraine, in particular, has led to the fact that Warsaw has become one of the most stable supporters of Ukraine’s accession to NATO and the EU. Moreover, the emergence of a democratic and friendly Ukraine is central to particular ideas and self-understanding that have shaped Poland’s foreign policy in recent decades, such as a draft of Great Strategy ULB (Acronym of Ukraine, Lithuania and Belarus), created by intellectuals – emigrants Yuliush Myroshevsky and Jerzy Gedroich (Szulecki, 2016), as well as the idea of “Prometheis” (Kowal 2019). In general, in their foreign policy decisions or in multilateral forums, such as the EU or NATO, the PiS government has redefined the traditional Polish geopolitical vision of Ukraine. However, the internal policy of the PiS party, according to the historical memory and the past of Ukrainian - Polish relations, has influenced the diplomatic relations of both countries, which were marked by tensions in relation to historical memory and led to the fact that the idea of “Prometheis” was increasingly rejected. This idea was rejected due to tensions in the rational perception of ULB, the purpose of which was to perpetuate historical animosities between countries as an unnecessary past. At the same time, the historical discourse of the PiS party considered Ukrainians within the framework of the categories of “German Nazis”, in which the figure of Poland was viewed as a victim. The most important symbol of Polish sacrifice within the framework of the historical context of PiS is the mass murder of 1943-1944 in Volyn at the hands of Ukrainian nationalists, as a result of which about 60–100 000 Polish civilians were killed. Although the scale and cruelty of these events are historically indisputable, the combination of nationalist perception and populist articulation of a historical outsider suffering from foreign “others”, levels out a wider context of Polish-Ukrainian relations, in which murders took place.

At the same time, the Polish Party did not consider the legitimacy of Polish oppression against Ukraine. As a result of the contradiction of nationalist historical discourse and populist denial of any historical events between Ukraine and Poland, in addition to its own sacrifice, PiS enhances the confrontation that affects bilateral relations.

The exacerbation of the conflict of historical memory between the two governments, which has been analysed in the present academic paper from the Polish side, contrasts sharply with the rather positive social relations between these two countries. This is evidenced by the fact that the mass influxes of Ukrainian labour migrants are integrated into Poland. Due to the military conflict of Ukraine and Russia in 2014-2016, the number of Ukrainian migrant workers in the EU increased by 42%. Almost 1 million of Ukrainians worked in the agricultural sector of Poland in 2019 (Chukhnova, 2020). According to the latest data from the Office for Foreigners as of 2021, more than 250 000 Ukrainian citizens have residence permits in Poland, of which 80% have a temporary residence permit for three years) (European Commission, 2021).

The use of historical context by Poland’s Populist Party creates an environment in which nationalist perceptions dominate on both sides of the border. As a result, the dynamics of radicalization is intensified, negatively affecting the political dialogue. In July 2016, the Polish parliament voted for the act of commemoration of the memory of “all citizens of the Republic

of Poland brutally killed by Ukrainian nationalists"; the government called the massacres in Volyn "genocide" and established a national day of remembrance (Sejm, 2016). The monument to the UPA in South-East Poland was dismantled. Due to this fact, Polish exhumations and commemorations in Volyn were prohibited in Kyiv, as well as the work of the Institute of National Remembrance of Poland on the territory of Ukraine until the monument is reconstructed. The Minister of Culture of Poland and Deputy Prime Minister of Poland Piotr Gliński during a visit to Kyiv in October 2016 was unable to resolve these political issues. The Deputy Director of the Institute of National Remembrance has stressed that there will be "no consent" towards attempts to build "triumphal arches" for the UPA in Poland.

The Polish government has emphasized the martyrdom and the figure of the victim as the only legitimate one, reflecting the Polish experience of military relations with Ukraine. At the same time, "Volyn tragedy" actually does not exist in the social-political discourse of Ukraine. A public opinion poll on this issue, conducted in Ukraine in 2003 by the Razumkov Center, shows that only 8% of Ukrainians stated that they were well informed about those events, about 28% - "heard something about them". Almost 50% of respondents admitted that they did not hear anything about this tragedy (Ukrainian Institute of National Memory, 2022).

This research also contained a clarifying question for those who felt they had been well informed about the events. 37,6% of those nearly very "well-informed" percent said both sides were to blame; 25% considered that none of the parties was guilty, but the war was "guilty"; 15,1% believed that Polish people were guilty; 4,8% argued that Ukrainians were guilty. That is, if we turn it to 100 percent, then only 0,4% of Ukrainians speak of Ukrainian misconduct in this conflict. Actually, such figures of sociology explain not only asymmetry of memory of the Polish - Ukrainian conflict, but also a different attitude of politicians to this issue in Poland and Ukraine.

In Poland, memory of this conflict is actualized in public discourse. In Ukraine, the total lack of memory about the events outlined explains why the principles of electoral democracy entail absolute indifference to this topic of the majority of Ukrainian politicians - it is outside the public discourse.

Consequently, it is not surprising that when the deputy director of the Ukrainian Institute of National Memory drew parallels between the UPA and the Armia Krajowa, abbreviated AK, putting the "guilty" times of war to one level with "heroes", Vashkovsky announced his persona non grata. Poland imposed several bans on entry, calling into question the planned visit of the President Duda to Kyiv. Essentialized historical self-identification (as victims) and essentialization of neighbouring "others" as (heirs) of criminals has led to a vicious circle in which every action of the other side is interpreted through a historical-nationalist prism, thus, confirming expectations and intensifying mistrust.

The use of the historical context does not ensure the rational achievement of the strategic goals of the organic interaction of two countries, characterizing the usual discursive practice. The Ukrainian Ministry of Foreign Affairs (MFA), repeating a historic letter sent by Polish Catholic bishops to their German counterparts in 1965 (Wigura 2013), asked to resolve historical grievances in a Christian way, "forgiving and asking for forgiveness" (Ukrainian Institute of National Memory, 2022), that instantly met resistance. Despite such statements, there are more and more discussions concerning relations between the countries.

As a party seeking to attract some extreme right-wing constituencies, PiS has long united a milieu that cherishes memories of eastern border Poland (Kressy), ranging from nostalgic "friends of Galicia" to more revisionist radicals. This interrelation exacerbates the issue of the eastern border of Poland and its inclusion in the list of foreign policy priorities. The Minister for Foreign Affairs Vaschkovsky used his visit to Lviv,

the Polish city prior to the war, in order to accuse Ukraine in antipolonism and the absence of goodwill in bilateral relations on the example of handling with the military cemetery "Defenders of Lviv". Among them, the Right-wing groups, in particular, the historical image of "wild" Ukrainian nationalists, the disbursed UPA and the ideological leader of the Organization of Ukrainian Nationalists (OUN) Stepan Bandera, are powerful and easily negate good-neighbourly political cooperation. The rise of nationalism in Ukraine after 2014 was a grain that fell on the fertile soil of the imaginary security of Poland and fed the comparisons of Ukrainians with "Bandera" people. Despite the explicit nationalist and conservative convictions, these groups and, as a result, most of the PiS mainstream, adhere to discursive practices common to communist propaganda, which exploited the figure of the Ukrainian nationalist rebel in its goals. Amendments to the IPN Law in 2018, apart from the "Holocaust clause" in Article 51, also included an amendment to Article 2, which added crimes against Polish citizens committed by "Ukrainian nationalists". Although in 2019 the law was recognized as unconstitutional and invalidated by the Constitutional Tribunal of Poland, which was blocked by the President, the normative act has led to constant controversies in the Ukrainian media and among Ukrainian historians and politicians. However, despite its radical rhetoric, the PiS government has not fundamentally changed Poland's foreign policy towards Ukraine. Warsaw continued to advocate for Ukraine's accession to the EU and NATO (especially in multilateral forums). Poland provides Ukraine with economic support and actively participates in initiatives that condemn the annexation of Crimea in 2014 and Russia's actions in eastern Ukraine. Symbolically, the PiS government has also continued and concretized the project on creating a joint Polish - Lithuanian-Ukrainian cooperation. However, diplomacy from time to time is determined by internal political considerations on historical memory. In a direct and unpredictable style, inherent in populist leadership, PiS representatives without hesitation have made statements that are contrary to implemented foreign policy. For instance, during a meeting with the right-wing discussion club, Deputy Foreign Ministry Jan Paris has stated that "it is not so that the existence of Ukraine is a condition for a free Poland... Ukraine needs Poland; Poland may well do without Ukraine". Similarly, referring to the example of Greece policy on Northern Macedonia, the Foreign Minister has threatened to veto the hypothetical future accession of Ukraine to the EU if Kyiv does not change the course in its own historical memory policy. Therefore, in general, although the economic and security relations of Poland with Ukraine remain relatively limited, as the analytical centre expert has noted, disputes around historical issues have undermined a wider political dialogue since 2016, "having disorganized Polish - Ukrainian relations".

5 Discussion

The historical discourse of the PiS Government forms certain resonant rhetorical customs, interpretations and narratives legitimizing particular foreign policy options more operational and "legitimate", while actually excluding alternatives (Krebs & Jackson, 2007). Thus, the historical context of Poland and Ukraine proves that historical narratives, animated by articulatory practice of populism, influence foreign policy practices, indicating the relationship between populism and external policies (Chryssogelos, 2017; Verbeek & Zaslove, 2017; Plagemann & Destradi, 2019; Wojczewski, 2019; Cadier 2019). Due to the analysis of Poland under ruling of the PiS government, the academic paper reflects the interrelationship between populism, historical discourse and foreign policy. An evident coincidence between the political logic of the articulation of populism and the historical discourse of the PiS government has been revealed. On the one hand, the structure of the latter reflects the structure of the former in its Manichean, dichotomous and moralizing components. An example of this is the redefinition and totalization of the categories of victims, heroes and criminals in the historical discourse of PiS. The image of the victim has especially become central in the internal populist policy of PiS. In the Polish context, this has become possible thanks to a wide resonance and uncertainty of national

martyrdom. The academic paper has also revealed the links between populism and victimization: similar to changing collective memories towards victimization in order to create cultural structures contributing to the spread and approval of populism (Caramani and Manucci 2019). Therefore, it can be assumed that populist governments have a greater tendency to emphasize victimization in their historical politics.

On the other hand, the PiS government has often mobilized historical representations, symbols and narratives in its populist articulation practice of creating an internal border, alienation of other elites and interpellation of a popular subject as an outsider. Punishment of liberal elites undermining the national force by promoting "pedagogy of shame" regarding the past, assimilating these elites to historical enemies or criminals, such as Nazi Germany and communist regime, calling for mythology about the heroic martyrdom of Polish people and political slogans of Poland "rises from the knees" on the European arena are bright examples in this sense. This indicates to the fact that populism becomes a specific approach to memory policy in the Polish - Ukrainian national contexts. Similar to foreign policy (Wojczewski, 2019), historical policy may be the basis of populist articulation practices and (reproduction) of the collective identity of the people.

The change in historical and foreign policy discourses during rulling of the PiS government has been especially noticeable when it comes to Polish - Ukrainian diplomatic relations. However, the consequences of populist articulation of historical representations of PiS, which had permeated foreign policy discourses, were characterized by a limited influence on foreign policy relations of countries. The policy of reproducing the historical memory of the PiS government and relevant internal political considerations, along with Kyiv's own confrontational position in the policy of memory, indirectly influenced bilateral relations, complicating diplomatic and political dialogue. However, this did not lead to a redefinition of Poland's national interests or Poland's foreign policy identity, or to a review of Poland's policy towards Ukraine and its support. Poland continued to support the independent Ukraine, focused on the West.

In addition to relations with Ukraine and Poland's policy regarding Ukraine, another important and concrete policy result was the international disputes around the amendment to the IPN law as of 2018. The law tried to institutionalize the Polish victim, erase the memory of complicity in the murder of Jews, and pave the way for a heroic great tale within the country and abroad. Poorly drafted legislation and widespread rhetoric around the Law has led to international conflict, which damaged Poland's image abroad and made it vulnerable to attacks from other actors seeking to promote their own revisionist historical policies, such as Vladimir Putin. The former Director of the Warsaw Museum of Polish Jews, Polin, who has been forced to resign after annual counteraction with the Minister of Culture PiS, who tried to control another critical and unmanaged historical institution, suggested that the damage caused by the international reputation of Poland in connection with Holocaust and memory of the Second World War, "makes it unprepared to the types of attacks", launched by Moscow (Stachowiak, 2020).

6 Conclusion

The impact of populist politics and its ramifications in historical discourse on foreign policy has been highlighted in the research. The use of historical memory in a clear-cut and specific foreign policy program of populism determines the diplomatic relations of countries; it fosters the tendency to over-determine the priorities of domestic policy. This tendency was especially noticeable in the politics of the populist PiS party, which applied a critical approach to the recent history of Poland, in which the IPN Act was the most important example of an attempt to legitimize Poland's "sacrifice". In its historical discourse and policy towards Ukraine, the PiS government has also clearly tried to defeat its own political opponents. This example confirms previous investigations on how different governments

use historical strategic narratives in foreign policy. Populist parties are more likely to use such strategies and narratives against their internal political opponents. The influence of the PiS government's historical policy on Polish foreign policy is to a great extent reflected in direct and sharp, even probably often uncontrolled and sometimes unplanned statements. The populists' disregard of the norms of "relevant" political behaviour as a means of representing the "people" is likely to find a special resonance in the implementation of memory policy towards other countries and diplomatic relations, in general.

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Primary Paper Section: A

Secondary Paper Section: AB

DIGITIZATION OF J. AUSTEN'S NOVEL "PRIDE AND PREJUDICE"

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Abstract: The use of various tools and technologies in the scholar study and in the literary and the appropriate use of those various techniques to complete the entire research study. It also described about the main theme of the famous work of Jane Austen "Pride and Prejudice" to convey the social norms for the middle-class families especially for the women. However, this is the romantic novel love is the main theme of this novel. The purpose of this research study how to digitalization helps in the researching various literary work along with providing various relevant information as well. It can be also mentioned that the main purpose is to describe about the theme of this literary work which delivers various information related to the social norms, integrity, the structure of various class and many others.

Keywords: Pride and Prejudice, Status of Women, Country House Novels, Characters, Socio-economic, Socio-cultural, Gender status, Discrimination.

1 Introduction

The research article is the masterpiece of Jane Austen named "Pride and prejudice". This novel is under the genre of 'Classic Regency Novel or Romance novel'. This piece of literary work is a non-fictional novel often characterized as the "Country House Novels". Austen's literature work is related to the fairy tale elements. This masterpiece reflects various social issues as well as themes of that particular time which includes war, the domestic lifestyle of the landed gentry of that particular time. This research study describes clearly the main theme of this literary work as well as the symmetrical review. Here also adding the analysis and discussion and literature review part to describe the entire theme of this literary work.

2 Literature Review

According to Burns, (2021), Jane Austen's Pride and Prejudice supports faith, ethics and denomination as well as opposed to enslavement when the slave trade has been already established. This literary work has become the abolitionist hallmark as it describes the pre and post-civil war situation and the condition of the slaves, condemning the slavery system and its attributes. On the other hand, Koyuncuoğlu, (2021), the use of various perspectives in this literary work analyzed various studies such as 'narrative perspective' as it creates dramatic tension for indicating the main theme of this novel. Here the focus is on the major character is Elizabeth Bennet through the manipulation of the characteristic perspective of Elizabeth maintained the unity of the novel (World Academy of Art & Science, n.d.). From the very beginning of the novel Elizabeth emerges as the focal character of the novel although focalization is not completely restricted to her. The use of focalization in this novel significantly contributes to developing the whole story. This story basically describes the social trend of that particular time about the reputation of women. Moreover, the story of this novel is related to how to overcome various obstacles for true love. It has been also described the class distinction of the society, the ultimate strength of the daily network, the status of the women in the society, behavior as well as integrity.

According to Bipasha, (2019), with the emergence of digitization, humanities scholars are always in need of more and more text and thus analyses the computational text as well. Digital texts are available from various sources. The first one is generally going through the preprocessing text and then transferring those texts into the standard format as well. This type of research study is concerned with three types of goals.

They are, building an automatic texts encoder, identifying the speakers as well as the characters from the literary work. Finally determining the appropriate context size while building a social network based work on the character interaction. On the other hand, Beard, et al. (2018), the component which is used daily in the digital age. This novel is still subject to copyright protection. Moreover, 'Pride and Prejudice' along with other literary works of Jane Austen makes use of digitalization such as copying, distribution of copyrighted content, modifying, leading to digital privacy and many others. Digitizing a literary work means makes it is under the copyright act to give protection for this along with other literary components. However, the main question is, Is Elizabeth Bennet has either prejudice or vanity. Elizabeth Bennet's behavior and her commitment to never sacrificing her value make it clear that the initial fault of all the characters is that pride and vanity are that the other is indulged in an obsessive degree. In this novel, the characteristic feature of the main protagonist, Elizabeth is obsessively vain and curiously distorted.

Table 1. Appropriateness of the title "Pride and Prejudice"

Measurement	Components
Cognitive	Use of English language fiction Begins with aphorism Community and cognition Communication skill Learning through the experiences Self-directed integration of knowledge Relationship management Information management
Integrative	Elizabeth's commitment to never sacrificing the value of women. Women's reputation is the utmost important part of the society Women's sense of integrity
Relationship	Communication and conversation Conflict management among the sisters and also with the gentlemen Relationship management and creating effort among the characters
Contextual	Time efficiency Working conditions among the characters
Ethical	Tolerance Respect towards the women of the society and other characters Emotional intelligence Responsibilities if the characters
Pride	A human trait The hero named Darcy embodied it
Prejudice	The heroin Elizabeth embodied it The human trait
Conveys the central message of the novel	Importance of women in society. Importance of love and maintaining relationships. Importance of all the classes-middle-upper and lower or slave class in the society.
Pride and Prejudice Prevail	In the characters In the activities of the characters
Social rank	Royalty Aristocracy or Nobility Upper-class Gentry Middle-class Gentry Working or lower class Army and navy-Non-commissioned officers, seaman, soldiers, commissioned officers, Marines and pensioners.

Source: Peterson (2018)

According to Burns, (2020), the chapter 1, this author has started this masterpiece with the conversation between Mr. Bennet and Mrs. Bennet about their new neighbor Mr. Bingley. Mr. Bingley is a single man of large fortune from the north of England and started to live on the side of Zombourn. In this chapter, the question which has been arisen from Mrs. Bennet about Bingley,

“is he married or single?” clears that Mrs. Bennet is looking for a wealthy gentleman for the five daughters of her. Bingley is perfect for one of those five daughters. On the other hand, the second and third chapters are introduced to a Merton ball party to which the Bennet family were invited. At this ball party, Bingley from the very first time started to like Jane, one of the daughters of Mr. and Mrs. Bennet. On the other hand, Szymańska, (2019), Mr. Darcy, who is a friend of Bingley from London, was addressed as “The proudest most disagreeable man in the world” by the daughters because of his unwillingness to dance with any girl of his own party. Mr. Fitzwilliam Darcy is another neighbor of the Bennet family and a potential suitor and wealthy gentleman (Deresiewicz, 1997). At this point, Mr. Bingley encouraged Darcy to dance with Elizabeth, one of the daughters of Mr. and Mrs. Bennet. At the same time, Darcy refused to dance because as per his opinion Elizabeth is beautiful but not that handsome to tempt Darcy as well. This conversation was heard by Elizabeth thus she also started to ignore Darcy from the beginning of the novel. Moreover, when Bingley (Miss Bingley and Mrs. Hurst) sisters when invites.

3 Materials and Methods

The methodology followed for this academic paper has been done following the qualitative methods. Thematic analysis has been done in a deductive approach and is a big part of the assessment method. The themes accessed in the statement is going to be analyzed using the positivism research Approach, Exploratory research design, Qualitative method of data collection of the secondary data and the non-profitability sampling method. This has been done because the thematic analysis of the observations is going to be done and positivism is the most appropriate design for the study. This allows the researcher to objectively analyze the secondary data collected and make for effective analysis of it. Similarly, the research design that has been used has been chosen to be the exploratory design as the exploration of the facts has been done to test if the digitalization of the novel written by “J. Austin” has been easier to read study and analyze for the different category of students.

The research is going to be done by analyzing the secondary research on the effectiveness of education done through the digital processes. The various nuances are going to be taken into consideration and accessed in terms of the way they are benefiting the students and the teachers and the form they are the most effective in. The main focus of the study is going to be on the digitalization of the novel of “pride and prejudice” and if the teachers and students prefer it to be in digital format or physical textbook format. This study is going to stress the preference of the individuals, as well as the secondary data analysis has been performed on the basis of a few set parameters:

- The understandability levels of the novel material for the students.
- The convenience and accessibility of the digitalized material.
- The psychological factors of the characters and relations between them.

The evaluation criteria have been set to access the convenience factor of the students and the teachers that allow them to perform their functions better or otherwise. This is to say that the evaluation is based on the study of if the teachers can teach better if the material is in digital format and if the students learn better if the material is in a digital format. Since the evaluation criteria are based on secondary research the assessment of many research papers done by the previous researchers has been accessed and the rating of the convenience and inconvenience factors are going to be given in the form of a rating based on the number of research papers that have been found advocating for and against the notion of digitalization of study materials.

However, there are two more factors that have been considered for this study that can be considered a part of the method is the

factor of language and teaching environment. In Ukraine, digitalization of the classrooms is an ongoing process and it is going to take some time to implement these changes (Lampiselkä, 2021). This contributes to the factors involving the digitalization process. Apart from that, the language factor has also been considered. The official language of Ukraine is Ukrainian and around 26% of the Ukrainian population are Russian speakers and study in Russian. The “Pride and Prejudice” novel being an English novel that is going to be translated into the local language has been considered as a factor influencing the convenience of the students and the teachers in terms of performing their duties. The results obtained from the evaluation and the assessment of these factors have been listed in detail and explained in the results section of the study.

4 Results

The evaluation process has yielded the results regarding the three themes:

4.1 Theme 1: Importance of desirable characters traits can be seen in the novel

The analysis of the collected data shows that the previous researchers have found that the characters of the Bennett sisters are more liked by the readers for their honorable disposition and a sense of self-respect that has been largely described by sociologists as a desirable quality for all individuals regardless of their gender and wealth. This is often compared by researchers to other novels of the same era as well (Armiatiet al. 2019). Whereas, Mr. Bingley is one of the characters that is rich but also very gentle and humble. This makes the character desirable and establishes him as the character of the prime focus of the story. Mr. Darcy on the other hand is the personification of the other kind of man that is wealthy but reserved. This makes everyone assume that he is very arrogant. The characters of the Bennett parents are very loud and portrayed to have fewer manners to indicate their less gentle demeanor of the lower class of the English society at that age.

Table 2. Showing the liking of the people based on the character traits

Criteria	Traits	Characters	Status
Desirability	Humbleness	Mr. Bingley	Main character
	Gentleness	Jane Mr. Bingley	Main character
Undesirability	self-respect	Jane, Elizabeth and Mr. Darcy	Main Character
	deceitfulness	George Wickham	Supporting Character
	Pride	Caroline Bingley	Supporting Character
	Gambling addiction	George Wickham	Supporting Character

The analysis of the character traits of the characters as well as the desirability of the individuals in that era in England, it is clear that Author Jane Austin has kept all the main characters with the desirable character traits while keeping the undesirable character traits for the characters that form the supporting roles. For the most part, it can be observed hence that the characters of the main roles have been hence highlighted among the other characters giving them more story coverage. The digitization of the story portrays this fact as the main characters get the most screen time. The understanding of the characters is enhanced by the digitization of the novel making the dynamics of the characters more possible and portraying the fact that to be desirable in the British society at that time one had to have these character traits. Apart from this, there is research conducted that says that the digitalization of books is necessary for the conservation of old literary works (Encheva et al. 2019).

The Ukrainian perspective: This formation of the characters can be noted as idealized and from a perspective of socio-economic background. The Ukrainian society also focuses on the same

principles of desirability or otherwise based on the personal character traits of the characters. This is the reason the digitalized copies of the novel has the potential to become popular among the Ukrainian people.

4.2 Theme 2: Effective Relationships dynamics can be seen between characters in the novel

The relationships between the characters are complex and ever-changing throughout the novel. Especially the characters of Elizabeth Bennett and Mr. Darcy. They start off disliking each other and eventually grow closer and fall in love with each other enough to get married (Menchaca, 2020). Whereas, the mother lead characters of Jane and Mr. Bingley started off with liking each other, then move on to grow distant (Glover & Tekreeti, 2018). Then get married in the end. The relationship between the character of Ms. Caroline Bingley and Elizabeth also start on a sour note but eventually gets warmer. The dynamics and the relationship between the characters are sophisticated and well portrayed (Alquraidhy, 2021). Real-life relations change based on many factors and it has been portrayed the same in the novel. The digitalization of the novel highlights the relation between the people even further and make for a great display of realism in the novel. The relationship between the characters shifts due to the various prejudices that exist among the characters as their mental block stops them from not seeing beyond their status to look for love. The characters also are shown to overstep their trait of self-respect into pride that also forms a factor for the changing status of relationships between the characters.

Table 3. Showing the preference of visual digitalization of studies

Criteria	Characters	Transition	End result
Relations	Jane and Mr. Bingley	Liking to separation then to love	Marriage
Factors affecting relationships	Misunderstanding and lack of communication		
Relations	Elizabeth and Mr. Darcy	Dislike to love	Marriage
Factors affecting relationships	Misunderstanding, pride and lack of communication		

It can be seen that the Characters are always shifting or making a transition from one state of being to another. The characters are being affected by their mental states and their disposition towards each other is also dictated by their personal sense of "pride and prejudice" This can be noted among the other side characters and the main characters as well. For example, the character of Caroline Bingley is hostile towards Elizabeth as they do not know each other and the former sees the latter as low value and responds with unkind words. The character of Mrs Benet and Elizabeth goes through a similar dimension shift in the novel.

The Ukrainian perspective: The people of Ukraine also largely come from humble backgrounds and compared to the people of that time could relate to even more humble lives. They could relate well to the characters and their situation.

4.3 Theme 3: Status of women in the earlier times

The status of women in the Victorian era and the later part of the Victorian era in Britain continued to a large extent to the time this novel was written. The digitization of the novel is going to help preserve this classic novel for future generations of people to read and experience.

The digitization also allows this work of art based on real-life feelings and character dynamics to be studied by sociologists to access many aspects of society. This also includes the character of the women characters that have been portrayed in the novel.

This portrayal did by the author also indicates the status of the women in that time. The theme of the story revolves around the main characters two of them are women. The main characters of Elizabeth and Jane, the two characters had to follow the patterns and rules prescribed by the society that they need to be well dressed and gentle (Chandioet al. 2019). For example, as the rain wet Elizabeth arrived at the estate of Mr. Bingley, Caroline out of pride made fun of her with harsh words. However, this novel also indicates that the ladies also held a strict set of rules to measure men by and men were also bound by the social rules and norms. However, the women were free to accept and reject the proposals of men based on their personal character traits.

The status of women is often a matter of debate among sociologists and the works of authors such as J. Austin are also critiqued to be overly idealized and not worth considering. However, it still makes for a good base for the study of societal norms and other things for students interested in that time and the gender equality of Ukrainian women (Kachynska, 2018). From a Ukrainian perspective, the women of Slavic origin enjoyed similar status in that era and it is easy for them to relate to the characters in the story (Khromeychuk, 2018).

5 Discussion

Digitization has been considered the most significant technology trend of recent time. Nowadays, all the firms are under the pressure of using digital technologies as much as possible. However, going digitally evokes many types of benefits. Though it requires investments as well as associated costs as well. It also provides noticeable progress of digital technologies. The main focus is to illustrate the recent state of this art in order to provide a better understanding of the digitalization terms. Moreover, digitalization literature provides a clear understanding of the foundation in regards to the achieved advancements as per the last few years. There are also included many additional debates on the need for digitalization agenda for the future development of the research procedures (Reis et al., 2019). In the modern age digitalization is a recent topic. The significant use of this digitalization procedure for a literary work to be copyright protection to the research work of many researchers on this particular masterpiece of J. Austen. However, going digital means finding relevant information from internet searching. However, for maintaining academic integrity there are implemented copyright protection issues to project this literary work.

It is easy to find relevant articles from the internet and take various help from that article for search work. The major issue is the how-to protect those articles from misuse of them. However, this literary work deals with the various social norms of that particular time. Jane Austen's 'Pride and Prejudice' is a famous literary work. Moreover, Digital Humanities is the era of scholarly activities at the intersections of digital technologies as well as the discipline of humanities.

It also can be accepted that DH is the new way of doing the scholarship that involves transdisciplinary, computationally engaged research, collaborative, teaching procedures and others. Here includes digital tools and various methods to the humanities study. It makes new kid of techniques and teaching procedures as well. This is accepted by the researcher that the new technologies help us to understand vastly the history of the literature work and its language. Various tools are there to underwood to the change of the genre as well as the stereotypes in the literary works (Reis et al., 2019). The collection of the icon class which are the classification system that describes the art. This allows the researchers to search for more relevant images and information on the research topic.

Basically, the theme of this novel is about the culture of the society of that particular time of pre and post-civil war. According to the rules of that time, social norms women have no right on the property of their parents. The property is always

under the male persons. So the mother of the five Bennet sisters always to looking for rich gentlemen for her daughter so that they can easily live their life peacefully. However, the main focus of this novel is on the importance of the women reputation of that time. Women reputation is of the utmost importance for each and every girl. For example, it can be stated that Elizabeth committed that she did not sacrifice her value at any cost. Moreover, here the author also described class discrimination. The slavery system of those times after the implementation of the slave trade as well.



Figure 1. Example of the textual analysis programme which is being used in the study of a novel

Source: BookladyDeb, 2013.

P&P of Jane Austen is the most popular work then and even now. The event of this book is describing the early 19th century of England. The opening section of this novel introduced the familiar distinction between the economic restriction of middle-class women and the economic privileged of middle-class men. Women are always under restriction in old ages. They don't have the freedom to do whatever they want. However, in this literary work, the main focus is on the various restriction which is only for middle-class women for their reputation purpose. Men with money and privilege are not permitted as powerful in this novel rather absurd and bungling. On the other hand, women sometimes seem to be the victim of economic restrictions. The utmost important fact of this novel is how to overcome all the obstacles for true love. The authentically powerful figure is an unmarried woman from a middle-class family without a fortune (Newton, 1978).

In this discussion part, it can be stated that the digitization of this masterpiece of Jane Austen describes the various digital humanity concepts to figuring out the key aspects of this literary work. Moreover, digitalization means using various online sites to gather more information about the literary work and continues the further study of the research work. Basically, this novel is describing about the social norms of that particular time. It will be easy for the researcher to search on the internet of that particular time to know more about that particular time of the post and pre-civil war situation in England (Routhier, 2014).

The condition of the women and their reputational purposes. The condition of the middle-class women and men and various factors about gender discrimination, the system of slavery and the condition of the slaves of that particular time. However, digital technologies make it easy to know and gather any information with a single click. However, the major part is how to protect that online material with the copyright system and protect against the misuse of these elements of the article as well. The various themes of this masterpiece such as social practice, integrity, the strength of the family network, women and reputation, Class discrimination and Love which is the main theme of this literary work.

6 Conclusion

In conclusion, it can be said that the digitization of the novel plays a great role in preserving the artworks for future generations. The future generation is going to be able to use it not just to enjoy the artistic value of it but the researchers are going to be able to make deductions from it analyzing it through

socio-political approaches and theories such as the feminist theory, Marxist theory and various other things as the story gives an insight into not just the socio-economic value of families but also portrays a dimension of economic prowess and the lack of it and the way the society functions around it. From the perspective of the Ukrainian society, it is especially more significant as the society is largely influenced by the European culture and the people share similar values. Hence the work from an academic perspective is very important.

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Primary Paper Section: A

Secondary Paper Section: AJ

MODERNIZATION OF PROFESSIONAL FOREIGN LANGUAGE TRAINING FOR FUTURE MASTERS OF UKRAINIAN UNIVERSITIES IN CONDITIONS OF INTER-ETHNIC COMMUNICATION

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Abstract: The article is devoted to modernizing professional foreign language training of future masters and describes the educational system used in higher educational institutions of Ukraine. The study aims to improve professional foreign language training methods for future masters of higher education in Ukraine. The study's relevance lies in the area of globalization processes, particularly the development of international relations. The significance of the study confirms the lack of scientific research on teaching methods of a foreign language to masters who are preparing for international communication in practical activities. The study results form the novelty and practical value, which is expressed by the possibility of using the techniques in the educational processes of higher education institutions in Ukraine. The authors believe that the problem-oriented approach, interdisciplinary, dual, variant method of teaching taking into account different English levels among students and using modern tools of digitalization should dominate in the master's programs of foreign language study.

Keywords: foreign language, pedagogy, master's program, international communication

1 Introduction

After the declaration of independence of Ukraine on December 1, 1991, another subject of business relations began to function in the international arena. It is characterized by transformations in all sectors, including higher education. The creation of institutions and mechanisms of state formation provoked the change of educational programs for professional training in higher education institutions in the study of a foreign language. As a result, foreign language has become a tool of inter-ethnic communication, allowing the activation of the development of the economy and society. Along with preserving the positive experience of the previous years of higher education, one of the main tasks was creating a new higher education system capable of working effectively in the new socio-economic conditions. As a result, a legal and regulatory framework for the national education sector based on the Bologna education system has been formed. According to this system, since 2005, an updated unified structure of the education system, which compared with the education system of the USSR did not cover the specialized secondary level, was approved. In this system, the Master's degree is an educational level, which allows the graduates to take managerial positions, develop their own business, and make critical administrative decisions. The main thing is that a graduate of the Master's degree becomes a specialist, ready to compete, while under the Soviet educational standards, a specialist becomes an employee.

The domestic system of undergraduate training is developed under the standards and requirements of international educational standards. All these facts contributed to the change of approaches to the students' foreign language training organization in all profiles higher education institutions. With the development of international relations, a competitive specialist should know a foreign language. However, despite the structural restructuring of the education system, higher education in Ukraine as a whole is characterized by some inertia. Although the labor market requires specialists with knowledge of a foreign language, only profile specialists of the foreign language or those students who study a foreign language outside the educational institution can offer their employers an excellent English level.

The basis for the formation of the content of Master's training should be not only national or international standards of professional activity but also the requirements of the labor market, which needs people who can conduct international negotiations and engage in the organization and involvement in production processes. These standards are based not only on modernizing the institutional structure but also on modernizing the professional foreign training of future masters of higher education in Ukraine in terms of international communication.

But unfortunately, most universities in Ukraine teach foreign languages according to an outdated program, without innovative approaches, which are extremely important today for specialists looking for a job in the modern labor market. The main techniques of the classical established training program are based on the improvement of professional qualities of future specialists, based on the understanding of textual information and grammar. Today, however, different aspects of the interconnection of educational subjects regarding the communicative nature of training acquire particular importance in the educational system. The central place of the educational process got the dialogic direction that absolutizes the importance of dialogue in interhuman relations (Predborska, 2006). Formation of free dialogic speech in production conditions is the direction of training modernization for future specialists, who can recognize the language and have enough skills to make the conversation at a high intellectual level, freely interact with international relations subjects and form sustainable international relations with foreign partners.

Thus, this study aims to improve the methods of professional foreign language training of future masters of higher education in Ukraine.

It is necessary to perform the following tasks to achieve the goal:

- analyze the existing approaches and methods of teaching a foreign language;
- based on the received information to identify the problems of teaching a foreign language in Master programs;
- propose methods of improving foreign language teaching for Master students;
- consider alternative variants of modernization of professional foreign language training of Masters.

2 Literature Review

Studying a foreign language is an integral part of the professional training of higher education specialists. The high level of foreign language teaching in universities requires a teacher to know the latest teaching methods, educational technologies, special techniques for the optimal organization of the educational process under the level of knowledge, needs, interests of students, etc. For the purpose of this study, we examined the methods used by domestic and foreign teachers. These techniques are a set of specific learning situations that contribute to achieving the intermediate (auxiliary) goal of a particular method (Volkova, 2007).

The analysis of research and practice allows us to distinguish the main approaches and methods of teaching foreign languages in higher education institutions.

The classical teaching methodology is based on studying grammar, reading books, understanding the language as a full-fledged means of communication, and involving focused work with all language components (Vold, 2017; Harlan, 2000; The National Standards Collaborative Board, 2015; Ornstein, 2). The linguo-cultural approach allows interpreting language semantics as a result of cultural experience (Agar, 1994; Kramsch et al., 1996; Esarte-Sarries, 1991)/

Communicative methodology, which chooses the outstanding practice of communication in teaching, in particular, oral language perception and speech learning (Jauregi et al., 2011; Wahedi, 2020; Morar, 2021; Dăncănu, 2020; Nikitina & Dulmuha, 2019).

The leading idea of the ethnographic approach (Byram, 2021; Ceo-Francesco, 2015; Viktorova, 2013) is the ability to understand human behavior and interact with representatives of another culture who have different values.

The main methods of teaching in the process of foreign language communicative training involve demonstration of a new foreign language material and ways of operating it:

- management of learning activities;
- organization of students' independent search;
- teacher's explanation;
- organization of training;
- control students' progress (Petro Mohyla Black Sea National University, 2016).

Despite the study of a significant number of materials, the issue of modernization of professional foreign training of masters has not received sufficient attention. However, the topic also receives substantial practical value because higher education institutions of Ukraine can implement the study's results to the educational processes.

3 Materials and Methods

To develop the improved methods of professional foreign language training of future masters, the author has studied Russian and foreign literature, including textbooks, abstracts of international conferences, articles, normative-legal documents, and survey results. The analysis and synthesis of these documents made it possible to clarify the essence of the study in different contexts. As a result, it became clear that the improvement of professional foreign language training can take place using different approaches:

- modernization of institutional regulation;
- the use of different methods of teaching a foreign language;
- the use of different approaches to foreign language teaching.

Generalization of the information on the used methods and techniques allowed us to group these approaches, compare them with each other and determine which are the most suitable for master's training. The historical approach was used to identify trends in the development of professional training. The study began with the formation of independent Ukraine and the reform of the education system. The empirical method monitors education in higher education institutions in Ukraine. The observation of the used methods of master's training allows identifying the critical problems. Finally, inductive and deductive methods are used to compare the current state of education with the demand in the labor market. So, developing recommendations for improving foreign language education in the conditions of international communication is based on the modern labor market.

4 Results

The higher education system for a master's degree provides organizational forms of training, which correspond to the conditions of the credit-module system of training and aim to acquire knowledge by students. These are traditional lectures, seminars, training excursions, consultations. Mastering skills and abilities occur in practical training, conferences, and pedagogical practices. The control of knowledge, skills, and abilities occurs in writing coursework and graduate qualification work, pedagogical approach (Kraevsky, 2000).

Senior students – master's students, have enough skills in particular subjects, so they have a professional understanding of the primary production processes that take place theoretical training at the university. These features create the basis for the use of atypical teaching methods, which are characterized by innovation in the methodology of teaching and the organization of the learning process. In addition, senior students already have an intermediate level of foreign language, which allows them to use their skills when simulating the business environment that can take place in classes in their primary specialty.

But such teaching methods are more of a benchmark than a reality. According to the National Agency for Quality Assurance in Higher Education in Ukraine, in 2021, the main problems remain the problem of the possibility of using creative approaches to teaching because of the dependence of educational institutions on the Ministry of Science and Education of Ukraine. That is why ready-made programs of teaching a foreign language do not allow adapting to different needs. Moreover, given that students may have different levels of knowledge of a foreign language, educational institutions do not allow changing the program according to the level of students' learning.

An equally important problem of foreign education is that the qualifications of teachers are determined by academic work, not by market needs. Today, the labor market lacks specialists with knowledge of foreign languages. The absolute majority of teachers with high academic degrees do not even have an average understanding of a foreign language, so they cannot teach a particular subject at the required level. At the same time, foreign language teachers do not have a sufficient level of specialized technical knowledge. Under such conditions, a vicious circle of problems is formed in the higher education institution, out of which it is possible only by changing the standards of teachers' qualifications.

The third problem in the educational system is an assessment system focused not on forming communicative skills but on the knowledge of grammatical material. As a result, the high English proficiency assessment may not fully or partially correspond to a graduate's ability to conduct business negotiations with international participants.

Understanding the existing problems, the Ministry of Education and Science of Ukraine pays special attention to implementing the newest innovative methods of teaching foreign languages on the most intensive basis (Pulatov, 2015). These innovative methods make it possible to modernize the current teaching methodology based on classical, communicative, linguistic-cultural, and ethnographic approaches. The application of creative techniques should be the responsibility of not only foreign language teachers but also of all other teachers who are involved in the educational process.

As with teaching basic academic disciplines, foreign language learning in a professional field in a higher education institution involves implementing practical, general educational, educational and developmental tasks. At the same time, the "foreign language" subject differs significantly from other disciplines because the central place in its study is occupied by the implementation of practical goals, in the process of achieving which different tasks are realized - to negotiate specific practical topics related to the primary specialty.

The authors believe that the master's programs of foreign language study should be dominated by a problem-oriented approach, interdisciplinary, dual, variative teaching method, taking into account different levels of English among students and using modern digitalization tools (Figure 1).

Differentiation of education applicants training taking into account the basic level of knowledge. The knowledge level of a person's foreign language should be interpreted as an essential indicator of the successful activity of a modern specialist as a result of their master's degree. In addition, a system of

personality abilities distinguishes the readiness of students to learn a foreign language in their specialty:

- the ability to self-improve foreign language proficiency,
- understanding of the customs and cultures of other countries,
- the ability to communicate with foreign professionals personally, without an interpreter,
- the ability to continue studying abroad,
- the ability to use knowledge of a foreign language in practice, communicating with foreign colleagues.

Learning a foreign language plays a significant role in professional communication in the nonverbal expression of thought and affects students' preparation to communicate effectively in a professional environment.

One of the main objectives of higher education is to master a foreign language at a level not lower than B2 (Chikhantsova, 2015).

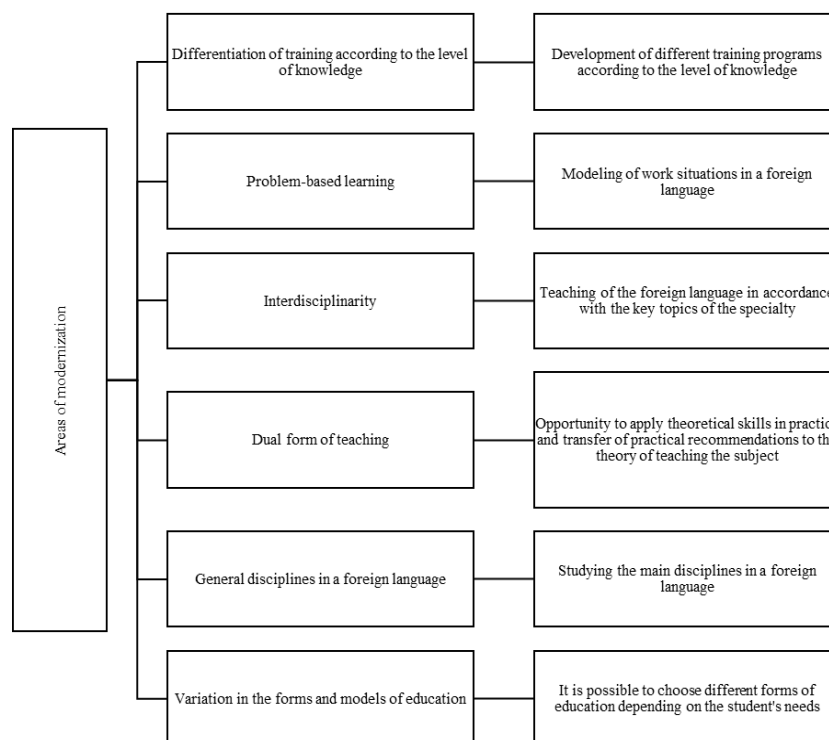


Figure 1. The directions of modernization of Master's professional foreign language training

Source: author's elaboration.

Graduates of master's degree programs should master the professional level of foreign language proficiency C1 (Poddubnaya & Krynina, 2012). Foreign language groups should be divided according to English proficiency levels to make learning feasible for all participants. It will help create effective learning within the group and not lose the current level of foreign language proficiency of students who have a high level of proficiency.

Problem-oriented foreign language learning with professional immersion is the primary method of professional foreign language training of future masters of higher education. In current conditions, the competitiveness of a specialist in the labor market lies in his readiness to master new technologies, quickly adapt to changing labor conditions, be professionally oriented in information flows, and use a foreign language in professional communication. Most Ukrainian specialists today work for transnational corporations. Education and training of masters require taking into account such work's peculiarities (Andreeva, 2015). Therefore, a strategically important guideline in teaching a foreign language in higher education is to improve the teaching methodology using the latest achievements of science, technology, and informatics.

The professionally-oriented approach to teaching foreign languages in higher education is of particular relevance, which implies the formation of students' foreign language communication skills in specific professional, business, scientific spheres, and situations, taking into account the

peculiarities of professional thinking (Kosogova, 2013). A powerful specific principle of forming foreign-language professional dialogic speech of future specialists is the principle of situativity. Its implementation based on the cognitive-communicative approach implies creating and using professional communication situations close to the real ones.

When choosing a problem-oriented approach to learning a foreign language, the teacher must simulate business situations that may arise in the course of specific production tasks of a future specialist. To this end, it is advisable to compose dialogues, to be able to work with relevant documentation, and to possess the skills of forming a report on the work done.

Interdisciplinarity is expressed in combining two or more academic disciplines in one activity. According to Demchenko (2013), interdisciplinarity is knowledge and approach to a course of study that deliberately embraces the methodology and language of more than one discipline to assimilate a central topic, problem, event, fact, and experience. Interdisciplinary connections are increasingly strengthened with the development of new approaches to teaching, the active use of information and communication tools, and interactive techniques. Classes combine several activities, which allows students to move from one type of work to another, remaining focused and as interested as possible in the class's work. Vozniuk (2013) substantiated the psychological aspect of knowledge interconnection. He concluded that students gain skills faster and more fully when the material is taught

coherently than when subjects are taught in isolation. Ushinsky (1983) emphasized that different topics should be presented in close connection when knowledge and ideas presented by various sciences should have an organic relationship.

In practice, it can be argued that all of these statements are true and reflect the need for a comprehensive study of subjects the use of interdisciplinary links. Among the positive aspects of using a multidisciplinary approach in teaching are:

- sharing ideas about the discipline and teaching with fellow enthusiasts to achieve a common goal;
- increased student achievement;
- the ability to learn when unexpected interdisciplinary connections arise;
- the ability to recognize that faculty members model long-term learning, are interested in their discipline and the courses of other educators, work collaboratively with colleagues, identify connections between what they know and new ideas, and form new perspectives on problem-solving;
- creativity, flexibility, real learning, not isolated by educational experience;
- great opportunities to connect new knowledge to what they know and are interested in;
- a supportive environment for students to learn and demonstrate their skills and understanding of problems;
- personal input from students results from learning new, complex concepts, giving privilege and responsibility in choosing what and how they learn, demonstrating their vision of the problem (Demchenko, 2013).

In our opinion, the most successful will be the connection of professional disciplines with the course "English (in professional direction)" and information technology. Therefore, the teacher of English must form the methodology of language teaching following the curriculum of students. At the same time, specific topics studied in Ukrainian may also be duplicated in English or presented as a variant of the international approach to the issue.

Introduction of the dual form of foreign language teaching in the professional direction. A dual form of education in higher education institutions involves education through training individuals with training in the workplace (even with a salary) at enterprises, institutions, and organizations to obtain a specific qualification based on a contract. The purpose of implementing the dual form of education is to improve the quality of professional training of undergraduates. Institutions will decide on implementing dual form of education based on labor market studies. They will also be able to draw up a list of educational programs, according to which it is expedient to study in a dual form. Business entities and education applicants will also be able to initiate training in the dual form. Using these technologies is quite difficult for domestic universities because of the shortage of specialists who could teach subjects in a foreign language.

However, those educational institutions that will provide a dual form of training as part of the program will become more competitive in the market.

Teaching special disciplines in a foreign language. The master's mastery of foreign languages is limited because of a couple of hours scheduled for their study. This limitation makes it necessary to determine the level of foreign language study relevant to the learning environment, considering the possibility of teaching unique disciplines in English. The system of levels of learning modern foreign languages, developed, in particular, by scientists of the Council of Europe ("Common European competence of learning foreign languages"), should be applied. Unfortunately, this approach is one of the most difficult to implement, caused by the shortage of highly qualified personnel with high foreign language knowledge. Foreign language teachers cannot teach special disciplines because their specifics are quite different, and a foreign language specialist cannot cover the whole range of specialties. That is why implementing

this innovation comes at the expense of improving the qualifications of teachers involved in the educational process.

The variability of forms and models of foreign language learning in mobility conditions. At the current stage of education and science development in Ukraine, it is no longer enough to have the ability to translate adapted and non-authentic texts from a foreign language to prove the fact of mastering foreign languages. Now at the time of reforms in the higher education system in Ukraine, the level of foreign language proficiency should meet all-European requirements for the quality of education. In particular, this requires integration processes in modern domestic education, informatization of the educational space, the establishment of Ukrainian HEIs cooperation with European institutions in educational and scientific activities, international student exchanges, the possibility of getting a second higher education and training master's programs abroad.

It is important to teach a foreign language using the communicative and constructivist method that is characterized by the fact that teaching is not connected with the study of rules and grammar. It is based on the construction of dialogues and practical exercises that allow the student to get closer to the natural working conditions (Zolotovska, 2018). The communicative approach is implemented due to several laws of speech communication (Romensky, 2014).

All these methods of modernizing professional training should take place in the context of digitalization. At the same time, teachers should initiate such innovations, as they allow students to be in their familiar environment during their studies.

Digitalization of foreign language learning. The study of scientific works and own pedagogical experience serves as a basis for systematization of didactic and methodological prerequisites for the formation of foreign language-oriented professional, communicative competence of students through Internet resources, the use of which allows:

- 1) a wide range of available authentic sources of professional information and a considerable choice of virtual educational services (dictionaries, encyclopedias, search engines, electronic platforms in distance learning systems, multimedia courses, sites, and services for foreign language learning), the interactive nature of numerous virtual educational services, which affects the intensification of foreign language learning;
- 2) creating a natural environment in the conditions of joint language projects, exchange of information, ideas, plans, application of authentic situations of activity related to cooperation, search and transfer of professional knowledge in a foreign language, which helps to increase students' motivation and interest in a foreign language as a tool for learning the culture of speakers of this language;
- 3) application of various forms of classroom and extracurricular work – individual, paired, group through search activities in social networks; analysis of obtained professional information with the involvement of students, which helps to organize joint research work, promptly exchange information and form communicative skills;
- 4) creating a favorable environment for individual learning, prompt information and updating of information, contributing to the effective organization of information time and space, the development of learning autonomy, self-organization, self-control, and creativity;
- 5) providing rapid feedback and monitoring students' progress, which allows objective assessment of students' learning achievements, posting and performing online tests, instantly receiving a grade, and seeing their progress in mastering knowledge and developing communicative skills (Yudina, 2016).

For example, the use of the information site about.com and its derivative resources (specialized.about.com, psychology.about.com, grammar.about.com, gocalifornia.about.com, 712educators.about.com, dance.about.com, etc.) provides ample opportunities for students of

humanities, arts, and technical specialties. At the same time, teachers should independently find such information on the Internet, allowing specialists in different fields to approach the study of technical language in the most effective way to meet the market's needs (Gritchenko, 2015).

5 Discussion

However, while there are many approaches to foreign language learning by majors and majors in different fields today, there is no single universal approach for every student. This is stated by Prabhu (1990), who points out that due to the peculiarities of world perception and individuality of mental work, all students will respond differently to different approaches to foreign language learning. Numerous authors such as Yudina (2016), Wahedi (2020), Romensky (2014), Drășineanu (2020), Jauregi et al. (2011) note that the communicative component is the most effective among the others.

It should be noted that numerous authors such as Zavorotna (2013), Yudina (2016), Viktorova (2013), Poddubnaya & Krylina (2012), Nikitina et al. (2019) believe that innovative approaches based on digitalization are also the most favorable for effective information assimilation. The use of modern innovative educational technologies ensures quality language training. They allow the organization of project work based on information and communication technologies, the performance of works using computers and multimedia programs, distance learning technologies, work with the Internet resources (Zavorotna, 2013). The Internet also creates opportunities for communication with foreign peers in a virtual dimension (Kovalenko, 2005; Koliesnikov, 2021).

A variety of authors also believe that important innovative approaches to the communicative learning method include the following group practices:

- "inside/outside circles=Mary goes round";
- brainstorming;
- jigsaw reading;
- think-pair-share;
- pair-interviews and others (Narodovska, 2017).

Egorshina&Nikandrova (2004) and Yeliseyev (2010) believe that reforming the education system should improve regulatory approaches. By creating such conditions for the development of foreign education, the quality of education of domestic universities will bring the education system to another competitive level. The authors hold the same opinion, who believe that it is impossible to learn a foreign language if it is allocated a few hours a week. It must be applied in practice to form a firm knowledge of the language, so a foreign language must be part of studying a special master's subject.

6 Conclusions

To date, the higher education system is characterized by several problems. The main problem is the education mismatch in the labor market and the unpreparedness of graduates for the theoretical skills practical application. That is why the main modernization directions of vocational training are the change of approaches to education. Foreign language education should not become a separate course or subject that students study, among others. Foreign language education should become a part of primary education, so it should include: a problem-oriented approach, which allows bringing the student as close as possible to practical language application skills based on a communicative approach; an interdisciplinary approach, which helps not only to improve special subject knowledge but also to improve it, using international standards and terminology. The dual education system allows Masters to obtain a high level of practical knowledge, which will increase the competitiveness of the prepared specialists. A varied method of teaching using different levels will enable students with an initial high foreign language level to maintain it and bring it to a higher, professional level. All these measures are impossible without

continuous learning, which occurs through the usage of electronic education methods. At the same time, teachers should create such learning environments that allow the student to constantly engage in the educational process and develop their professional qualities, including using a foreign language in the business environment.

The study's practical significance lies in integrating approaches in the educational processes, significantly improving the high quality of higher education in Ukraine. The subject of further research is improving the foreign language education quality at the institutional level.

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Primary Paper Section: A

Secondary Paper Section: AM

INFORMATION LEADERSHIP OF THE MODERN STATE (BY THE EXAMPLE OF THE USA)

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Abstract: The article is devoted to studying US information leadership in the context of information, technical and technological support, and influence on world development. The purpose of the study is to analyze the current state of US information influence by identifying strengths and weaknesses and developing prospects and threats to US information leadership. It is hypothesized that the U.S. is the undisputed information leader and has no competitors or threats to the current state. For the purpose of the research, the methodology of the analysis is developed based on the US information leadership competitive analysis taking into account influence channels, technical-technological support of information distribution, dynamics, and structure analysis of the US information market. The study uses general scientific knowledge methods and also applies SWOT analysis. The study shows that the main weak link in the US information leadership is the Internet. The main threat is the instability of technical support, disasters, pandemic, and China's innovative development intensifies. As the main competitor of the US, China has created a blockade of US information influence and has developed its influence methods on its population and the world through low prices and technology availability. The practical significance lies in applying the study results in the formation of state information security strategies.

Keywords: information leadership, information security, information war, information technology, COVID-19.

1 Introduction

The USA is the undisputed leader of post-industrial development and possesses the most influential information and communication potential in the world. As a result, the country objectively occupies a central place in the information imperialism system. Furthermore, modern information and telecommunication means and the increasing role of information in post-industrial society contribute to a further increase in the scale and strength of the information-psychological impact of strong developed countries on less developed ones. These actions were especially relevant in the U.S. in 1997 when the Rapid Media Reaction Force (RMRF) was established. Their task was to use all possible propaganda techniques and means for targeted information and psychological impact on the population of the countries and regions in which the U.S. military forces planned or conducted military operations. Since then, 25 years have passed, and the propaganda information influence has been radically transformed.

Undoubtedly, the U.S. is the country where the information revolution is most widespread. Information is no longer a means or a tool to influence people; it forms the concept of an "information society" influencing all life processes. The strategy of pressure, coercion, destruction has essentially given way to a strategy of indirect information action (Toffler, 1980). Although the theories of media influence on the audience were developed during the Cold War as a hard propaganda mechanism, today's indirect information influence is hardly perceptible to the population, so it is willingly accepted, supported, and gradually deepened. Information policy is soft and democratic; instead of force and clarity, it chooses a delicate scale.

Over the last twenty years, the U.S. has significantly increased its influence on various countries' economies, worldviews, and policies. This influence is democratic, i.e., voluntary: instead of aggressive propaganda in the mass media, the U.S. has embedded its information technology in every state, business, and family. To reduce the level of information dependence, states, companies, and households need to give up their usual way of life: give up the Internet, cell phones, and movies. In fact, this is an impossible task because humanity would have to go back twenty years under such conditions.

Today the whole world buys American-made devices for information processing; about half the world's population uses American search engines. Almost the same number of people use American social networks, communicate in them, conduct business correspondence, interact with clients, organize their own business. Of course, these information channels and technologies are not public, commercial organizations represent them, but if necessary, the U.S. authorities can use them for their purposes. Under such conditions, information leadership of the U.S. becomes an essential component of the country's development, ensuring employment, more efficient resource use, growth of skills, and wages of the employed population. In a global manifestation, information leadership of the U.S. becomes a means of providing the benefits of civilization and for countries in conflict with the U.S. - a national threat.

It was hypothesized that the U.S. is the undisputed information leader and has no competitors or threats to the current state to determine the reality of information leadership.

Thus, the purpose of the study is to analyze the current state of U.S. information impact by identifying strengths and weaknesses and developing prospects and threats to U.S. information leadership. To achieve this goal, the following tasks should be performed:

- 1) Conduct a critical review of the literature on assessing state information leadership;
- 2) Investigate the U.S. competitive position on information leadership;
- 3) Investigate the dynamics and structure of U.S. information assurance;
- 4) Conduct a SWOT analysis of U.S. information assurance.

2 Literature Review

Before we begin to prove the hypothesis of U.S. information leadership proposed, it is necessary to pay attention to conceptual approaches to the critical concept of the processes described – information provision and impact and information leadership.

The concept of information leadership is well described in the scientific literature. If this topic had been researched 40 years ago, scientists would consider it in terms of information influence and information inter-state wars. The concept of information influence was born thanks to E. Toffler, who called them wars of the Third Wave. The researcher considered information as an essential weapon in the fight against the enemy. E. Toffler (1980) considered information an inexhaustible raw material. The meaning of this concept is that with the development of the information society, the state's welfare is increasingly dependent not on the military power but on its ability to use intellectual and information technology as a new weapon, a tool for influencing the enemy.

The first reference to "information warfare" was supposedly used by the author of *The Secret Surrender*, a book about secret separatist negotiations between the United States, Britain, and Germany (Dulles, 1966). It defined "information warfare" as personal reconnaissance, sabotage actions to disrupt the enemy's rear. Then, in the early 1990s, "information warfare" began to be

understood as actions taken in the interests of supporting the national military strategy and oriented, on the one hand, to achieve information superiority over the enemy, and on the other hand, to ensure the security of their information systems. Finally, in 1998, specialists from the U.S. Military Department developed a document in which "information warfare" was interpreted as a set of information operations aimed against another state's political and military leadership (Melnikova, 2019).

Of course, depending on the purposes of the study, information leadership can be perceived as an element of hybrid warfare (Popovych, 2016), especially clearly seen in the studies of Russian scholars and authors of popular science books (Manoilo et al., 2012). Russian scholars believe that there is a view that the U.S. doctrine of modern information warfare exists, but it is not publicized. The reason is that the disclosure of such information can severely damage the reputation of the U.S. in the eyes of the world community, as it seriously affects the political, economic, and military security of all countries. The researchers trace the desire of the USA to get the maximum possible information about telecommunication complexes of various countries and, if necessary, knowing their technological features, using their information weapon to control and supervise national and international information resources in the interests of the USA. Some conclusions from a document of the Institute for Strategic Studies in Washington, D.C., lead to this thought: "The most reasonable strategy for U.S. national security would be to assist and engage directly in the development of global infrastructure. Conducting the most attractive pricing policy, creating user-friendly technological innovations, developing U.S. standards, in the future can become international" (Manoilo et al., 2012).

Contemporary studies by Huvila (2014), Habel et al. (2017), Loveday-Chesley (2014), Mohammed & Syed (2021) have reformatted the approach to informational influence, so information leadership began to be seen not as a way of hybrid warfare but as a way of social interaction. If we summarize these studies, they consider information leadership from three perspectives. The first option is to describe information processes in society. The second is to describe the information resources and technologies that are used to influence society. The third option - to assess the effects of information influence. There are also other approaches, in particular, technological leadership (Morin et al., 1999; Peppard et al., 2011), information channels (Kim, 2005), knowledge management (Kollmann, 2006), information archive management (Penniman, 1990). Having conducted a literature survey, it is reasonable to present the methodology of information leadership research in terms of information technology studies, information distribution channels, and information assurance.

3 Materials and Methods

The empirical research is built on the proof of the hypothesis about the information leadership of the United States. The hypothesis is based on a competitive state analysis using several leadership characteristics. This analysis is conducted based on the methodology compiled by the authors, which includes the following sequence.

1. The first step is to analyze the competitive position of the U.S. compared to other states in the field of information technology. To get this information, we considered a report compiled by INSEAD, The Adecco Group, Google, which has a country rating by the level of information and computer technology (ICT) use. The basis of this indicator is an assessment of the population's provision of cellular communication and the Internet.
2. The second stage involves studying the information channels structure, which has the most significant influence in the world. For this purpose, statistical data from Statista, which collected the top 25 companies with the most considerable turnover, are used.

3. The third stage involves a competitive analysis of information technology, particularly the Internet as the primary information dissemination source. For this purpose, we studied a report of the International Telecommunication Union, which shows Internet usage in different world regions. At the same time, it is essential to measure the percentage of Internet users and the percentage of territory coverage to study the availability of information in different regions worldwide.
4. Having determined the importance of social networks in information provision and participation in life processes, it is essential to identify the most influential social networks in the world and determine the place of U.S. companies in this list.
5. Information has an impact not only on the population but also on basic business processes, so it is important to analyze business information provision by analyzing the digitalization level of business processes that use the Internet.
6. Analysis of the dynamics and structure of the information technology market in the world and the U.S. mainly shows trends in the market. It provides an opportunity to assess future development prospects.
7. Based on the information obtained, the main strengths and weaknesses of information influence and provision of the USA are determined. Also, possible prospects and threats of development are provided, taking into account the current crisis state of the world caused by the Covid-19 pandemic.

General scientific, logical, and unique research methods are used at different stages of the study. Sociological methods were used to process statistical materials from open sources. Using content analysis, data on information technology in the USA is studied, processed, and systematized. According to the results, the information technology product's peculiarities influence information users are highlighted. Empirical material in work is organically combined with structuralism, which allows tracing how the change of old, political, economic, and ideological structures affects the population, business processes, and the states' development.

To summarize the data and develop prospects for the development of the issue, we apply SWOT analysis. This method is chosen based on Kotler's (2016) strategic management theory. Other modern authors also carry out this method of assessing the competitive position (Zasornova et al., 2021).

Thus, the methodology of information leadership analysis forms the study's novelty. The practical value is formed by the conclusions, which should be taken into account by the country's authorities in the policy of developing the country's information security.

4 Results

As an object of research, information technology is a broad concept that includes not only the channels of information dissemination but also the information technology that provides such dissemination.

If to research information and computer technologies in the USA compared to other countries of the world, their structure is not the most developed. In particular, according to research by INSEAD, The Adecco Group, Google, Luxembourg, Iceland, and the United Kingdom are leaders in the domestic distribution of information and computer technology among households. However, the U.S. ranks only 16th in this ranking as of 2020, with a score of 82.57 out of 100 (Figure 1).

But the use of telecommunication services by the population is not a key indicator of the state's information influence. Significant financial and industrial corporations occupy a special place among the subjects of the global information society. Their influence on international processes within the global financial system is constantly increasing. Private media holdings,

financing transnational, regional and local media, directly or covertly lobby their interests (Kucheryavy, 2014). They directly impact the formation and broadcasting of different information, including political information. In today's media market, transnational corporations act as actors in a single media space (Ivanov & Nazarov, 2003).

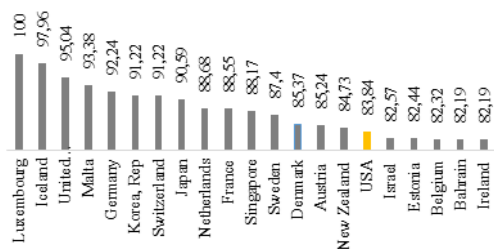


Figure 1. World ranking of information and computer technology penetration in 2020

Source: Lanvin&Monteiro, 2020.

National media in this situation, while retaining essential information functions, become increasingly dependent on the global information market. At the same time, the leading players in the international media market are U.S. companies. Their leadership is determined by several factors (related primarily to the level of information and communication technologies themselves), confirmed by the statistics in Figure 2.

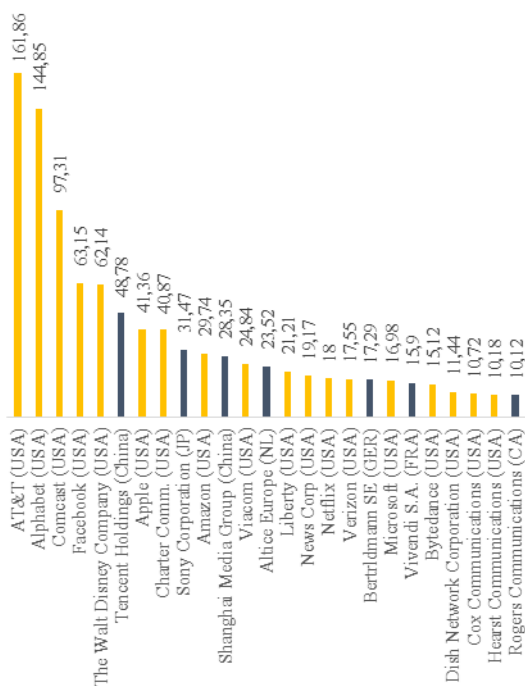


Figure 2. The world's biggest media companies 2020 in the context of turnover in billion euros

Source: Statista, 2020.

According to Figure 2, in the top 25 most significant media companies globally, only seven are not of American origin. The media market leader is AT&T, which, as the largest corporation, provides satellite television and cellular services in the U.S. and worldwide. The second-largest company in terms of revenues is Alphabet, the holding company that is the owner of Google. Comcast's third-largest company provides cable television, telephony, and Internet services.

The information space of the whole world today is controlled by only five global corporations: AT&T, Alphabet, Comcast, Facebook, The Walt Disney Corporation. They form the

"information field" for the overwhelming majority of world inhabitants, determining what people watch, listen and read every day. At the same time, the list of the most influential media companies has changed significantly over the past ten years. Especially the companies that are the leading distributors of information not through television and newspapers, but through the Internet have become more active.

These companies, which provide their services over the Internet, are subjects of international relations with no national limitations and are tuned to a multilingual audience. World media are capable of selecting, "filtering," and peculiarly presenting information, thereby influencing the minds of people and states' policies. With the development of such companies, information channels are significantly transformed in the Internet communications direction. Today about half of the world's population uses the Internet. At the same time, only 9% of the U.S. population does not use the Internet. This is the highest Internet penetration rate globally, which is several times higher than in developed European countries and Asia.

Table 1. Internet penetration in different regions of the world as of 2021

Region	Percentage of individuals not using Internet	Percentage of uncovered population	
		4G networks	Fixed broadband
Sub-Saharan Africa	71	55,7	5,3
Arab States	45	38,1	23,9
Asia and the Pacific	55	5,8	37,6
CIS	27	19,2	6,2
Europe	17	2,8	5,1
North America	9	2,1	4,1
Latin America	31	14	11
World	49	15,3	30,1

Source: International Telecommunication Union, 2021.

It is worth mentioning that Internet coverage in European countries is relatively high. Still, the number of Internet users in European countries is much lower than in the United States. It indicates the technological capability of providing information services within the country and their accessibility to all population segments, regardless of income.

One of the most important factors of globalization is the rapid progress of technology, especially information technology. The increasing role of social networks as one of the worldwide leading information sources should be singled out separately. Thanks to these information technologies, there is a real opportunity for the global information environment to form as a result. The progress of technologies significantly reduced the cost of accumulation, processing, and transmission of information on a global scale, which could not but affect the indicators of economic growth. Today, globalization cannot be imagined outside of the activity of social networks. This is due to the introduction to the mass market of information services used by people of all ages, regardless of country of residence and social status (Ivanov & Nazarov, 2003). At the same time, it should be noted that the majority of the population worldwide use the Internet mainly for entertainment. According to statistics, American social networks have covered about 70% of all social network users that work in the world (Figure3).

According to statistics for 2021, the social networking market is formed by the first five players shown in Figure 2: Facebook, YouTube, WhatsApp, Facebook Messenger, Instagram.

Internet technology affects the development of not only the population. Thus, a sufficient level of financing of the information technology sector by the U.S. allowed bringing the business to a new level. Especially noticeable digitization of industry became in 2020, during the period of quarantine restrictions associated with the pandemic. At the same time, today, the most digitized business is considered the U.S.; in

particular, 60% of all companies are already fully or partially working through the Internet (Table2-3).

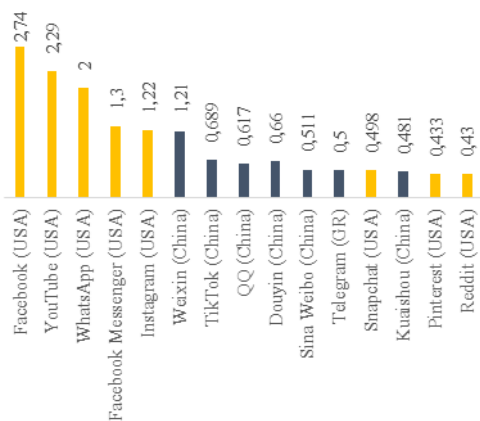


Figure 3. Social media ranking by user numbers, billion active users as of 2020

Source: DreamGrow (2021).

Today, the global information technology market is worth \$5.3 trillion. At the same time, one-third of the market as of 2021 is the United States.

Table 2. Level of business digitalization in the world according to 2020 data

Region	2017	2018	2019	2020
Global	29	28	35	55
Asia-Pacific	31	26	33	54
Europe	26	25	34	5
North America	33	34	41	60

Source: McKinsey & Company (2020).

CompTIA has provided information on the regional distribution of the I.T. market. According to the data, quite close to the U.S. is the market of China, which soon may bypass the U.S. market. To date, the U.S. residents spend on information technology about \$ 1.6 trillion a year; compared with an indicator for the year 2020, the costs have increased by 5%.

Table 3. Geographic structure of the global market for information services, \$ billion

Region	2020	2021	2022*
Canada	96	101	106
Arab States	239	252	265
Asia and the Pacific	1483	1561	1643
CIS	143	151	159
Europe	957	1007	1060
USA	1578	1662	1749
Latin America	287	302	318
World	4783	5035	5300

Source: compiled by the author on the basis of CompTIA (2021).

If we analyze the structure of the U.S. market, its main component is formed by software development, which organizes communication between business participants. According to 2021 data, 63% of all expenses are spent on software development. Telecommunications accounts for 19%. In addition, 18% is spent on purchasing equipment used to perceive information (Table 4).

Table 4. U.S. Information Services Market Structure, %

Industry	2017	2018	2019	2020	2021
Telecom	23	22	20	21	19
IT(Software,Business Services)	60	61	63	61	63

Devices	17	17	17	18	18
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Source: Statista (2021).

It should be noted that the telecommunications market segment tends to decline. On the other hand, the information technology markets and the development of devices for receiving information flow are more actively developing.

After summarizing the research, we can make a SWOT analysis of information technology in the USA (Table 5).

Table 5. SWOT-analysis of information technology market in USA

Strenth	Weakness
The globalization of information technology drives the market growth The long-term global leadership of information technology in other countries High level of business digitalization, which increases the need for information technology and the level of product dependency of U.S. companies High level of internet availability in the U.S. High level of technical support that is used worldwide	Rapidly transforming information technology market in favor of Internet-dependent technologies Dependence of social network popularity on trends set by competing countries Inaccessibility of Internet technologies to the population with the lower than average income
Opportunities	Threats
Increasing the segment of consumers from other countries who will begin to use the Internet Creation of new information products for Internet technologies Formation of new business models that depend on U.S. companies' info-products Growth of exports of U.S. information services Support of authorities in the development of the sector, provision of favorable conditions for development Growth of related sectors of the economy, such as education and consulting Growth of qualification level of US specialists, average wages	An unexpected crisis related to natural, financial, medical or other disasters would halt the development of the sector in favor of the main competitor - China Automation of processes and reduction of unskilled labor will create preconditions for labor emigration from countries with transit economies, reducing the level of U.S. security The rise of China in the development of information devices may displace the U.S. from its leading position on the market Emergence of new social networks of non-U.S. origin (e.g. TikTok) able to supplant the obsolete technologies of the market leaders. The possibility of reducing information influence by blocking the Internet by other countries.

Source: author's elaboration based on CompTIA (2021).

The authors will shape market strengths and weaknesses based on the research conducted above. With automation and the reorientation of business to work over the Internet, the information leadership of the U.S. will only increase, which forms a large number of prospects for the development of the information technology market. But these prospects are quite seriously dependent on the spread of the pandemic in the world, so if it intensifies, the market for information services may reduce its activity, which in general will be associated with a decrease in business activity of the population.

5 Discussion

Today, the United States has a rather severe experience with information influence on different states, and the tools of force are not traditional mass media. The Internet has taken over their leadership, which is inherently entirely independent of state influence. However, it can contribute to disseminating information ordered by the state authorities. The Internet is the main component of the current U.S. information policy and, at the same time, the weakest link in the chain of information influence. Today in the United States, the policy of "free from

state regulation of the Internet" is being seriously criticized. In particular, cases of unauthorized use of personal data are starting to cause concern in various public and state settings. In this context, many independent observers have praised Europe's strict privacy laws and ability to regulate the dissemination of information (Solovyov, 2015).

It becomes debatable whether the world can do without U.S. information technology, and conversely, whether by rejecting U.S. information technology, the security of the state can be preserved. This question was investigated by William Dutton, author of the book "Society and the Internet". He believes that one of the most serious problems associated with the Internet today is that humanity takes it for granted but does not realize how much it has penetrated almost all areas of our lives. Most people whose livelihoods and activities are not related to the Internet can do without it. But for individuals whose activities depend on the Internet, search engines, and social networks, stopping the technology will entirely and instantaneously remove the source of income.

Today, the authorities of various countries understand the risks that can arise from the uncorrelated impact of information on their citizens, so they have prepared the technical possibility of shutting down the Internet. This "button" already exists in Egypt, India, Turkey, China (Nuwer, 2017). As the main competitor of the world's information provision, China has already implemented its alternative technologies, so Google Search, Yahoo, Facebook, YouTube, Twitter, and Instagram are banned in the Chinese People's Republic (Prokhorenko, 2019). Creating its search networks, social networks, sales platforms, and devices makes China's economy almost independent of U.S. information influence. This fact is the main force that can resist the information expansion of the United States. Today, China is confidently conquering the markets of developing countries; their technology is recognized in Latin America and Africa (D-Russia, 2021).

Russia is also working on information independence and is preparing alternative sources of information. The idea of separating the Russian Internet into a separate segment has long been discussed and was approved by the Digital Economy of the Russian Federation program plan of December 18, 2017. But this project is quite expensive (according to experts' estimates \$23 million), so it has not been implemented to date (Prokhorenko, 2019). It should be noted that disabling the Internet throughout the country is not technically possible even in the U.S. The technical support of the procedure is expensive, and the consequences will be disastrous for the economy, so the country's authorities do not set for themselves such goals.

Thus, on the example of certain countries, we can conclude that the information influence of the U.S. can be countered. This process is quite expensive and inaccessible to developing countries because it requires developing alternative information, technical and technological solutions.

6 Conclusion

According to the study results, we can confirm the hypothesis that the U.S. has information leadership among other countries and is the center of information influence, which is confirmed by the following facts obtained during the evaluation.

1. As the fundamental part of the U.S. I.T. market is formed by information and computer technologies and advanced technics, the market of information technologies is the source of the innovations, and accordingly, economic growth. Moreover, the U.S. economy becomes less susceptible to an aggressive external environment. The country in a competitive environment only strengthens its influence on other countries, confirming its information leadership.
2. The average growth rate of the information technology market is 5-6% per year. If we talk about the U.S. having enough financial resources, its I.T. sector can gradually

oust less weak regions of the global sphere of influence. No less important is the Asian market, which can oppose the U.S. market. Innovations in social networks and the production of low-cost technical-technological solutions are quickly finding their audience and displacing the technologies of U.S. companies. Today, the geographical structure of the information market confirms the information leadership of the U.S. Still, China will probably become the main competitor that can form the most significant segment of information services in the future.

3. The digitalization market of the U.S. economy has increased significantly in recent years due to the pandemic crisis. Working remotely, 60% of U.S. businesses have entirely or partially reoriented to the use of digital or remote technologies for production and sales. It reduces the susceptibility of the U.S. to cataclysms and strengthens its primacy. Today the U.S. is the absolute leader in the digitalization of business processes in its country, which indicates an increase in resource efficiency.
4. A special place in the information services market is occupied by social networks, which gradually replace telecommunications and newspapers. At the same time, U.S. social networks have an absolute majority of users globally. It means that the U.S. controls the world's information security and has an instrument of influence on the population of almost all states except China. But social networks are quite a specific segment of information technology, which can quickly transform under various factors that form the market's main threats related to dependence on the Internet and new trends that can reformat the market.
5. Given the global scale of the activities of the U.S. information leaders, today they occupy a stable leading position in the information technology market. At the same time among the media companies, the first place belongs to holdings, cellular and Internet providers, Internet search services, and social networks. Considering that not so long ago, the leadership was formed by the U.S. telecommunication holdings, today, we can speak about the revolutionary transformation of the U.S. information sector and further transformation towards new technologies that do not yet exist on the market.
6. According to its population's level of information provision, the USA is not a leader in the global market because Internet technologies and equipment for receiving and processing information are not available for some part of the population.

The practical significance of the research lies in the possibility of its use for the formation of state strategies of information development and protection.

The subject of future research is an assessment of China's ability to take over the information world leadership.

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Primary Paper Section: A

Secondary Paper Section: AD

INTELLECTUAL CAPITAL AS THE BASIS FOR THE DEVELOPMENT OF CREATIVE INDUSTRIES

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Abstract: Globalization and the development of technology have turned creativity into a necessity. Numerous countries consider creativity to be the major model of economic development. In this era of the knowledge-based economy, creativity is becoming a catalyst for the development of millions of people around the world. Irina Bokova, the former Director General of UNESCO, has stated that the cultural and creative industries have a capital of 2 250 billion US dollars, almost 30 million jobs worldwide in the economies of advanced countries and developing countries (Cultural Times, 2015). Copyright is a branch of intellectual property with a wider scope, forasmuch as it applies to every product of literary, scientific and artistic works in all forms of expression, relating to certain levels of originality.

Keywords: intellectual capital, copyright protection, creative economy, development of creative industry.

1 Introduction

The world has entered the fourth economic era, known as the knowledge-based economy. Primarily, the first signal of the creative economy came from advanced countries, and the pioneer was the United Kingdom. Economic globalization increases the pressure of economic competition in traditional industries (manufacturing). Oddly enough, developing a new scale of manufacturing is not easy, taking into account such factors as economic (huge capital requirements), social factors, namely: the availability of territory, space and other resources, as well as environmental factors, where the increased level of industrial pollution is perceived as a threat to the environment. In order to overcome economic, social and environmental challenges, the UK has developed the creative economy as a new economic model known as the "weightless economy". This is a term describing an economic model based on creativity, knowledge, information technology, telecommunications and other intangible assets in order to reap the benefits of high value. The core ideas are no longer embodied in intermediate material goods. The weightless economy promotes ideas and knowledge as the basis of economic development (Quah, 1996).

The weightless economy puts creativity as the most important capital; the bottom line is that the creative activity generates self-employment, informal business, which is relatively open to people of all ages, and in fact significantly contributes to youth employment and women's empowerment by developing their skills and income through small businesses and informal sectors (United Nations Industrial Development, 2013).

2 Literature Review

According to the viewpoint of Chris Bilton, creativity can be perceived as a "deliberately controlled process" or a "deviation from traditional tools and perspectives". The creativity should meet two criteria, namely: the creation of the mind should create something new and it should create intellectual property that is valuable, useful and profitable (Bilton, 2007).

In the age of creativity, intellectual property plays a defining role in promoting economic development even at the microeconomic level and it has a strong potential for economic transition

(Goans, 2004; Anggadwita & Dhewanto, 2016). The intellectual property regime, accepted at the international level, creates a global framework in which developing countries can participate in economic and trade activities alongside advanced countries.

The creative economy is governed by the use of human creativity; the protection of creativity through copyright law is above the necessity as recognition and protection of creators over their creations, for protecting the manifestation of ideas and creations of minds. Adequate protection is expected to lead to economic growth and it will make a real contribution to the society; according to Robert M. Sherwood's "Theory of Social Benefit", creativity should be recognized and protected by law (Bend & King, 2014; Robert M. Sherwood, 1990) in order to enhance creativity and reach the phase where creativity becomes the foundation of creative economic growth.

Copyright is a form of intellectual property including rights to works of art and literature. Copyright has both economic and moral rights. Moral rights relate to the recognition of the creator in terms of ownership of original ideas and concepts; legal economic law is the right to receive material benefits from the use and operation of an object protected by copyright. In a broad sense, copyright protects creativity and its manifestation.

The creative economy is defined as the transaction of creative products having an economic good or service that is the result of creativity and has economic value (Howkins, 2013). Creative content and products are an integral part of the community's life. These are more than physical things; they are manifestations of embodied knowledge such as creativity, technological knowledge, vision and physical prowess combined with social relations. There is a compelling interrelationship between creativity and productivity.

Legal certainty is essential in order to achieve the desired proportionate sustainable development. Legal certainty should be supported by the existence of appropriate legal instruments (Oudat, Ahmad, & Yazis, 2016; Mayana, 2004) as a manifestation of a responsive state in accordance with the modern concept of the welfare state, where the state plays a vital role in promoting the economic development and social well-being of its citizens, based on the principles of equal opportunities towards achieving a fair distribution of wealth.

The present academic paper aims to identify the interdependence between expanding the scope of copyright protection and promoting the creative economy and transforming the concept of the creative economy into a creative industry. This research is expected to provide guidance to interested parties and institutions related to legislation and the economic sectors relating to the creative economy and the creative industry in the process of adopting legislation and implementing existing regulations in order to transform the concepts of the creative economy into actual creative industries. The present research also aims to reveal the ideal platform for the creative industries in order to become a job generator for sustainable creativity-based development. This study can also provide assistance to scientists and researchers in conducting further investigations on copyright and its interrelationship with the creative economy and the creative industry.

3 Materials and Methods

The present research is preceded by the study of the literature on theory and concepts related to the topic under consideration. The method is a qualitative research, characterized by its goals, relating to understanding some aspects of public life while exploring possible and ideal activities for the implementation of the concept of intellectual property as a tool of social engineering in a developing country, and, in response, empowering the community as a tool of legal engineering. This method aims to provide information on the aspect of the social

dimension of this issue. Qualitative methods are expected to be effective in identifying problems in intangible forms, namely: social norms, social-economic phenomena, cultural value and factors of acceptance and resistance by the society of globally accepted intellectual property regimes, providing recommendations concerning improving systems.

In our knowledge-based age, intellectual property plays a crucial role in promoting economic development, even at the microeconomic level, and it has powerful potential for economic transition (Goans, 2004). The internationally recognized intellectual property regime creates a global framework in which developing countries can be engaged in economic and trade activities with advanced countries. The point of pressure lies in the implementation of the law. The strength of law will be effectively enforced if it supported by the subject of the law.

It is expected that copyright as a protection of the creations of the mind will affect creativity, innovation and creative industries in accordance with the matrix of benefits of copyright protection (Handke, 2011). In the short-term outlook, copyright protection generates more income for copyright owners in the form of remuneration or reward; in the long-term outlook, copyright protection provides more incentives for the supply of creative works in the future. The escalation of creative works directly triggers the creation of the creative industry as a vital platform for transforming the concept of the creative economy into an actual creative industry.

The transformation of the concept of the creative economy into a creative industry cannot depend solely on updating the essence of copyright law. According to Lawrence M. Friedman's theory of the legal system, the legality of the law depends on the structure, culture and content (Friedman, 1984). The legal structure consists of a legal institution, the core function of which lies in introducing, implementing and ensuring the fulfillment of current legislation and regulations. Legal substance, according to Friedman, is perceived as the actual rules, norms and patterns of behaviour of people within the system, and legal culture is the public consciousness and social forces determining how law is used and accepted by the society.

4 Results

Considerable part of the world's intellectual property is embodied in music, films, videos, books, articles, illustrations and other creative content. Due to the constant revolution in digital devices and services, this content is created, moved and consumed in increasingly sophisticated ways.

This creates challenges and opportunities for the global intellectual property system, resulting from several trends. Distribution models are moving towards instant, ubiquitous access, sometimes via social media and increasing the reach of content creators. New technologies allow content creators interacting directly with their audiences in innovative ways; they also include new mechanisms for collaborative content creation. Business models are also changing; licenses to access content often replace ownership of copies of content. In addition, the increased cross-border movement of content raises jurisdictional issues, including potential incompatibilities between national legal systems.

The necessity to continue updating the intellectual property systems in general and fundamentals of copyright specifically in order to adapt to the digital age has been widely recognized for several decades at the national and regional levels. However, in the world, where the creation and consumption of content has become truly global, it is also important to consider the issues involved in a global context.

In order to help achieve the goal of an improved global system for the protection of intellectual property rights, it is important to

consider the factors generating the creation of intellectual property (Figure 1).

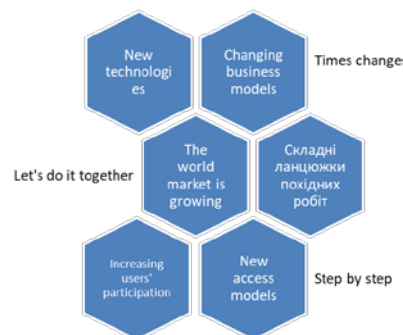


Figure 1. The interaction of factors generating the creation of intellectual property

The development of the legal essence, legal structure and legal culture is the requirement for creating comprehensive copyright protection as a vital gateway to transform the concept of a creative economy into creative industries. The escalation of copyright protection for the protection of creativity is becoming a significant impetus for the transformation of the concept of the creative economy into creative industries, based on the considerations as follows:

1. Creation of creative culture.

When ideas and creativity are properly protected, creative culture will grow at the same time. Copyright protection enables creativity and innovation by ensuring that the author receives recognition and useful rewards or receives fair compensation for his creative efforts.

2. Powerful launcher for starting a business.

Most start-up enterprises use ideas and creativity as capital assets. When the implementation of ideas and creativity receive proper protection, the launched business will be an ideal option for self-employment.

3. Acceleration of innovations.

Copyright protection encourages the creator to be extremely innovative, forasmuch as copyright protection is provided mainly on the basis of originality.

4. Improving the competitiveness of business.

The global market economy allows and encourages competition between industrial and commercial institutions. Copyright protection increases the competitive advantage of goods and encourages manufacturers to defend their competitive advantages in the global economy. Legal protection features prevent unfair competition in global business by protecting good faith.

5. Product quality improvement.

Competition between manufacturers has direct consequences for product quality. In order to be able to compete in the market, manufacturers are encouraged to simultaneously improve product quality as the most decisive factor in the consumer's decision to purchase.

6. Generators of workplaces.

When the concept of the creative economy is transformed from a small business or informal sector to an industrial one, the scale of business automatically increases. This requires a larger workforce and it will increase the contribution to the elimination of unemployment. For instance, in the United States, more than 5,5 million people were employed in the main areas of copyright in 2015, representing 3,87% of the total US workforce and 4,57% of total private employment in the United States (Siwiek, 2016; Tangpornpaiboon, & Puttanapong, 2016).

7. Contributing to economic growth. A well-implemented copyright protection system positively balances economic growth. The economic contribution of copyright in the United

States is over 10%, and WIPO has a strong positive correlation between the share of copyright in GDP and international intellectual property protections and international competitiveness measures.

Determining the ideal platform is carried out for optimal expansion of the role of creative industries as a generator of jobs and a tool of “weightless economy” in the formulation of sustainable development based on creativity.

The structure of the world economy has shifted to the creative economy by intensifying creativity and ideas as a production factor. Ensuring copyright protection is inseparable from economic and commercial motivation. As a defence for the implementation of ideas and creativity, copyright protection aims to articulate economic growth driven by knowledge. The more producers of ideas exist, the faster the economy grows. There are some strategic movements aimed at expanding the scope of the creative economy in the form of creative industries. The creative industry is an ideal implementation of a “weightless economy” and a generator of workplace, taking into account the considerations as follows.

1. Creativity and ideas as the most important capital have a high level of reproducibility with unlimited opportunities in terms of development.
2. Ideas and creativity independently generate self-employment in the form of informal business.
3. Informal employment in business is relatively open to people of different ages and different levels of education and skills.
4. The creative economy makes a significant contribution to youth employment and prevents the escalation of industrial unemployment.
5. The creative economy and the informal sector are relatively conducive to extending rights of women in order to provide them with a possibility to develop their skills and earn a certain amount of income.

The capital is another significant aspect of formulating an ideal platform for economic development. Many start-up companies do not achieve development on an industrial scale due to lack of (mostly financial) the capital. This problem stems from the fact that the capital owned by most of the creative economy or start-up companies is the intangible capital: ideas and creativity. This type of capital is perceived as unsuitable for banking services compared to fixed assets.

5 Discussion

The choice of priorities of scientific, technical and innovation policy should be based on the analysis of global directions of technical and economic dynamics, as well as on preconditions of formation of competitive advantages in business activity. Currently, inasmuch as the formation of a new type of economy in some countries acquires a new character, the main feature of the global economy lies in changing the dominant type of the capital (Acs et al., 2016).

According to the functional content, the following types of intellectual capital can be distinguished, namely: personalized, technical-technological, infrastructural, client capital, branded. Each type contains the corresponding types of the intellectual capital.

1. Personalized – knowledge, skills, creativity, education, professional qualifications, loyalty, staff values, psychometric characteristics.
2. Technical and technological – inventions, utility models, industrial designs, patents, trade secrets (know-how), design rights.
3. Infrastructure – information technologies, databases, organizational structure, management, philosophy, corporate culture, business cooperation.

4. The client capital – customer relations, contracts, portfolio of orders, franchises, licensing agreements.
5. Branded capital – trademarks, corporate brand (name), trademarks of services. The image of the entrepreneur or his business reputation can be attributed to this category (Watson & Stanworth, 2016).

The availability and efficiency of using intellectual resources determine the formation and possibilities of applying other types of intellectual capital, forasmuch as the possibility of creating new technologies, inventions and new brand projects primarily depends on human intelligence. The proposed classification of intellectual capital on the basis of its corresponding features reveals its essence in various aspects and creates a scientific basis for the development of methodological provisions on such pressing issues as developing a system for the formation of entrepreneurial intellectual capital, its reproduction and assessment (Green, 2013).

The organizational and economic mechanism of intellectual capital management has a rational combination of appropriate management methods, which, in turn, should ensure the effective performance of the functions of intellectual capital and the achievement of the goals outlined.

Considering the fact that the process of intellectual capital management is carried out with the help of intellectual labor, the motivation mechanism is another first-class element of the intellectual capital formation (Sarasvathy, 2001; Tkacheko, 2019). The motivational mechanism of intellectual labour is a set of regular relationships determining the implementation of the actualized needs of individuals (interests) with the help of intellectual activity (Lim, 2010; Drobyazko, 2019).

Recognition and understanding of the importance of the creative economy is gaining momentum. The United Nations has declared 2021 as the International Year of the Creative Economy for Sustainable Development (UN resolution, 2021). Its ability to create workplaces, introduce innovations, promote social inclusion and cultural diversity is currently certainly better understood than ever before, perhaps because of the devastating effects of the Covid-19 crisis. UNCTAD, as a designated UN agency on promoting the creative economy, is ready to engage and join forces with partners in this effort.

6 Conclusions

The escalation of copyright protection simultaneously entails the transformation of the concept of the creative economy into creative industries, taking into account the direct consequence of as follows: empowering creativity and creating a creative culture, encouragement to start a business, accelerating innovations, increasing business competitiveness and improving product quality. Along with this, there is empowerment for creativity to create workplaces and support economic growth.

The formation of an ideal platform is carried out for optimal expansion of the role of creative industries as a generator of jobs and “weightless economy”. The tool in the formation of sustainable development based on creativity should take into account several vital aspects, namely: legal aspects (content) by formulating legal norms, the best practices of implementation (structure) through the application of legal norms in practice, as well as the necessity and awareness of the society (culture) by promoting the most effective research of ideas and creativity as the primary capital of sustainable development based on weightless economic creativity.

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Primary Paper Section: A**Secondary Paper Section: AE**

THE MEANING OF BUSINESS REPUTATION AND THE WAYS OF ITS PROTECTION IN THE EU COUNTRIES

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Abstract: The article deals with studying standards, methods, and approaches to reputation protection in state courts of European countries and the European Court of Human Rights. The purpose of the article is to give a practical example of various ways and approaches to protecting business reputation in the European Court of Human Rights. Topic relevance is formed by the functional problem of creating the state, companies, public persons, and population's value in the society's eyes. Business reputation violation leads to violation of life foundations and social status lowering. During the study, general scientific methods of knowledge were used and systemic, historical, logical, formal-legal, structural-legal, comparative-legal approaches. The study's novelty lies in the systematization of methods and techniques of business reputation protection in European practice. The peculiarities of the material and non-material damage protection and decision-making on protecting business reputation in the courts are shown. The practical value of the study lies in the formation of generalized techniques of preparing court cases to protect business reputation in European state courts.

Keywords: defamation, business reputation, European Court of Human Rights, moral damage.

1 Introduction

Today, business reputation is an essential intangible asset, which allows its owner to engage in a normal lifestyle, make money, and conduct their activities. The issue of business reputation is relevant both for states and individuals. In practice, the business reputation of public persons is often in need of protection since they are the constant object of general observation. Therefore, disclosing personal and non-personal life facts can destroy their social status. In the business environment, companies planning to cooperate with financial institutions or stand on the way to conclude contracts with partners need business reputation protection because a bad reputation can paralyze the company's work. Business reputation also affects the organizational business processes, particularly the ability to assemble a highly skilled workforce. Under the conditions of digital transformation and uncontrolled information flows on the Internet, the protection issues of business reputation are raised more and more often in the European courts. The ways to protect business reputation can be different, depending on the objectives of the victim. At the same time, according to the court decision, persons who cause damage to business reputation may have both administrative and criminal liability.

Different countries have their approaches, standards, and solutions. Still, the European Court of Human Rights practice is the most generalized, and it forms the regulatory and legal standards and approaches to solving the problem. That is why we consider it necessary to highlight the critical aspects of business reputation judicial protection in EU countries, which are decisive in considering such cases. Therefore, this study shows the case law, which considers shaping the approaches, standards, and ways of protecting business reputation in EU countries.

The study aims to illustrate different ways and approaches to protecting business reputation in the European Court of Human Rights on a practical example.

The research should perform the following tasks to achieve the objective:

- show the basic standards of law applied in defamation proceedings;
- identify the norms of responsibility for damage to business reputation;
- to show the practice of compensation for material and non-material damage;
- show the peculiarities and procedure of defamation cases at the European Court of Human Rights;
- conduct a critical analysis of scientific approaches to the study of the problem.

2 Literature Review

Article 10 of the Convention for the Protection of Human Rights and Fundamental Freedoms (Mills, 2015), taken into account in decision-making in all EU countries, can now be applied as legal aid in dealing with defamation. Since each dispute is different, decisions of past cases are not copied in current processes. At the same time, the generalization of this Court's various findings in similar legal proceedings helps to build standard guidelines, attitudes, and principles that can be used in professional practice by lawyers and members of the media (Pereplesnina, 2013). With its wealth of practical experience in analyzing legal situations, the European Court of Justice tends to adhere to its past decisions. At the same time, each country has its courts, which have the right to independently consider the situation based on the current circumstances, but consider the European Court of Human Rights standards.

In general, in resolving disputes concerning the protection of the honor, dignity, and business reputation of a public person and the right to freedom of journalism, several conclusions of the European Court are taken into account, which has formed a set of standards.

1. Breadth of views. The case law of the European Court shows that meaningful disseminated information may be harmless, benign or offensive, shocking and disturbing. These requirements of pluralism, tolerance, and broadmindedness, without which a democratic society is impossible, have been shown in *Handyside v. the United Kingdom* (ECHR, 1976); *Jersild v. Denmark* (ECHR, 1994).
2. The press can cover all kinds of information. The press performs an essential function in a democratic society. It must not overstep certain limits related to the information's confidentiality. But at the same time, it should highlight issues of general interest and be responsible for all kinds of publication, as shown in *De Haes and Gijssels v. Belgium* (ECHR, 1997) and *Bladet Tromsø and Stensaas v. Norway* (ECHR, 1993).
3. The public also has the right to disseminate information. It is not only the task of the press to share such information and opinions. The public has a right to receive such information and publish it, as shown in *Thorgeir Thorgeirson v. Iceland* (ECHR, 1992).
4. Provocation and exaggeration are standards of journalism. Journalistic freedom extends to the possible use of a degree of exaggeration or even provocation. However, this freedom contains several exceptions set out in Article 10 of the Convention, subject to strict interpretation, as illustrated in *Prager and Oberschlick v. Austria* (ECHR, 1995).
5. The information disseminated must be verified. Article 10 of the Convention protects the journalists' right to publicize issues of general interest. They act in good faith and on an accurate factual basis, providing reliable and accurate

information under the ethics of journalism. Under Article 10(2) of the Convention, expression freedom links to duties and responsibilities, which also apply to the media concerning matters of general severe interest. Moreover, these duties and responsibilities' significance increases in cases of attack on the reputation of a particular people and a violation of others' rights. Thus, special reasons are required to relieve the media from its standard obligation to verify allegations of facts that diminish the reputation of private individuals. The availability of such reasons depends on the nature and extent of the defamation and on the extent to which the media outlet can reasonably regard its sources as reliable. Examples of such situations were *Lindon, Otchakovsky-Laurens, July v. France* (ECHR, 2007), and *Pedersen and Baadsgaard v. Denmark* (ECHR, 2003).

6. Public Servants – Object of Observation. Although we cannot keep constant that public servants knowingly place themselves in a position that permits scrutiny of their every word and deed on an equal footing with politicians, public servants in office, like politicians, are subject to a wider margin of appreciation than private individuals, as shown in *Thoma v. Luxembourg* (ECHR, 1997).
7. Right to privacy. The European Court considers that a restriction on information publication in the public domain may be justified under certain circumstances. For example, to prevent further general discussion of the details of a person's private life when such discussion is not part of a political or public debate about a matter of public interest. The European Court reminds in this connection that in cases concerning publications concerning details of a person's private life for the sole purpose of satisfying the curiosity of individual readers, a person's right to adequate protection of their personal life takes precedence over journalistic freedom of expression, as shown in *Von Hannover v. Germany* (ECHR, 2000).
8. The European Court recalls that it is unacceptable to attack a public official concerning matters concerning members of their family (*De Haes and Gijssels v. Belgium*, 1997).
9. The European Court notes that in the case of civil servants acting in an official capacity, as in the case of politicians, although not to the same extent, the scope of acceptable criticism is broader than in the case of private individuals (*Janowski v. Poland*, 1994).

In general, European practice has collected a sufficiently large number of standards in the business reputation protection of public officials and public figures. When it comes to companies, in general, a legal entity has the same responsibility to society as a public official, so when protecting the companies' rights, one can also rely on these precedents. At the same time, the issues of solution methods and approaches are pretty debatable. Therefore, it will form the field for research.

3 Materials and Methods

The complex of general scientific and particular scientific methods of cognition was used to achieve the goal and solve the above tasks. General scientific, philosophical methods include analysis (systemic, historical, grammatical, formal-logical, etc.), synthesis, induction, deduction, etc. Among the applied scientific methods of cognition, legal modeling, comparative-legal, structural-functional, and formal-legal analysis should be noted. Domestic and foreign authors' similar studies were studied to write the work. The information was systematized in the course of the study. It allowed determining the problem's general and individual approaches to the study of this topic.

4 Results

As noted in the legal literature, for the legislation of EU member states, it is standard practice that persons who cause damage to business reputation may be criminally or administratively liable. It is the situation in the legislation of most European states,

except Ireland, Norway, Romania, Montenegro, and Macedonia (Pereplsnina, 2013). In most countries, the abuse of freedom of speech is qualified as a crime, although quite often of a minor degree of severity. An exception is the Federal Republic of Germany (Germany), where slander and insult in media materials are punishable by up to five years in prison (Art. 188, Chapter 14 of the Criminal Code of Germany) (McGonagle, 2016).

Foreign legislation on protecting the business reputation of business entities allows different ways to protect a person in court. For example, Article 2 of the Defamation Act of 1952 of Great Britain indicates that the only way to protect business reputation is a Defamation Action (Defamation Act, 1952). The Defamation Act 1996 significantly expanded the protection methods for business reputation (Article 9). In addition to a claim for defamation, the following claims are possible:

- correction or apology;
- a certain amount of compensation for damages;
- prohibition to disseminate information (Defamation Act, 1996).

Let us examine in more detail the precedents of the ways to protect business reputation in the practice of the European Court. To begin with, the satisfaction of the demands is possible only if the victim of defamation proves that the information disseminated is defamatory and applies to them. If the disseminator of information believed that he acted in good faith and did not intend to cause harm to anyone, he would be exempt from civil and legal liability. The law also shows that if the information is not entirely but partially defamatory, the disseminator of the information may be justified. The law also provides for a standard of damages.

Amendment or Apology. To date, many defamation cases involve the satisfaction of financial compensation and are purely formal, which is particularly important for public persons. European courts decide based on developed approaches to resolve the issue, discussed below. As a court decision appears, the disseminator's obligation of information is to make a public apology. The problem becomes more debatable when the victim of damage to business reputation demands material compensation.

Compensation of damages in a certain amount. According to Article 2, reparation is made based on an offer the disseminator sends to the post-distributor based on prior negotiations. Therefore, the amount of compensation must be discussed orally and in writing. After signing such an agreement, the lawsuit will be terminated, and the plaintiff has no right to assert a new claim to protect his rights under the same circumstances.

Intangible Damages to Legal Entities. Wilcox (2016) writes that taking into account the enforcement positions of such states as Austria, Great Britain, Spain, the Netherlands, Poland, Portugal, France, Switzerland, one cannot deny the possibility of compensation for non-material damage to legal entities. Indeed, speaking of compensation for damages, at common law, researchers note that the legislation of Great Britain under the settlement of harm caused to a legal entity as a result of the dissemination of defamatory information about it understands only the coverage of economic damage (Krug, 2005). Neither the legislator nor German court practice provides for the possibility of compensation for the damage to a legal person's reputation. As for compensation for non-material harm, as legal scholars point out, the courts prefer to compensate only material harm in England, but not non-material claims (Ali & Dmitrenko, 2016). At the same time, a claim for non-material harm may be satisfied when the amount of damages is difficult to prove. In the court's opinion, the decision to deny any monetary compensation is unfair (Dupont, 2014).

European Court of Human Rights supports the right to compensation for non-material harm by business entities. Fundamental on this issue is the ruling in the case of *Comingersoll S.A. v. Portugal* (2000), which states that the possibility of compensation for non-pecuniary damage should be available to individuals and companies. Subsequently, the ECtHR began to award companies compensation for non-pecuniary damage, for example, in the case of *Meltex Ltd. and Mesrop Movsesyan v. Armenia* (2008) and the possibility of *Dacia S.R.L. v. Moldova* (2009).

The practice of compensation for pecuniary damage. In 2013 the Defamation Act was adopted in Great Britain, which applies when the violation of business reputation occurred after January 1, 2014 (Defamation Act, 2013). Article 1 introduces the concept of serious harm to protect the rights of business people, which means that the claim can be satisfied if the dissemination of defamatory information has caused or may cause severe financial losses in the future. This issue is resolved in a preliminary hearing. However, the law does not specify what evidence of such harm is accepted by the court.

It should be noted that foreign practice concerning compensation for pecuniary damage is also ambiguous. For example, an analysis of German law suggests an approach to compensation for damages to legal entities in this country. For instance, in one situation involving a pharmaceutical company, a claim for compensation for non-pecuniary damages was filed (Bergmann, 2008). As the court pointed out, the occurrence of damages can only be based on empirical indicators, if any, i.e., the protection of the economic interests of the legal person is done by claiming compensation for material damages in court. The possibility of a decrease in turnover in the future is also not a basis for compensation. The court also points out that it is necessary to consider the difference between a legal entity and an individual since the former do not have a personality; respectively, it can not be injured in any way.

The prohibition of information dissemination is another way to deal with the issue, which is especially relevant for Internet resources that, once published information on the site, leave it in public view for the entire site's life. The Defamation Law of 2013 introduced a procedure for resolving disputes about the protection of business reputation when information is posted on the Internet. In this situation, the person concerned may file a complaint with the site administration. Only after the expiry of the deadline for consideration of the complaint may it appeal to the court with a lawsuit (Article 5, Paragraph 5). If the court decision is favorable, the site undertakes to remove the information from the publication.

Approaches to resolving defamation cases. The European Court of Human Rights, in dealing with defamation cases, essentially tests the balance between the right under Article 8 ("right to respect for private and family life") and the right under Article 10 ("freedom of expression") of the Convention for the Protection of Human Rights and Fundamental Freedoms. In the context of the correlation of these rights, the European Court has issued several judgments to justify the possibilities and grounds for their restriction. In such cases, two key circumstances must be taken into account:

1. the degree of public interest in the information disseminated;
2. the degree of publicity of the person against whom the information has been disseminated. The person's prior conduct, the manner and circumstances in which the information was obtained, its accuracy, the form, and the publication consequences should also be considered.

The public interest. A significant public interest, according to the Court, exists when the information has a direct effect on the public to a considerable extent and the public has a legitimate interest in this information (e.g., para. 66 of *Sunday Times*

v. United Kingdom (ECHR, 1979)), especially if it concerns the public welfare (para. 58 of *Barthold v. Germany* (ECHR, 1985)). In addition, many cases note that information about officials' misconduct, including corrupt acts, is of public interest, and therefore prosecuting for disseminating such information violates Article 10 of the Convention (para. 43 of *Nadtoka v. Russia* (ECHR, 2019), para. 62, para. 71 of *Morar v. Romania* (ECHR, 2016), para. 68 of *Axel Springer AG vs. Germany* (ECHR, 2005), para. 52 of *Ojala And Etukeno Oy v Finland* (ECHR, 2014)).

Numerous ECHR jurisprudence is based on the view that states have a limited scope of discretion where disseminated information concerns a topic of public interest (e.g., para. 44 of *Plon v. France* (ECHR, 2014)). That is, the cases in which a departure from the Court's practice in such cases may be justified under domestic law are minimal compared to cases concerning the protection of honor and dignity and the refutation of untrue information that is not of significant public interest.

Consequently, if the information of significant public interest is disseminated about an individual, the ECtHR considers the restriction of such person's rights to respect for private and family life (Article 8 of the Convention) justified, and the balance of ownership in such cases shifts towards freedom of expression (Article 10). The courts must regard this information as a value judgment, as the ECHR pointed out in paragraph 43 of the judgment in *Ghiulfer Predescu v. Romania* (ECHR, 2018). Therefore, if it is a topic of public interest, statements should be considered a value judgment rather than a factual statement.

The degree of personal publicity. The degree of publicity of a person is also directly relevant: the higher the position a person holds, the more his right to private and family life can be limited by publishing relevant information about him (para. 52 of *Ojala And Etukeno Oy v. Finland* (ECHR, 2014), para. 119 of *Hachette Filipacchi Associés v. France* (ECHR, 2015)).

In particular, a telling case in this regard is *Axel Springer AG vs. Germany No. 2* (ECHR, 2005), which concerned information disseminated about former German Federal Chancellor Gerhard Schroeder and his possible ties to Russia. The European Court of Human Rights noted that Schroeder, who held one of the highest positions in Germany, should have been more open to the press than private individuals. Under such circumstances, the ECHR concluded that the German courts had failed to provide sufficient grounds for the necessity of restricting the freedom of speech and found a violation of Article 10 of the Convention.

A textbook case in this respect is *Lingens v. Austria* (1986), which is cited in nearly every decision of a national court on matters of reputation. Political journalist Peter Lingens was accused of defamation for stating that Austrian Federal Chancellor B. Krajski collaborated with the Nazis in his publications. Having found the violation of Article 10 of the Convention, in point 42 of the judgment, the Court defined how the person's status as a political figure influences the possibility to protect his reputation, stating that the requirements to protect one's reputation should be considered taking into account the personality status and in connection with the interest of discussing political issues. The ECHR's position is that the more prominent a person is and the more power they have, the more their right to privacy can be restricted in favor of freedom of speech. Simply put, the higher the rank of an official, the less opportunity he has to refute information about himself in Court, especially if such information is disseminated by journalists who perform their function of drawing public attention to important topics.

However, all is not so hopeless for public figures willing to defend their rights in Court. Of course, freedom of expression is not absolute. In particular, the Court notes that Article 10 of the Convention provides guarantees for disseminating information on matters of public interest, provided that such dissemination is

in good faith. The information is accurate and reliable under the requirements of journalistic ethics (para 45 of the judgment in *Ojala And Etukeno Oy v Finland* (ECHR, 2014) para. 65 of *Bladet Tromsø and Stensaas v. Norway* (ECHR, 1999). Under certain circumstances, even if a person has a significant degree of public popularity, they may invoke a "legitimate expectation" of protecting their private life (para. 97 of *Von Hannover v. Germany* (ECHR, 2004).

Significant in this context is the case of *Mihaiu v. Romania* (ECHR, 2008), where the ECHR pointed out that in cases where the disseminated information indicates the name of a person, their position, and the charge of a particular crime, the disseminator should provide sufficient factual substantiation of their statements. Otherwise, they cannot justify their behavior with the degree of exaggeration that is admissible in exercising freedom of speech. In this case, there was no evidence to support the applicant's dissemination, so the Court concluded that there had been no violation of Article 10 of the Convention, guaranteeing the applicant's freedom of expression.

The criteria mentioned above developed by the European Court of Human Rights in defamation cases are a coordinate system for European courts in this category of cases. Therefore, to neglect these legal positions of the ECHR or to pay insufficient attention to them when preparing relevant claims is highly short-sighted to both sides of the dispute (Gromovy, 2020).

5 Discussion

Even though today there are quite a few scientific works and precedents in judicial practice on defamation, there remain many problems that do not have sufficient regulation and coverage in the scientific literature. In particular, Skoropysova (2021) believes that there are no rules of law that measure moral suffering in monetary terms today. It raises several issues which require specific attention from lawyers. First, it concerns a more evident clarification of moral damages, which is perceived differently by different courts. Therefore, it is impossible to predict the outcome of the case. Also, there are no criteria that allow for an objective assessment of the number of moral damages on this issue. Also, insufficiently regulated to date is the case of solving the problem of defamation via the Internet. In particular, while it is possible to control the actions of websites activities, such activities remain unregulated in social networks.

Kravchenko (2020) conducted similar studies to ours, which provided a classification of ways to protect business reputation. To these, the author includes general means of protection, including compensation for damages and stopping wrongdoing. Unique forms of protection are written refutation of information. The author emphasizes that it is essential for Ukraine because published information in the media about the nasty business reputation of companies can provoke a decrease in its business activity.

Rubtsova (2020), in her study, shows the problem of interpreting information that is seen as damaging the business reputation of a person or a company. Since there are no standards for interpreting information, controversial issues cannot be resolved without a court of law.

Lapshin (2017) also considers the issue of protecting business reputation in Russia in the context of safeguarding corporate rights. The author identifies several essential protection methods, which in Russian jurisprudence use more often. It refers to the refutation of information about bad business reputation, as such publications create financial difficulties for companies that cooperate with the financial sector. A similar study was conducted by Yaroshevskaya & Murtazaeva (2021). They denote that business reputation is formed not only based on the evaluation of the company's performance but also under the influence of other factors, including the activity of media companies on the Internet.

6 Conclusions

Business reputation is essential for public individuals or government officials, legal companies, the public, and the state. Damage to business reputation today can lower the social status of individuals, and legal entities can reduce their business activity level.

Protecting business reputation in the EU countries is based on the case law. The principal judicial body that allows solving this nature's issue is the European Court of Human Rights, which is based on the Convention for the Protection of Human Rights and Fundamental Freedoms, which is taken into account in resolving disputes in all courts of the EU.

The European Court of Human Rights has elaborated several provisions based on past litigation related to the protection of human rights. The basis of these decisions is freedom of speech and the security of personal information. The court's main task is to find a balance between these values in society.

The main ways to protect business reputation in the EU countries are rejection, modification, apology – as a form of refutation. The second most popular solution is compensation for material or non-material damage. An analysis of judicial practice shows that it is pretty difficult for legal companies to prove material losses based on non-material actions. At the same time, if the loss issue is empirically proven, it is possible to obtain pecuniary compensation. In this case, future losses are not taken into account. The third way is the information extraction from the publication, which has become especially relevant in the period of digitalization and the work of the mass media on the Internet.

The practical value of the research is formed for practicing lawyers and attorneys who work on protecting business reputation. A further field of study will include the issue of legal approaches to the assessment of moral damages.

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THE ROLE OF DIGITALIZATION IN GLOBAL AND NATIONAL ECONOMIES

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Abstract: The digitalization should indicate the attitude to the inevitable changes. The study aims to conduct a comparative analysis of national strategies for the digital economy, which will allow, firstly, to develop effective approaches to further globalization development beyond the competition between the subjects of the world economy, and secondly, to develop theoretical views on the global digitalization spread. The study results can be used for mathematical modeling processes of socio-economic priorities for the development of national economies and their regional-continental groupings, which will allow concentrating financial resources on the highest priority areas of national development and humanity as a whole.

Keywords: digitalization, information and communication technologies, artificial intelligence, digital economy, global economy, national economy.

1 Introduction

The modern economy has left the traditional circle when economic processes determined the nature of the country's and society's development. In general, modern economic processes are derived from the information component of society. Within the world, information has occupied an environment that is already capable of determining the nature and trends of development of the entire planet. In other words, the flows of the artificial information field define the market as not a self-regulating system based on the principle of an "invisible hand" but a system that sets the principle of instantaneous total control of all elements not only of the economic component but also of human behavior itself. Traditional approaches in the organization of business and work methods have already changed, and new sectors of the economy, fundamentally changing the economic system itself and the goals of the sphere of human activity, have begun to develop rapidly. The content a supranational strategy creation for the digital economy, defining universal global planning with clearly distributed functions of national economies is increasingly evident.

This study aims to conduct a comparative analysis of national strategies for the digital economy, which will allow, firstly, to develop effective approaches to the further development of globalization beyond competitive disputes between the subjects of the world economy, and secondly, to develop theoretical views on the global spread of digitalization.

Research tasks:

1. to assess the nature and trends of digital dimensions in the global economic space.
2. to identify the means and approaches to digitalization in overcoming the economic backwardness of underdeveloped national economies.

2 Literature Review

The theoretical basis of the digital economy began in 1995 by Donald Tapscott (Don Tapscott, 1995), but the active publication of this direction began the last 5–6 years ago. Currently,

economic science indicates three directions of the study of digitalization:

- assessment of the digital economy's development through appropriate indices (Hanna, N. K. 2011; Foster, C., Heeks, R., 2013; Giannone, D. & Santaniello, M., 2018; Burger-Helmchen, T. & Meghisian-Toma, G. M., 2018);
- an empirical study of the digital economy development by Nicolas C. et al, 2015; Hrustek N. et al, 2019; Penmetsa M., Bruque-Camara S., 2021; Abdelrehim A., Khan (2021);
- the digital economy's impact on the modern economy (Goldmanis, M., et al., 2010; Raza, M., et al., 2020; Su M., Xia, J., 2020);
- Regarding the assessment of the digital economy development, it is worth noting Coyle, D. and Nguyen, D. (2019), who noted the need for a fundamental change in the economic concept.

Let us focus on the impact of digitalization on the economy. Thus, Herrador-Alcaide, T. C.; Hernandez-Solis, M. (2016) estimate such impact by changing the components of accounting costs. The macroeconomic impact of digitalization is indicated in Fidan, H. (2016), examining the growth of the national economies of Turkey and Lithuania using the Ginny method. The specificity of the macro-level aspect change of digital economy development is analyzed in the capital of Rwanda by the authors Otioma, C., Madureira, A. M., Martinez, J. (2019). The creation of surplus-value as a solidification of digitalization result, namely the elaboration of large production data, has become a research priority by Gravili, G., Benvenuto, M., Avram, A., Viola, C. (2018).

The digital economy development also provokes the digital divide in regional economies (Meng, Q., Li, M., 2002; Lopez, F. L.; Nanclares, N. H.; Vaco, C.B., 2003). Antonelli, C. (2003) extends such a theme while proving that the digital revolution creates a global digital redistribution. Van D. et. al. (2014) prove that social inequalities become more pronounced as the Internet develops, using the Netherlands as an example. The difference in digital state regulation for Southeast Asian countries is presented by Apriyanti, I. D et al. (2020).

3 Materials and Methods

The implementation of the research aims implies the use of the following methods:

- systematization, generalization of scientific publications on the study of the problems of ICT implementation and digitalization in different countries and spheres of socio-economic development. The assessment is made through the criterion of national socio-economic development of the economy.
- analysis of general normative and legal trends in the implementation of digital technologies through the prism of the search for alternative non-legal space;
- the method of comparative analysis of digitalization implementation options in the direction of the envisaged results;
- system analysis, the method of information synthesis that allowed to carry out analytical comparisons and harmonization of diverse trends and present logical constructions in the global and national digitalization course.
- the quantitative method of research on the chronology of ICT implementation and its basic elements
- the logical analysis of the historical development of digitalization allowed us to form the cyclic nature of this process and highlight its main stages.

4 Results

The study results will focus on the understanding of digitalization as a technological process of collecting, accumulating, and transforming primary data into useful knowledge. Therefore, in the logic of businessmen, digitalization is nothing but a global rethinking of business organizations to optimize and automate business processes under the control of IT systems. At the government level, the digital economy acts as an economic activity in which the key factor of production becomes the data in digital form. The large volumes of data are processed; the use of their analysis results, compared to traditional forms of economic management, allows to significantly increase the efficiency of various types of production, technology, equipment, storage, sales, delivery of goods and services. Therefore, digitalization is constantly based on the analysis of accumulated data.

In other words, the digital economy is an activity directly related to the development of digital computer technology, which includes online services, electronic payments, Internet commerce, crowdfunding, and others.

Thus, it is quite obvious that the role of computer and communication technologies is growing, especially in large businesses. Consequently, the current state of digitalization on an industry or production scale is assessed in terms of the following aspects:

- continuous information management, including automated collection, storage, processing, and analysis of diverse data;
- end-to-end inter-process integration of data and products;
- predictive management of production and business processes;
- product lifecycle management;
- automation of manual work with the help of robots and electronic document management;
- replacement of full-scale modeling of production objects and processes with their digital counterparts;
- flexible corporate culture based on prompt Internet interaction between geographically distributed employees and business units;
- cybersecurity.

The above-mentioned aspects have formed the basic directions of corporate digitalization. The vast majority of scientists note that the main elements of the digital economy are considered to be e-commerce, online banking, online advertising, and online entertainment. However, the electronic payment system allows all of these elements to function fully. The second basic element of the digital economy is the corresponding infrastructure is the computer equipment and Internet connection. Therefore, thanks to the development and implementation of information technology today, people's daily life is in many cases without an intermediary – mobile banking provides a variety of services, social networks bring the user's daily life into the public domain.

According to the World Bank report, the economic feasibility of digitalization lies in the following benefits (G20 Financial Inclusion Experts Group ATISG Report, 2010):

- increase in productivity;
- improved companies' competitiveness;
- lower production costs;
- creation of new jobs;
- increasing human needs satisfaction;
- overcoming poverty and social inequality.

In general, these benefits to the country constitute a "digital dividend," namely economic growth, jobs, and expanded services. However, the payoffs from digitalization are not being seen quickly enough. There are two reasons for this lag in the payoff. The first is the lack of access of the world's population to

the Internet (only 40% of the world's population has such access). The second is the net benefit of business structures due to the lack of clear regulation and limited competition between digital platforms, the rather frequent failures of e-government initiatives, and the use of governments and corporations as a method of control over citizens, narrowing their rights and opportunities.

Therefore, it is not surprising that the summits of the world's most powerful national economies (G7 and G20) prioritize the digital economy, noting that it can fundamentally change human lives and bring prosperity to nations (OECD Digital Economy Outlook, 2017).

The World Bank notes the potential risks of cyberization:

- unauthorized access to information and other cybersecurity threats;
- mass unemployment;
- digital inequality gaps in education and conditions of access to digital services and products between citizens and businesses within countries as well as between nations.

The UN Conference on Trade and Development (UNCTAD) (Trade and development report, 2018) also noted the negative effects of digitalization. Therefore, the development of digital technology creates new opportunities for the national economies of developed countries. And the simple logic of economics notes – the benefit goes to those who implement innovations in their production and further guarantees income through the diffusion of innovations in space and time.

In general, the digital economy in developed countries takes on average 18.4% of GDP (from 10 to 35%). For developing countries, this share is 2–18%. According to forecasts, by 2025, the world economy volume will be about \$23 trillion, or 24.5% of global GDP (UNCDAT. Digital economy report, 2021).

As for economic digitalization, everything is obvious – big business and, above all, foreign businesses are actively pursuing it in their business models.

Another aspect of digitalization is the focus on the formation of big data (Big Data). These processes are developed and actively implemented by specialized platforms by the giants of the Internet industry (Facebook, Google, Amazon, Microsoft).

A separate area of digitalization was the system of regulation. The greatest success of such regulation has been achieved not at the municipal level but at a lesser level at the state level.

Let us characterize the digitalization processes at the municipal level, namely such a phenomenon as "smart city". The greatest achievements in the world in this direction belong to Singapore. Singapore started moving in the direction of digitalization about ten years ago: the government invested in the technology sector through grants and incubators. Within a few years, Singapore created a combination of an advanced IT infrastructure, government support, intellectual property laws, and a multinational pool of talent. Today, Singapore is one real-time testing ground for digital technology. To do this, the government is presenting a business environment and creating an environment for tech innovation. According to the Financial Times, more than 270 venture capital funds invest in 4,000 technology startups that employ about 22,000 people. Consequently, the country's GDP is growing. The Singapore government has launched a single digital platform that connects all financial products, including bank accounts, pensions, and insurance programs.

Singapore has adopted and is implementing a national Digital Government Blueprint (DGB) to expand the local digital economy and develop a smart digital society. The DGB offers an

approach to seamlessly integrate e-services and government standards on three fronts: citizens, businesses, and government employees. The process is led by Singapore's Government Technology Agency (GovTech), which has led to the country being ranked among the world's top digital governments for the past five years.

In Singapore, 94% of the city's services are provided digitally through a personal digital passport. Moreover, digitalization is also involved in the incarceration system. Inmates are fully monitored both through external surveillance cameras and through the inmate's tablet, which is issued for use. The inmate corresponds with his relatives through the tablet, can read authorized literature, receive authorized information, electronic roll-call, and identification is conducted. All streaming information about the inmate is processed by elements of artificial intelligence to interpret its behavior for the future. It is essentially a digital prison maintained in a digital cloud, and inmates are psychologically adapted to 24-hour supervision and control, with prison monitors becoming de facto analysts of specific data. In this analogy, human life in Singapore is also fully digitally controlled, with residents convinced that such control is for the good and benefit of their lives. At the same time, such control blocks other behavior and does not allow other opinions, as opposed to this digital control system, without regard to the possibility of being punished in a certain way. And if such control is introduced into a mandatory social rating system, the external perception of each resident of such a digital system will become unequivocally positive and necessary to retain a personal rating in that digital system.

To date, digitalization has fully embraced the sphere of public regulation and governance around the world. As an example of the deployment of this process in the post-Soviet republics, consider the Russian Federation. After all, geographically, it is a vast territory, and economically it is the most developed economy of the post-Soviet republics. The economic and financial potential of the digital transformation is quite powerful. The political aspect should also be noted – power has been concentrated for twenty years in the United Russia party. For Ukraine, the main issue is gaining and retaining power through the election process; for Belarus – the principle of totalitarianism and its content means that digitalization processes are not a priority for the government.

Practically, the processes of Russia's digitalization are becoming a government policy template in the post-Soviet space. Therefore, let us note the main points of this project. Thus, on July 1, 2020, the Federal Law of April 24, 2020, "On experimenting to establish special regulation to create the necessary conditions for the development and implementation of artificial intelligence technologies in the subject of the Russian Federation – the city of federal significance Moscow and amending Articles 6 and 10 of the Federal Law "On Personal Data" (Federal Law of April 24, 2020, No 123-FZ) became effective. As for the law itself, it does not reflect the human rights protection in any way in the relevant mechanisms, as opposed to general phrases about human benefits. The collection of data about an individual is technologically practically perfected, which means that these data can potentially be used by any entity in an unlimited range of uses. Most important thing is that the violation of human rights leads to the impossibility of restoring them. For a year and a half, when quarantine measures were introduced, this was vividly demonstrated. Yes, the human recognition system records the violations, and the case goes to court. The courts' decision is based solely on the probability of recognizing a person more than 50%, and other approaches to human identification are not taken into consideration by the judges. A striking example is a filmmaker Fyodor Yarmoshin, who was identified by the recognition system as a thief solely because of his glasses and outerwear with a probability of 61%. And there are dozens of such cases in Russian cities, in most of which in court the accused could not prove their innocence for violating public order. And this is similar to corporate business

management, where control of management is ensured by the principle of ownership of 50% plus one share. In general, this legislative approach forms the principle that humans are always wrong about artificial intelligence (the priority of artificial intelligence over humans). Such a problem has been and continues to be discussed at various levels of conferences, but there are no concrete solutions for the time being. Besides, a face recognition system in laboratory conditions gives a high probability (up to 95%), but in real life, it is simply not effective because many factors from lighting to the psychological state of the person him/herself will affect it.

Note that the philosophical system of artificial intelligence, approved in legislation, indicates that a person does not have consciousness and free will, and so the personality – just operates a set of conflicting elements of the brain and a set of impulses, which can be described by neural network algorithms.

Therefore, in the nearest future, digitalization will lead to complete control over humans by forcibly changing the program code of a particular person's DNA. We should expect to see the initial elements (and systems) of artificial intelligence combined with biotechnology in the human body to fully program both human behavior and life. Eventually, translate it into functioning under the control of artificial intelligence without personal humans' psychology and self-consciousness.

The pandemic quarantine measures put in place are working out a philosophy transferable to state power. Consequently, the flow of big data leads to the fact that decisions will not be made by officials but by an appropriate program, which is based on processed information. Therefore, the sovereignty of the state is lost. In the EU countries, a screen is given to the fight against such initiatives (the so-called protocols on bioethics and the ethics of artificial intelligence), where, according to Nobel laureate Daniel Kahneman, billions of dollars are allocated for this purpose.

In contrast to Russia, there are no such measures, and the implementation of digitalization takes place solely under the control of the controlling tax authorities to take complete control of all income of citizens on a non-alternative basis. Backbone direction and their implementation should not be subject to any criticism, much less opposition. The choice of the backbone path is carried out only by the banking structures. Practically there is a loss of state sovereignty. Activities are dictated either by TNCs or globalist structures (for example, the World Organization "United Cities and Local Governments"). Such and similar management structures carry out remotely (digitized) through the issue of bulletins several times a year, where the institution of state management is not mentioned. These instructions on management are implemented through their website for subscribers with duplication on their e-mail, so sooner or later, at such transformations, state power will gradually pass from state structures to standing structures based on super-artificial intelligence. For the moment, these are the developers who form the codes where the behavior of individual state structures (police, security forces) is laid.

The current methodology for assessing the digitalization ratings is based on a consumer's survey on the comfort of receiving services. Accordingly, Singapore ranks first in such ratings, while Russia only ranks 57th.

The future of society in the digital dimension has already been defined. The Metaverse project has been announced by Mark Zuckerberg. It is a very deep and large-scale project, concerning both the changes in society itself and the people themselves. The essence of the project is to enable people to go beyond themselves. It is the privatization of human development because the human being, by their essence during life, goes beyond certain limits. Project Objective gives the only way out in a virtual world of illusions. At the same time, the real world becomes as limited as possible due to the continuous

introduction of various restrictions. With such restrictions, a world of immense possibilities opens before a person, where everything is possible – from work to leisure time. According to this project, the goal is to create consciousness, and collective consciousness, which will be formed solely by real sensations, recorded by the virtual world of each person. Such data will be processed by artificial intelligence and thereby model consciousness to solve complex problems of consciousness.

The global approach of digitalization points to the creation of a single digital camp, where people are translated into a state of complete slavery, and the creation of the Metaverse becomes a refuge or a drug from reality. In doing so, human's relation to reality will change because humans will become constantly acting sensors, working in two directions on giving and receiving.

In addition, two principles, the carrot, and the stick are operative for the realization of any project. The stick manifests itself as various restrictions, compulsory actions, and penalties, and the Metaverse will act as a carrot. That's why Eric Schmidt, who ran Google from 2001 to 2011, pointed out that Metaverse technology would soon be everywhere but would not necessarily serve the human community.

What is clear, however, is that the world has changed and there is a struggle between the old system and the new one. For example, in the summer of 2021 in the U.S., the financial elite began to attack the new digital elite (Google and Microsoft). However, representatives of the digital elite made a corresponding march already in October-November by declaring the creation of the Universe Aim. Zuckerberg himself declared

that he would act in a space not regulated by any law. It is not a new move, but a tool of England when it moved away from continental business relations to the maritime scheme of political play, which was not regulated by any law and formed the commercial maritime law.

It is quite clear from a political economy that the Universe Aim provides purely economic benefits when Microsoft and Facebook combine, namely, the number of users grows to 1 billion people, profits grow from \$2 to \$30 trillion and an additional \$5–6 trillion from restarting the Internet 3D and launching a fully controlled virtual worlds market. Representatives of the digitalis's point out that they are creating a goal-economy divorced from taxes and the state apparatus. For the social order, it is the creation of a socially atomized world, conforming to a new normality, where people should sit at home with reduced consumption and a social division of society into different groups. At the same time, the Aim also solves the problem of the spectacle, a phenomenon that was described back in the 60s by Stanislav Lem in his book "Summa Technologiae".

This trend is also understood in China, which is why Xi Jinping is pursuing a policy of state digitalization (it is a system of socio-digital credit for every inhabitant, the ITTN (International Technology Transfer Network Training) training program), which in China is held for entrepreneurs who want to engage in technological entrepreneurship in the territory. BRICS countries.

Based on the assessment of the noted trends and their characteristics, it is necessary to point out the model of social-cyclical change under the digitalization processes (Figure 1).

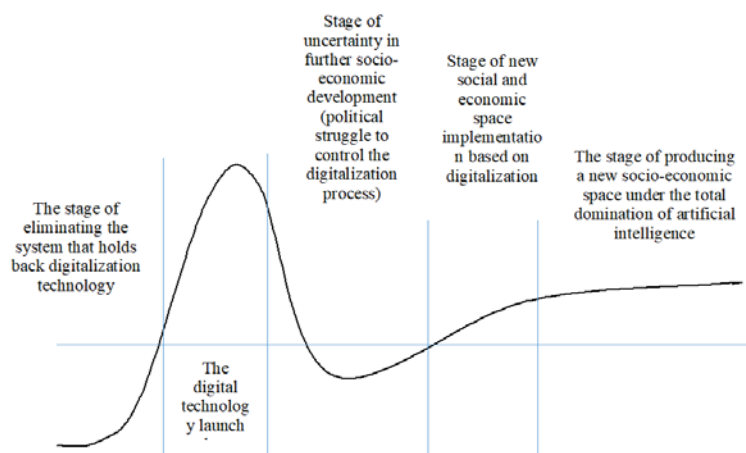


Figure 1. The global cycle of public relations digitalization
Source: author's elaboration.

The public feature of the model is presented in Table 1.

Table 1. General characteristics of digitalization processes by individual periods of human development

Stages and duration	General characteristics
Elimination stage 1960 -1991	1957 – L. Kupriyanovich – the prototype of the cell phone LK-1. 1961 – LK-3 Cell phone with a nickel-cadmium power supply 70g. In 1958, the development of the mobile communication system "Altai" began. 1959 – A. Kitov, for the first time, suggested the creation of a national computer network. 1970 – V. Glushkov has developed a detailed plan for the realization of this idea. 1978 – The first superscalar machine, Elbrus-1, was 15 years earlier than the first Western superscalar processors. 1995 – Intel releases the improved Pentium Pro processor, which is now very close to the Russian microprocessor. 1990 – Vladimir Pentkovsky participated in the development of Elbrus-1 (1978) and Elbrus-2 (1984) supercomputers. In 1986 he led the design of the 32-bit El-90 processor. By 1987 the logical design of the future microprocessor was completed, and in 1990 the prototypes were made. These further developments were embodied in the legendary Pentium implemented in microprocessors. In general, the development of basic cybernetics and computer and cellular communication systems was very active in the USSR and was significantly ahead of the Western capitalist countries (especially in architectural design), but the technology was classified, and its application was not brought to mass consumption. The transition to personal computers in the USSR did not form the basis of either technical or ideological foundations of social digitalization.

Launch stage 1992–2013	100,000 scientists, most of whom were connected with electronics, were leaving the collapsed USSR, so their ideas began to be implemented in foreign firms. Computers became personal computers, and the whole computer industry developed vigorously. Within 12 years, began the intensive development of investment in the electronic computer industry, which shaped information and communication technologies, especially mobile communications. Development of machine learning technologies. 2009 – Creation of the search engine WorframAlpha, which can recognize language queries. Since 2010, the use of elements of artificial intelligence in consumer applications and devices began. Huge databases were a breakthrough in artificial intelligence training. In addition, new productive algorithms were created for training neutron networks. The implementation of 3D printing for consumers.
Uncertainty stage 2014–2023	The overall cost of ICT is rising. The spreading technologies of deep learning the power of computers allows working through the so-called vast data (Big Data) with deep learning methods (Deep Learning), based on the use of artificial neural networks. 2016 – Yandex launched the "Zen" service, which analyzes user preferences. Abbyy implemented Comprono, a system that allows you to understand written text. The Findo system is capable of recognizing human language and searches for information in various documents and files using complex queries. Gamalon introduced a system with a self-learning capability. Implemented the ViaVoice system that recognizes human languages. The start of mass digitalization through lockdown input and the launch of the global Metaworld project Worldwide use of 5-G mobile communications allowing automated self-programming of things and technical devices.
Implementation stage 2023 to the middle of the 21st century	Stock assessment of the functioning and automated correction of the action of the Meta universe. The problem of artificial intelligence getting out of control will be exacerbated: there will be the introduction of system imitations of aspects of human brain activity, namely the process of self-regulation of artificial intelligence behavior; development of its behavior in the direction of limitations by a self-organized community of similar artificial intelligent agents.
Production stage from the middle of the 21st century	The possibility of developing different society models from pure digital fascism to complete subjugation to artificial intelligence in the interests of free humans.

Source: author's elaboration.

Thus, digitalization is not a technical process but a specific social renewal process of the state as an institution and the ruling elite globally and an invasion into people's personal lives.

5 Discussion

Since the 2000s, digital economics research has dominated Western scholars. Their main topics were related to the understanding of the essence of the studied phenomenon and their novelty: E. Brinolfsson and B. Cahin (2000), B. Carlsson (2004), P. Larsen (2003), H. Zimmerman (2000). Most studies have addressed the possible impact of digitalization on the transformation of processes in the economy, economic policy, and market behavior strategies in the new environment: J. Christensen and P. Maskell (2003). In general, scientists in Western countries quite correctly identify the basic problem of digitalization, namely the so-called digital divide. However, this vision is superficial and does not concern the essence of the phenomenon itself as a philosophical and economic aspect. At the same time, its impact on economic growth is positive. The development of the digital economy has realized a two-way flow of information between enterprises and markets, as well as between companies and enterprises, and it leads to various side effects.

In purely theoretical economic terms, it is noted that the digital economy is the main economic "form" that follows the agricultural and industrial economy and generally stimulates change in the production of methods, ways of life, and management. It has a natural integration with the real economy. It's hard not to worry about it. However, the basis of any human economy is left out of consideration.

The role of man in the future digital economy is little studied. That becomes a dogma, because the man in the system of capitalist relations and the system of market accounting is studied in terms of costs and production, and at the macro level as a consumption element. Therefore, the concept of consumer choice dominates. And human characteristics remain out of the attention of economists. At the same time, digital reality has changed radically with the implementation of global projects.

6. Conclusions

The conducted research indicated that:

1. The natural development of society and science brings to life various opportunities for social human potential realization. At present, this possibility is focused on the digitalization process from production to public administration. The main factor in the development is the constant flow of information in the large data sets form (Big Data) and the creation of artificial identity in an artificial intelligence form.
2. Digitalization is a manifestation of the social productive forces' development on a global scale. However, its implementation bears a national imprint and determines the development trends of national economies. Some countries have managed to achieve significant economic reforms at this stage, as they have begun to implement such digital technologies and have become world leaders in the digitalization process (Singapore, Switzerland) and determine the "fashion" of these changes.
3. For the countries of the former USSR, such digitalization is implemented as a system of coercive pressure on citizens to fully control social/financial flows and impose appropriate tax pressure on them. At the same time, these processes are of a nature that defines general digitalization as an absolute evil for any person on the planet.
4. The stage of global digitalization takes place in the constant struggle of the formed financial and banking capital and the nascent new digitalization capital, which seeks new areas in which it cannot be controlled, and it sets new rules of the game. Such a space was the virtualization of the information space, which allowed the implementation of the global project Metaverse.
5. The power of the Chinese economy and the system of centralized communist party management of the country allowed the realization of civilization under the full control of national state structures. And this allowed for this period to conduct a nationwide project of Chinese social and digital credit.
6. It becomes obvious that the world's national leader will be a country that will quickly form a system of such relations, where artificial intelligence will be fully subordinated to the demographically determined interests of a free creative person.

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Primary Paper Section: A**Secondary Paper Section: AH**

ACADEMIC MOBILITY OF STUDENTS IN THE CONTEXT OF EDUCATIONAL INTERNATIONALIZATION

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Abstract: An internationalization process is holistically aimed at creating a single educational space for education applicants, so they will have access to high-quality professional education regardless of the economic and social level of their home country's development. Academic mobility of education applicants is a key condition for the educational internationalization principle's implementation. This article examines the academic mobility features of both foreign education applicants and Ukrainian students who want to study at foreign universities.

Academic mobility development in the educational internationalization context contributes to economic growth and country development, ensures that higher professional education is taken to a new quality level, which will attract applicants from other countries.

Keywords: academic mobility, higher professional education, internationalization of education, foreign students, education applicants

1 Introduction

In today's information-saturated world, internationalization of higher education provides some advantages, among which can be noted: increase and diversification of finances through attracting applicants from other countries to academic activities; expansion of educational and professional plans and programs through the training of Ukrainian applicants in foreign educational institutions; improvement of educational quality through knowledge exchange with other countries both teachers and educational applicants while attending and holding international conferences, symposiums, etc. (Plinokos, 2018).

Since 2000, higher education internationalization has become one of the leading topics on the European agenda. For the first ten years, educational internationalization was seen as a process of Europeanization with a focus on the development of student mobility. The manifestation of this specific trend was reflected in the Leuven Communiqué (2009), which clearly defined the leading goal of the internationalization process: to reach a 20% level of student mobility at European universities by 2020. Despite this, in 2013, the European Commission's policy document "European Higher Education in the World" (July 11, 2013, Brussels) changes the direction of this sector. On this basis, new priorities were defined, new interpretations and new approaches began to be applied to the educational internationalization concept (Knight J., 2018).

In the scientific literature, we meet with the fact that the beginning and development of the higher education internationalization process is identified with the beginning of globalization in the second half of the 20th century. Exactly at this stage, there is an increase in the academic mobility of education applicants and an increase in the level of teachers' cooperation in different countries. Academic mobility is one of the key components of internationalization, which concerns all participants of the educational process, both teachers and education applicants (Horbuova, 2016).

Higher education as an economic and social development engine, which is recognized on the world stage, has been talked about for a long time. Thanks to the educational integration principle, countries form a linkage system through which interaction is enhanced not only on the educational level but also on the industrial and economic levels.

To prepare their citizens for life and work in the globalizing world of the 21st century, to increase the national competitiveness of their countries on the world stage, governments around the world are implementing policies of higher education internationalization at the national and regional levels (Hryshchenko, 2020).

Internationalization in Ukraine began with a significant delay, and today, despite the intensification of this industry over the past few years, it is being implemented without a developed and approved national strategy and comprehensive strategies approved at the institutional level. In the modern Ukrainian educational space, even among the education stakeholders have not yet formed a relevant understanding of the leading importance of the process, its multifaceted content, and principles of implementation and intensification. At the same time, the international experience of higher education internationalization remains understudied (Horbuova, 2016).

Because higher education in Ukraine should make the transition to a new competitive level, which can be achieved only with the integration into the international educational space, in 2018, the "National strategy for the development of education in Ukraine until 2021" was developed and approved. (Decree of the President of Ukraine, June 25, 2013). The development of integration processes in the higher education system causes the need to study the academic mobility level of education applicants in terms of internationalization.

2 Literature Review

The peculiarities of the educational system development in Ukraine have been described by many researchers, including V. Andrushchenko, I. Antoshkina, T. Bogolib, G. Bordovsky, V. Viktorov, L. Hayevska, I. Kalenyuk, A. Levchenko, A. Mizichenko, N. Ostroverkhova, L. Redko, L. Trofimets, N. Ushenko, and others.

Such researchers as F. Altbach, M. van der Wende, L. Verbeek, B. Wechter, H. de Wit, G. Laureys, S. Marginson, J. Knight, B. Reeves, H. Ridder-Simoens, J. Sadlak, and W. Teichler described in their works the concept of "academic mobility," defined the main periods of its formation and manifestation, the prospects of this direction in different world regions. The basic stages of academic mobility development and state regulatory structure of academic mobility of education applicants were investigated by such scientists as A. Antonov, S. Verbitska, A. Hladyr, I. Sheptorenko, and others.

According to the researchers that have been analyzed both by scientists and education applicants, it was noted that higher education in Ukraine does not meet the present requirements, and, therefore, cannot meet the real requirements and needs of both education applicants and the labor market.

This article aims to examine the peculiarities of academic mobility of higher education applicants under the educational integration conditions at the present stage.

3 Materials and Methods

A theoretical literature review of the research problem, questionnaire survey, statistical data analysis, and survey results.

4 Results

Modern world society is characterized by a high level of integration processes relating to absolutely all spheres of human activity. The globalized academic system has responded to the challenges of the knowledge-based economy, and academic mobility is becoming a leading idea of this process and in the world in general.

The concept of "academic mobility" can be viewed from several viewpoints. Some specialists speak of academic mobility as a limited period of an applicant's education and of which country the student is not a citizen. In this case, academic mobility ends when the applicant returns to the home country after completing educational activities abroad. Other sources note that academic mobility is an opportunity for education applicants to determine their educational trajectory, the choice of courses and academic disciplines, corresponding to the state educational system of standards, per the abilities, aspirations, and educational needs, which in the course of educational activities reveals the education applicant (Kizilov O., 2014).

Such researchers as Kovbatiuk M.V. and Shevchuk V.A. talk about academic mobility as an opportunity for the applicant to gain knowledge and conduct educational activities in another higher education institution, which trains specialists of the same field, taking into account the basic disciplines, assessment system (credits) and study periods. These researchers characterize academic mobility as a dynamic phenomenon that encourages the educational internationalization process and integration of the applicant into the world-class education system (Kovbatiuk, 2020).

The Law of Ukraine "On Higher Education" (Law of Ukraine "On Higher Education" July 01, 2014) provides the following definition "academic mobility is the ability of participants in the educational process to study, teach, intern or conduct research activities in another higher education institution (academic institution) on or off the territory of the country".

Academic mobility allows higher education students to plan their academic path and choose subjects and courses according to their abilities and preferences. Increased academic mobility leads to internationalization and greater transparency of academic and educational processes. From a humanitarian point of view, it is an effective tool for enhancing professional and communication skills, promoting personal growth, and modifying the cognitive matrix of its participants (Korchova Gh., 2017).

S. I. Khominets research offers a classification of different types of academic mobility according to the key attributes:

- academic mobility of teachers and students (based on the principles of subject realization),
- academic, research, aimed at sharing experiences or improving qualifications (taking into account the object of academic mobility),
- real and virtual (based on different forms of academic mobility),
- vertical, horizontal, direct and reverse (in the direction of academic mobility),
- regional, interregional, international (by spatial feature).

The most common types of academic mobility are spatial and virtual (Khominets S., 2019). Spatial academic mobility is characterized by learning at an institution, which is located in another place with the need to change the place of residence. Virtual academic mobility – does not require a physical stay at another educational institution and is based on the use of modern information and communication technologies or distance learning systems.

At this level of development of the world community and the interaction of countries between the world, we are talking about

education and knowledge of transnational and transboundary nature. The formation of a single global educational space is due to the convergence of approaches of different countries to the organization of education as well as the recognition of educational documents of some countries in others. Based on the community concept, the European Higher Education Area (EHEA) and the European Research Area (ERA) were formed. The formation and development of a common educational space in Europe have two advantages: on the one hand the level of academic mobility of applicants for education increases, on the other – it is a prerequisite for independent formation of common educational space (Zdioruk C., 2014).

In the leading countries of the world over the past 20 years, the international component of national educational policy has attracted the attention of experts in migration policy, employment, and trade involved in the regulation, organization, and financing of academic mobility with regional and international organizations (UNESCO, OECD, EBRD, World Bank, etc.) (Fedorova I., 2012).

Internationalization of higher education does not occur in isolation or a vacuum. Internationalization today is a global world process (Vasilenko O., 2019). Nevertheless, the global landscape of international higher education and its internationalization has its specifics and is uneven. Taking this into account, the conclusions about the need to create a unified legislative framework and remove obstacles to effective and fair recognition of learning outcomes and comparative qualifications of higher education are correct (Shatalova L., 2016).

The recognition of foreign diplomas and learning certificates requires appropriate bureaucratic procedures. Although Ukraine is a party to the Bologna Process and the 1997 Lisbon Convention on the Recognition of Higher Education Qualifications in the European Region, this does not mean that diplomas of Ukrainian higher education institutions are automatically recognized abroad (Vasilenko A., 2020). Thus, the state nostrification mechanism is one of the key elements of higher education internationalization.

The formation of a single European Higher Education Area is possible only with the mobility of higher education applicants.

It is traditionally accepted that the availability of international higher education is mainly related to international academic mobility (The Impact of the Coronavirus, 2020). Various forms of such academic mobility are highlighted in discussions and research on internationalization, including the mobility of individuals, programs, educational providers, policies, projects, etc. (Knight J., 2018). We have two perspectives on international academic mobility programs. On the one hand (Fedorova I., 2012), these programs strengthen friendships and mutual understanding between people, promote cooperation between universities in different countries, and establish business contacts. The introduction of new methods of student exchange and government support for individual mobility create a new approach to promoting economic growth, political stability, and the social balance of citizens. Academic mobility allows responding to personal needs: the desire for change in life; the desire to meet more interesting perspectives (the search for ample employment and future career opportunities; prospects for growth and professional status; higher wages) (Khominets S., 2019).

In another approach, international mobility programs are perceived with caution, and sometimes negatively, due to the increasing trend of educational migration to other countries due to the low socio-economic status of the homeland. The openness of education at the international level stems from the fact that in addition to education applicants, teachers can also migrate to foreign institutions. The majority of teachers and education applicants assess academic mobility as a new quality of

education and an opportunity to acquire new knowledge in a foreign environment (Kozlakova H., 2017).

Student mobility provides the opportunity for partial study at associated European universities with additional recognition of both the time spent at the foreign university and the ECTS credits earned. Student mobility also facilitates access to relevant services at the host university. In particular, ECTS, Diploma Supplement, Red ENIC/Red NARIC are essential tools for mobility.

UNESCO data show that in 2010, 3.6 million education applicants received higher education outside their home country. To compare the number was only 2 million students in 2000 and crossed the 5.6 million's line in 2020. The leading countries whose students receive higher professional education abroad are China, India, and South Korea (UNESCO, 2018).

Educational mobility in the European Union is possible thanks to a series of special programs with a budget of several million dollars. Over 20 years, more than 1.7 million European citizens have taken advantage of the Erasmus program. The Erasmus-Mundus program (Erasmus-World) is used for academic exchanges between the EU and other countries. However, despite the professional support of the EU, it is used by only a few Ukrainian universities that have real partnerships with universities of the European Union (OECD, 2019).

Gh. Korchova says that the number of Ukrainian students in any given country depends on several factors, in particular, the size of the Ukrainian community, the quality of education, cultural affinity, the cost of education, the cost of living, and the level of pay. As a rule, most educational applicants from Ukraine go to countries with a high level of language and cultural affinity, where there is already a significant contingent of Ukrainians (Korchova Gh., 2017).

The process of academic mobility is a reverse process, so it is important not only to recognize Ukrainian diplomas in the world but also to establish the equivalence and use of diplomas obtained abroad to work in Ukraine. And this, as evidenced by the literature, requires improvement and withdrawal of innovative and progressive mechanisms for the recognition of educational documents, one of the components of education, clearly meeting modern needs (Puhach A., 2017).

In the economic context, the external economic mobility of education applicants is regarded as one of the items to replenish the budget. Every year about 48 thousand applicants for education come to Ukraine for training, and it allows replenishing the budget at least by \$100 million and this, only through universities, the total budget replenishment crosses the border of UAH 4 billion 300 thousand per year (MES, UGCMO). The national level of the educational system is increasing since higher education institutions teachers have the opportunity to acquire new experience in foreign educational institutions. In addition, this experience can be used to overcome those educational problems which in our education system have not yet been solved. The experience of teachers can also be used to overcome the problems that arise against a background of lack of funding and associated with outdated equipment or its lack at all.

Researchers Knight J., Puhach A., Kozlakova H., Vasilenko O., Gnatiuk T., and Novosad Gh. note that academic mobility is a systemic phenomenon organized at the state and political level. Unfortunately, in Ukraine, academic mobility is spontaneous.

Analysis of research in the aspect of students' academic mobility shows that the main purposes of students' academic mobility of Ukrainian universities are to improve the quality of higher education; increase the effectiveness of research; increase the competitiveness of graduates of higher education institutions in the Ukrainian and international markets of educational services

and employment; enrich individual student experience other models of knowledge generation and distribution; integration of global intellectual potential into the national educational process through bilateral and multilateral agreements between associated universities; formation of internal and external integration links; harmonization of educational standards of associated universities (Gnatiuk T., 2018).

Today, determined students can experience learning in a fundamentally different university system. Cooperation is based on alliances with foreign universities and companies, through which students can participate in international educational programs and try a different system of higher education; gain additional knowledge in related fields; use modern technical devices in foreign training laboratories and scientific centers to solve problems; improve their knowledge of foreign languages; obtain a diploma of a foreign university; get professional experience during an internship in a foreign company or during an internship in a scientific laboratory (center), generally provided by the educational course; learn about foreign culture and history, study the customs of the country and learn to understand the strategy of negotiations; get a diploma of a foreign university and a Ukrainian educational institution (Oleshko A., 2020).

Assessing the level of academic mobility many researchers talk about the quantitative indicator of migration of education applicants both to Ukraine and abroad. UNESCO data show that the level of academic migration increases every year. In 2008 the migration figure was just under 3 million people; in 2010 – almost 4 million, and in 2020 – it has crossed the border of 6 million. Intensive migrations are recorded to the UK, the US, France, and Germany.

To assess the level of internationalization of higher education in Ukraine, let us analyze the indicator of academic migration of education applicants both in Ukraine and abroad (Table 1).

Table 1. The level of academic mobility of education applicants in 2011–2020

Year	Number of foreign students in Ukraine	Number of Ukrainian students abroad
2011	53664	28456
2012	60480	32608
2013	69969	46382
2014	63172	47724
2015	63906	59648
2016	64066	66668
2017	66310	77424
2018	75606	82171
2019	80470	96123
2020	76548	104356

Source: compiled by authors based on Oleshko A., Novosad Gh., MES, USCIE website.

Analyzing the data in Table 1, we can see that the educational applicants' level who studied in Ukraine from 2011 to 2019 is constantly growing, with an average growth rate of 2546 students per year, even though in 2014 the numbers decreased significantly. Unfortunately, in the last year, the number of applicants from foreign countries decreased by 3992 students, but the overall rate is still quite high. An assessment of the overall dynamics can also be made from the chart presented (Figure 1).

Nowadays, students from 155 countries receive higher professional education, with the largest number of students coming to study in Ukraine from India (23.64%), in second place – Morocco (11.54%), and in third place – Turkmenistan (6). (95%). In addition to these countries, students from Azerbaijan, Nigeria, China, Turkey, Egypt, Israel, Uzbekistan, and other countries are sent to study in Ukraine.

The goal that foreign education applicants set for themselves is different. Thus, 90.02% of foreign students are studying in higher education institutions to obtain a professional profile, 6.45% – trained in languages, 2.25% – improve the professional

level of postgraduate education, 1.27% – obtain the title of doctor or postgraduate student.

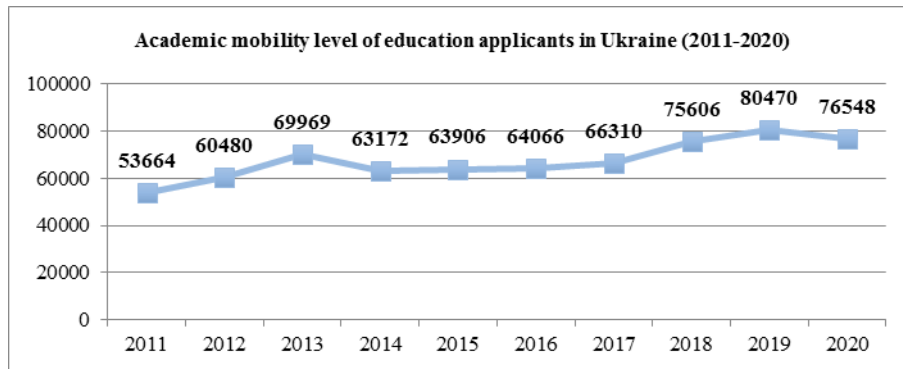


Figure 1. Dynamics of Education Applicants' Academic Mobility in Ukraine

Source: compiled by authors based on Oleshko A., Novosad Gh., MES, USCIE website.

Educational services for international students, to date, offer 394 higher educational institutions, but compared with previous years, this figure has decreased significantly. So, in 2018, 443 higher education institutions accepted international students, and in 2019 – 455. Such institutions of higher education as the Kharkiv National University named after V. Karazin (the institution receives professional education 4277 foreign students), Kharkiv National Medical University (4215 foreign students), National Medical University named after A. Bogomolets (3061 students) (MSE USCIE) are the most popular.

Among professional profiles, the most popular are medical profile (medicine, dentistry, medicine, pharmacology), management, economic profile, construction profile, legal profile. Education applicants have the opportunity to choose the language of instruction Ukrainian, English, or Russian (Faisal M., 2019).

The academic mobility of Ukrainian students is also high, and as evidenced by the data of the Ukrainian Center for International Education, this indicator is increasing annually (Figure 2).

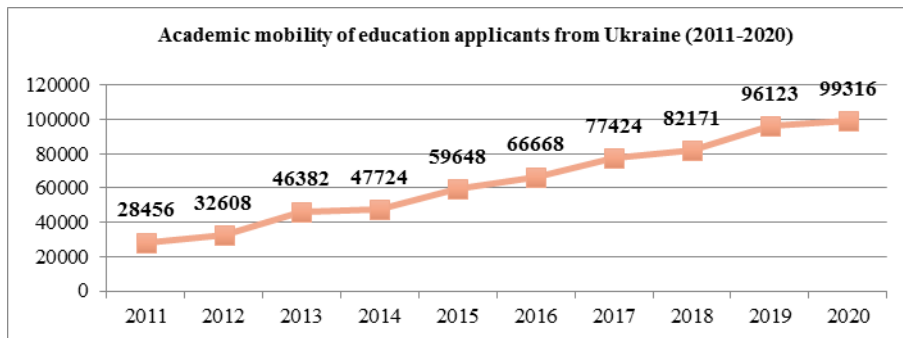


Figure 2. Dynamics of Academic Mobility of Education Applicants in Ukraine

Source: compiled by authors based on Oleshko A., Novosad Gh., MES, USCIE website.

According to the data presented, we see that the minimum increase of education applicants who prefer to study abroad is 1,342 students (2013–2014), while the maximum is 13,952 students (2018–2019).

Analyzing the level of popularity of the countries to which Ukrainian education applicants migrate over the past 10 years, we get the following data (Figure 3).

The most popular country to which Ukrainian education seekers migrate is Poland. Only in 2019, 37,780 education seekers left in this country to study. The second most popular country is Russia, where 11,360 education applicants migrated to study in 2019. In the same year, 9,338 students left for Germany, 3,425 for Canada, 2,718 for Italy, 2,652 for the Czech Republic, and 1,928 for the United States (Faisal M., 2019; Oleshko A., Kruhlij O. 2020).

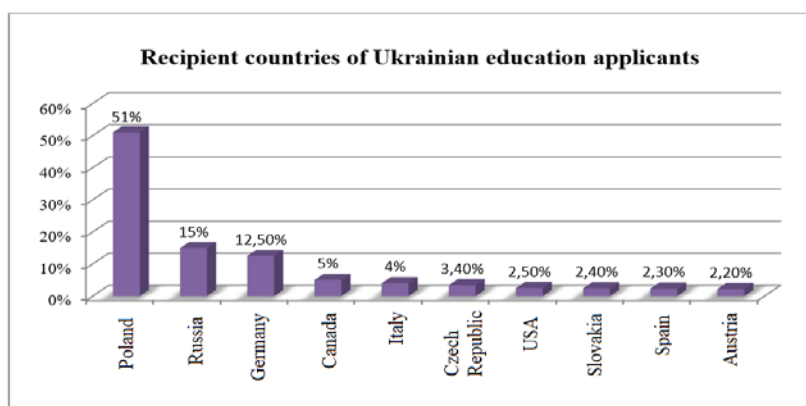


Figure 3. Top 10 Recipient Countries of Ukrainian Education Applicants by Popularity
Source: compiled by authors.

The attractiveness of different world countries for students is determined by the specifics of higher education systems and conditions of study and residence. The main reasons for young Ukrainians to emigrate for higher education are:

- high quality of education, the opportunity to study in prestigious institutions of higher education;
- no need for an EIE (External independent evaluation);
- high probability of getting a prestigious job and obtaining citizenship of another country;
- territorial and cultural affinity, the similarity of mentalities, quick adaptation to new conditions;
- the possibility of free training or scholarships;
- improvement of foreign language skills;
- accessibility of learning in more favorable social and living conditions (OECD, 2004; OECD, 2019).

However, the most important factor motivating Ukrainian students to receive higher education abroad is the opportunity to get a decent job and a permanent place of residence after graduation. Therefore, the unfavorable economic and social situation in Ukraine, compared to highly developed countries, is

much lower and will further contribute to the growth of educational migrants.

The development of international academic mobility in Ukraine is very slow. The vast majority of applicants for education go abroad at the expense of parents, sponsors, foreign charities. No more than 10% of the officially announced number of "academic migrants" are sent to foreign educational institutions at the state and higher education expense. Most student exchanges are carried out through bilateral agreements between Ukrainian and European universities. This fact was recorded by the Ministry of Education in the "Model regulation on academic mobility of students of higher educational institutions of Ukraine," the approval of which became a purely bureaucratic procedure that does not contribute to the academic mobility of education applicants (Novosad Gh., 2016; Gnatiuk T., 2018; Kruhlij O., Oleshko A., 2020).

To determine the attitudes of Ukrainian education applicants towards academic migration, a questionnaire was conducted (186 students have participated). The questionnaire, offered in electronic format, consisted of 5 closed-type questions with two options "yes" or "no" (Table 2).

Table 2. Survey questions and respondents' answers

Survey questions	Yes	No
Would you like to complete your professional education abroad?	82%	18%
Do you have the opportunity to do that?	9%	91%
Do you consider vocational education abroad more qualitative?	64%	36%
If you were offered to complete your professional education abroad at the state's expense, would you accept it?	100%	0%
Would you return to your home country after your vocational training?	55%	45%

5 Discussion

The statistics given on the Ministry of Education website, presented in the section of the Ukrainian State Center for International Education, allow us to state the fact that the institutions of higher professional education in Ukraine gladly accept foreign students but, over the last year, the number of educational institutions accepting foreign students, has decreased significantly. Ukrainian educational institutions are most popular with students from India, Morocco, and Turkmenistan.

Every year the number of academic migrants from Ukraine increases significantly, with Ukrainian students preferring countries that have a convenient geographical location, a similar mentality, a system of values, but, at the same time, have a higher socioeconomic level of development. Thus, the majority of Ukrainian students migrate to Poland, Russia, and Germany.

To determine the attitude of education applicants to academic migration, a questionnaire survey was conducted, which showed

mixed results. As we can see, the majority of respondents have a desire to study in foreign institutions of higher education (82%), but they do not have the opportunity to realize this desire. A pleasant fact is that 64% of respondents believe that the Ukrainian higher education quality is high enough and Ukraine is not behind foreign higher professional education institutions. In the case of the development of academic mobility and implementation of receiving professional education ideas in foreign higher education institutions at public expense, 100% of respondents are ready to go abroad, and, unfortunately, only 55% are ready to return to their home country.

Such indicators demonstrate that the Ukrainian educational system requires intensification of the internationalization process, which will improve its quality and solve the problem of migration of Ukrainian applicants for education abroad by attracting applicants from other countries to educational institutions.

6 Conclusions

International educational emigration is a universal trend of global development, contributing to scientific and technological progress in general. At the same time, modern processes of educational migration contribute to the growing gap in the socio-economic, educational and cultural development of higher education recipients and donor countries.

Academic migration in the context of educational internationalization is a normal phenomenon, but the problem in Ukraine is that young people do not want to return home, while foreign students want to stay in Ukraine.

The problem of the educational migration of education applicants and the non-return of young people after studying in Ukraine can only be solved when qualitatively new conditions of higher professional education, defined at the level of state educational policy, are created in Ukraine.

The development of academic mobility will accelerate the country's integration into the European educational space, contribute to the improvement of educational technologies, raise the quality of Ukrainian education to the world level, promote the innovative development of academic science and its integration into production, and ensure the attraction of additional f

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Primary Paper Section: A

Secondary Paper Section: AM

EASTERN PARTNERSHIP YOUTH POLICY: TENDENCIES OF DEVELOPMENT

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Abstract: The desire of post-Soviet countries to integrate into the global financial and economic system and successfully integrate into the European Union makes it necessary to meet certain international requirements and bring national legislation into conformity with the norms and standards of international law, one of which is to ensure the implementation of effective youth policy. Youth policy is implemented by state authorities and local governments to ensure equal rights and opportunities for young people to successfully integrate into society and politics, as well as to actively participate in the economic processes of the country. This article aims to substantiate the theoretical and applied principles of youth policy formation and implementation in the Eastern Partnership countries and assess its effectiveness. The study uses the method of analysis and synthesis to study the essence of youth policy, comparison methods, and analogy to analyze the specifics of youth policy of Eastern Partnership countries; generalization and systematization in the formation of research results and conclusions. Concerning research results of youth policy tendencies development of the Eastern Partnership countries, it is necessary to ascertain that it is realized taking into account strengthening influence of globalization and European integration factors and according to norms of the current national legislation. It was defined that the population from 14 to 35 years old in the EaP countries is considered to be young people. The main problem of implementation of youth policy in the analyzed group of countries was revealed - the growth of youth unemployment.

Keywords: youth, youth policy, Eastern Partnership, European integration, European Union.

1 Introduction

The intensification of globalization processes and aspiration to integrate into the European Union causes the necessity of constant modernization of all public spheres and sectors of the country's economy, taking into account not only national socio-economic and political system development but also international and European one. In this context, an integral part of the European Neighborhood Policy is considered to be the Eastern Partnership, which is a common framework policy of the European Union and such countries like Ukraine, Moldova, Georgia, Belarus, Armenia, and Azerbaijan. The efficiency of the changes, which are supposed to be carried out, to a great extent, depends on the country's development level and its ability to provide formation and realization of the state policy, where youth policy is an integral component. Relevance of the study of the role of youth as the bearer of social functions in the state-building and approaching processes of the European Union is justified by its significant innovative potential, lack of past stereotypes, and the need to ensure social protection and security. Studies of the main trends in the young people's participation of the Eastern Partnership countries in public life suggest significant limitations of young people in access to public administration, obtaining highly paid and promising jobs, ensuring a decent personal financial situation, and political life. Therefore, under such conditions, it becomes especially important to ensure the effective development of youth policy.

2 Literature Review

Ensuring an adequate standard of living for the population, in particular young people, is one of the priorities of state youth policy, the essence of which, according to Denstad (2009), lies in the implementation by public authorities of a strategy to provide young people with opportunities and experiences of successful integration into society, to position themselves as active members of social organizations and the right to education and participation, on an equal basis with other social groups, in political, social and cultural life.

Deepening research at the international level, Fras et al. (2021) state that in recent years there has been significant progress in the development of youth policy both in the European Union and in Eastern Europe and the Caucasus, thanks to increased international support through the Erasmus+ program and youth support from many national institutions and international organizations. Scientists tend to believe that youth policy is a strategy of support for young people by public authorities. Its main purpose is to guarantee education and participation in all areas of society, politics, and culture.

The Operational Strategy on Youth 2014-2021 (2021), which was developed and implemented by UNESCO throughout the period, defines youth policy as the implementation of youth programs in various areas, in particular, in education, research, innovation, sports, democratic representation, and cyberspace following national needs and taking into account the characteristics of youth development, their interests, and beliefs. Mannheim (2021) argues that young people are hidden society resources whose mobility determines the degree of public policy development, including youth policy.

Alekseev (2017), analyzing the European practice of youth policy implementation, identifies two main strategies: (1) a strategy in which the leading role belongs to the state; (2) a strategy in which there is an interaction between the state and public society with the dominant influence of the latter.

Klarijs (2015) characterizes youth policy as a method of open cooperation based on voluntary partnership and the mechanism of "soft" management – recommendations – indicators – exchange of achievements, and interaction occurs not only between youth organizations and institutions of public society but also with the involvement of foreign institutions.

Researching youth policy in the context of ensuring the development of Eastern Partnership countries, Bendarzhvsky et al. (2019) focus their attention on the trends of youth policy development common to all countries and the influence on it of the dynamics of political processes, changes in the demographic situation, economic exchange with the EU market, the dynamics in the sphere of information technology and energy. At the same time, scientists recognize the long-term outflow of young people from the region as a significant factor in the formation of youth policy, which threatens to accelerate the process of population aging, unemployment, and poverty, which is most noticeable in Ukraine, Georgia, and Armenia.

At the same time, the Joint Staff Working Document Recovery, resilience and reform: post-2020 Eastern Partnership priorities (2021) notes that the youth policy implementation by member countries within the Eastern Partnership policy framework is important through flexible differentiation, individual approaches, and reinforcement. It contributes to the successful reform of each country and the possibility of youth to participate in this process both in each country and within the Commonwealth.

Hart (1992); Hart (1997) identifies youth participation forms in youth policy implementation, including:

- 1) participation in voting and offering their candidacies for elections;
- 2) participation in Referendums;
- 3) participation in protests;
- 4) participation in civic organizations, associations, and political parties;
- 5) participation in social and political life.

Yarema et al. (2019) consider it appropriate to distinguish three levels of youth policy management: (1) state – the state develops strategic priorities and main directions of youth policy, determines resources and mechanisms of institutional support; (2) regional – state structural units implement youth policy within allocated budgetary resources; (3) local – youth policy is implemented through participation in individual programs, projects and relevant activities.

The influence of globalization and European integration processes on the formation and realization of youth policy is unconditional and proved in the works by Scholte (2000), who directs the youth policy realization in several directions: internationalization, liberalization, universalization, modernization, de-territorialization.

Ukraine, on the way of European integration, directs considerable efforts on securing the appropriate level of formation of youth policy that is proved by acceptance of Law of Ukraine "About the basic principles of youth policy" (2021), the newest among all countries of the Eastern Partnership and precisely defines the purpose, the basic tasks, directions and mechanisms of securing the realization of youth policy, guarantees of participation of youth in the process of formation and realization, as well as the features of the organizational-legal basis of young societies activity.

In addition, Banar (2021) divides the main concepts of youth policy into two strategies, which differ from each other by the participation level of state institutions in the regulation of problematic issues of youth in social progress, and Chirun (2019) notes the understanding of youth policy as a phenomenon of state and non-state youth policy combination. And the feature of non-state youth policy is the consideration of anti-social aspects, namely crime and extremism, which have a significantly destructive impact on social relations and the formation of young people as a socially active population group.

Considering youth policy as one of the social state functions, Pischulina (2019) focuses on the youth policy transformation from passive to active, which is manifested in the provision of social guarantees, services, and assistance to young people, as well as employment and comfortable environment for life.

The research aims to define the theoretical and applied principles of youth policy formation and implementation in the Eastern Partnership countries and assess its effectiveness.

3 Materials and Methods

The research uses the method of analysis and synthesis for research of youth policy essence; methods of comparison and analogy for analysis of youth policy features in the Eastern Partnership countries; generalization and systematization at the formation of research results and conclusions.

The research is based on the use of data characterizing the youth policy in the countries – EaP member-states.

The information base of research is based on statistical data and reports of the program EU4Business; statistical data of the Ukrainian State Statistics Service and Eurostat database for 2019-2020.

4 Results

Global transformations and the transnational nature of socio-economic countries' development determine the peculiarities and specifics of the youth policy formation and implementation in the countries-members of the Eastern Partnership as a strategic vector of these states' development. The incompleteness of transformation processes in such countries has a significant impact on ensuring the youth development standards and their role in society, economy, and politics.

It was found that youth policy in each of the countries under consideration is implemented with the need to ensure appropriate conditions for the viability of young people, the realization of their rights and opportunities on a level with other social groups and differs significantly among themselves. In this context, it is important to define specific age limits for the population age group related to youth. If we analyze the national youth policies of the Eastern Partnership countries, there is a tendency to state that people aged on average 14 to 35 are recognized as young people. In particular, in the Republic of Armenia, young people are considered to be from 16 to 30 years old, in Azerbaijan and Georgia – from 14 to 29 years old, in Belarus – from 14 to 31 years old, and in Moldova and Ukraine – from 14 to 35 years old. The study of the dynamics of the number of young people in the Eastern Partnership countries in 2019. (Figure 1) makes it possible to identify the main trends in the analyzed indicator, namely: the share of young people in Armenia is 21.16% of the population, in Azerbaijan – 23.69%, in Belarus – 19.66%, in Georgia – 18.9%, in Moldova – 26.92% and in Ukraine – 24.65%.

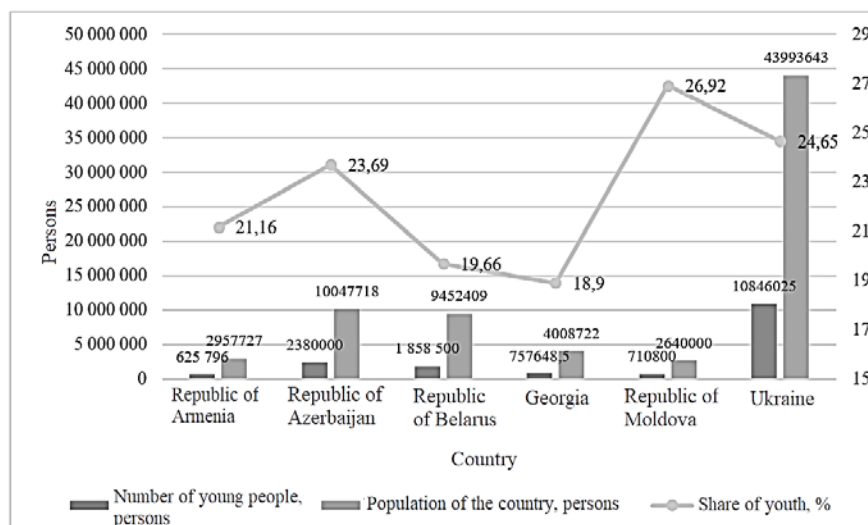


Figure 1. Population and Youth Dynamics in the Eastern Partnership countries in 2019. Calculated based on: Fras et al. (2021).

The conducted research allows us to state that among the Eastern Partnership countries, the largest number of young people is observed in Moldova and Ukraine.

At the same time, an analysis of the formation and implementation features of youth policy in the countries studied

(Table 1) shows that the state regulation level of this issue is adequate. Each country has adopted a corresponding law regulating the basic principles of youth policy. Its financing is mainly carried out from state budgets, and the coordinating functions are performed by state authorities.

Table 1. The features of youth policy formation and implementation in the EaP countries

№	Country	Youth police features
1.	Republic of Armenia	Systematic measures for the introduction and implementation of youth policy were introduced in the 1990s, but there is still no consolidated law on the regulation of the organizational and legal framework of youth policy; the main normative legal act is the Concept of State Youth Policy 2015-2025, which defines the subjects (government and social partners), objectives, directions, and principles of youth policy of Armenia; the Ministry of Education, Science, Culture and Sports coordinates implementation of youth policy; the financing of youth policy is carried out from the state budget
2.	Republic of Azerbaijan	Youth policy is implemented as a principal component of state policy; the subjects of youth policy are the Government and the President; youth policy aims to support the development of competencies and skills, to counteract social problems, and to guarantee the protection of rights; the Ministry of Youth and Sport is responsible for the implementation of youth policy; the law "On Youth Policy" is adopted; youth policy is financed from the state budget
3.	Republic of Belarus	There was adopted the law "On general principles of youth policy"; there was provided economic and social support to youth; the principles of youth organizations public recognition were defined; the main purpose of youth policy is to support active social position and patriotic feelings among young people and involvement of youth in the country; the responsible body for implementation of youth policy is the Ministry of Education; youth policy is financed from the state and local budgets
4.	Georgia	There is no clear definition of youth in the national legislation, and it is limited only by the age limits; the main normative legal act in the sphere of youth policy implementation is the National Youth Policy Concept 2020-2030, which defines specific directions of youth policy in Georgia, in particular: active youth participation in public life and democratic processes, promoting the development and realization of youth potential, expanding economic opportunities for youth; ensuring youth health and well-being
5.	Republic of Moldova	Law "On Youth" has been adopted; the main directions of youth policy are: increasing the level of youth involvement in social-democratic processes, promoting the development of knowledge and skills; improving the process of integration of youth with disabilities into society, creating jobs and entrepreneurial initiatives; developing youth sector infrastructure; financing of youth policy comes from the state budget
6.	Ukraine	Youth policy is regulated by the Cabinet of Ministers of Ukraine; the main legislative act is the Law of Ukraine "On the Basic Principles of Youth Policy", which defines the goals, objectives, directions, and mechanisms of youth policy; the youth policy subjects are the government and social partners

Created according to: Fras et al. (2021); On the basic principles of youth policy (2021).

A significant problem in all the countries of the Eastern Partnership, at the present stage, is youth unemployment. The experience analysis of forming and implementing youth policy in the group of countries under study proves the complexity of youth policy state management and clear trends of such policy decreasing efficiency with excessive state interference in its implementation mechanism. As the results of the study of unemployment rates in the EaP countries (Figure 2) prove, the highest rate of unemployed was recorded in Armenia (16.4%), Georgia (11.6%), and Ukraine (8.2%). Such trends confirm the hypothesis of Bendarzhevsky et al. (2019) about the intensification of poverty processes in these countries associated with rising unemployment rates, low wages, and forced migration of young people in search of work. At the same time,

the lowest unemployment rate is observed in Belarus – 4.2% of the able-bodied population, which is explained by the post-Soviet type of management and organization of summer student squads, which are involved in the construction and reconstruction of roads, participate in the activities of kindergartens, schools, and sports complexes.

As for Azerbaijan, where the unemployment rate is 5.0% of the working population, it is necessary to note the youth employment seasonality in tourism services, agricultural and construction sectors, as well as employment inconstancy. At the same time, peculiar mental peculiarities cause an increase in the unemployment rate among young girls who start a family or remain unemployed while waiting for marriage.

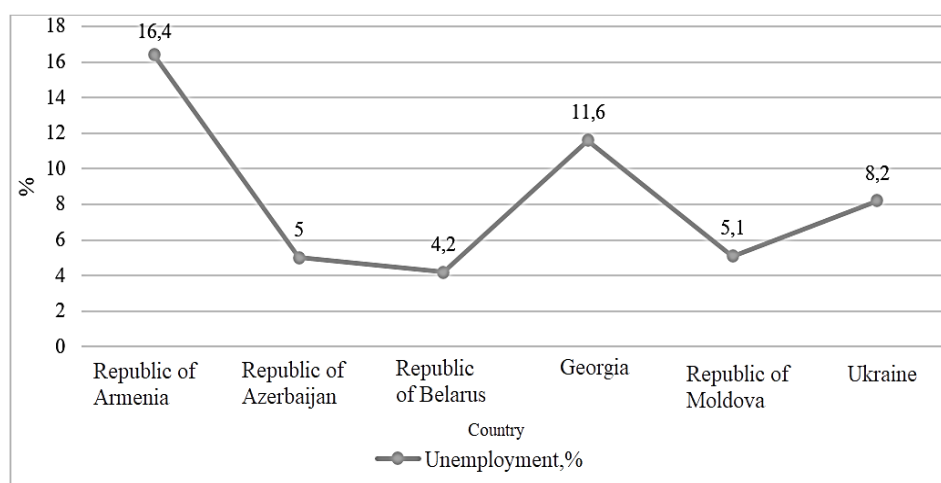


Figure 2. Unemployment Dynamics in the EaP Countries, 2019, % Calculated based on: Statistical Yearbook of Ukraine for 2020.

The peculiarities of unemployment in Moldova are explained by the low level of the population's education. As a rule, the majority of the unemployed population lives in rural areas and has only primary/secondary education.

Analyzing unemployment in Armenia, there are facts of the spread of illegal shadow employment and hidden unemployment.

The issue of youth employment is not a new one; it has been in the center of attention for a long time and concerns both the EU and the EaP countries, which was proved by the video conference of EU and EaP leaders in June 2020, where the main priorities of cooperation and collaboration for the next ten years were economic cooperation and creation of jobs for young people from the EaP countries. In addition, the emphasis is placed on multi-level cooperation and taking into account the national characteristics of the development of each country and the implementation of the European integration course to increase the effectiveness of further development of youth policy and increase participation in the public organizations' implementation.

The carried out researches allow noticing that the youth policy of EaP countries corresponds to its dynamic development model as it allows to provide a high level of youth policy transformation and to consider their changing needs. Another peculiarity is the significant influence of political changes on the youth policy principles formation. The political conjuncture in society most noticeably affects youth policy in Belarus and Georgia.

At the same time, the role of the city in the socio-cultural life of the young population is growing, and the migration of young people from rural to urban areas contributes to the rapid growth of urban settlements, where there are more opportunities for employment, modernization of life and the availability of expanded social infrastructure. When studying the EaP countries' urbanization index (Figure 3), the highest index value is noted in Belarus (79%), which corresponds to the developed countries, where it averages 71%, and in developing countries – 33%. As we can see, the index value of other EaP countries is much higher than the average value of countries in transition, but it does not reach the value of the countries which are considered developed. It means that there is a certain ambiguity. Besides, we should note that the closest to 71% mark is the value of the urbanization index, which is fixed in Ukraine – 69,47%, which testifies to the strengthening of the dominating influence of cities and the concentration of young people in them. Because of this situation, the European Union initiates programs to support rural development strategies and intensify the involvement of young people in economic activities in rural areas.

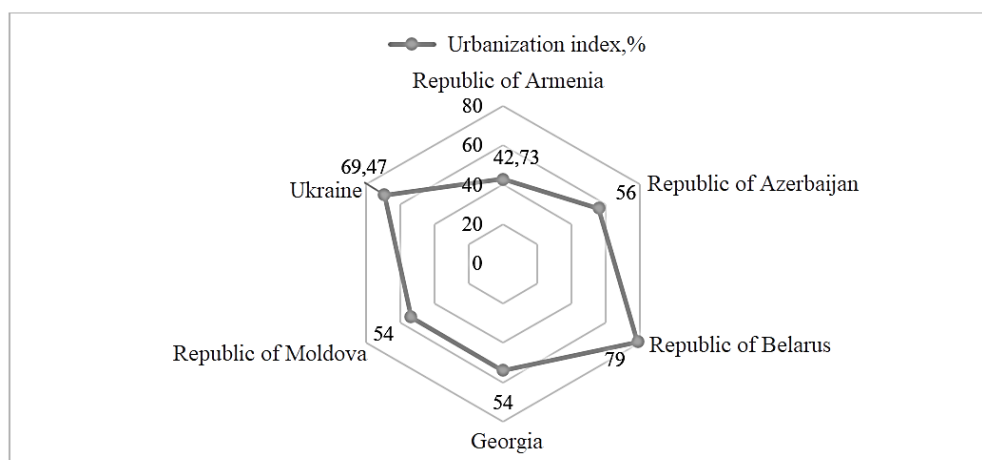


Figure 3. Urbanization index in EaP countries in 2019. Created according to: Fras et al. (2021).

At the same time, the effectiveness of youth policy formation and implementation in the considered group of countries largely depends on the development level of these countries and their ability to ensure an adequate living standard of the population

and high values of macroeconomic indicators. We consider it expedient to systematize the basic indicators characterizing the features of the youth policy of EaP countries in Table 2.

Table 2. Key indicators describing the features of EaP youth policy in 2019

№	Country	GDP, US\$ billion	GDP per capita, US\$	Population, mln. people	Birth rate	Active/passive voting age
1.	Republic of Armenia	11,9	3395	2,98	1,755	18/25
2.	Republic of Azerbaijan	48,1	4793	10,05	1,730	18/25
3.	Republic of Belarus	63,1	6713	9,45	1,448	18/21
4.	Georgia	15,7	4764	4,01	2,100	18/25
5.	Republic of Moldova	15,7	4503	2,64	1,262	18/25
6.	Ukraine	153,2	3649	43,99	1,300	18/21

Created according to: Fras et al. (2021)

According to the data presented in Table 2, among the EaP countries, the highest volume of GDP (\$153.2 billion) and the largest population (43.99 million people) is observed in Ukraine. However, GDP per capita analysis shows that the highest rates of this indicator are in Belarus (6713 USD), Azerbaijan (4793 USD), and Georgia (4764 USD), which indicates macroeconomic instability in Ukraine and the presence of social tensions in society, and thus the problems of ensuring effective youth policy.

Attention should be paid to the birth rate coefficient, which should be higher than 2.15 in conditions of generations simple replacement. However, the results of studies show its rather low value in the EaP countries, except for Georgia, which indicates a

decrease in the birth rate and, consequently, a decrease of the population in the countries, including young people.

As for the analysis of opportunities for young people to realize themselves in the state process, it should be noted that the active voting age in all countries is 18 years old. As for the passive voting age, it is 25 years in Armenia, Azerbaijan, Georgia, and Moldova, and 21 years in Belarus and Ukraine.

Taking into account the proven influence of economic, political, and social development destabilizing factors on the formation of youth policy, considerable attention is given internationally to increasing the youth policy effectiveness and supporting youth.

In this context, the funding of youth initiatives of the Eastern Partnership countries by the European Union and other special funds within the framework of support for the development of small youth entrepreneurship and youth employment acquires

great importance. The levels of macro-financial assistance to the EaP countries for these purposes are reflected in Figure 4.

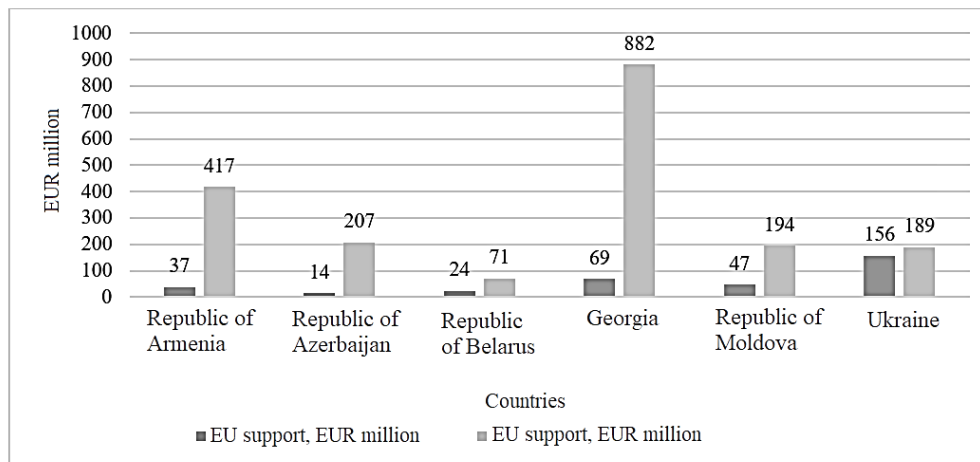


Figure 4. EU support volume to the Eastern Partnership countries, 2019.
Calculated based on: Official EU4Business page; Rabinovych (2020); Official website of Eurostat.

The analysis of youth initiatives' funding indicators by the European Union allows them to assert their significant support. Ukraine received 156 million EUR, which allowed the creation of an additional 5900 workplaces; Georgia – 69 million EUR – 10300 workplaces. Moreover, thanks to additional funds attracted, such countries as Georgia, Armenia, and Azerbaijan have received more opportunities to improve their youth policies to reduce unemployment and the creation of youth businesses.

Consequently, the formation and implementation of youth policies in the Eastern Partnership countries are aimed at ensuring quality education received by young people and their gender equality, reducing poverty, obtaining decent and well-paid jobs.

5 Discussion

The conducted researches allow to affirm that the youth policy in the countries of the Eastern Partnership is formed and realized with the support of the state, directed on providing equal, with other social groups of the population, rights, and interests of youth is legally regulated and properly coordinated by its subjects. The trends in the development of youth policy in each of the participating countries have their characteristics, depending on national legislation, the level of socio-economic development of the country, mental values and traditions, and socio-political system.

Undoubtedly, there are several problems in the youth policy implementation in the Eastern Partnership countries, the main of which is youth unemployment and the inability to provide an adequate level of their material well-being, which most tangible impact is observed in Armenia, Georgia, and Ukraine. The problem of youth unemployment has not yet been solved in any of these countries due to the significant financial support amount provided by the European Union and other foundations.

Therefore, the established trends of development of youth policy in the countries of the Eastern Partnership allow us to state that youth policy should be directed in such directions as:

- support of youth in the sphere of education and upbringing;
- support for the economic development of young families and promotion of youth employment;
- implementation of the youth housing policy;
- support of the youth in difficult life circumstances;

- prevention of asocial behavior, prevention of dangerous diseases, and promotion of healthy lifestyles;
- support to youth public associations and youth organizations;
- support for family policy;
- improving the reproductive health of young people.

Comprehensive implementation of the proposed measures will increase the effectiveness of youth policy in the Eastern Partnership countries and ensure the realization of the rights and opportunities of young people as equal society members.

6 Conclusions

Thus, the conducted research on the trends of youth policy development in EaP countries gives us reasons to conclude that the youth policy implementation is aimed at helping young people to secure their livelihood, employment, and participation in socio-political processes. The reduction in the youth share increases the risks of contradictions between expectations from young people and their actual capabilities. Since the financing of youth policy in the EaP countries is mainly from the state budget, the issue of involving private businesses in youth problems and the formation of social responsibility among business structures requires attention. At the same time, the strengthening requires international cooperation and academic exchange in this direction, in particular, the implementation and adaptation of European norms and standards of youth policy in the EaP countries' national models. Equally important is the need to strengthen the quality, role, and transnational mobility of non-formal education of young people and the relationship with other educational systems, society, and the labor market, not only at the national level but also between the partner countries.

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Primary Paper Section: A

Secondary Paper Section: AD

MECHANISMS OF ADMINISTRATIVE AND TERRITORIAL REFORM DURING THE POWER DECENTRALIZATION PROCESS IN UKRAINE

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Abstract. The European integration processes in Ukraine contributed to the gradual reform and change of the administrative-territorial structure to comply with European standards. Article aims - determine the administrative and territorial structure reforming mechanisms during the power decentralization process in Ukraine. The study reveals the effectiveness of administrative-territorial reform mechanisms during the first decentralization period of 2014-2019. During the decentralization process, an effective organizational and legal mechanism was created in Ukraine, which included the formation of the Ministry of Development of Communities and Territories of Ukraine and the functioning within it of the Task Force of reforms on decentralization, local self-government, and regional policy. Within the framework of the developed normative-legal field, the financial mechanism of formation of communities as the basic units of local government was determined, which ensured the development of the new institutional unit and its infrastructure. Within the framework of the organizational and legal mechanism, a methodology of formation and criteria for the ability of joint territorial communities to achieve the goals of socio-economic development was formed. In addition, the legal framework became the basis for the community cooperation mechanism formation. The work of the Task Force of reforms was strengthened by a team of experts on administrative reform, legal support, several projects of international organizations, which provided information and advisory support to local self-government bodies. An important element of the reform mechanism was information technology that promoted accountability and openness of the reform as part of the introduction of e-democracy in Ukraine.

Keywords: administrative and territorial structure, communities, joint territorial communities, Ukraine's decentralization reform, European integration.

1 Introduction

In 2014, after the approval of the Local Self-Government Reform Concept, Ukraine began transformational changes, the consequence of which was the approval of a new administrative and territorial structure on district and territorial community levels. The new structure was formed in the middle of 2020. The main reason for the change in the territorial structure is the inefficiency of the management of local socio-economic development. European integration processes in Ukraine contributed to the decentralization reform and the change of territorial structure, the ultimate goal of which is to ensure a high quality of life for the population, to solve economic, social, and environmental problems, streamlining the hierarchy of relations of authorities at different levels of government.

It should be noted that the implementation of administrative reform depends to a large extent on the presence of political freedom and the will to carry out the reform in the life of the country. The European integration processes in Ukraine have promoted gradual reform and change of administrative and territorial structure to comply with European standards. The last one assumes that territorial administrative units must have sufficient financial, economic, institutional, and personnel capacity to ensure, within the limits of certain powers, a high level of public services to the population and socio-economic development of the respective territories.

The article aims to define the mechanisms of administrative and territorial unit reform during the power decentralization process in Ukraine.

2 Literature Review

In the scientific literature, decentralization is viewed as the transfer of responsibility and authority to local and regional

governments in certain amounts (Kulesza, 2002). Decentralization has been a major concept in public administration for decades (Dubois & Fattore, 2009). Institutional restructuring under decentralization provides an administrative structure that is the basis of economic decentralization (Ting & Feng, 2019). Administrative restructuring in decentralized young democracies is an attempt to improve democracy from below, that is, at the local government level (Heo, 2018). The design and implementation of administrative-territorial reforms aim to strengthen local governance and improve the quality of local public service delivery (Toska & Bejko, 2018). Decentralization also promotes regional development from below by giving subnational governments more power in determining programs that are consistent with the public interest and local and regional development goals (Dudley, 2019; Talitha, Firman & Hudalah, 2020).

Countries implement decentralization mechanisms as a way to achieve democracy, regional development, and economic growth (Hutchcroft, 2001). Rondinelli (2017) has studied decentralization theory since the early 1970s and in developing countries during the 1950s and 1960s for many reasons (Kaiser, 2006; Falleti, 2005). In developing countries, many political leaders sought to build their new nations through a central government economic control mechanism. Dominant development theories of the 1950s and 1960s countries envisioned strong-centralized government control of the industrial and agricultural sectors, public services, and infrastructure (Daughters & Harper, 2007). In the 1990s, fiscal decentralization in developing countries that depended on the quality of national governance. Getting the needs and priorities of local communities and regions right contributed to the effectiveness of decentralization and its impact on infrastructure investment. In recent years (beginning in the 1980s), much attention has been paid to administrative reform, which was transformative and ensured that governments transitioned from authoritarian one-party states to relatively democratic ones (Rosenbaum, 2013). In particular, the reform involved decentralization and improvement of local government through efforts to create units of democratic basic governance with the support of international organizations and national aid agencies to encourage the strengthening of local government in countries in institutional transformation (Rosenbaum, 2013).

Thus, the problem of administrative and territorial reform in Ukraine is particularly relevant. As Loewen (2018) notes, the decentralization issue in the post-socialist countries of Central and Eastern Europe (CEE) disappeared from the research agenda after the democratic transition and accession to the EU. The processes and mechanisms of reforms under the decentralization conditions require research.

3 Materials and Methods

This study uses information materials from the Ministry of Communities and Territories Development of Ukraine (<https://www.minregion.gov.ua>) to analyze the mechanisms of administrative and territorial reform during the power decentralization process in Ukraine. The mechanisms were analyzed using the legislation posted on the website of the Verkhovna Rada of Ukraine, which refers to the reform implementation. The research was also based on various analytical platforms created with the assistance of international organizations in Ukraine to assess the reforms' progress: the website containing information about decentralization <https://decentralization.gov.ua/about>, the website of community capacity assessment <https://tdukr.maps.arcgis.com/apps/>, the State web portal of the budget for citizens. <https://openbudget.gov.ua/analytics/financing?class=debt>.

4 Results

According to the EU, one of the accession conditions is the administrative and territorial reforms in the candidate countries and the formation of administrative and territorial units per the nomenclature of statistical territorial units (NUTS), designed to provide certain territories with financial assistance from the EU. The EU development implies a constant increase in the role of regions, the elimination of imbalances between urban settlements of different subordination, and the regional policy reform.

In Ukraine, since 2014, decentralization has been taking place, which ensured the transfer of powers and finances from state authorities to local self-government. Normative principles of decentralization are based on the provisions of the European Charter of Local Self-Government. The legislative basis for a fundamental change in the system of power and its territorial basis at all levels began to take shape in 2014.

In April 2014, the Government approved the Concept of Local Self-Government and Territorial Organization of Power Reform. This was followed by the approval of the Plan of Measures for its implementation, which marked the beginning of the reform of the administrative-territorial structure. That is, the mechanism for implementing the reform involves the development of strategic guidelines for changing the structure of territories. It means that the mechanism includes organizational and legal principles, methods, and tools for implementing the changes, which are the starting points for ensuring the formation of new administrative-territorial units. The organizational-legal mechanism of the unit reform also provides for a change in legislation, which must be consistent with the national strategic plan for the development of territories.

Changing the legislation began with constitutional amendments to address the issue of creating executive bodies of regional and district councils, reorganizing local state administrations into supervisory bodies, gave a clear definition of an administrative-territorial unit of the basic level – a community consisting of one or more settlements, defined by the law, borders that coincide with the boundaries of neighboring communities and are the territorial basis of local self-governance.

The organizational mechanism of the unit reform envisaged the involvement of domestic specialists, practitioners, scientists, and experts who developed drafts of constitutional amendments; legislative changes and ensured its transmission for broad public discussion..

Unfortunately, political circumstances did not allow the Verkhovna Rada of Ukraine to adopt the amendments to the Constitution on decentralization submitted by the President of Ukraine. Therefore, in 2014 the government began a reform within the framework of the current Constitution. During this time, the basic package of new legislation has already been formed and is in place, and priority legislative initiatives are being implemented, in particular (Ministries of Community and Territory Development of Ukraine, 2022):

1. Laws on amendments to the Budget and Tax Codes of Ukraine. Thanks to these changes, financial decentralization; growth of local budgets took place (Law of Ukraine "On Amendments to the Tax Code of Ukraine and Some Legislative Acts of Ukraine on Tax Reform"; Law of Ukraine "On Amendments to the Budget Code of Ukraine on the Reform of Interbudgetary Relations").
2. The Law "On Voluntary Unification of Territorial Communities" made it possible to begin to form a sound-basic level of local self-government and ensure inter-municipal consolidation. The law became a legal mechanism for introducing the institution of headmen in OTGs, representing the interests of villagers in the community council.

3. The law "On Cooperation of Territorial Communities" provided a mechanism for solving common problems of communities through cooperation within the framework of certain strategic capacity and resources: recycling, garbage processing, infrastructure development, etc.
4. Law "On the Fundamentals of State Regional Policy" that provided the formation of a state support financial mechanism for regional development and the creation of local community infrastructure. This law, in particular, defines: 1) the mechanism of the state regional policy – a system of goals, measures, means, and coordinated actions of the central and local executive authorities, local governments, and their officials to ensure a high quality of life throughout the territory of Ukraine, taking into account natural, historical, environmental, economic, geographic, demographic and other characteristics of regions, their ethnic and cultural identity; 2) the regional development program – a set of mutual. Moreover, the law determines the main principles of the state regional policy: 1) legality; 2) cooperation; 3) parity; 4) openness; 5) subsidiarity; 6) coordination; 7) unitarity; 8) historical continuity; 9) ethnocultural development; 10) sustainable development; 11) objectivity. State support for regional and community infrastructure development has increased 41.5 times during the reform: from UAH 0.5 billion in 2014 to UAH 20.75 billion in 2019. Through this support, more than 12 thousand projects were implemented in regions and communities in 2015–2019.
5. Legislation to expand the powers of local governments and optimize the provision of administrative services, which allowed to delegate the authority to provide basic administrative services.
6. The Law of Ukraine "On ratification of the Additional Protocol to the European Charter of Local Self-Government on the right to participate in the affairs of the local self-government".
7. Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine on Decentralization of Powers in the Field of Architectural and Construction Control and Improvement of Urban Planning Legislation".

The new legal framework greatly increased the motivation for inter-municipal consolidation in the country, creating the proper legal conditions and mechanisms for the formation of wealthy territorial communities of villages, settlements, and towns that join their efforts to solve pressing problems. A new model of financial support for local budgets, which have gained a certain autonomy and independence from the central budget, has also been created.

In 2019, all regions of Ukraine approved prospective plans for the formation of community territories, which meant the formation of a new model of administrative-territorial structure at the basic level. Consequently, the first stage of decentralization, which can be considered preparatory, was completed, as the procedures for creating new administrative-territorial units, their powers, functions, and plans for territorial development according to the available resources and a certain potential for cooperation were determined based on the organizational and legal mechanism.

Draft prospective plans of regions were prepared by regional state administrations per the Law of Ukraine "On Voluntary Consolidation of Territorial Communities" and in compliance with the criteria of the Methodology of formation of established territorial communities and the relevant draft, orders were processed by the Ministry of Regional Development. For each project community, its capacity was assessed according to a group of criteria. Failure to meet the capacity criteria meant that the ATC would join another affluent community. Consequently, the legal and organizational mechanism of the reform stipulated the procedures of creating affluent communities capable of ensuring the territory's development under the prospective plan.

In addition to assessing the capacity of future communities, the results of consultations held at the national and regional levels with the participation of representatives of the VRU Committee on the organization of state power, local government, regional development and urban development, people's deputies, local governments and their associations, regional state administrations, members of territorial communities and media.

On January 23, 2019, the Cabinet of Ministers of Ukraine initiated the transition to a new stage of the decentralization reform, providing for the consolidation of the successes achieved and the formation of wealthy communities, changes in the territorial structure at the district and community level, a clear separation of powers and control functions of different levels of government, as well as the development of forms of local democracy.

The functioning of communities in the new environment during 2019 allowed local authorities to accelerate the implementation of projects, make more effective decisions, and cooperate. In addition, in 2019, the Verkhovna Rada passed laws important for the development of communities. In particular, the land management system was improved, the activities of headmen and the formation of headman districts were streamlined, prerequisites for the cultural development of communities and regions were created, incentives for the construction of industrial parks in communities were created, and financial support for communities was increased. In particular, a record amount of UAH 132 billion is envisaged for infrastructure development of regions and communities in the State Budget 2022, the growth of personal income tax by 4%, which will also contribute to the growth of own revenues. In total, local budgets should receive UAH 630.8 billion in 2022.

The decentralized system of governance provides for an annual increase in the role of local self-governance bodies. During the second stage of the decentralization reform 2020–2021, communities gain experience in independently managing a certain territory, effectively using resources, and making complex development decisions.

The organizational mechanism of the administrative-territorial reform included the creation of the Ministry of Development of Communities and Territories of Ukraine (Minregion), which is following the Regulation on its activities is the central body of executive power, "the main body in the system of central bodies of executive power, which ensures the formation and implementation of the state regional policy, state policy in the development of local self-governance, territorial organization of power and administrative-territorial structure...". (Ministry of Development of Communities and Territories of Ukraine, 2022c).

Among the activities of the Ministry of Regional Development is the administrative-territorial structure of Ukraine, the reforming of which is regulated by the regulatory support of the work of the Task Force of reforms on decentralization, local self-government, and regional policy, namely:

1. Order of the Ministry of Regional Development of Ukraine of 07.07.2015 № 158 "On amendments to the order of the Ministry of Regional Development of January 19, 2015, № 3".
2. Regulation on the Task Force of reforms on decentralization, local government, and regional policy.
3. Order of the Ministry of Regional Development of Ukraine dated January 19, 2015, № 3 "On the formation of the Expert Council on decentralization, local self-government, and regional policy".

The Task Force of reforms on decentralization, local self-government, and regional policy (hereinafter, the Task Force of reforms) is a temporary advisory and consultative body of the Ministry of Regional Development, Construction and Housing

and Communal Services of Ukraine (hereinafter, Minregion), whose main tasks are:

- 1) determination of directions and priorities of reforms, development of strategy and mechanisms of implementation of reforms;
- 2) promote the coordinated implementation of reforms, ensure monitoring of the effectiveness of their implementation
- 3) coordinate positions on resource support for development and implementation of reforms
- 4) determination of priorities in the regulatory and administrative support of the practical implementation of reforms
- 5) consideration of proposals for the planning of reforms.

The task force of the reform mechanism analyzes the state of affairs and causes of problematic issues of improvement of the system of local executive authorities, local self-government, and their territorial basis; studies proposals of central and local executive authorities, local self-government on the implementation of tasks to improve the system of local executive authorities, local self-government and their territorial basis; participates in the development of draft regulatory legal acts on issues within its competence; develops proposals and recommendations based on the results of its work.

The expert council includes experts who provide responsibility for the legislative support of the reform, administrative services, the content and course of decentralization, constitutional regulation, local elections, elders, oversight of the legality of LSG (local self-governments) decisions, study foreign experience, provide legal advice, study the problems of local budgets, study social services, local self-government, tax legislation, community cooperation, administrative-territorial structure, constitutional regulation, At the same time, the experts operate at the regional national level (in the provinces).

The first phase of decentralization 2014–2019 was the basis for the adoption of important regulations to reform the administrative-territorial structure (Ministry of Community and Territorial Development of Ukraine, 2022b):

1. On July 17, 2020, the Verkhovna Rada of Ukraine adopted Resolution No. 807-IX "On the formation and liquidation of districts".
2. On June 12, 2020, the Cabinet of Ministers of Ukraine adopted 24 orders to determine administrative centers and approve territories of communities. On October 25, 2020, the first elections of local chairmen and deputies of local councils were held in 1420 of 1469 communities (in 19 communities of Donetsk and Luhansk oblasts, due to security issues, the first local elections were not held. Civil-military administrations are in place there).
3. On November 17, 2020, the Verkhovna Rada of Ukraine adopted on second reading and as a whole the draft law "On Amendments to Certain Legislative Acts of Ukraine on Regulation of Certain Issues of Organization and Activity of Local Self-Government Bodies and District State Administrations" (№ 3651-e).

The new law will regulate the following processes:

- liquidation, merger, accession, division of a significant part of legal entities of public law (local councils, executive committees of councils, district councils, district state administrations);
- transfer and redistribution of the property of territorial communities; the property of territorial communities, which is managed by district councils;
- continuous financing of communal institutions and entities during their transfer and re-registration;
- ensuring the execution of territorial communities' budgets and the district's budgets to be reorganized and/or liquidated;
- general public succession, in particular, under the acts of local self-government bodies being reorganized.

To continue the reform, it is advisable to adopt several other important laws:

1. On the fundamentals of the administrative and territorial structure of Ukraine, on which the administrative and territorial structure of Ukraine, the types of settlements, the system of administrative-territorial units, the powers of state authorities and local self-government bodies regarding the administrative-territorial structure, the order of formation, liquidation, establishment, and change of borders of administrative and territorial units and settlements, the maintenance of the State register of administrative and territorial units and localities
2. On Service in Bodies of Local Self-Government (new version). It will ensure equal access to service in local governments, increase the prestige of service in LSG, motivate local employees to community and their development.
3. On state supervision over the legality of local government decisions.
4. On local referendum.
5. On updating laws on local self-governance, local state administrations, etc.

As a result of the Ukrainian structure reform, authority between the government levels should be divided according to the subsidiary principle. Community residents should be provided with mechanisms and tools to influence local authorities and participate in decision-making.

The mechanism of administrative-territorial reform also included the implementation of projects supported by international organizations: USAID project "Improvement of efficiency and accountability of local self-government" worth \$74 million; PROSTO project "Support of service accessibility in Ukraine" 2021–2023 worth of SEK 30 million; program "Decentralization Reform Support in Ukraine/U-LEAD with Europe; program for Ukraine on local empowerment, accountability, and development" worth €152.3 million; program "Decentralization (PLEDDG) program worth of CAD 19.5 million; US Peace Corps Community Development Project (Peace Corps) and other projects (Decentralization in Ukraine Official Website, 2022).

For example, the USAID project "Strengthening Local Government Performance and Accountability" should ensure the formation of a solid legal framework for local government development, implementation of sectoral and fiscal decentralization to ensure local government accountability, oversight, and effective citizen engagement by its implementing.

The PROSTO project "Supporting Accessibility of Services in Ukraine" at the local and national levels plans to improve service delivery to the population, especially supporting communities in the creation and modernization of ASCs (Administrative Service Centers), establishing a dialogue between residents and community leadership, introducing mechanisms of control and accountability of local authorities. Among the main areas of work are:

1. Legislative support and advocacy – assistance in improving legislation and policies to improve accessibility and quality of administrative services in communities.
2. Expert support – providing expert assistance to communities in creating or improving ASC, increasing the quantity and quality of services.
3. Training programs – providing training to community leaders, management, and staff of ASCs to provide services to community residents more effectively. In addition to professional aspects, including business ethics and gender equity.
4. Public awareness and involvement □ to strengthen the ability of communities to inform about ASC services and involve residents in the democratic processes of the community.

As a result of the 2014–2019 reform, Ukraine has a new community-based administrative-territorial system of the basic level, including 1,470 communities: 410 urban, 433 rural, 627 suburban, 119 district councils, and 119 district state administrations, October 7, 2021).

5 Discussion

Reforming the spatial organization of power in Ukraine involves changing the administrative-territorial division in complex socio-economic and political conditions (Udovychenko, Melnychuk, Gnatiuk & Ostapenko, 2017). The administrative-territorial reform envisages a transition from the centralized model of governance to ensure the sustainability of territorial communities and local self-government, to a transition to an effective system of territorial organization of power in Ukraine based on the principles of subsidiarity and financial self-sufficiency of local self-government (Siryk et al., 2021).

The European integration factor has an active influence on the course of the territorial reform in the candidate countries. Against this background, constitutional and administrative-territorial reforms took place in Poland at the end of the last century. Poland has a three-level system of administrative-territorial division, where the units of the basic level are gmyns, counties, and voivodeships, which is similar for Ukraine. Implementation of administrative-territorial reform in Poland required simultaneous change of administrative division, the introduction of self-government in counties and voivodeships, restructuring of almost 200 acting governmental administrations by consolidation and modification of responsibility principles, adoption of new laws, implementation of basic social reforms.

Kulesza (2002) examines the decentralization and change of Poland's political system since independence after 1989, noting the basic principles of the new public administration system: subsidiarity, decentralization, and the democratic mandate of any power. In 1990, the administrative-territorial unit of the country's gmina had 15% of the state budget at its disposal. In 1998, the mechanisms of local self-government in Poland are supplemented by the restitution of the county and the creation of funds for the management of regional development at the voivodship level. Decentralization in Poland changed the mechanisms of the central government and administrations. During the reforming process, the administrative-territorial structure of the country, the role, and the position of the commune were significantly strengthened. Namely, the reforms started from the lowest level due to the excessive centralized central administration and government. Like Ukraine, communities are the new basic level units, which formation was the main task of the first stage of decentralization.

The commune was to become the basic territorial unit of government in Poland. It was unwise to introduce higher levels of self-government, as they could dominate the whole system. The main goal of the reform was to strengthen the commune, to accustom it to independence and the burden of responsibility, and to stimulate and integrate local communities. The key role in the implementation of the commune reform was played by the field delegates of the government commissioner, who were appointed in all 49 voivodships because it was impossible to contact the 2,500 communes, to give them advice, information, or consultation from Warsaw. Therefore, it was necessary to create new channels of management of the commune reform, which would be separated from the existing territorial administration, which had remained in the hands of the old apparatus since 1990. Delegates' offices were the first element of non-Communist territorial administration in Poland. These representatives were chosen from candidates submitted by local citizen committees. The selection criteria were clear and simple. They needed people with some knowledge of administrative matters who were involved in the reform process but not involved in local interest groups, which could limit their freedom of action. Those elected to these positions were independent.

responsible, skilled in negotiation, and able to persuade others. Some officials from the old administration were also delegates, but they were in the minority. Most of those elected were from the former opposition.

The main task of the delegates was to prepare the commune for the establishment of self-government and the election of authorities and to take possession of state property. They also had to instruct the new commune in the first phase of its independent functioning and stimulate the self-government-government movement. It was necessary to make an inventory of public property transferred to the commune, reorganize the commune offices as well as public services and administrative institutions, resolve financial issues, and create new institutions.

At the same time, the communes, on their initiative, began the process of freeing the economy by privatizing many of the enterprises they owned at the time, as well as by selling, transferring, or renting land, buildings, and offices space. In this way, the self-government reform began important changes in the economy and became one of the main driving forces of economic transformation in Poland. As seen above, the key role in the preparation and implementation of the commune reform was played by the Office of the Government Commissioner for the Reform of Territorial Self-Government. In addition, there was created the National Assembly of Territorial Self-Government in Poland to represent the self-governing bodies at the national level, the Association of Polish Cities on the model of the pre-war organization, the Union of Polish Towns, the Union of Polish Capital Cities, and the Association of Rural Commune of the Republic of Poland. The aforementioned organizations started close cooperation and became representatives of self-government bodies to influence decisions made by the central government and parliament. In 1993, the Joint Commission of Government and Territorial Self-Government was established.

China's experience in administrative reform included the use of information technology to stimulate and accelerate decentralized public administration, increasing the government's ability to oversee key activities in the regions (Ma, Chung & Thorson, 2005). Ukraine also introduced some information and analytical platforms for various purposes: reporting on the progress of reforms, providing information on demographics, the financial performance of established communities, LSG activities, prospective development plans, etc.

6 Conclusions

The study allows us to assert the effectiveness of administrative and territorial reform mechanisms during the first decentralization period in 2014–2019. The effectiveness was ensured by an effective organizational and legal mechanism creation that provided for the formation of the Ministry of Communities and Territories Development of Ukraine and the functioning within it, of the Task Force of reforms on decentralization, local self-government, and regional policy. The legal-organizational mechanism also ensured the financial mechanism definition for the communities' formation as the basic units of local government, which ensured the development of the new institutional unit and its infrastructure. In the framework of the organizational and legal mechanism, a methodology for the formation and criteria of the ability of united territorial communities to achieve the goals of socio-economic development was formed. In addition, the legal framework became the basis for the formation of the community's cooperation mechanism. The work of the Task Force of reforms was strengthened by a team of experts on administrative reform, legal support, several projects of international organizations, which provided information and advisory support to local self-government bodies. An important element of the reform mechanism was information technology that promoted accountability and openness of the reform as part of the introducing e-democracy process in Ukraine.

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WORLD EXPERIENCE OF STIMULATING INNOVATIVE DEVELOPMENT OF ECONOMY

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Abstract: The purpose of the research lies in substantiating the theoretical and applied principles for the study of world experience in stimulating innovative economic development and assessing the impact of innovation and competitiveness on economic development. The following methods have been used: economic analysis and synthesis; analogies and comparisons; systematization and generalization; cluster analysis based on the use of the k-means method. Regarding the results of the study of stimulating innovative economic development and assessing the impact of innovation and competitiveness on economic development, it has been revealed that innovative economic development has a positive effect on ensuring its competitiveness, and innovation can improve national welfare and productivity.

Keywords: Innovations, Economic Development, Innovation Model, Global Innovation Index, Competitiveness

1 Introduction

The effectiveness of innovative economic development to a large extent depends on the ability to respond quickly to the challenges and threats of the external environment, real assessments of the possibilities of the economy and reformatting to an innovative type of development. The introduction of innovations contributes to an increase in competitiveness, the living standard of the population, as well as an effective combination of science and production. It is uncontroversial that the innovative development of the economy can be directed in several routes, in particular: (1) with a focus on gaining leadership in science, the development of large innovation projects with an emphasis on the military-industrial complex; (2) creating a favourable innovation climate in the innovation sphere; (3) stimulating innovative development through the regulation of innovation infrastructure, adaptation of positive international practices and achievements of scientific and technological progress. Therefore, the timely implementation of innovations and state support for innovation activities of economic entities is extremely important, which, in turn, strengthens the competitiveness of the economy.

2 Literature Review

The internationalization of world financial and economic processes, the formation of stable multilateral relations and the strengthening of globalization cause a number of destabilizing factors that slow down the world economy, necessitate redistribution of international spheres of influence and access to resources, and cause instability. Overcoming these negative trends is possible due to the growth of economic development on the basis of innovation, creativity and conceptual leap. Under such conditions, stimulating the innovative development of the economy is perceived as the activation and intensification of innovation of all economic agents.

Audretsch et al. (2006) have considered the provision of the proper level of introducing innovative changes in the national economy, which is constantly under the influence of both internal political and external economic shocks, as a tool for increasing the country's competitiveness. The scholars have proven that the efficiency of economic growth significantly depends on stimulating innovation, intellectualization of production and use of the achievements of the scientific and technological process. Boronos (2020) believes that stimulating the innovative development of the economy is one of the vectors for implementing the country's strategic priorities and to a great extent depends on the level of budgetary and extrabudgetary

funding for innovation and the efficiency of using available resources in order to introduce innovative models.

Complementing the investigation of Audretsch et al. (2006), Klump (2015) associates innovative economic development with the direction of state economic policy; the scholar believes that it should be formed and developed in accordance with the innovative model of the national economy, which is focused on creating a favourable environment for innovation, strengthening the responsibility of stakeholders of innovative development, minimizing the risks of innovation by business entities. Along with this, the researcher emphasizes that those countries that consider innovative development as a strategic basis for economic development, are developing rapidly and are refer to advanced ones in all macroeconomic indicators; however, countries that do not provide adequate levels of innovative economic development are dependent on advanced countries.

Khusainov (2014), as a result of the investigations conducted, has established that in transitional countries, the necessity to stimulate the innovative development of the economy is due to the lack of public funding for research institutes, the priority task of which lies in optimizing financial resources for innovation. For this reason, the author proposes to introduce a mechanism of public-private partnership in the field of innovation in such countries. Along with this, one of the problems of ensuring the innovative development of the economy, according to the viewpoint of Khusainov (2014), is academic and university science, which does not meet market conditions; consequently, the stimulation of innovative research does not have financial support and funds for implementation. On the contrary, Kasyanenko (2017) emphasizes the necessity to stimulate innovative development taking into account the existing structure of the economy, forasmuch as each of the sectors has individual features and properties creating sustainable structural effects. Moreover, the stimulation of innovative development should focus primarily on those sectors of the economy, in which the greatest structural effects are concentrated.

Equally important is the viewpoint of Fedulova (2004) and Fedulova (2018), who argues that four directions of innovative development of the economy have been historically formed, namely: (1) technological pushes; (2) market orientation; (3) social orientation; (4) the impact of innovation on solving social-economic concerns of the country.

Yermakova (2017), based on the study of the Global Innovation Index, attributes the stimulation of the innovative development of the economy to a four-level system for the development of the innovation sphere, in particular: (1) the basic conditions for doing business in the country; (2) effective investment and fiscal environment; (3) key factors of innovative production and (4) special incentives for innovation, taking into account all competitive advantages. At the same time, the scientist places the emphasis on the rather complicated procedure for ensuring levels 1–3, forasmuch as well-established interests in both the public and private sectors are violated, and the institutional environment is not sufficiently developed in order to form and implement an effective innovation policy. Olvinska et al. (2021) consider the innovative development of the economy to be the fundamental of the country's economic power, its prospects in the international market and a factor in ensuring promotion of competitiveness.

Shumilin & Naumovich (2020), studying the problems of innovative development of the Belarusian economy, have come to conclusion that one of the problems is the digitalization of industry, modernization of production facilities and the introduction of innovative technological standards, requiring additional financial resources, which are comprehensive and limited. Along with this, Chekadanova (2018) adheres to the position that the innovative development of the economy should be based on scientific, technical and research clustering.

forasmuch as the formation of state cluster policy is a tool applied towards stimulating innovative development of the country. Caviggioli et al. (2020) argue that empirical investigation on the innovative development of the economy should be carried out taking into account the improprieties of using digital technologies and considering the consequences of their action on the innovative efficiency of economic entities. Ibragimova (2020) believes that the innovative development of the economy is significantly influenced by globalization; consequently, it includes the formation of an innovative society, and the country's economy should meet the criterion of innovation, creativity and conceptual leap. Povna (2021) links the innovative development of the economy to the achievements of the national economy, sufficient to ensure the level of well-being and high labour productivity.

Complementing the scientific studies of previous scientists, Bilan Yu. et al. (2020) assess the impact of intellectual potential in the context of ensuring innovative development on the country's competitiveness, which is considered the most important indicator of economic growth and welfare. The viewpoint of the authors is considered to be absolutely justified and appropriate, forasmuch as the calculation of the Global Competitiveness Index is based on calculations of indicators characterizing the state of the national economy, including the level of innovation potential.

3 Materials and Methods

The following methods have been used in the research, namely: the method of economic analysis and synthesis in order to study the theoretical and methodological fundamentals of clarifying the essence of innovative economic development; the method of analogy and comparison in order to determine the features of stimulating innovative development in different countries and in the analysis of the Global Innovation Index and the Global Competitiveness Index; the method of systematization and generalization in the process of formation of research results and conclusions; cluster analysis based on the use of the k-means method when grouping the studied countries according to the Global Innovation Index and the Global Competitiveness Index.

The countries of Central and Eastern Europe (13 countries: Belarus, Bulgaria, the Czech Republic, Hungary, Latvia, Lithuania, Estonia, Moldova, Poland, Romania, Serbia, Slovakia, Ukraine) have been selected for the research.

The information base of the research is based on the reports for 2018–2021 as follows: the Global Innovation Report according to the Global Innovation Index; the Global Competitiveness Report according to the Global Competitiveness Index.

4 Results

The process of transition of countries to an innovative type of economic development is based on the use of scientific, scientific and technological, intellectual and innovative potential, an effective combination of which has a positive effect on strengthening the country's competitiveness. The experience of advanced countries shows that the innovative development of the economy is the key to the sustainable development of the country, its achievement of high macroeconomic indicators and the growth of its image in the international arena. The effectiveness of innovative economic development to a great extent depends on geopolitical, inflationary and economic risks, significantly affecting the choice of instruments for state stimulation of innovative development. Stimulating the innovative development of the economy involves the modernization of production capacity, management system and the ability to quickly adapt to changing environmental conditions.

The intensification of innovation activities in each of the countries of Central and Eastern Europe is characterized by the effectiveness degree of the state strategy for economic development and reflects the balance between the real needs of

the economy and the possibilities of scientific and technological progress in these countries. In this context, state coordination and support for the development and implementation of innovations is of great importance, as well as the perception by economic entities of innovations as a factor in ensuring efficient use of resources, stimulating capacity building, sustainable development and possible ways to improve their performance and profitability. Due to the fact that innovation activity is high-risk, business entities take a precautionary position when choosing the possibilities of its implementation and take a thoughtful approach to making appropriate decisions on the acquisition and implementation of innovations.

Nevertheless, the innovative development of the economy in the countries of Central and Eastern Europe takes place in the direction of its stimulation by the state and according to the model of analogies and using the innovative experience of the leading advanced countries. Along with this, such countries are characterized by an "outflow" of innovative potential outside the country, as a rule, to advanced countries offering the best opportunities for its implementation and high wages.

It should be noted that the so-termed innovation migration makes significant adjustments to the value of the Global Innovation Index, decreasing it in developing countries and increasing it in those countries that are classified as advanced ones. Therefore, it has been substantiated that the assessment of innovative development of the country's economy is based on the calculation of international indices and allows conducting a comparative analysis of the situation of a particular country in relation to others. We consider it expedient to trace the main tendencies in the Global Innovation Index during 2018–2021 in the countries of Central and Eastern Europe (see Table 1).

At the same time, it should be noted that the Global Innovation Index is calculated by the World Intellectual Property Organization, Cornell University and the International Business School "Insead" based on 82 variables. These variables detailize the innovative development of countries at different levels of economic development, identify gaps in innovation performance, and take into account expenditures on research and development and experimental-design works, access to innovation funding, and the impact of COVID-19 on global innovation performance indicators.

Table 1: Dynamics of the Global Innovation Index in the countries of Central and Eastern Europe in 2018–2021

Countries	2018	2019	2020	2021
Belarus	29,35	32,07	31,27	32,6
Bulgaria	42,65	40,35	39,98	42,4
The Czech Republic	48,75	49,43	48,34	49
Hungary	44,94	44,51	41,53	42,7
Latvia	43,18	43,23	41,11	40
Lithuania	41,19	41,46	39,18	39,9
Estonia	50,51	49,97	48,28	49,9
Moldova	37,63	35,52	32,98	32,3
Poland	41,67	41,31	39,95	39,9
Romania	37,59	36,76	35,95	35,6
Serbia	35,46	35,71	34,33	35
Slovakia	42,88	42,05	39,7	40,2
Ukraine	38,52	37,4	36,32	35,6

Source: The Global Innovation Report, 2018–2021.

The results of the conducted studies of the Global Innovation Index in the countries of Central and Eastern Europe in 2018–2021 show that the highest value among the countries of the analysed group is observed in Estonia (GII: 48,28–50,51) and the Czech Republic (GII: 48,34–49,43); however the lowest values are observed in Belarus (GII: 29,35–32,60), Moldova (GII: 32,30–37,63) and Serbia (GII: 34,33–35,71).

According to calculations, the countries of Central and Eastern Europe are characterized by strong differences in innovative

development, indicating unstable trends in the Global Innovation Index. It should be emphasised that the highest level of innovative development of the economy in all indicators is observed in the countries of Central Europe; however, the countries of Eastern Europe are more dynamic, and they are at the stage of market transformation and social-economic development. Another significant factor confirming the highest values of the indicator under consideration is the accession of certain countries to the European Union, in particular, Bulgaria, Estonia, Latvia, Lithuania, Poland, Romania, Slovakia, the Czech Republic and Hungary, the tangible support of which allows such countries to occupy significantly higher positions in international rankings and contributes to obtaining additional opportunities for the fulfilment of innovative potential. Moreover, such countries as the Czech Republic and Slovakia have a significant production potential and are able to compete in the industrial sector, occupying a dominant position at the international level.

At the same time, the countries of Eastern Europe are characterized by a high level of technological backwardness. In particular, when examining the features of the innovative development of Ukraine and Moldova, it is worth noting their low level of innovation, which is due to the outdated material and technical base, the low level of funding for scientific, research institutes, raw material export specialization and the dominance of high-tech imports.

The lowest values of the Global Innovation Index among the countries of Central and Eastern Europe have been observed in Belarus (GII: 29,35–32,60); it is characterized as a country with a fairly high level of innovative development of the defense industry, and specializes in such sectors of the economy as heavy, chemical, woodworking, fuel and energy and food industries. However, the introduction of innovation and stimulation of innovation activity is implemented to a limited extent and only in certain sectors, which requires strengthening incentives for management in order to develop innovation activity in all other sectors of the economy.

It is appropriate to establish common features and determine regional features of stimulating the innovative development of the countries of Central and Eastern Europe, which will be carried out by grouping them using the technology of cluster analysis by k-means (Table 2).

Table 2. Grouping of Central and Eastern European countries according to the Global Innovation Index in 2018–2021

Country	The value of the Global Innovation Index				Cluster number
	2018	2019	2020	2020	
The Czech Republic	48,75	49,43	48,34	49	1
Estonia	50,51	49,97	48,28	49,9	
Bulgaria	42,65	40,35	39,98	42,4	2
Hungary	44,94	44,51	41,53	42,7	
Latvia	43,18	43,23	41,11	40	
Lithuania	41,19	41,46	39,18	39,9	
Poland	41,67	41,31	39,95	39,9	
Slovakia	42,88	42,05	39,7	40,2	
Belarus	29,35	32,07	31,27	32,6	
Moldova	37,63	35,52	32,98	32,3	
Romania	37,59	36,76	35,95	35,6	
Serbia	35,46	35,71	34,33	35	
Ukraine	38,52	37,4	36,32	35,6	

Source: The Global Innovation Report, 2018–2021.

According to the obtained results of empirical research on the Global Innovation Index among Central and Eastern European countries in the period from 2018 to 2021, three stable and unchanging groups of countries have been formed. The first group includes such countries as: the Czech Republic and Estonia, which have the highest values of the analyzed indicator and are characterized as countries with a relatively high level of

innovative development. The second group comprises such countries as: Bulgaria, Hungary, Latvia, Lithuania, Poland and Slovakia; the innovative development of these countries is not high, however, they receive tangible assistance and support from the European Union and thanks to this they implement innovative projects.

It should be noted that the approach to stimulating innovative development and financing innovative development by such a state as Poland is of particular importance. This country survived the post-communist challenges; it was able to achieve high rates of innovative development of the economy due to the effective reform of all sectors of the economy through the prism of introducing a free market model and stimulating the development of the national financial market. At the same time, Poland's close cooperation with the European Union and the deepening of its relations with the Eurozone countries have had a positive effect on attracting investments to the country aimed at carrying out innovative activities.

The third group of countries includes Belarus, Moldova, Romania, Serbia and Ukraine, which are characterized as countries with a transitional type of economy; their innovative development is low; a chronic underfunding of the innovation sector is observed, and innovative potential is used inefficiently.

Another indicator that helps to determine the level of innovative development of the economy is the Global Competitiveness Index, which makes it possible to identify trends in the efficiency of using innovative potential and financial resources to stimulate it. The study of the dynamics of the Global Competitiveness Index in the countries of Central and Eastern Europe during 2018–2021 (Table 3) makes it possible to state that the highest values of the analyzed indicator were recorded again in the Czech Republic (GCI: 52,9–71,2) and Estonia (GCI: 56,1–70,9), and the lowest values are observed in Belarus (GCI: 48,5–48,6), Moldova (GCI: 46,0–56,7) and Ukraine (GCI: 46,7–57,0). Along with this, an important point is that during 2018–2019, the calculation of the Global Competitiveness Index was not conducted in Belarus.

Table 3: Dynamics of the Global Competitiveness Index in the countries of Central and Eastern Europe in 2018–2021

Country	2018	2019	2020	2021
Belarus			48,6	48,5
Bulgaria	63,6	64,9	51,6	49,6
The Czech Republic	71,2	70,9	55,2	52,9
Hungary	64,3	65,1	52,9	50,8
Latvia	66,2	67	58,2	53,5
Lithuania	67,1	68,4	55,9	53
Estonia	70,8	70,9	59,4	56,1
Moldova	55,5	56,7	49,8	46
Poland	68,2	68,9	52,8	51,2
Romania	63,5	64,4	54,5	52,3
Serbia	60,9	60,9	50,7	49,7
Slovakia	66,8	66,8	54,9	53,1
Ukraine	57	57	46,7	47,3

Source: The Global Competitiveness Report, 2018–2021.

The outlined tendencies in the Global Competitiveness Index in the group of countries under consideration make it possible to form a pattern that those countries positioning themselves in the international global innovation rating in higher positions are marked by a higher level of competitiveness of the economy; however, those countries, the innovative development of which is significantly lower, are ranked too low in terms of ensuring competitiveness. Taking into account such trends, the hypothesis is proved that the growth of the country's welfare is interconnected and interdependent with the growth of the level of innovative development of its economy, forasmuch as

innovations contribute to an increase in the surplus value of goods and services produced.

The use of cluster analysis tools by k-means method makes it possible to form groups of countries in Central and Eastern Europe in terms of the Global Competitiveness Index in 2018–2021 (Table 4).

Table 4. Grouping of Central and Eastern European countries according to the Global Competitiveness Index in 2018–2021

2018		2019		2020		2021	
Country	Cluster	Country	Cluster	Country	Cluster	Country	Cluster
The Czech Republic	1	The Czech Republic	1	Latvia	1	The Czech Republic	1
Estonia		Lithuania		Estonia		Latvia	
Poland		Estonia		The Czech Republic		Lithuania	
Bulgaria	2	Poland	2	Hungary	2	Estonia	2
Hungary		Bulgaria		Lithuania		Romania	
Latvia		Hungary		Poland		Slovakia	
Lithuania		Latvia		Romania		Bulgaria	
Romania		Romania		Slovakia		Hungary	
Slovakia		Slovakia		Bulgaria		Poland	
Moldova	3	Moldova	3	Belarus	3	Serbia	3
Serbia		Serbia		Moldova		Belarus	
Ukraine		Ukraine		Serbia		Moldova	
Belarus	n/a	Belarus	n/a	Ukraine		Ukraine	

Source: The Global Competitiveness Report, 2018–2021

As the results of studies conducted among the countries of Eastern Europe in terms of the Global Competitiveness Index prove, three groups have also been formed. However, in this case, a steady trend of countries belonging to a particular cluster could not be recorded. The value of the analysed indicator varied depending on changes in phenomena and processes in the countries of the group under consideration, and it was characterized by instability. During 2018–2019, the Czech Republic, Estonia and Poland occupied a stable position in the first group; however, in 2020, the Czech Republic moved to the second cluster, and it regained its position in the first cluster in 2021. Similar trends with the Czech Republic were observed in Poland, which in 2018–2019 was in the first cluster, and in 2020–2021, the country took positions in the second cluster. In regard to Estonia, during 2018–2021, it was consistently in the first cluster. The position of Lithuania is of particular interest, which is placed periodically in the first and second clusters.

The second group consistently included Hungary, Bulgaria (despite a slight shift in 2020 to the third cluster), Romania and Slovakia, which in 2018–2019 were in the second cluster, and in 2021 managed to increase their positions and moved to the first cluster.

Such countries as Moldova, Ukraine, Belarus and Serbia took their places in the third group. However, the latter in 2021 moved to the second cluster. Characteristic features of this group of countries are their significant lag in such key indicators of the Global Competitiveness Index as the introduction of innovation, quality education, training and business development. It should be noted that these elements are considered to be the key ones in the formation of a conclusion about the level of economic development.

5 Discussion

The results of the investigations conducted on the experience of stimulating the innovative development of the economy among the countries of Central and Eastern Europe make it possible to single out several groups of countries characterized by common features and characteristics of the innovative development of the economy.

Group 1. Countries with a relatively high level of innovative development (the Czech Republic and Estonia), in which

innovation is carried out effectively; the existing innovation potential is rationally used and significant amounts of funding for innovation are observed.

Group 2. Countries with an insufficient level of innovative development and a high level of competitiveness (Bulgaria, Hungary, Latvia, Lithuania, Poland and Slovakia), where innovative economic development is coordinated and supported by the European Union, and innovative activities are stimulated by the state.

Group 3. Countries with a low level of innovative development (Belarus, Moldova, Serbia, Romania and Ukraine), where a high level of technological backwardness is observed, as well as a low level of funding for innovation, and innovation potential is used inefficiently.

Taking into consideration the research results, it is possible to single out the main factors destabilizing the innovative development of the economies of the countries of Central and Eastern Europe, in particular:

- lack of skills for conducting innovative activities;
- limited funding for science and innovation, especially business structures;
- increase in the number of cases of patent infringement;
- stringent lending conditions and limited access of business entities to credit resources;
- reducing the level of investment in intangible assets and innovation projects.

Along with this, a significant increase in stimulating the innovative development of the economy can be achieved through the formation and development of cross-border clusters; in particular, the formation of such clusters in the field of information technology, automotive, and biotechnology is being updated.

6 Conclusion

The conducted studies of the world experience in stimulating the innovative development of the economy give grounds to conclude that in the context of globalization and the instability of the functioning of the international economy, the innovative development of the economy is one of the ways to ensure a high level of competitiveness of the country, a tool to improve its welfare and living standards of the population. Innovative development of the economy based on efficiency and effectiveness requires high-quality methodological, technical, technological, financial and economic support. The results of the investigations conducted have revealed that the countries of Central and Eastern Europe possess an adequate base of innovation, industrial and scientific-technological potential, but it is used inefficiently. By the way, innovative activities are insufficiently financed and not supported by the state. The countries of Central and Eastern Europe are divided into certain groups in terms of ensuring the innovative development of the economy. In particular, there are those that have a sufficiently high level of innovative development; those that have an insufficient level of innovative development, but are supported by Eurozone countries, and, finally, countries with a low level of innovative development, which include countries of transition type. Taking this into consideration, the successful combination of scientific excellence with the development of innovative technologies will increase the indicators of innovative development of the economy of the analysed countries and promote the growth of their competitiveness.

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Primary Paper Section: A**Secondary Paper Section: AH**

PROFESSIONAL COMPETENCE FORMATION OF FUTURE PEDAGOGICAL WORKERS IN THE CONDITIONS OF DUAL EDUCATION BY MEANS OF DIGITAL TECHNOLOGIES

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Abstract: Initiated and actively implemented educational reforms affect all areas of education. One of the forms of education, gradually covering the institutions of higher education in Ukraine, is dual education. It combines theory and practice, providing a process of acquiring knowledge by the higher education seekers both in the traditional way and during practical work in a real enterprise. The main objective of introducing elements of dual education is to eliminate the main shortcomings of traditional forms and methods of training future professionals, to eliminate the gap between theory and practice, training and production, improving the quality of training taking into account the requirements of employers. The purpose of the academic paper lies in analysing the importance and features of developing professional competence of higher pedagogical education in the context of dual education using digital technologies. The research has provided data on the effectiveness of new digital technologies from the perspective of students. In addition, the opinions of students and teachers on the effectiveness of different types of digital tools during the learning process were studied. The results of the research are essential for further methodological development in the process of planning the implementation of this type of tools in higher educational institutions.

Keywords: dual education, digital technologies, level of professional competence, digital competence, efficiency of using digital tools.

1 Introduction

Taking into account the problems of higher educational institutions in Ukraine and the presence of a sufficient number of critics of educational programs (curricula), the issue of poor quality education is raised by scientists of all levels, teachers of educational institutions and in the society in general. When analysing hot discussions of teachers, higher education seekers and business representatives, it can be concluded that professionally educated workers, who are unable to meet the needs of the domestic labour market, cannot perform their duties in different companies without additional training, forasmuch as the competitiveness of Ukrainian education is low (Redecker, 2017).

In the process of training at HEIs, the fundamentals of professionalism are laid, as well as the need and readiness for a continuous process of self-education in changing conditions is formed. In this context, it is especially important that students who are actively involved in the process of acquiring knowledge and methods of mastering it from the very beginning should be aware that its significance remains unchanged even when moving to distance learning mode of training, forasmuch as the results of education and professional activity are a real enrichment of the individual for further professional development. Therefore, one should not neglect all the achievements of pedagogical science; one should continue to make every effort in the current conditions in order to improve one's own professionalism (ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning, 2020).

The lack of modern educational programs in certain areas of knowledge in Ukraine and the migration of students to other institutions of higher education in Europe will only exacerbate the problem of searching for specialists on the part of employers. First of all, it is subject to representatives of small and medium-sized companies that cannot train specialists on their own due to lack of time and funding. It should be noted that currently a

significant gap is observed between the professional requirements for teachers working under the conditions of dual education, and the skills acquired by them in the learning process. The dual form of obtaining vocational education is a way of learning where the theoretical material is mastered in an institution with a teacher, and practical training should take place at a potential workplace. Such approach is especially important from the point of view of "practical experience" in its basis, not only when consolidating theory in practice, but in the process of training the student in real working conditions (Punie & Redecker, 2017).

The digital revolution, the information revolution - these are the fundamental changes in the structure of our life and our consciousness, implicating the widespread use of computing technology, comprehensive penetration, and the massive use of personal portable communication devices. These changes have embraced various aspects of modern life, namely: the labour market, the home environment, political systems, technology, and led to a new reality called the Digital Age, where modern information technology has long been an integral part of everyone's living space (Maslich, 2021).

2 Literature Review

According to the viewpoint of Mukiy T.V., the pedagogical community notes that students of the XXI century possess modern devices for working with data, but do not have the necessary competencies to solve life's concerns and achieve success. Along with this, young people have free access to global information resources, a high level of Internet activity, however, a low level of skills of self-development and self-education, safe use of digital technologies of the global network (Mukiy, 2019).

Medvid L.A. describes a student of a new generation as a bearer of new energy and extraordinary psychological abilities, who is characterized by a multidimensional vision, a keen sense of interlocutor, cheerfulness. He frankly expresses a negative opinion about the imperfection of the education system, teachers, their training methods, which is the cause of conflicts. Extraordinary personalities cannot do routine things forasmuch as they seem uninteresting to them (Medvid, 2019).

Taking into account the increased level of informatization of modern students' life and in order to keep up with their expectations, the classes introduce an innovative digital element that can manifest itself in the way the learning process is provided. With the help of modern innovative technologies, teachers have the opportunity to stimulate the learning activity of students who use their own smartphones and tablets in order to use these devices for educational purposes and focus on topics while continuing to pursue their personal interests (Teach with digital technologies, 2022). Currently, there has already been a significant array of tools that can be used to form the digital infrastructure of the education system in an educational institution, as well as to develop and implement new forms and methods of active intelligent learning. International effective experience in the development of SMART education is introduced in the form of technologies such as smart laptops, libraries, e-learning and mobile learning, virtual classroom creation, collaborative learning, modelling, etc. Mobile learning is a new paradigm of SMART education; it is physically linked with e-learning and distance learning, on the basis of which a new learning environment is created where students can get access to academic subjects anytime and anywhere, which makes the learning process itself comprehensive and motivates continuous education and lifelong learning (Zaika, 2019).

Information technologies, as components of knowledge of the society, affect innovation in all spheres of human life, changing

social, cultural, economic, political realities. There are complexities, non-linearities and uncertainties in the development of social processes in the society. Globalization and modern technologies are transforming information into a product of manufacture, changing the world. The globalization of the educational process implies as follows: the expansion of the open information environment, the rapid spread of network relationships, high individual mobility. Under such conditions, public attention is shifted from economic capital to the human one, to the development of personal potential, which is based on culture, space and information (Pokidina, 2019).

Voronin, D., Saienko & Tolchieva, H. emphasize that there is no clear line between the concepts of “knowledge” and “awareness” in the minds of the society members. A person with a good memory and well-informed in many areas is often perceived as knowing a lot of unnecessary information. (“...Why should I study certain areas of knowledge if the Internet exists?”). But it should be noted that the reason for this situation was poor Internet connection, and erroneously formed information position of users of information resources. Supporting the opinion about the complexity of the academic process makes it possible to note the age-related needs for fundamental knowledge at the present stage of technology development (Voronin, Saienko & Tolchieva, 2020).

One of the ways to solve the concerns of quality support of the educational process is the partnership of educational institutions and enterprises. Let's analyze the existing and promising forms of partnership between educational institutions and the labour market.

Global tendencies in the social structure, labour market and technology in many areas of human life have posed serious challenges to the education system. Currently, the society is on the verge of the fourth industrial revolution, characterized by the fusion of technologies and the blurring of boundaries between the physical, digital and biological spheres, which is accompanied by the emergence of new areas of human activity, the need for new skills (Underwood, 2020).

The new era is also characterized by changes in the labour market. A distinctive feature of the technological revolution is that the sphere of influence in which humans can be more productive than machines remains smaller and smaller. Experts predict that by 2030 a large number of professions will disappear, and 186 new types of activities will emerge in their place (Sidorenko, 2018).

Currently, in Ukraine, various sectors of the economy require qualified personnel, modernization and updating of the principles of market preparation in educational institutions of various types of UNESCO (2021). Under such conditions, the requirements for the quality of training of specialists in educational institutions increase, which is a significant factor in ensuring the professional activity of pedagogical specialists. In Ukraine, the concern of systemic modernization of education is becoming increasingly significant, which creates conditions for the sustainable development of the society, increasing the competitiveness of the country's economy, professional growth and self-fulfillment (Zaika, 2019).

V. Sidorenko draws particular attention to the fact that learning technology is often interpreted as the application of a system of scientific principles for planning the learning process and using them in pedagogical practice in order to focus on detailed learning outcomes that allow assessing the training process. We consider this is a sharp remark; the assessment of activity is more focused on the training process than on the quality of learning by higher education seekers, on monitoring the practice (methods and techniques of training) in empirical analysis and widespread use of audiovisual media in education, and it should be carried out in close connection with future practical activities (Sidorenko, 2018).

Students of this type of study have an advantage forasmuch as, thanks to the close interaction of theory and practice, their careers begin already during their studies. At the same time, practical classes in educational institutions are not just a practice that takes place in parallel and independently of the educational process. During the practical classes, professional competence is developed, which is a complex integrated indicator characterizing the professional level of the specialist (Pukalo, 2019f).

Currently, there are the following forms of interaction between educational institutions and establishments that provide practical training, namely:

1. Practical training of students at enterprises (in Ukraine and abroad);
2. Internships and certification of teachers (in Ukraine and abroad);
3. Development of material and technical base in educational institutions (scientific and educational laboratories);
4. Support for writing a thesis on the course;
5. Joint holding of scientific conferences, seminars, competitions and olympiads in specialties;
6. Advanced training of employees of enterprises;
7. Organization of presentations of companies.

Prospective forms of interaction are as follows:

1. Coordinating educational programs with the requirements of potential employers;
2. Establishing a branch of the department or a branch of an educational institution on the basis of the enterprise;
3. Introduction of dual education;
4. Cooperation with associations of enterprises;
5. Holding career days, etc.

Dual education is one of the areas of the educational process that can meet the needs of employers in skilled workers. Dual education is a type of education that combines training of students in educational institutions at workplaces in enterprises, institutions and organizations in order to obtain a certain qualification (Pukalo, 2019f).

The *purpose* of the research lies in determining the level of necessity for the introduction of digital technologies in institutions of higher pedagogical education in order to improve the quality of the process of forming the professional competence of future teachers in the context of dual education.

3 Materials and Methods

The first part of the research represents data on the level of participation of employers in the dual form of education in Ukraine and their assessment of the use of digital technologies in the process of conducting lessons of theoretical and industrial training.

In order to obtain data for the second part of the research, a questionnaire survey was conducted among employers and teachers of institutions of higher pedagogical education. Along with this, 100 students of pedagogical HEIs in Ukraine (Taras Shevchenko National University of Kyiv, Drahomanov National Pedagogical University, and Central Institute of Postgraduate Pedagogical Education of the Academy of Pedagogical Sciences of Ukraine) were surveyed on the methods of studying the level of their professional competence (assessment of theoretical pedagogical knowledge, practical skills, and personal qualities).

The following methods have been used in the research, namely: analytical and synthetic methods when studying theoretical and methodological fundamentals for the definition and features of professional competence; comparative methods and analogies in the analysis and evaluation of indicators; methods of classification in order to determine the various characteristics of professional competence; the method of systematization and generalization when studying conclusions and results.

4 Results

In order to practically illustrate the extent of spreading the dual form of education in Ukraine, the following data are represented.

The level of involvement of employers in the dual form of education is the largest in the city of Kyiv (175), Zhytomyr (160), Lviv (134), Vinnytsia and Khmelnytsky (125), Rivne (111) regions (Figure 1).

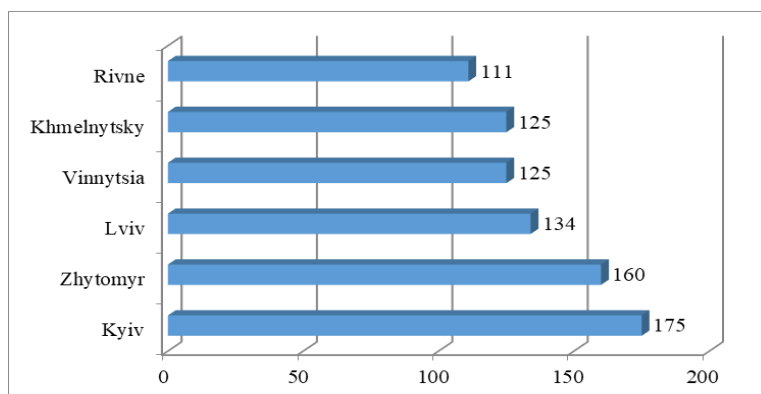


Figure 1. The level of involvement of employers in the dual form of education

As it can be seen from Figure 1, in the 2020-2021 academic year, 217 vocational education institutions used the dual form of education.

In the 2020-2021 academic year, admission to study in the dual form amounted to 6 660 people in 192 institutions.

Of the total number of vocational educational institutions, the largest percentage of institutions that introduced a dual form of education in the 2019-2020 academic year is revealed in Khmelnytsky region (78,6%), the city of Kyiv (75%), Lviv (63,6%), Kirovohrad and Chernihiv (according to 50%) regions (Figure 2).

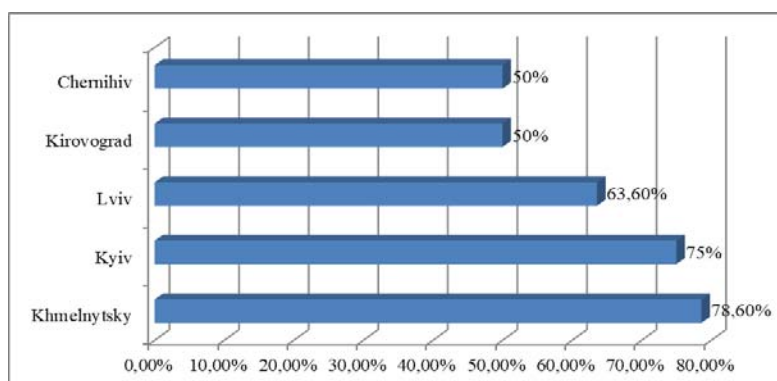


Figure 2. Part of vocational educational institutions that introduced a dual form of education from the total number in the region

As it can be seen from Figure 2, in the 2020-2021 academic year, 12 395 people have received vocational education in dual form. The largest number of students studying in the dual form of education is revealed in the institutions of Khmelnytsky (877 people), Lviv (807), Vinnytsia region (529), and the city of Kyiv (464).

In March 2020, with the introduction of quarantine restrictions in order to prevent the spread of COVID-19, institutions, training

students in a dual form, were recommended to transfer such students to distance learning. The resources that the enterprise could provide for training were as follows: online platforms, training films, enterprise manuals, etc.

In the framework of the present research, a survey was carried out after 6 months of using digital technologies in the process of conducting lessons of theoretical and industrial training in the dual form of education (Figure 3).

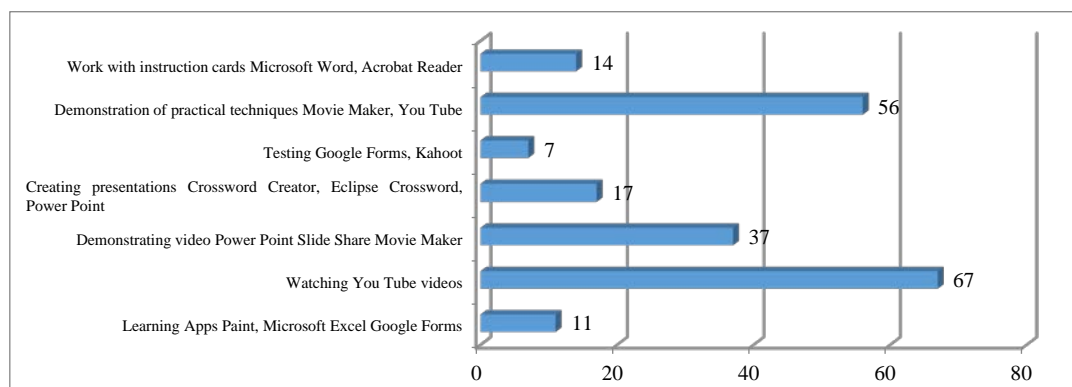


Figure 3. The effectiveness of the use of different types of digital technologies in the process of conducting lessons of theoretical and industrial training

In the process of conducting the research, the viewpoint of higher education seekers and teachers was studied regarding the

most tangible positive impact of digital tools in teaching subjects on various aspects of the effectiveness of the educational process.

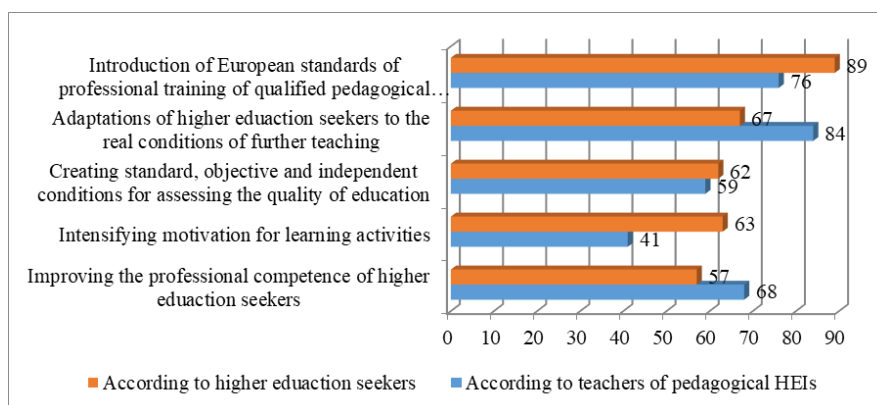


Figure 4. The most significant positive impact of digital tools on various aspects of the effectiveness of the educational process, %

The result of the survey has shown that, both in the opinion of students and from the point of view of teachers, the most intensive use of digital technologies in the educational process of the IP (PT) E contributes to the introduction of European standards for the professional training of qualified workers and the adaptation of future graduates to real production conditions. Students also experience increased motivation for educational activities through the use of educational technologies, and from

the point of view of the teaching staff of educational institutions, these types of tools increase the overall professional competence of students.

In order to study the effectiveness of applying digital tools in terms of the development of various types of competence of higher education seekers, the level of personal, professional and communicative qualities of higher education seekers was assessed (Figure 5).

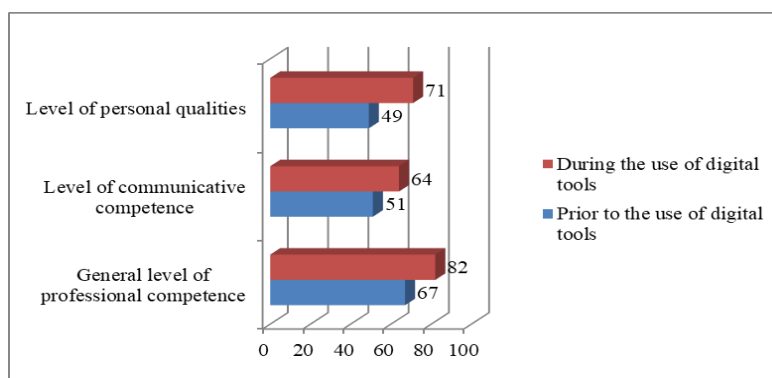


Figure 5. The level of personal, professional and communicative qualities of higher education seekers prior to and during using digital tools in the educational process in dual education

As it can be seen from the results of the research, when using digital tools in the educational process, a higher level of assessment is observed for all types of competence.

5 Discussion

As can be seen from the above, the analysis has shown that, according to scientists' viewpoint, modern digital technologies can increase the expediency of the educational process, its individualization in concordance with the needs and abilities of each higher education seeker, as well as the interest and motivation for learning on the part of the current generation, and, in general, promote the creation of a new digitization of education (HeadHunter Ukraine, 2021).

The pedagogical competence of a teacher in the context of digital education should be focused on the development of values determining the motives of professional activity and regulating their personal actions; professional knowledge and skills in working with digital technologies; effective skills of behaviour in specific situations and in the process of selecting appropriate digital pedagogical tools, as well as psychophysiological properties that ensure the implementation of such skills (Soroka, 2021), (Kovalchuk. & Soroka, 2018).

Based on the foregoing, the need for the active introduction of digital technologies in education is convincing, which will lead to a rapid restructuring of the system depending on external factors, while working to improve the quality of education in any format in order to fulfil the principal goals of the educational process (Soroka, 2021).

Dual education provides the student with numerous opportunities for professional development, forasmuch as this concept of the educational process involves as follows: combination of acquired theoretical knowledge with practical experience in one or more companies, institutions or organizations; increasing the chances of permanent employment immediately after graduation; availability of professional experience necessary for further professional development prior to graduation, realistic idea of one's own career path; gaining practical experience during training and the opportunity to receive a monetary reward in the process of training (The age of digital interdependence, 2019).

The survey conducted in the course of this research shows that the effectiveness of the use of digital tools in the educational process is high for the optimization of all types of professional skills.

At the same time, it should be noted that dual education in Ukraine requires revision and refinement of its organizational, legal and economic principles, verification of the concept of effectiveness, etc. Along with this, it is necessary to work with applicants in order to understand the needs and prospects of this type of training. The modern student usually does not take practical participation in the form of industrial and professional practice seriously, and he can transfer this worldview to dual learning (Stetsiuk, 2020).

GfK, Ukraine's National Survey on Ukraine, "Z: Values and Benchmark" has revealed that the vast majority (43%) of young Ukrainians believe that Ukrainian education and training cannot meet the needs of current labour market. According to the survey "Student - Employer of the Year", 36% of companies surveyed cited the first interview as a barrier to hiring. Students aren't aware what goals they pursue, for whom they will work, or whether they have chosen the right profession (GfK Ukraine (Project), 2017).

Therefore, when designing an innovative educational and information environment, one should take into account both the requirements of consumers of educational services and understanding the essence of advanced training in postgraduate education as a process that occurs throughout the active creative life of a teacher for his comprehensive development. It is this development that manifests the process of forming a new quality of professional and pedagogical action, the development of one's own original pedagogical style, the acquisition of competence, experience in performing innovative roles and functions in the organic unity of psychology and pedagogy, methodology, technology, research, information, using the latest technologies for a dual form of education.

6 Conclusion

Thus, the main objective of the development of pedagogical education in the conditions of dual form of education in Ukraine is its modernization in order to embody the content of the educational process of new quality, which lies in training individuals adapted to the society, labour market and digital economy. These tasks can be completed by implementing digital technologies in the educational process. The use of digital technologies in education has become especially relevant during the COVID-19 pandemic, when educational institutions in many countries around the world were forced to switch to distance learning. This difficult situation has accelerated the process of implementing digital technologies in the educational process, providing an opportunity to test one's new skills and assess one's own strengths. However, the general transition to digital learning has proved to be a difficult task not only for the education system of Ukraine, but also for many developed countries. The difficulties lie in the lack of the necessary digital equipment in educational institutions, the insufficient development of electronic courses, the lack of students' motivation for distance learning and the insufficient digital competence of teachers.

The above factors, affecting the level of distance learning, are promising and require conducting subsequent investigations.

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Primary Paper Section: A

Secondary Paper Section: AM

MECHANISMS FOR MANAGING THE QUALITY OF EDUCATION IN THE CONTEXT OF SYSTEMIC CHANGE

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Abstract: The purpose of the study is to put forward efficient insight on “Mechanisms for managing the quality of education in the context of systemic change”. Furthermore, quality education has a contextual significance in constructing an equality basis in our quickly evolving civilisation. The researchers used both quantitative primary research and qualitative secondary research to perform the study. The researchers were able to preserve the material's integrity in this circumstance by depending on peer-reviewed publications. Researchers meticulously recruited 101 board members of higher education organisations to shed light on the issue. The sample size has been limited by the study group because they feel that this group of people are capable enough to provide meaningful information on this topic.

Keywords: Quality of Education, Dynamic Nature of the Educational Sector, Overcrowding, Technological Advancements, Distance Learning, Mutual Teaching, Practice-Based Programs

1 Introduction

It is essential to note that the necessity of the quality of education is manoeuvred at both the state and regional strata and at the same time, the incorporation of the distinct educational programmes plays a significant role in this particular domain. The issue associated with the administration of education scenario has an influencing attribute on society. It demands an efficient system that assists in effectively monitoring and evaluating the progress. An interesting perspective can be put forward in this particular scenario (Jurabaevich, & Bulturbayevich, 2021). Research associated with the “National centre for education statistics” has detected that around fifteen per cent of Ukrainian schools are overcrowded. Therefore, policymakers need to address the issue systematically by putting forward certain master tactics to avoid this core issue. It's essential to put forward housing administration so that forces administer the capacity in this particular domain.

It is not a hidden fact that overcrowding in educational institutions is not a new hurdle (Vedder, 2020). A study was put forward in this particular domain. It demonstrates that it is vehemently associated with the lower attainment among different students belonging from distinct socio-cultural and economic backgrounds. The study also provided insight on the disparity of both teacher and student to witness the overcrowding aspect of the school. Therefore, certain things must be incorporated to maintain the quality of education in the domain of this country. It is essential to implement a “progressive tax code” that would put forward taxes on the influential and wealthy citizens of the country that would enable them to strengthen the public education system. At the same time, it is essential to invest systematically in teachers as they are the pillar of the education system (Rahmania et al., 2020). A maximised funding by the policymakers for the teachers in the remote areas would definitely maximise the quality of education significantly. This paper is going to put forward efficient illumination on the “Mechanisms for managing the quality of education in the context of systemic change” to put forward a broad perspective in this particular scenario.

2 Literature Review

Quality education is perceived to be essential for seeking better forms of job opportunities, sustainable livelihood progression and incorporation of a healthy lifestyle. According to Raji (2019), education quality is reflective of the growth factor

development of individuals and can be further progressed through technological implementations. The current period of education that represents the quality of life and income for individuals required extensively productive education intent for applicability. Furthermore, the contextual significance of quality education lies in establishing an equity foundation in regard to this rapidly advancing civilisation.



Figure 1: Impact of quality education on individuals
Source: Self-created

Masses, with quality education, have the potential towards tolerance of resilience, in a communal context, as well as in uplifting peace and democratic empowerment. Abiev & Mattiev (2020) opine that the qualitative approach to education exhibits the formation of future leaders, academicians and officials. The development of quality education in a nation is reflected in its future development and economic structure. It incorporates high professionalism, in addition to modern thinking, decision-making and progression societal development. The authors further state that this particular factor works as an effective catalyst for the development of professional skills, cultural appreciation, ideological beliefs and individual talent recognition.

Peurach et al. (2020) suggest that the purpose of systemic changes in education systems is subject to incorporate technological and modern advancement from improving quality. Systemic change is described as the change incorporated in pre-existing school systems by district bureaucracies, as well as education state departments. The study brings to view the context of educational quality equality as an evidently new, year essential systemic change. Accordingly, universal access to public education does not directly align with quality and equal opportunity assurance. Raji (2019) states that it is concerned with educational experiences, along with outcomes, for all students from different cultural, social and economic backgrounds.



Figure 2: Quality education in Ukraine
Source: Wenr.wes.org, 2019

The above figure represents a descriptive perception of the currently systemic changes implemented in the primary education system in Ukraine. According to the figure, it is observed that compulsory education is initiated till grade 12. Lukina et al. (2021) state that systemic change aligns with the

essentially of integrating education systems and quality improvement for future growth and opportunities. The above figure represents a descriptive understanding of the population count of the country, bringing a comparative approach towards education aspects. Accordingly, Ukraine exhibits a population of 42 million with the implementation of grade 12 compulsory education (Wenr.wes.org, 2019). This is effectively approached as managing education quality in the light of systematic changes. The Ukrainian policy of education system, implementing systemic change, is directed towards the inclusion of scientific, as well as cultural contracts for innovative growth management.

Systemic change requires the application prospects of effective mechanisms of managing that can be implemented for effective education quality development. It is also to be procured that educational systematics require essential management of timeline and financial accessibility. According to Von Wirth et al. (2019), for the management of appropriate applicability, experimentation and lab research play crucial roles. It is understood that changes pervading different and all education system parts require frequent research and impact assessment. The lack of proper experimentation and proof can lead to negative impacts without stable contingency planning.

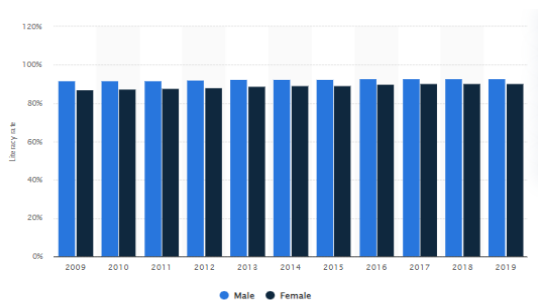


Figure 3: Global youth literacy rate from 2009 to 2019, by gender

Source: Statista, 2020

The figure 3 presented above is subject to representing education and rat to literature worldwide. One elemental aspect of quality education, as mentioned before, is the right and equality of education scope and future opportunities. However, there is a prominent gender divide in regard to the literacy rate exhibited among young people all around the world. Although global literacy rates for young men, including women aged 15 to 24 years have grown (Statista, 2020). According to the graphical representation presented above, on average more, males are literate than girls. Nearly 93% and roughly 91% of males and females respectively worldwide were literate as of 2019 (Statista, 2020). A similar picture emerged, in the context of the adult population, as per the statistical prospects all across the world. The study is reflective of the fact that one of the most impactful setbacks of this system is the lack of flexibility of traditional classrooms.

The literature gap is crucial in structuring the informative and primary prospects of a literature review, guiding the pathways of assessment flow. Accordingly, one of the primary literature gaps observed is the lack of appropriate resources that take into context the consideration of the current Ukrainian education system. Furthermore, there has been noted insufficient concentration on the impact of systemic changes on institutional financial stress. Rapid and extensively innovative systemic changes such as smart and digital classrooms require instant access to appropriate devices. It is also to be pointed out that the literature failed to access proper materials that discuss the current systemic prospects of quality education. The leading reason is subject to lack of accessibility of different limited resources. Another concerning aspect is that technological and innovative changes in the education system have insufficient research works, directed from consentaneous changes. However, these setbacks, have not hindered the qualitative factors of the authenticity of this research.

This literature review has brought to context the impact and essentiality of managing quality education and its systemic changes. It has been observed that the lack of schedules and the rational timeline for changes has led to negative influence in traditional forms of educational institutes. This is primarily due to the lack of appropriate development resources, educational flexibility and resources accessibility. Quality education is thought to be necessary for obtaining better work possibilities, advancing in one's career, and adopting a healthy lifestyle. Furthermore, quality education has a contextual significance in constructing an equality basis in our quickly evolving civilisation. As a result, universal access to public education does not guarantee quality or equality of opportunity. This is in regards to all students from various cultural, social, and economic origins, as well as their educational experiences and outcomes. Systemic transformation necessitates the creation of effective management strategies that may be utilised to improve education quality.

3 Methodology

Research methodology is an important tool for the researchers that enable them, to effectively, logically and systematically put forward concepts and procedures. It enables them to amalgamate primary and secondary pieces of information while conducting the research. It acts as the fulcrum of the study. At the same time, it efficiently assists the researchers to amalgamate primary and secondary pieces of information (Research-methodology.net, 2021). It also plays a significant role as it systematically helps the research scholars to indulge the most sophisticated techniques, statistics and images. At the same time, it guides them to tap into the most authentic pieces of information to conduct their research. This precise and authentic piece of information effectively assists the study groups to represent inquiry in a legit manner that enables them to conclude the study systematically. Hence, as a result, to achieve the study's stated aims and objectives, effective use of suitable instruments and methodologies will be required. Additionally, the researchers have identified certain determinants in this scenario that would play a vital role in maintaining the quality of the education such as 1) standard process 2) educational competency financing 3) standards for teachers and other employees associated with teaching 4) infrastructure for education 5) assessment parameter for education 6) addressing the overcrowding in the educational institution. The main purpose of the research is to systematically replicate the most efficient result in this particular field of operation. It is essential to mention that all the ethical attributes were maintained in the course of action as it effectively assists to maximise the potency of the study while maintaining the legitimacy and efficacy of the research at the same time.

It's important to highlight that the researchers conducted the study using both quantitative primary research and qualitative secondary research. It is important to note that the primary study aided academics in better comprehending the problem, and as a consequence, the data's validity was preserved. Furthermore, the primary research benefited the researchers in acquiring accurate information that allowed them to complete their studies properly. The researchers also gave qualitative data from secondary research (Research-methodology.net, 2021). It helps scholars to save time while still acquiring a solid grasp of the subject. In this scenario, the researchers were able to maintain the material's integrity by relying on peer-reviewed publications. Furthermore, in this case, only works from the past decade are considered. It is worth mentioning that academics have used theme analysis approaches in conjunction with the effective use of secondary research material to present a comprehensive viewpoint in this situation.

The researchers have arranged a survey in this particular scenario to gather their primary pieces of information for the research (Research-methodology.net, 2021). They have efficiently gathered around 101 participants to get illuminated for this particular scenario. They have constrained the sample size to maintain the authenticity of the research. They have systematically invited 101 board members of the higher

education organisations to shed light on this topic. The study group has restricted the sample size as they feel that this set of participants is efficient enough to put forward their illumination on this topic. Being the policymakers of the educational system, they are well aware of the issues associated with them. Hence they are the most suitable person.

4 Results

It is worth mentioning in this particular scenario that one hundred and one participant was invited to participate in this particular survey. All the participants are the board members of the famous higher educational institution. The researchers have analysed their opinion through three questions and they try to assess the primary pieces of information based on their responses. It is essential to mention that all the ethical considerations were maintained while conducting the research.

Survey Question 1: "Do you think that new technological advancements can maintain the quality of education in this pandemic situation?" (see Fig. 4).

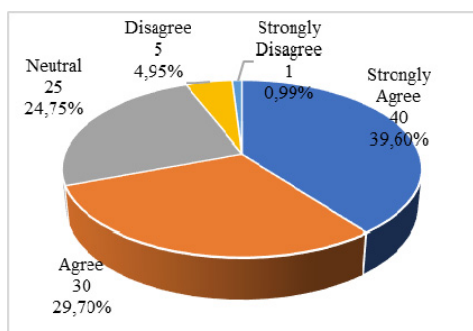


Figure 4: The influence of technological advancements in maintaining the quality of education during Pandemic

Source: Compiled by authors

It is essential to mention in this particular scenario that around one hundred and one participants were invited to conduct the research. The primary aim of the question is to put forward efficient insight into the effect of the recent pandemic situation on the educational sector. The researchers are well aware of the malicious effect of pandemics on the educational sector. However, they are also optimistic about the technological advancements that efficiently assisted both teachers and students to continue distance learning. It is worth noting that around seventy participants effectively agreed with the crux of the question. They really feel that technological advancement has effectively assisted the different universities and other educational organisations to continue their educational initiatives without compromising the quality of education. At the same time, all the curriculums can proceed according to plan due to that. However, around twenty-five participants remain neutral in this particular scenario. Even though completely agreed that technological advancements efficiently assist the educational system to proceed with the curriculum. However, they refuse to opt for this medium permanently as the lack of internet connection in the remote area has significantly hampered the very crux of this initiative. Around six participants decided to respond negatively.

It can be effectively seen from the graph that around sixty per cent of participants agreed positively regarding this topic. It is essential to mention that they think of it as a survival instinct. Moreover, they cannot overlook the importance of Moodle and blackboard in this struggling situation. Around twenty-five per cent of the participants remain undecided about the reason mentioned above. Around six per cent of the participants disagreed with the essence of the question because of the long-term implementation of distance learning.

Survey Question 2: "Do you think that raising standards for the teachers would improve the quality of education?" (see Fig 5).

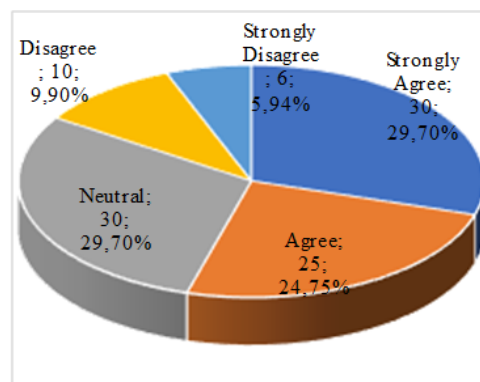


Figure 5: The effect of raising standards for the teachers in maintaining the quality of the education

Source: Compiled by authors

The second question tries to analyse how the "raising standard for the teachers" can positively influence the quality of education. It is important to mention in this particular scenario that around fifty-five participants agreed with the crux of the questions. They feel that the quality of the teachers in the remote area is very concerning. It is essential to raise standards for the teachers in those regions to reap the maximum benefit and maximise the quality of education. However, around sixteen participants decided to respond negatively. They feel that all the teachers are recruited after maintaining certain criteria and all the teachers are competent enough in their respective subjects. Around thirty participants remain undecided in this particular scenario. Even though they really feel that teachers are the core pillar and they are recruited through meeting certain criteria. However, they feel that they indeed have some training in a specific area due to the technological advancement in the modern scenario.

It can be effectively deciphered from the graph that around fifty-three per cent of the participants responded positively to the question. While around twenty-nine per cent of the participants remain undecided and fifteen per cent responded negatively in this particular scenario.

Survey Question 3: "Do you agree that addressing the overcrowding issue can significantly improve the quality of education?" (Fig. 6).

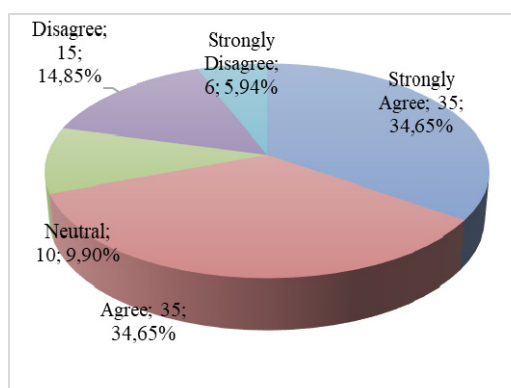


Figure 6: The effect of overcrowding issue in maintaining the quality of the education

Source: Compiled by authors

The question effectively tries to analyse the malicious effect of overcrowding in maintaining the quality of education. It can be effectively seen from the table that seventy per cent of the participants completely agreed with the essence of the question. Around twenty-one per cent of the participants responded negatively and ten per cent of the participants remain undecided.

It can be effectively seen from the table that around sixty-eight per cent of the participants responded positively. Around Twenty per cent of the participants remain negatively and ten per cent of the participants remain undecided while answering.

Recognition of distinct determinants in the educational process underpins the assimilation and assessment of the capacity in the domain of the educational sector and the pupils associated with those organisations. It is important to note in this scenario that different researchers feel that a practice-oriented study session efficiently put forward and maximises the potential of the students. At the same time, they believe that the ever-growing competitive scenario in the educational domain demands this kind of study programme to inculcate the maximum benefit for the same (Bryk, 2021). Different researchers have developed certain scientific methods in this particular scenario that enables the reconstruction of the pieces associated with the education to maximise the potency of the practice-based study sessions. These researchers have effectively demonstrated in their methodologies that help the institution to effectively organise the educational curriculum in a scientific manner that enables the students to achieve mastery over a particular subject by incorporating repeated practising (Logachev et al. 2021). However, it is important to mention in this particular scenario that the technical prerequisites required to achieve ultimate objectives are not taken into consideration by the researchers that can be termed as the disadvantages of this method. These researchers have shed light on the weak educational standard and programme while shedding light on this particular matter (Lagrec & Kang, 2020). Moreover, it is essential to note that the educational sectors are lacking in the technological attributes that restrict them to formulate efficient content efficiency to reap the maximum benefit in this particular domain and thus practice-based educational programmes become essential in this sphere (Logachev et al. 2021).

It is essential to shedding light on this particular domain that most of the educational institutions effectively formulate the curriculum many years in advance to minimise the complexity of the educational programme. However, they completely discarded the unwanted situation such as the covid pandemic that it possesses a grave problem. Moreover, the education system is ever-evolving due to technological advancements (Daniels & Adonis, 2020). The educational policymakers completely failed to grasp the very nature of the dynamic nature of the educational sector. Therefore, it can be seen that most of the previously formulated study programmes become obsolete and failed to engage the students systematically. Therefore, instances of different in competencies can be witnessed. The specialist thus often failed to perform the jobs allocated (that is formulated in the industry) to them even after finishing or going through the training (Lagrec & Kang, 2020). This malicious situation is not only plaguing the Ukrainian educational system but also is imposing a great impact on the foreign education institution as well. A set of researchers puts forward effective insight in this particular scenario. He demonstrated that a cohesive connection between the educational industry and educational curriculum must be established to effectively maximise the quality of education.

Another set of researchers has effectively put forward insights on distance learning education due to the inception of the covid pandemic. However, they specifically shed light on the importance of formulating "electronic educational material" that would efficiently assist the student in continuing the practice-oriented study session. However, numerous active formulations of "electronic educational material" has been made in different countries including Ukraine. However, the assimilated experiences are not been properly methodised till now. Even though "electronic educational technologies" replicate the traditional curriculum, the incompetencies of most educational institutions regarding how to incorporate them in the mainstream education system restricts them from achieving their full potential in this particular domain (Kolb, 2020).

5 Discussion

After the efficient discussion, it can be efficiently seen that there is astronomical differentiation between pedagogical methodologies and the educational resources allocated that restrict the education industry to reach its ultimate potential. Once, a poet said that "Pen is mightier than the sword". However, the imbalances existing in society is making this line lose its importance in the present scenario. Moreover, the role of the teachers and mentors must be questioned in this scenario as well. The present curriculum in the educational sector enables the teacher to engage in the formal determinants and thus the real requirements of students remain undetected. Moreover, the traditional curriculum put forward by the government mainly refers to the authentication of formal elements. It hardly focuses on the infrastructure and training programmes required for the teachers. A survey was put forward in this particular scenario. It was effectively conducted inside four countries and it effectively demonstrates that a change is required to improve the educational quality in the country. The researchers have effectively commented on the core prerequisite in this sector. They said that it is essential to comprehend the existing capacity of the country in the educational sector. The next step is to track the gradual and sustained manoeuvring of the pedagogical evolution (Arlinghaus & Johnston, 2018).

It is also essential to note that governments, policymakers, teachers, mentors also need to assimilate their effort in this particular domain to bring about the slow yet systematic changes in the education sector. It is essential to formulate a distinct pattern of pedagogical institutions that is capable enough to meet the requirement of diverse requirements of the pupils. However, it is important to mention in this particular scenario that new methodologies are required to be put forward as per the existing resources. Therefore, a method of "mutual teaching" can be incorporated in this scenario as it is worth noting that students must adapt their learning method at the same time, the teacher must adapt their teaching in the ever-changing scenario and due to the dynamic aspect of the educational sector (Zhan & Niu, 2021).

The researchers have effectively conducted a survey in this scenario with 101 board members of the educational institutions to get a broad perspective of the scenario. All the questions put forward by the researchers are linked to the "education quality" one way or the other. The first question tries to assess the importance of technological advancement to maintain the quality of education during the pandemic and most of the participants responded positively in this particular scenario. However, some of the participants indeed shared grave concerns over the future of distance learning due to the poor implementation of tools in remote areas. The second question shed light on the competency of the teacher while the third question addresses the issues regarding the overcrowding of the pupils. Each and every question plays a significant role for the researchers to conclude their study on a positive note.

6 Conclusion

In conclusion, it can be said that the role of government and as well as policymakers are highly influential in this particular domain. Moreover, the assimilated efforts of different stakeholders associated with this industry are also required. The education sector is highly dynamic and it is essential to evolve accordingly to maintain the standards as well as the quality of the education. Moreover, the importance of certain educational programmes cannot be overlooked in this particular scenario. However, it is worth mentioning that they should be implemented scientifically. Moreover, diversity in the educational domain also assists to maximise the quality and standard of education. The researchers have effectively put forward a survey in this particular scenario to get a proper understanding of this particular scenario that enables them to conclude their study efficiently. It also enables them to conclude the study on a positive note.

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Primary Paper Section: A**Secondary Paper Section: AM**

TRANSATLANTISM AS A GEOPOLITICAL DOCTRINE OF WESTERN DEMOCRACIES

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Abstract: The purpose of research is to see the developments and outlook of the western democracies towards the rest of the world. The transatlantism doctrines that are followed by the influential western democracies affect the politics and economy of the whole world. The factors form and function studying of them is the main purpose of the research. Both primary and secondary data has been in considered in the research. Hence, both quantitative as well as qualitative data have been considered for this research as a part of the research methodology as well. The results that were obtained from the primary and the secondary research is that the transatlantism doctrine is one of the most influential doctrines and the affect that it has are mixed on the world economy and the geopolitical atmosphere

Keywords: Transatlantism, Western Democracies, Doctrine, NATO, Geopolitics, International Relations, Economy, Regions

1 Introduction

The transatlantic doctrine has immense significance. It binds independent democratic states in the bonds of an alliance for comprehensive military, economic, trade crisis management. This alliance makes sure that the countries are properly aligned and coordinated not just in their effort to control trade routes and put chains on terrorism and rogue nations but to expand their cultural influence over the region and beyond as well. The recent Ukraine-Russia conflict has once again brought the Trans Atlantic doctrine to the forefront according to the role they play in solving crises in the region and beyond (Malyarenko & Wolff, 2018).

However, "Transatlantic Doctrine" is a much wider term than just NATO alliance. It can be in a rudimentary fashion termed as a plan of action and a combination of policies that the NATO democracies have adopted to spread democracy, liberalism and globalization across the world in a stronger manner. In order to understand the doctrine of the transatlantic, first, the history of the transatlantic alliance and the rise of the doctrine needs to be examined. The doctrine was adopted as the second world war ended and the rise of the two power blocks emerged and the formation of the UN took place the world was divided into two parts (Resano, 2021). One was a democratic world and the other is the communist world. They each developed to counter the other. The opposing doctrine of the Warsaw pact ended with the fall of the USSR. However, NATO still survives to spread the doctrine of the transatlantic democracy as well as other factors of it.

The other factor to be understood to be able to understand the "Transatlantic Doctrine" is the components of the transatlantic region. The "European Union", the "United States of America" and the members of the Slavic region as well as the partners in Asia. All these countries, regions, regional alliances, bodies and related organizations of legislative and executive nature are important components of the doctrine (Wheeler, 2020). In this study, these important doctrines are going to be discussed in detail and the functions of these are going to be discussed and tested for their role and other things that are essential for the building of an understanding of the doctrine as well their perspectives. This study is also going to get into all the nuances and the factors of the world that are affecting the doctrine. Also, its components that allow them to still stay relevant in the world

today. Apart from that, the situation and role of the doctrine are also going to be explored.

2 Literature Review

Some writers in American and British literature have addressed a facet of the interaction between British, as well as American culture known as transatlanticism. The transatlantic study is a critical framework that is noted to have emerged in the 2000s. It has been, however, argued that transatlanticism is a very old phenomenon. It is also argued extensively that transatlanticism demonstrates the tension in nineteenth-century America. This is primarily subject to emphasising the varying ranges of British dimensions, as is observed in the American culture, asserting American culture's independence. Dabundo (2019) presents the depiction of "white America's role as both colonial subject and colonial power" falls under this category of literary studies. Transatlanticism goes back further than one can appropriately see in time, to any humans that crossed the Atlantic in all probable directions. They were subject to the incorporation of crossing by any means and landed on the other side.

According to Hughes (2018), if Victorian-era transatlanticism arose from previous global passages, it experienced a certain level of a sea change. this is directive of the nineteenth century, to be utilised significantly as literature mentions. Revolutions were inclusive of the Americans, the French, as well as the Haitians. Furthermore, there included wars. with imperial ambitions and attempts at economic development. There was also noted to be the emergence of exploitation on the one hand, along with the rise of reform movements.

Flores Varona (2021) states that these movements were inclusive of abolition, with that of expanding civil rights, along with aspirations. However, on the other, all accelerated interactions between nations in the Atlantic basin. Transatlantic research offers major conceptual shifts. Transatlantic studies, according to Ashgate's Series in Nineteenth-Century Transatlantic Studies, is "invested in exchanges, interactions, and negotiations". It is also stated that by the examination of travel and exploration.

It is subject to being inclusive of the contextual perception of migration, with the inclusion of diaspora. Price (2018) opines that it is further subjective to take into consideration the geographical parameters and doctrines procuring "slavery, aboriginal culture, revolution, colonialism, and anticolonial resistance". Although no single organisation represents transatlantic studies, this storey, with its audacity, is quite representative. Transatlantic studies, it appears, might help us reconsider not only the borders of professional perception. The ideation is directive of the epistemological basis of ideas like identity. This is procured by means of accounting for transnational experiences. According to Vanhanen (2021), Europe rethinks its global role in light of shifting US goals; it is old news that the US has requested that Europe make greater efforts. This is subject to ensuring individual security, as well as stability, directed since the Cold War.

This can be stated to be the situational prospects for all prior and present US governments, with the rise of demands directed towards intensifying more emphatically than others. The USA Former President, Donald Trump was noted to have pointed the finger squarely at Europe. Ochman & Biziewski (2020) stress that this is considered prominently in the context of abusing essential security protection while failing to pay for it. Transatlanticism is a feature of the relationship between British and American culture that has been addressed by several writers in American and British literature.

The transatlantic study is a critical framework that originated in the early 2000s. However, some contend that transatlanticism is a relatively new phenomenon. It is also widely considered that transatlanticism exemplifies nineteenth-century American

tensions. van Hoef (2021) points out that this is largely concerned with emphasising the many ranges of British dimensions. Accordingly, it is objective to as seen in American culture, and proclamation the independence of American culture.

Despite the fact that transatlantic studies are not represented by a single organisation, this storey, with its chutzpah, is extremely emblematic. Transatlantic research, it appears, may be able to help us reevaluate more than just professional boundaries. The epistemological basis of conceptions like identity is directed by ideation. Dabundo (2019) suggests that this is accomplished through the accounting of international experiences.

The Anglo-American media landscape has been debating an old subject in recent years: German hegemony in Europe. The issue of geopolitics is at the centre of this dispute. The question arises whether Germany is a regional hegemon. This is considered either on purpose or by mistake or with its political elites wanting to initiate a restructuring. This is prospective of the Berlin's neighbours into a pan-European architecture that prioritises Germany's national interests. Klinke (2018) argues this is not as simple as it may appear, not least since geopolitical thinking was formerly banned in Germany.

This is due to its influence on the creation of National Socialist ideology in the 1920s. While geopolitical concepts were once relegated to the right-wing fringes of the political spectrum, the article contends that they are now much more popular in the political mainstream. As Germany's relations with the United States and Russia are subject to extensive deterioration. The notion of Germany as a key power has once again become preoccupied with this new German geopolitics. According to Dabundo (2019), this is accomplished by keeping track of international experiences. In recent years, the Anglo-American media landscape has been debating an old topic: German predominance in Europe. This conflict revolves around the issue of geopolitics. The subject of whether Germany is a regional hegemon has been raised. This is thought to have occurred either on purpose or by accident, or as a result of the political elites' desire to launch a restructure.

This is a vision of Berlin's neighbours as part of a pan-European architecture that puts Germany's national interests first. If Victorian-era transatlanticism developed from prior global passes, it underwent a sea change, according to Hughes (2018). This is a nineteenth-century guideline that should be used extensively as the literature suggests. The Americans, the French, and the Haitians all participated in revolutions. There were also conflicts, as well as attempts at economic development, with imperial ambitions. On the one side, there was the emergence of exploitation, as well as the rise of reform movements.

3 Methodology

The methodology followed in this research is going to be done by the means of both qualitative as well as quantitative data sampling methods. Hence, both primary and secondary data are going to be used for the purpose of making this research. This means that the analysis of the data is going to be done from the works of the previous researchers as well as data is going to be collected by the means of the survey from the relevant people to check the perspectives of the experts and cross verify them with the results of the thematic analysis results found from the secondary analysis. The primary research is going to be done by the means of survey and the survey analysis is going to be done by the means of statistical analysis of the variables obtained from the survey.

The data from the secondary research are going to be collected and classified then clustered to obtain the common observations. These recurring observations are going to be made into themes. The analysis and the interpretation of the observed themes are going to be done in the results section. With the use of these two methods, the "Transatlanticism doctrine" is going to be better understood and various perspectives of them can be developed

such as the present roles, the future of the doctrine and the importance of it in the present and the future.

For the survey, a group of 61 people are going to form the pool of candidates for the survey questions. These people are going to be professors of geopolitics and international relations and politics students from the postgraduate or above level. This is to ensure answers for maximum efficiency and understanding and make a pool of qualified individuals rather than random people that may have only limited understanding and knowledge of the topic in concern. These two important questions are going to be based on the "transatlanticism doctrine" but are going to seek to find out the limitations and criticism of the doctrine regarding its relevance and need. The secondary research is going to take a more general-purpose approach and is going to be largely based on 9 major articles checked for their authenticity, relevance and quality as well as other articles that are being used as reference materials.

The secondary research is going to form a more or less general-purpose role that is going to be looked at from a research strategy of positivism to be able to better analyse them in an objective manner.

The research methodology is extremely important for this topic as the topic is related to geopolitics that in itself is a dynamic subject and is constantly shifting and developing in its own way. This is the reason both primary research as well as secondary research has been chosen more accuracy of results as both are going to be able to provide a well-balanced perspective of the current situation on the global scale and the primary research is hopefully going to cover some of the gaps in the literature. Also, since the articles not more than 5 years old are being considered, 5 years is a long time for the geopolitical developments, the primary research is going to be able to make sure the updated perspectives of the recent developments are efficiently obtained.

4 Results

The analysis of the data has been done for both the primary as well as secondary data and the results are going to be elaborated in this section. The study is going to be done from the perspective of the world level and not just from the perspective of the regional alliance as the activities of the region are significant enough to affect the entire world. First, the results obtained from the secondary research in the form of the thematic analysis are going to be done.

4.1 Thematic analysis. Theme 1: The Doctrine of the Transatlanticism tries to actively promote democracy and liberalism in the world.

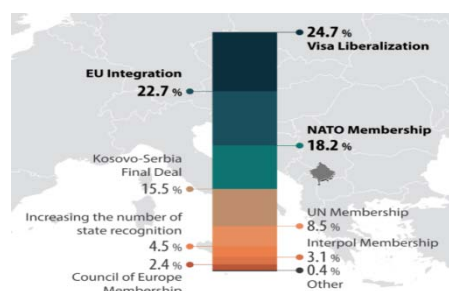


Figure 1: The priorities of the alliance according to the doctrine
Source: Gribanova & Kosov, 2018

The main objective of the doctrine of the transatlanticism and the alliance that was formed was to spread democracy across the globe, fight dictatorship and promote LPG (Liberalization, Privatization, Globalization). This was a reaction to the soviet block and their approach towards the communist world order. However, even after the collapse of the Soviet Union, the Doctrine lives on through the "North Atlantic Treaty Organization" performing much of the same function (Gheciu, 2019). This makes the doctrine very much active in the 21st

century and they live up to the reputation by supporting rebel factions and non-state actors that are fighting for democracy against dictatorships as well as other types of authoritarian governmental structures (Gribanova & Kosov, 2018). This has been one of the most common observations in the majority of the research material of the previous researchers and hence forms the first theme of the thematic analysis of this study.

4.2 Theme 2: The “Transatlantism Doctrine” gets accused of warmongering and destabilizing weaker nations constantly

It has been mentioned in theme 1 of the thematic analysis that the doctrine supports the alliance of the transatlantism to support rebel militia groups that are fighting for democracy (Muliru, 2019). However, often time s the Doctrine is accused of being warmongering. This is largely because their efforts to topple a dictatorship result in the country becoming war-torn and destabilized due to constant fighting and a non-existent economy due to civil war-like situations (Alton & Struble, 2020). Many of the articles point at recent examples such as Syria, Lybia, Iraq and many more that has been on the receiving end of the NATO invasion and have now become weak and rouge nations plagued by civil wars and rebel factions trying to fight for control and power (Bancroft, 2019).

The previous researchers, as well as geopolitical experts, have also gotten accused of the doctrine of facilitating the capitalist agenda of access to natural resources of destabilized countries with weak or non-existent governments by the means of destabilising them. However, these are also based largely on the observations of the situations and the analysis of the trends that the experts and the previous researchers have noted.

4.3 Theme 3: The “Transatlantism Alliance” has become significantly weaker and is largely incapable of defending its allies from foreign aggression

The recent trends have oftentimes shown that the “Transatlantic alliance” as well as the “North Atlantic alliance” has failed to make them effective in the case of foreign aggression. For example, the recent Russian invasion of Ukraine and the “North Atlantic Treaty Organization” (NATO) invasion of Syria (Davids, 2021). In both cases, the alliances failed to achieve their objectives the most recent and catastrophic failures of the alliance has been in Afghanistan recently (Geri, 2021). This has led many of the researchers to prompt that the alliance that has formed as a result of the alliance have gotten weaker (Haime & Salloum, 2021). They are now more focused on projecting soft power and the majority of the nations of the alliance are not militarily strong and largely incapable of modern warfare.

4.4 Primary research analysis

4.4.1 Survey Question Q1. Is the “Transatlantism Doctrine” outdated in the present time?

Table 1: The Data collected from the analysis of the First survey Question:

Given options	Total Participants	Response collected	Percentage
Totally outdated	50	10	16.00%
Needs an immediate change	50	25	26.00%
Required no changes	50	10	18.00%
Not outdated	50	5	16.00%

Source: Compiled by author.

According to the survey result, it can be stated that among 50 survey individuals more than half individuals have given a strong positive responses and they all want an immediate change in the current consequences based on “Transatlantism Doctrine”.

As per this result it has been seen that 10 survey individuals have responded this unique doctrine is totally outdated and at the same time 25 individuals have also thought that an immediate change is needed. Apart from all those things, there are also other 10 persons think no change have required and other 5 individuals have answered this doctrine is not outdated. After all, it can be concluded that, most of the survey persons has given positive responses and also support an immediate change.

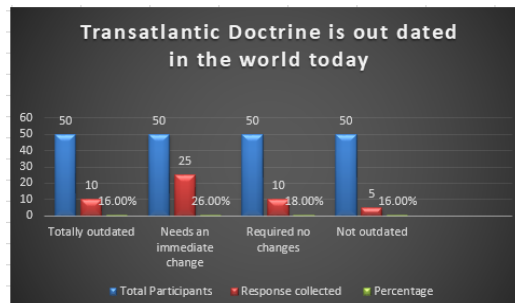


Figure 2: The Statistical analysis of the 1st Research question Source: Self-created.

According to this graph, it has been revealed that among total survey persons 26% individuals have supported to make an immediate change of this outdated doctrine. On the other hand, a too less percentage is shown who have answer a negative response and they said this doctrine is not outdated. A huge difference is seen among the persons

4.4.2 Survey Question Q2. Is the “Transatlantism Doctrine” going to be outdated in the future considering the current changes in the geopolitical climate of the world today?

Table 2: The Data collected from the analysis of the Second survey Question:

Given options	Total Participants	Response collected	Percentage
Totally outdated	50	16	24%
Needs an immediate change	50	20	42%
Required no changes	50	10	18%
Not outdated	50	4	6%

Source: Compiled by author.

According to the survey result it can be stated that a majority of survey individuals has given a huge positive reply and they have answered based on the current perspective of geopolitical condition a huge change is required in the traditional doctrine. Along with those 26 persons has supported the immediate change of this outdated doctrine that can be impacted hugely on the current transformation of the geopolitical climate of the world. Only 10 people have responded to make no changes and additional 4 people have a thought that this doctrine is not outdated. After evaluation of this survey result it can be transparently stated that, based on the current geopolitical consequences a huge change is required in the traditional doctrine.

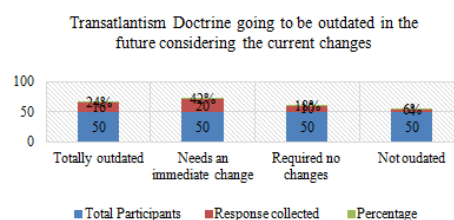


Figure 3: The Statistical analysis of the 2nd Research question Source: Self-created.

This graphical representation has clearly expressed the significant percentages among all groups of individuals. After analyzing this representation, it has been extracted that a huge percentage gap has been present between the person who have supported an immediate change and the persons who have required no changes. Thus, it has been stated that, according to the current change of geopolitical condition the “Transatlantism Doctrine” is going to be outdated transparently.

5 Discussion

The thematic analysis displays the common notions about the Doctrine of the Transatlantism. This is to say that the most common observations were displayed in the result section. The first and the most common notion that was seen is the notion of the doctrine promoting liberalism and democracy in the world. Judging from a neutral perspective it can be said that the doctrine is invasive by nature and tries to disturb or disrupt the governance of nations that are not democracies. The second theme is the second most common observation that is the alliance of the doctrines plays a major role in the destabilization of the weaker nations. After evaluation of both the survey results it can be easily stated that the traditional doctrine needs an immediate change to acquire the current change of geopolitical conditions in today's world. The nations that are weaker but economically prosperous and many of them even having better public health systems and public facilities than the members of the alliance have been said to have been destroyed with the combined force of the alliance members (Rose & Kassab, 2019). This increases human misery and brings war and instability to a happy population. The third theme is the least noted notion among the three most noted notions and it says that the doctrine is designed not to spread democracy by to spread destabilization under the garb of democracy as it becomes easier for the private powerful organizations to then exploit the natural resources of the nations in absence of a strong and capable government leading to them to be associated with neo-colonialism by the left-wing thinkers (Yeros & Jha, 2020).

The discussion of the survey results shows that most of the people are agreeing with the notion that the Doctrine of Transatlantism is outdated today, however, in the first question result, many (around 32%) of the people chose to stay neutral. These are the people that believed that the doctrine may be slightly necessary in the world today for its policies and functions. However, this is going to change as the second survey question changed the perspective to the future instead of the present times. Then the agreeing group gained more prominence as most of the individuals participating in the survey were of the opinion that the system and manifesto of the doctrine are outdated and more importantly unsustainable. This is the reason the neutral group reduced in number so did the disagreeing group. However, the strongly disagreeing group stayed unchanged and may be interpreted as the personal bias of the individuals. The major observation made is that of the Doctrine and the alliances regarding them being largely obsolete and are more likely to lose their relevance and position of operation in the future. The results obtained from the review of the literature and the works of the previous researchers plus the primary research survey largely range from neutral to negative if seen from a neutral to objective point of view. The first themes is neutral and the second and third are negative observations. Also, the results obtained from the survey that contains the updated opinion of experts also are more on the negative note. These are the observations made on the basis of the condensed knowledge of the previous research works as well as the personal research of the researcher.

6 Conclusion

To conclude the study, it can be said that the observations made in the secondary and the primary research have been properly analyzed as per the aims and objectives of the project to explore the form, function, feature and activities of the “Transatlantism doctrine” This doctrine is one of the most well known and also controversial doctrines in the world today. A

large debate exists regarding them in the global left and right-wing governments as well as the individuals and researchers.

This study has tried to justify the points of both sides to test its relevance and role in the world today. The relevance and role of the doctrine in the world in the future have also been explored by the means of both primary research and secondary research but more with the primary research. The research has also been done from a neutral and objective perspective not letting the personal bias of the researcher get into the way of research and hamper the obtaining of accurate results out of the well-formed methodology of the study. The data collected from the analysis of the primary data has been analyzed properly with graphical representation to properly explain the position and opinion of the experts of geopolitics and international relations. The people that participated in the interview are all professors and advanced level students and they are up to date with the modern scenarios of the geopolitical environment of the nations and they can give the updated perspective of the geopolitical atmosphere. The research perspective of the secondary research as mentioned is at least 5 years old, which is comparatively a long time for the international relations perspective.

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Primary Paper Section: A

Secondary Paper Section: AD

POLY- / MULTICULTURAL EDUCATION OF FUTURE FOREIGN LANGUAGE TEACHERS IN A CROSSCULTURAL MULTILINGUAL ENVIRONMENT

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Abstract: The research aims to design practical recommendations to improve methodology of educating future teachers of foreign languages in terms of language instruction from adopting poly- / multiculturalism approach. Methods of synthesis and analysis, generalization, study of the experience in connection to poly- / multicultural education, empirical methods laid foundation for research. The primary study results allowed us to identify innovative ways of educating polyculturalism for future teachers of foreign languages, i.e. professional and personal development of the student via adoption of coaching technologies in education. At the same time, reflexive approach in the student's personal growth is more important than professional competencies, as the former will create a foundation for self-realization and goal achievements in future.

Keywords: polyculturalism, multiculturalism, pedagogy, foreign languages, universities in Ukraine

1 Introduction

At present, Ukraine among the other states in EMEA region is an independent state that vigorously demonstrates its desire and educational maturity to integrate into the European and global community against the world globalization processes in all spheres of social life when it comes to the Ukrainian people. In the conditions of intensive development of international relations, cultural and linguistic exchange at the national and international levels takes place on a continuous basis among the states of the world, including Ukraine. Scientists reasonably note that today for efficient crosscultural communication it is necessary to speak more than one or two foreign languages (Tadeeva, 2011; Sidash et al., 2020; Chaika & Pace, 2021). Next, it is more than important to be aware of cultural development of the country (-ies), which language(s) is / are under study, along with value orientations and the national mind-set(s) of the peoples, especially with the language(s) other than the mother tongue and culture(s) different from the domestic (Chaika, Chahrak et al, 2021). It is believed that the mentioned determines the dominant role of poly- / multicultural education.

Poly- / multicultural education expressly connects to forming a personality capable of engaged activity and enjoying practical life skills in a multilingual environment, possessing a developed sense of understanding and tolerance to other cultures and successfully interacting with representatives of different nationalities, beliefs, and cultures, in particular (Chaika, Savytska et al, 2021).

Polyculturally marked globalization is characterized by growing information space, in which cultures integrate and/or assimilate, overlap and/or disintegrate, as well as poly- / multicultural value orientations establish in the world representation of future foreign language (FL) teachers and instructors. In turn, the role of FL teachers and instructors is to transmit and translate such poly- / multicultural values for next generations.

The fundamental need of modern professional education is market demand in future FL teachers and instructors, who would possess knowledge and skills at a high educational level in the field of teaching foreign languages and be poly- / multiculturally

developed individuals. It is only the higher education system, which will enable society to solve the mentioned problem. The successfully organized educational process can form future FL teachers' professional competence in their chosen specialty and make them competitive as highly qualified in the international labor market (Ananyin & Uvarkina, 2013; Chaika, Savytska et al., 2021).

The study aims to determine the approaches to formation of poly- / multiculturalism of future FL teachers and instructors in the crosscultural and multilingual space, on the one hand, and on the other, to develop / improve relevant educational methods. Therefore, in order to achieve the goal, the below should be done:

- To conduct a critical analysis of domestic and foreign approaches to fostering poly- / multiculturalism in education,
- To design methodology, based on practical success cases of FL teachers practitioners, and
- To define alternates for approaches to poly- / multicultural education, where such are found implemented in the Ukrainian and global systems of higher education.

2 Literature Review

Before conducting research and developing education methods for poly- / multiculturalism, it is essential to define what these concepts mean. Ideas of researching poly- / multiculturalism in both domestic and foreign literatures are not so new. However, it is necessary to note two things. One is they are mainly foreign authors, who carried out research in this field (Chisholm, 1994; Davidman & Davidman, 1994; Gollnik & Chinn, 1990; Giroux, 1994; Taylor, 1994; Brown, 2000; Nieto, 2000; Sharma, 2005). The other is as demonstrated that major research was done before 2000. Domestic modern studies appear more recent in chronology and are represented in works by Abibulajeva (2006), Hulych (2021), Chaika and Pace (2021), Chaika et al. (2021), Shkarlet (2020, 2021). The literature studied makes it possible to conclude that poly- / multiculturalism is the process strongly associated with a person's immersion into (entering) another culture. At the same time, immersion in cultural variety and uniqueness takes place through the development of personal culture. In turn, poly- / multicultural education refers to a person's knowledge of polycultures and/or multiculturalism, the possibility of self-realization in the poly- / multicultural world, contributing to conflict-free identification in a poly- / multicultural society and integration into the poly- / multicultural world space. Abibulaeva (2006) emphasizes that polycultural education aims to preserve and develop the diversity of cultural values, norms, and forms of activity, existing in society, and is based on the interaction of different cultures.

Poly- / multicultural education is an essential mechanism for engaging future FL teachers and instructors in a comprehensive knowledgeable framework of the culture natural of their people as compared to that outside the homeland. In addition, it shapes ideas about the diversity of cultures in the world and teaches positive attitudes towards cultural differences.

Gollnik & Chinn (1990) understand multicultural education as an educational strategy in which the cultural mentality of the subjects in education is seen positive and central to the organization of the learning process. Giroux (1994) sees such education as a process that significantly affects the personal development of the individual, i.e., it is a process caused by the interpersonal coexistence of two or more cultures.

Thus, following Chaika and Pace (2021) it is concluded that poly- / multiculturalism is nurtured through the ability to communicate and through personal development. Moreover,

under the research objectives, it is analysed that polyculturalism is interpreted dynamic rather than stative as compared to studies of multiculturalism. Therefore, the leading function of poly- / multicultural education is the formation of a personality who is ready to work in a poly- / multi-ethnic and poly- / multicultural environment across borders, hence, cultures (to result in crosscultural communication and exchange of values), focused on constructive interaction and dialogue of cultures irrespective of a culture representative.

Next, Stoliarchuk (2014) defines polycultural education as a unique way of thinking based on the ideas of freedom, justice, and equality. Bezpalko and Veretenko (2014) believe that the main objectives of polycultural education should be with meeting educational needs of all ethnic groups, first, and second, preparing people for life in a polycultural society. That determines the framework for solving a number of specific pedagogical tasks:

- deep and comprehensive mastery of the history and culture of relevant people as a(n) (poly) ethnic group;
- forming an idea of the cultural diversity in Ukraine and the world, understanding and internal acceptance of the equality of peoples and the equivalence of their cultures, fostering a positive attitude towards cultural differences as a factor in the progressive development of world civilization and self-realization of the personality;
- fostering a positive attitude towards cultural differences that ensure the progress of humanity and contribute to the self-actualization of the individual character;
- creating conditions for students to integrate into the culture of other nations;
- development of abilities and skills for productive interaction with representatives of different cultures;
- education in the spirit of peace;
- development of ethnic tolerance;
- developing conscious positive value orientations of the individual as to cultural heritage;
- fostering respect for the history and culture of other peoples;
- creating a poly- / multicultural environment as the basis for the interaction of the individual with those of different cultures; and
- formation of the student's ability for personal cultural self-determination (Bezpalko & Veretenko, 2014).

Hurenko (2016) assigns to future FL teacher / instructor the role known as a 'mediator of cultures'. The concept stands for a specialist actively engaged in crosscultural polylingual communication. Such specialists are seen the mediator between cultures – the culture of their home country and the country which language is studied; they have mastered a foreign language as a (cross) cultural communication means. Therefore, any knowledge obtained through a foreign language will be absorbed only through the prism of knowledge shaped via perceiving and mastering the native culture.

Hence, it is concluded that the political culture of the individuality in relation to future FL teachers and instructors is a constant multilingual search for crosscultural communication with representatives of languages and cultures other than native, aiming to understand and bring together the systems of language and cultural concepts in a multilingual world within and across borders. Finally, the speaker's system of value attractions will result in newly integrated experiences of the native and foreign language system, including the idea of culture. In addition, the value system will allow for perceiving native culture through the new culture, which leads to the formation of poly- / multicultural value orientations with future FL teachers and instructors.

3 Research Methods

To study poly- and multiculturalism in education and to meet the objectives of the paper, the following research methods were used:

1. Theoretical set:

- Analysis (structural, terminological, comparative, comparative and pedagogical) and synthesis of pedagogical works by domestic and foreign authors, educational documents, in order to clarify the research stages and states in different contexts;
- Generalization to understand the modern scientific approaches, in order to clarify the content of core research concepts, outline the main trends in development, and determine the scope of poly- / multicultural education, forms, methods, and means of education for students;
- Generalization of the experience with poly- / multicultural education in higher education institutions in Ukraine, in particular, in order to identify creative ways of adopting and implementing positive foreign experience in poly- / multicultural education domestically, in modern higher education in Ukraine;

2. Empirical set:

- Observation and conversation,
- Study of teaching experience, in order to monitor poly- / multicultural education in higher education institutions of Ukraine.

4 Results

Today, there are many approaches applicable to the education of poly- / multiculturalism of future foreign languages teachers and instructors. Analysis of already developed methods to teaching poly- / multiculturalism allows scholars and practitioners to adapt the practical recommendations of domestic and foreign researchers to the practical conditions of education (Nikolaienko et al., 2017; Chaika et al., 2021).

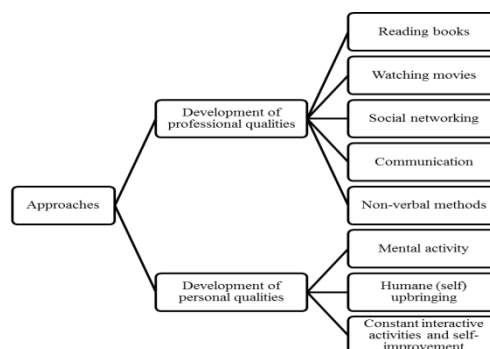


Figure 1. Classification of approaches to poly- / multicultural education of future FL teachers and instructors

Source: Authors' design.

Based on the studied and moving it further, it is suggested the following classification be considered as such embodies approaches to teaching and learning foreign languages by multilingual speakers – current and future FL teachers and instructors.

Teaching poly- / multiculturalism to future FL teachers begins with learning a foreign language in a kindergarten, school, university, etc. Both traditional and innovative approaches may apply for this purpose. Some of them are presented below.

Reading books. Almost all teachers who are practitioners and foster poly- / multiculturalism of future FL teachers and instructors use this approach on a regular basis (Vakulenko et al., 2017; Iljina, 2017; Pautova & Kulkova, 2020; Nunan, 1999;

Widdowson, 2003; Savenkova, 2013). The results of the PISA study in the context of general cultural development of personality point to (i) approaching reading literacy as an ability to understand the text as a whole, including essence of its words; (ii) a need in determining the value of the information presented in the text; and (iii) an ability to analyze and interpret the text, reflect on the text content and meaningfully formulate thoughts about the read, critically assess the author's position and their manner of presentation (Vakulenko et al., 2017). Reading in practice is constantly embedded in more complex activities. The need to obtain information from a text is dictated by different purposes, which in turn requires a variety of reading and comprehension strategies to be adopted, use of activities varying in their scope, extent, aim, methods, means and techniques. In addition to the standard technical basis, the transcription of written signs is important as well (Iijina, 2017).

When teaching a foreign language – English, German, French, Spanish, Portuguese, etc. according to the faculty feedback from the National University of Life and Environmental Sciences of Ukraine (NUBiP Ukraine), Drohobych State Teacher Training University after Ivan Franko (DSTTU) among the other educational institutions, it is collected that there is often a desire to go beyond the curriculum and expand the range of topics under study. Authentic texts, i.e., books taken from the language and culture practice of native speakers, written for native speakers by native speakers (Pautova & Kulkova, 2020), help in this regard. According to Nunan's (1999) definition, authentic materials are information in oral or written form created during natural communication and not specifically for use in language learning. They are original texts created for pedagogical purposes. Considering the usefulness and appropriateness of authentic materials, Widdowson (2003) notes that earlier language learning considered it necessary to use simplified materials in the classroom to facilitate the perception and absorption of the language other than a mother tongue. However, today it is recommended to use authentic materials (Sidash et al., 2020; Chaika and Pace, 2021).

Authentic texts are rich in linguistic, socio-cultural, and historical materials and more informative than non-authentic texts. Students perceive such texts with great interest and enthusiasm. It is also worth noting that authentic texts contain vocabulary that may not be familiar to students, which may cause specific difficulties (Pautova & Kulkova, 2020).

It is suggested the student should study the materials in line with the reading goals and it is advisable to mind the following types of reading and sequence.

- Review reading involves getting the general gist of a book or finding some information. It is sufficient to read only the headings, paragraphs, or sentences.
- Aware (awareness raising) reading aims to help students understand at least 70% of the text. It is the most common type of authentic text reading. Texts usually contain the information about everyday life, customs and traditions, and culture of the country which language students study. The reader is tasked with selecting the main ideas / things from the text, rejecting secondary facts.
- Reading with a complete understanding of the content or exploratory reading involves full comprehension including details. In this type of reading, it is necessary to reveal the meaning of unknown linguistic phenomena, refer to the dictionary, analyze, and often plunge into selective translation. Therefore, both complete and accurate reading comprehension and critical reflection on the information acquired are necessary. It is significant that a FL teacher / instructor should ask relevant questions that may encourage students to go deeper in exploring other languages and cultures, raise their awareness via reflexion and self-observation. Coaching technologies and communication strategies are most helpful to help students advance and grow in the personal and professional planes.

In this regard, Savenkova (2013) distinguishes the following basic skills viewed necessary for a compelling reading of authentic texts in a foreign language:

- Ignoring unnecessary information and highlighting only the most essential,
- Work with dictionaries,
- Making footnotes and comments in the text, and
- Interpreting and transforming a text (Savenkova, 2013).

From a methodological point of view, original books supplement the educational and methodological complex to develop reading competence in oral and written speech.

To sum it up, it is important that future FL teachers and instructors need to communicate in literary language from books with authentic texts and use modern, living language, stay tolerant to other languages and nations, which is expressly underpinned under poly- / multiculturalism in education.

Films and other media. Broda (2017) and Shkarlet (2021) believe that it is necessary to learn English by using interactive and innovative approaches, which, so far, have been used in the process of self-education mainly. Sad as it may sound, they are not embodied in the foreign language study programs of higher education institutions in Ukraine. Modern technologies allow learning English with films, cartoons and other TV shows and programmes. These are the primary source of live foreign language and allow understanding not only which words are used in certain dialogues, but also how they are used, with what intonation everything is pronounced, and those who are concentrated and attentive enough can even follow the use of mimes and gestures. At the same time, today some foreign language experts have already done the work; they helped determine which films would be helpful to watch by different learners at different stages of language acquisition. That is why students can easily download a film (movie) in a foreign language either with or without subtitles through the Internet. Students can also print out the transcripts if such are available in open access and use them as an analog version of the dialogues; they can work through them individually, in pair or in a group, highlight new words and phrases, and go back to watching the film with a better or complete understanding of specific language use.

Social media communication. Today social media play crucial role in the personal and professional development of each individual. Millennial students comment it is not possible for them to live in a modern world of communication without media platforms and digital technologies (NUBiP Ukraine, DSTTU). These have become the new normal for generations today, especially for Y and Z generations. Thus, it becomes evident and necessary to communicate in social networks such as Facebook, Instagram, Twitter, LinkedIn, Telegram, Viber, etc. Students can communicate in different languages with each other, and they can adapt to any language environment, striving to understand a foreign language and speak it fluently across borders in a multilingual space. Reading comments again where necessary and observing sentence structures by native speakers and fluent FL speakers, it is possible to come across the vocabulary and grammar, which demonstrate specific use of the language: abbreviating, unpredictable words under a regular format and context and so on. For example, abbreviations and shortenings can serve a good information base for poly- / multicultural learning and teaching. The fact is that the academic language studied in both schools and universities is a classical language, few people hardly use in everyday communication in native and foreign languages. To this extent, it is important to understand and use a modern foreign language as much as possible in any area of life and academic activities, monologues and dialogues in social media attribute much in communication. Moreover, it is relevant to note and comment on differences between the polycultural and multicultural communication. Multicultural

education primarily connects to multinational states / countries (e.g., the USA, Switzerland, etc.) or countries where authorities pay much attention to preserving indigenous and local dialects (e.g., France, Germany, and Ukraine). Under such circumstance for multiculturalism in classes of teaching and learning foreign languages, FL teachers and instructors may invite students to read local news and online periodicals from different country regions and across borders.

According to Shkarlet (2021), Chaika and Pace (2021), interactive and innovative technologies enhance students' poly- / multicultural competence. Broda (2017) believes that such FL learning methods and techniques allow systemizing results in the students' performance in the course of study. Furthermore, from a coaching, mentoring and supervising perspectives, it is highly recommended that the FL teacher cease to perform the informational function for knowledge sharing, acting as a controller and manager. On the contrary, the FL teacher turns into an engaging and motivating leader who together with a group / team of students may set the pace of mastering the information in class and focusing students' attention on their key personal and learning objectives.

To apply innovative technologies in poly- / multicultural education, the modern FL teacher / instructor can conduct classes and give / accept assignments via social networks. For example, it may be a blog on various topics or a discussion on a social networking page, which are publicly available, and students may comment and share their thoughts and concerns.

Communication. Live communication, especially with native speakers, is central to language teaching and learning. However, with the Covid-19 pandemic traveling in recent years has been restricted to many countries. It is not always possible to meet students, who train to become FL teachers, to go out and meet foreigners in public places. Nevertheless, it is easy enough to meet native people online, create chats, communication and experience exchange platforms. The solutions are with FL teachers who can bring two or more native speakers to class and engage them to lead discussions on different topics, turn it to a tradition of setting up and promoting such learning processes. According to Shkarlet (2021) and Khomych (2014), learning a foreign language will enhance mastery of the foreign language(s) and acquaintance with culture(s), and thus, poly- / multicultural applications. To maximize students' perception of speech and specifics of the opinion statements, it will be helpful to organize classes with stress-free communication between teacher and students, students and students, without assessing their performance. Classes with involvement of native speakers can be encouraging. In the communication process, the group leader or the FL teacher instructor may ask native speakers to comment on the use of specific phrases in relation to vocabulary, grammar, whatsoever, so that students can transfer the use of such expressions into their conversational practice (Nikolayeva, 2010).

Undoubtedly, to progress faster, for poly- / multicultural education FL teachers and instructors may apply a variety of educational techniques, aiming at needs satisfaction of successful crosscultural communication in a multilingual class. Therefore, the teacher needs to consider forming the students' ability "to enter the group interaction, have a good command of the linguistic and cultural vocabulary of a relevant society" (Savenkova, 2013).

Non-verbal ways. According to some methodologists who study English language learning (Kuzmenko & Goncharenko, 2006; Shkarlet, 2020), an essential aspect of educating future FL teachers' poly- / multiculturalism is research and study of non-verbal language means in crosscultural communication in a multilingual environment. These include gestures, mimes and other facial expressions, actively used in dialogic speech. It is crucial to follow non-verbal language along with growing linguistic competence and cultural awareness in order to poly- /

multiculturally diversify and educate high class modern FL teachers and students diplomats in future, who will conduct business negotiations. It is critical to teach them and help realize and be aware of language and culture peculiarities in relation to different peoples and ethnic groups, ways, means and interpretations of gestures and other non-verbals, to avoid misunderstanding with the counterparty in a crosscultural dialogue. To study nonverbal communication methods, it is found that practical materials should be researched, for which Internet technology, films, etc., should be used. Non-verbal methods broadly apply in crosscultural communication with native speakers. After all, it is from native speakers that one can learn to distinguish the features of national non-verbal reactions to a particular event. In crosscultural communication by multilingual participants, it is essential to capture the essence of what is said, sentence construction, what gestures or facial expressions accompany the story, and how the interlocutor responds to a particular phrase. That means, the enumerated should make part of the academic curricula for poly- / multiculturalism in the course of educating future FL teachers and instructors.

Some authors pay special much attention to personal qualities; however, scholars do not ignore the professional competencies and development of future FL teachers and instructors for multilingual society (Chaika & Pace, 2021; Chaika et al., 2021). For example, Khomych (2014) underlines that the general intellectual development of a person is also very important, as enables the person to be knowledgeable in different areas, which allows conducting effective, exciting, and meaningful dialogues.

Mindfulness. One of the ways to develop the cognitive (mental) activities of students lies with engaging them into creative performance of assignments in the course of learning. Coaching and mentoring approach to educating poly- / multiculturalism allows FL teachers to involve students in some project work, encourages moving to an independent search for answers to the questions raised. Such exploratory work will ultimately result in students' independence and ability to find solutions to problematic and unresolved issues, motivates students and raises awareness of their potency and success in performing either independently or as part of team. This approach underpinned by coaching technologies in education allows preparing highly qualified poly- / multiculturally mature specialists who can be constantly relevant and possess skills that will lead to expertise in the professional field as well, help students to find answers to the questions in which they are interested.

To develop mental activities in a multilingual class, group / team leaders – who are not always FL teachers in class, should challenge students and fellows for individual solutions. That can even be used as activities relating to academic writing of scientific and research papers and lead to a positive impact on the evaluation of the students' activities.

For higher efficiency in implementation of the technology aimed at poly- / multicultural personality education, it is necessary to account for the following:

- A holistic approach to personality development,
- Orientation at age and individual properties in personality development,
- Consideration of regional opportunities and specific socio-cultural situations,
- Ensured increase in the general culture of interethnic communication in a multilingual space, and
- Poly- / multicultural diversity of the region.

Humane behaviours in upbringing. Although main qualities in a person are formed to a greater extent in childhood and the family environment, teachers cannot help influencing the educational processes and observe students act in line with their values and beliefs, embodied in their personal qualities. For this purpose, it

is necessary to discuss certain situations in which man's humane attitude towards nature and other people is manifested.

Unfortunately, today in the system of higher pedagogical education, there is a contradiction between the predominantly qualified form of training and the personal development of students in the learning process. In the educational process of higher education institutions, a focus is still on the assimilation by students of academic knowledge and professional methods of work organization. At the same time, development of the future FL teacher's personality remains outside pedagogical expertise. Therefore, the efforts of modern scientists to create humanistically oriented technologies and encourage the staff to provide methodological assistance in mastering and implementing such technologies in the educational process do not lead to fundamental changes in the educational system. This is because the degree of humanistic orientation of both future and current FL teachers in a multilingual class is often insufficient for implementing the relevant principles in direct pedagogical performance.

Each epoch refracted the essence of humanity. It is true that regardless of the eras, the main features of this quality were like enlisted below:

- Unconditional acceptance of humanistic values,
- Attention to and interest in the inner world of the student,
- Aspiration to perceive holistic knowledge about the human being,
- Ability to go deeper into the complex spiritual world of a person,
- Empathic understanding of a child,
- Ability to provide effective assistance with tact and sensitivity,
- Trust in the child / student,
- Pedagogical optimism,
- Confidence in the child / student and oneself,
- Ability to rely on positive personal traits and qualities,
- Fairness, and
- Ability to combine insistence and respect for the individual.

Constant interactive activities and self-improvement. This approach applies when using the acmeological conditions of poly- / multicultural education for future FL teachers and instructors, and aims at stimulating and supporting a high level of the personal activity by the student. Group leaders and teachers guide students and motivate them to self-development by assigning individual tasks of extracurricular content (Nikolaienko et al., 2017). The coaching approach in this process is also essential, allowing a person to understand the problem more broadly, feel how to work, and which way to choose to move further to achieve a particular goal.

Thus, the current study arrives at the point at which it is possible to highlight the main techniques of fostering poly- / multiculturalism for future FL teachers and instructors in the crosscultural and multilingual space.

Table 1. Techniques for fostering poly- / multiculturalism with future FL teachers and instructors

Method	Practical Activities
Reading books	Reading authentic texts Learning new words Learning phrases Learning how to express ideas in a coherent text Interpreting a text
Watching films (movies)	Watching a film with partial listening comprehension Learning / reading subtitles Learning new words Watching a film with full comprehension
Social networking	Blogging Maintaining a group or public page on social media Discussions Leading written discussions among students about

	the blog
Communicating	Identifying topics of communication with speakers Focusing the instructor's attention on the speaker and the stages of personality formation
Nonverbal ways of communication	Watching videos with educational content Examining nonverbal features of speech Applying nonverbals in building constructive communication
Mindfulness	Independent work with creative tasks Individual and group creative tasks Projects
Humanity education	Selection of methodical materials for education that foster humane values
Being active and self-improving	Individual work with students using coaching and mentoring approaches in poly- / multicultural education

Source: Authors' design

5 Discussion

To date, many domestic teachers have done similar work in compiling their approaches and educating techniques to teach, grow and develop future FL teachers and instructors. In addition, some authors emphasize learning the culture of the people who participate in the communication process. For example, Maksymuk and Levoniuk (2016) suggest the main activities within the formation of linguo-cultural competence of students lie in the following:

1. Informational work: students' knowledge assimilation about cultural and country-specific features of foreign language reality, spiritual richness, and history of peoples of the studied countries, their distinct geographical and political aspects (work with authentic informational materials: printed texts of cognitive content, literary and musical works, radio- and TV reports, educational cinema, newspapers, articles, etc.).
2. Socio-communicative direction of activities: students' assimilation of national communication norms in various cultural interactions, development of improvisational dialogue skills (by creating conditions close to real dialogic communication in a variety of linguistic practices of social interaction).
3. Social and labor development: mastering by students the interaction models from the position of different social roles in the sphere of social and work activity, assimilation of cultural and socially agreed norms of verbal and nonverbal professional and business behaviors. It takes place by creating situations of verbal-regulated practical training to prepare a socially adapted and professionally promising graduate of the university.
4. Sociocultural development: engaging students in a dialogue of cultures, assimilation of family and cultural foundations, social phenomena and traditions, understanding the role of science, cinema, theater, sports, religion in the life of the community (by introducing electronic information resources and using the potential of educational and authentic podcasts).
5. Educational and research activities: preparation of reports, essays, articles, conducting own research, participation in project activities, as well as the development of competition and Olympiad movement.

Denysenko (2007) is of the same opinion. The scholar classifies training exercises for the formation of poly- / multicultural competence as per four types: Receptive, Receptive-reproductive, Receptive-productive, and Productive or creative.

Exercises of the receptive type are reading texts of cultural and country studies. The receptive-reproductive type is used to eliminate lexical and grammatical difficulties, form predictive skills and abilities, and broaden students' cultural and country studies outlook. By performing these exercises, students should understand and be able to create or supplement the cultural information presented in situations of foreign-language communication in a crosscultural multilingual environment.

Receptive-productive activities are aimed at fostering an independent, proactive person, manifested through the desire to understand and evaluate information, recognize the existing links between new and already known cultural phenomena, and find non-standard ways of solving those or other problems. Productive or creative exercises develop critical thinking of training participants, their cognitive activity, and independence in solving educational tasks and extracurricular situations.

6 Conclusion

There are several approaches to teaching poly- / multiculturalism to future FL teachers and instructors in a crosscultural and multilingual space. Some researchers believe that it is necessary to study more cultural peculiarities of different countries, considering the information about dialogues. Other authors, supported by this research, believe that poly- / multiculturalism is fostered through personal development and professional training, and adhere to using innovative educational methods based on classical study's approach.

The proposed approaches to upbringing are selected in the light of the teaching and learning methods for poly- / multicultural education in a crosscultural and multilingual space. It is essential to educate the professional qualities of future FL teachers using classical methods by reading literature and applying innovative approaches. These include watching films and communicating on social networks.

Personal development of the student is critical, as it aims at studying the peculiarities of communication in different cultures. In particular, it is necessary to prepare individual creative assignments for students, which can form assignments such as writing scientific articles, conducting research individually or in a group. The modern coaching, mentoring and supervising approaches to poly- / multicultural education allow determining students' characteristics and direct them to personal growth and achievement of goals.

The practical value of the study lies in the possibility of applying a comprehensive approach or some of the ideas for implementation in the methodology of teaching foreign language students by teachers of higher education institutions in Ukraine.

Further research lies in the expansion of innovative approaches to the education of poly- / multiculturalism of future teachers of foreign languages and the possibility of their application in the contemporary higher education system.

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Primary Paper Section: A

Secondary Paper Section: AM

GENDER AS A NEW EUROPEAN MODEL OF SOCIOCULTURAL REALITY

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Abstract: The purpose of the academic paper lies in developing a transnational gender legal model for gender equality in the sociocultural environment of the EU, as well as predicting the consequences of gender equality policy in the EU for social-economic, educational and demographic space through the cultural traditions and values of European nations. It has been established that a wide range of recent investigations' results documenting changes indicate that the gender approach in politics, economics and the social sphere in the context of the cultural paradigm is becoming more and more productive. It has been determined that the gender-legal model for establishing gender equality, developed by the authors and based on cultural knowledge, ensures the development of gender-sensitive strategies in the EU society various life activities.

Keywords: gender equality, society, man; woman, discrimination, model, sociocultural space, gender mainstreaming, cultural environment, influence.

1 Introduction

Gender equality is one of the defining human rights, and the validity of all international legal instruments in this area applies equally to men and women. Human rights are a precondition for enriching cultural diversity in conditions of equality, human dignity and non-discrimination. Despite this, all over the world, the rights and freedoms of people are often violated due to their sexual identity and gender identity. Gender discrimination is not only common in developing countries, but also exists to a large extent in states with developed democracies, including the EU countries. This significantly limits the opportunities for women and girls to participate fully in the social-economic, cultural and political life of the society. The biggest restrictions and obstacles for women exist in participation in political and state-building activities, in the demographic and educational environment, in the field of employment.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), adopted in 1979 by the UN General Assembly, recognized that women and girls are particularly vulnerable to human rights violations. The Convention defines discrimination against women and sets out what steps should be taken to combat this phenomenon by national governments. This agreement was signed by all European countries, as well as by 159 other countries.

Gender equality is not only a goal in itself, but also a necessary condition for achieving all other goals of international and European development, including the Millennium Development Goals (Quoted in Kabeer and Natali (2013). In the world, in general, and in the European Union, in particular, there is a growing consensus towards expanding the perception of gender equality as a social goal, the achievement of which will lead to a wider effect, including, above all, positive trends in the economy.

The former European Union Commissioner for Justice, Fundamental Rights and Citizenship Vivian Reding has made it clear as follows, "We can achieve our economic and employment goals only by making full use of all our human resources, both in the labour market and in all other areas. This is an integral part of our economic recovery plan" (European Commission, 2012).

The cultural sphere of life of the European community at its present stage of development affects gender equality and relations in many areas of decision-making of central and regional authorities, the economy and the social sphere. At the same time, the cultural environment is able to generate job creation, increase the income level of national economies and

exports, profit, promote social integration, cultural diversity and human capital development.

Developing gender equality policy instruments in the EU, taking into account cultural specificities, helps to understand what civil society requires and to conduct work based on this knowledge. Awareness of cultural realities helps to identify regional features of gender issues in the context of legal, political and economic relations in the society; find the most effective ways to combat ambiguous cultural traditions and strengthen positive traditions. The cultural environment contributes to developing the structure of coexisting people of different nationalities and faiths, affecting the understanding of the processes of their development.

In general, gender equality has been included in the 17 sustainable development goals to be achieved by 2030 (UN. Transforming our world, 2015). Along with this, the United Nations, focusing on the education of girls and women, has chosen gender equality as part of the Millennium Development Goals (Abu-Ghaida, Klasen, 2004). These basic instruments provide for the achievement of social-economic and environmental well-being not only in developing countries but also in all other countries. It is impossible to accomplish such vital tasks without achieving gender equality.

2 Literature Review

Scholars working in various scientific fields (economics, culturology, sociology and psychology) have devoted significant efforts to studying gender equality, highlighting its consequences for the society, in general, and for women and men, in particular, as well as relevant measures towards promoting equality of women's rights).

Theoretical generalization and systematization of 27 main topics of gender equality research, measuring their relevance from a semantic point of view and the interrelationships between them; determining the importance, role and place of each topic in the general gender discourse has been carried out in the investigation of Belingheri et al. (2021).

Significant efforts towards disclosing the phenomenon of gender equality, its role, impact and consequences for the European community were the basis for the exploration of Reingardienė (2004) and Goldscheider, Bernhardt, Lappégård (2015).

The definition of the principle of equality in the sociocultural space is observed in the scientific works of P. Frazier, J. Hunt; the authors have assessed the extent to which the implementation of the norms of the current legislation and human behaviour solve the gender issue in the EU (Frazier, & Hunt, 1998).

Sen A. in his studies, considered the social consequences of the influence of the cultural environment on the solution of gender-sensitive issues in the social-economic space (Sen, 2004).

Moore, Chishimba, Wilson (2019) have studied standard econometric models in order to understand the relative role of culture in gender mainstreaming.

The role of girls' and women's education and its impact on human capital development was highlighted in the scientific work of S. Dumais (2002).

The colossal influence of a woman on the development of all spheres of the society, her influence on the formation of the future generation has been studied by Kang, Park, Park (2020).

Gender issues in the professional activities of women - managers and their appointment to the highest positions in European companies were considered by Smith, Parrotta (2018), Smith, Smith, Verner (2016). Furthermore, their impact on

management, productivity and financial performance were studied by Adams et al. (2009) and Campbell, Mínguez-Vera (2008).

The substantiated position of Blikhar, Zharovska and Lychenko (2019) lies in the fact that the level of education and professionalism of women cannot be the basis for discrimination against women, which currently exists in the economic and political spheres.

In his research, Szydło M. has come to conclusion that “there is a large gap between the share of working and well-educated women and women on the boards of directors of the EU companies, and this gap should be significantly reduced because there is a right to equality between women and men” (Szydło, 2015).

Masselot (2007), explores gender equality in the context of several components, namely: rights and freedoms, economic efficiency and democratic legitimacy.

Smith and Bettio (2008) consider the “economic perspective of gender”, and emphasize the impact of gender equality on economic growth, explore the levels of rights of men and women as a step forward in the civilization development. This study provides examples of increasing women’s contribution to the economic growth of the EU countries, their role in establishing a sustainable system of social reproduction.

Klasen (1999) assesses the impact of gender inequality in education and employment on long-term economic growth, based on the theoretical model of growth and macroeconomic regression proposed by Barro (1991).

Studies of the impact of cuts in public expenditures caused by the economic crisis, related to the reduction of wages and jobs, on the activities of industries with a traditionally high number of women employed (social services, education) were reviewed by Perrons (2015).

Kapotas P. has studied the issues of gender quotas in Greek politics in accordance with EU law; the author argues that “gender quotas in politics are left outside the scope of European legal norms, and elective position is not considered employment” (Kapotas, 2009).

Ford R. studied judicial practice in the field of discrimination and violation of the rights and freedoms of women in employment (Ford, 2014).

Taking into consideration the significant contribution of all the above-mentioned scholars towards studying the current state, problems and prospects for the implementation of the gender mainstreaming concept in all life spheres of the EU member states, it should be noted that the presented literature review provides a narrow overview of these issues; it is limited to topics of gender stereotypes in politics, educational gender inequality, gender issues in the creative environment, gender pay gaps, women’s leadership and women’s presence in leadership positions. Herewith, a comprehensive assessment of the consequences of gender prioritization for the social-economic space of the EU countries in the context of the cultural environment is insufficiently covered.

3 Aims

The purpose of the research lies in developing a transnational gender legal model for gender equality in the sociocultural environment of the European Union, as well as predicting the consequences of gender equality policy in the EU for social-economic, educational and demographic space through the cultural traditions and values of European nations.

4 Materials and Methods

The methodological basis of the research is formed by the fundamental provisions of the policy of ensuring equality

between men and women, theories of sociocultural development, economic security, theoretical and applied findings of scientists studying the processes of development of the European society in the context of gender mainstreaming. The research was conducted using general scientific and special methods of scientific knowledge, namely: scientific abstraction, analysis, synthesis of induction, deduction – in order to formulate the theoretical and methodological basis of the research; historical method - for periodization of stages of origin and development of the gender prioritization concept; graphic – in order to visually display individual provisions of the research; abstract-logical – for theoretical generalization and formation of conclusions.

The authors have analyzed both institutional and individual barriers towards achieving gender equality in the sociocultural space. The information base of the research includes international and European regulations, newsletters of the European Institute for Gender Equality and the UN Statistics Division, statistics from Eurostat and the Council of Europe, periodicals, scientific sources and Internet resources.

The methodology used in the present research takes into account the European trends and the impact of the cultural component on the development of rights and freedoms, social-economic growth in the European Union.

5 Results

Despite the fact that the fight against gender inequality has been going on for decades, at the present stage of the development of the European Union, it also remains a common phenomenon, which is deeply rooted in many cultures of Western Europe. Creating conditions for the introduction of the gender component in the EU public policy at all levels was carried out in several stages. As a result, a legal framework was formed that made it possible to implement gender prioritization in all EU countries. The fundamental documents were as follows:

1. The Universal Declaration of Human Rights as of 1948).
2. Mexican Declaration on the Equality of Women and their Contribution to Development and Peace (1975).
3. Program of Action of the International Conference on Population and Development (ICPD, 1994).
4. Beijing Declaration and Platform for Action (1995).
5. Millennium Declaration (A / 55/2) (the United Nations, 2000).
6. Women in 2000: equality between men and women, development and peace in the XXI century: Special session of the UN General Assembly.
7. Universal Declaration on Cultural Diversity (2001).
8. UN General Assembly Resolution 70/1 as of September 25, 2015 “Transforming Our World: The 2030 Agenda for Sustainable Development” (Resolution 70/1, 2015).
9. Assessment of the Beijing Platform for Action +20 and opportunities for gender equality and women’s empowerment on the post-2015 development agenda (Beijing Platform for Action 20+, 2015).
10. Council of Europe Gender Equality Strategy (2018-2023) (Council of Europe Gender Equality Strategy, 2017).
11. EU Action Plan on Gender Equality and Women’s Empowerment in External Action 2021-2025 (GAP III, 2020).

The concept of these documents lies in the fact that all girls and women have the right to a life free from violence; for education; equal pay with men; culturally sensitive and stimulating social change, starting at the regional level. That is, the promotion of gender equality and women’s empowerment in all spheres of life is declared. Along with this, the EU Action Plan on Gender Equality and the Empowerment of Women in External Action 2021-2025 provides for the protection of achievements in the field of gender equality since the adoption of the Beijing Declaration and Platform for Action.

Although the principles of the Beijing Declaration on Women's Rights have not been fully implemented in the European Union, and European culture is still dominated by men, the trends observed nowadays indicate an intensification of efforts towards eliminating existing disparities.

The authors believe that the introduction of a transnational legal gender model aimed at expanding the sociocultural and economic rights and freedoms of girls and women will contribute to strengthening such changes. Such model is proposed by us in Figure 1.

This model should indispensably take into account the cultural environment, which will provide a more detailed consideration of gender-sensitive issues in the context of integration of state-building, political, economic, social and other aspects, in order to assess and gain a comprehensive understanding of the problems and prospects for introducing instruments for the implementation of gender equality in human rights.

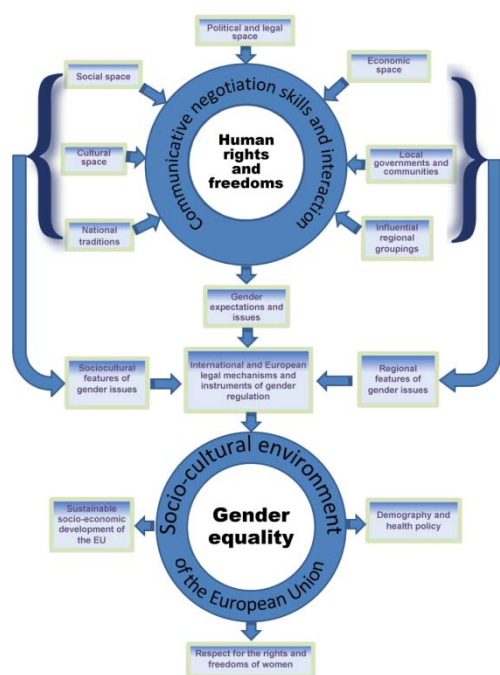


Figure 1. Transnational legal gender model for establishing gender equality in the sociocultural environment of the European Union

Source: Author's development

The concept of the proposed transnational gender law model lies in stating that strategic activities in the context of sustainable development are inextricably linked to culture, society, gender relations and human rights and have economic implications. The gender legal model allows:

- Conducting investigations and assessment of the legal, political, social and economic realities, as well as the readiness of the European community to change, taking into account national and cultural traditions that have developed in the EU;
- understanding the policies pursued by local governments of territorial communities with the support of civil society influence groups;
- studying the cultural traditions and values existing in each individual EU country and identifying those that support the empowerment of women;
- developing communication, negotiation and conflict resolution skills;
- forming a sense of involvement in implementing human rights and gender equality.

The application of this model and its tools will contribute to the development of deep knowledge in the field of society and culture, necessary to address gender-sensitive issues.

By the way, it should be noted that in case of insufficient attention to cultural issues, regional customs and traditions, making a positive contribution to sustainable development planning, may be lost out of sight.

The application of the tools of the proposed gender legal model will make it possible to avoid generalizations and take into account that men and women are not homogeneous groups, that there is stratification by gender, race, class and ethnicity, age, wealth, etc., which can change the processes and results of sustainable development.

We have revealed that in order to maintain the existing positive trends in solving the issues of establishing gender equality in Western Europe, the EU government pays priority attention to the issues of women's employment and their education; social protection and poverty reduction among them; conducting activities in the field of reproductive health and health saving rights; investing in infrastructure, transport services, water and sanitation, which will improve, inter alia, the status of rural women and reduce the shortage of time for them.

The most common violations of women's rights and freedoms in the EU in the field of employment include as follows: denial of employment to pregnant women and women with young children, lower wages, restrictions on certain activities and the exercise of labour rights in certain professions. Such discrimination is based mainly on patriarchal stereotypes and national cultural traditions, which are particularly prevalent in rural areas.

Unpaid household labour is one of the most important factors influencing the decline in women's participation in the official labour market. Figure 2 reflects that women in the EU have a significantly higher share of unpaid household labour and childcare than men.

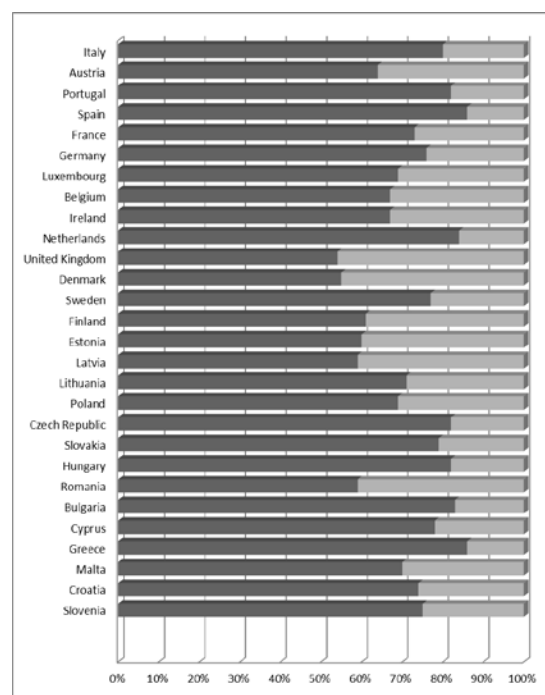


Figure 2. Share of unpaid household labour by women living in EU countries in their total active time in 2020

Source: Developed by the authors based on Eurostat data.

The data represented in Figure 3 show that women spend 2,3 times more time a week on unpaid work than men. This leads to

an increase in the length of the working day and limits choices in areas such as paid work, education and social activities.

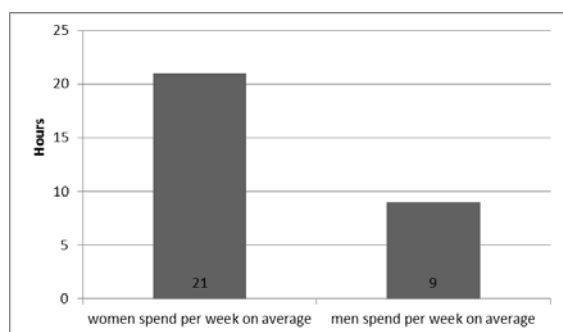


Figure 3. Number of hours per week spent by women and men living in EU countries on household labour in 2020

Source: Developed by the authors based on Eurostat data.

In addition, during the COVID-19 quarantine crisis, there has been an increase in the burden on women, from unpaid household labour and childcare to incidents of gender-based violence. And the level of job loss by women in 2020 was 1,8 times higher than among men.

Development and gender equality policies and strategies in the EU propose measures to address this imbalance, namely: expanding childcare services while making existing ones more accessible; encouraging men and boys to participate in unpaid household labour and childcare; conducting information campaigns and trainings on changing the attitude of men to the division of responsibilities in the family.

All EU countries have achieved gender parity at primary and secondary school level, while the indicators of achieving gender equality at the level of higher education in different countries vary. A significant barrier to girls pursuing a competitive speciality, such as IT and engineering, is encouraging them from an early age to study the humanities, forasmuch as they are perceived to be more successful in terms of existing dominant gender stereotypes and cultural traditions.

Reducing poverty among women and social protection is one of the key priorities of the EU gender policy. The COVID-19 pandemic has increased women's poverty by 9,1% in 2020-2021. Different approaches and levels of social protection development can be traced in each EU member state, each of which develops its own social protection policies and programs. However, the general priorities include as follows: the establishment of benefits and targeted social assistance to unemployed pregnant women and elderly women; social cash payments for women with children; employment guarantees for women of working age; community service programs and pensions for older women; connection to the system of compulsory health insurance, in particular in the field of reproductive health.

In the EU, principal emphasis is given to women's health, expanding access to health services, including sexual and reproductive health, which is essential for ensuring gender equality and the full and meaningful participation of women in the life of the European community. Priority activities of health services are as follows: development and monitoring of new national clinical protocols and standards; providing assistance to victims of gender-based violence and their families through the establishment of family protection and support centres; creating an active information and counselling system and providing services in the field of family planning.

The implementation of reproductive and health rights activities is of particular importance, requiring approaches that take into account the cultural specificities of each EU country. The EU Gender Health Policy invites men to fully participate in the fight for gender equality in reproductive health and population development, to show masculine responsibility in preventing HIV and sexually transmitted infections.

In many cultures, masculinity is associated with a sense of invulnerability; consequently, apply for antiretroviral therapy much later than women, being in a long period of disease with a more compromised immune system.

Understanding and assessing how cultural values, beliefs and traditions influence people's behaviour is significant in the field of power relations between men and women, and affects reproductive health and health saving rights. By the way, it is a key factor in developing effective health programs.

The authors believe that the use of the proposed transnational legal gender model of gender equality in the sociocultural environment of the European Union and its instruments in the medium and long term will not only lead to the formation of a new optimal mechanism of modern gender-oriented relations in Western European society, but will also improve the demographic situation and eliminate gender stereotypes in education.

For instance, the level of employment in the EU will increase significantly if women have equal opportunities for STEM education and in the labour market. This will increase employment in the EU by 0,5 – 0,8 percentage points in 2030, and by 2,1 – 3,5 percentage points in 2050 (Figure 4).

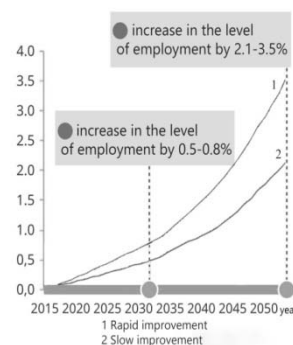


Figure 4. The long-term impact of improving gender equality on employment in the EU

Source: Developed by the authors using data of the European Institute for Gender Equality

Significant improvement in equality between men and women will reach almost 80% employment rate in the EU by 2050. In case more women join the labour market or receive training in low-skilled areas with good employment prospects, they are more likely to find work and make a significant contribution to the economic development of their country and all EU member states. This pace of development will help increase incomes and reduce the pay gap between women and men.

Improving gender equality will create an additional 10,5 million jobs in 2050, benefiting both women and men. Almost 70% of these jobs will be occupied by women, and the level of involvement of women and men will be equal in the long-term perspective.

New workplaces for women are extremely important forasmuch as they can help reduce poverty - this is one of the main priorities of the Europe 2020 strategy. According to a recent study conducted by the European Institute for Gender Equality, women tend to suffer more from poverty than men because of the worst prospects for employment and wages (EIGE 2020).

By 2050, increasing gender equality will lead to the growth in EU GDP per capita to 6,1-9,6%, amounting to 1,95-3,15 billion EUR (Figure 5). The increase can be observed in 2030, when GDP per capita will grow to 2%. This growth will mainly be the result of women's increased employment and presence in more productive jobs.

Taking into consideration the above data, it can be concluded that gender equality policy has a strong impact on GDP. Consequently, gender equality is a very significant policy measure towards promoting economic growth. The effect will be greater for those countries where the principle of gender equality is maximally implemented. Therefore, the expected effects of increasing equality between men and women can differ significantly between the EU member states. For some member states, GDP growth will be around 4%, while for others it will exceed 9%.

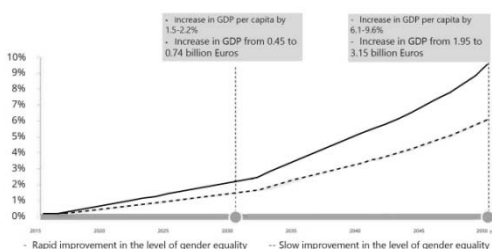


Figure 5. The result of long-term impact of improving gender equality on GDP per capita in the EU

Source: Developed by the authors using data of European Institute for Gender Equality

Measures towards ensuring gender equality can lead to increased production capacity and lower prices. Under such pace development, the EU will be able to produce more goods and services on its territory and become more competitive in international markets. This will lead to an improvement in the trade balance and an increase in EU exports by 1,6-2,3% in 2050; however, a decrease in imports by 0,4-0,7% is also expected. Thus, in line with the Europe 2020 strategy, international trade will continue to be one of the principal drivers of the EU economic growth (EIGE 2020).

The introduction of a gender component in career guidance counselling will allow girls to consider the possibility of obtaining higher education in male-dominated areas, which will lead to more women with higher education in STEM sphere. In the long term perspective, bridging the gender gap in STEM education will have a positive impact and lead to an increase in total employment in the EU in 2050 by 1 200 000 workplaces (Figure 6).

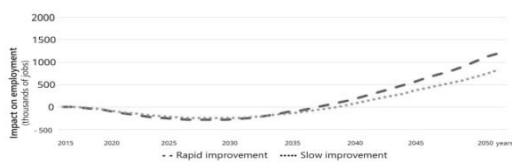


Figure 6. The result of the impact of eliminating the gender gap in the field of STEM education on the employment of the population of EU countries in the long term perspective

Source: Developed by the authors using data of European Institute for Gender Equality

New workplaces will be highly productive forasmuch as the spheres of IT, information, financial or consulting services belong to the areas of activity with high added value. Bridging the gender gap in STEM education will boost EU GDP per capita by 0,7 - 0,9% in 2030, and by 2,2% - 3,0% in 2050 (Figure 7). In monetary terms, eliminating the gender gap in STEM education will lead to an increase in GDP to 610 - 820 billion EUR in 2050.

Higher productivity in the labour market will lead to higher wages and bridging the gender wage gap by 2050 (European Parliament, 2020).

Strengthening gender equality in the fields of employment and education, a balanced distribution of unpaid household labour between women and men can lead to an increase in the birth rate by 8% by 2030. Higher birth rates, in turn, lead to an increase in population and full provision of the labour market in the long term perspective. It is expected that by 2050, the increase in the birth rate will lead to an increase in employment by 1,3-2,6 million people. It is an extremely positive outlook, given the current demographic situation with a significant increase in the number of older people (Strategy Europe 2020).

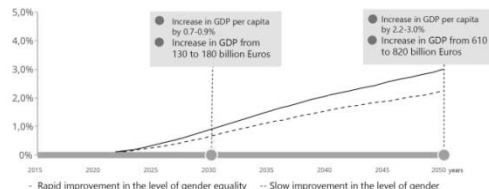


Figure 7. The forecast of the impact of eliminating the gap in the sphere of STEM education on GDP per capita in the EU in the long term perspective

Source: Developed by the authors using data of European Institute for Gender Equality

6 Discussion

The results of the research have made it possible to assess previous scientific developments conducted by scientists working in different fields of knowledge and at their intersection (state formation, politics, economics, social and gender sciences, psychology, culturology), and identify advantages and disadvantages, patterns and phenomena of the discourse on the formation of a model of a new gender-oriented society in the civilization of the European Union in the context of sociocultural space. The topic limits the representation of the social-economic component and issues of state formation of such a model, its sustainable development in the centuries-old values and traditions of national cultures of Western Europe.

7 Conclusion

In order to achieve progress in the field of human rights, due attention should be paid to the complex, changing and pivotal nature of the national features of the cultural environment of the peoples inhabiting the EU. Gender-sensitive approaches based on cultural knowledge will ensure the development of viable models and strategies, open opportunities for the implementation of the necessary gender policy and full realization of human rights in gender-sensitive issues.

In order to achieve smart, sustainable and social growth, the European Union should start implementing a new transnational gender model for gender equality in the sociocultural environment of the European Union, taking into account the diverse cultural traditions and values of Western Europe. Such model, which will make it possible to form a new sociocultural reality in the near future, contributing to the harmonious existence of Western European society and the effective development of the economic space, has been proposed by the authors in the course of the present research.

The instruments of this model study how variables, such as: economic status, politics, law, sex, age, gender, religion and ethnic identity are interrelated and lead to ambiguous manifestations of power. Therefore, it is assumed that the use of the authors' proposed transnational legal gender model of gender equality in the sociocultural environment of the European Union, as well as its instruments in the medium and long term will not only lead to a new optimal mechanism of modern gender relations in Western European society, but it will also increase economic benefits, improve the demographic situation and eliminate gender stereotypes in education.

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Primary Paper Section: A**Secondary Paper Section: AO**

PROFESSIONAL TRAINING OF SPECIALISTS OF ACTING BASED ON A COMPETENCY-BASED APPROACH

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Abstract: The purpose of the research lies in improving the professional training of specialists of acting by applying international practices and domestic experience in educating a competent professional. For the purpose of the research, a critical analysis of domestic and foreign literature was carried out, which made it possible to systematize information about the features of the competency-based approach, the professional development of the specialist of acting, key pedagogical approaches to the professional training of specialists of acting. The results of the research show that professional competencies are an integral part of higher education; they are also a priority area for the development of modern education, based on foreign experience.

Keywords: competencies, acting skills, pedagogy, competency-based approach.

1 Introduction

Currently, it is significant to update the models of professional training of specialists in various industries. Specialists of acting are no exception. In the conditions of the new statehood formation and the democracy building in Ukraine, special attention of scientists, practitioners, activists, public figures, artists is attracted to the issue of forming a purposeful, creative, humane and open to communication personality, capable of self-fulfilment and self-actualization. The contemporary education system is based on the formation of professional qualities of specialists. However, the formation of universal values of the citizen is a promising direction of development of our state and the establishment of a democratic system.

Art has a significant impact on the inner emotional world of each person; consequently, the specialists, working in this direction, are the bearers of universally recognized human values. This is precisely why the quality of their training attracts the attention of numerous teachers, psychologists, critics, philosophers, practitioners of acting.

The relevance of addressing issues related to training specialists of acting (actors of theatre and cinema, film and theatre directors, announcers, heads of circles (clubs) and studios, music and artistic directors) is stated in government regulations as follows: the Laws of Ukraine "On Education", "On Higher Education", "On Culture", the Decree of the President of Ukraine "On the Strategy of National-Patriotic Education of Children and Youth for 2016-2020", "On Theatres and Theatre Business", "On Cinematography", "On Approval of the Long-Term Strategy for the Development of Ukrainian Culture - Reform Strategy". All these state instruments form special, national and cultural requirements for the creation of a new specialist.

These documents define the priority principles in the field of acting, namely: democracy, decentralization of cultural management, complementary subsidiarity, intercultural dialogue, etc. (Cabinet of Ministers of Ukraine, 2016).

However, a new practice of training specialists based on a competency-based approach has recently appeared in Ukraine. This approach is not innovative for Ukraine; it is widely used in many countries, and it is the basis for the formation of creative specialists (Lokshyna, 2008; Lugovyj, 2009). The emergence of this approach is related to the actual requirement of the modern education system, due not only to the significant spread of information technology, but also to the situation in the society.

The purpose of the research lies in improving the professional training of specialists of acting by applying international practices and domestic experience in educating a competent professional.

In order to achieve the purpose outlined, the following tasks should be accomplished, namely:

- to conduct a critical review of the literature on the training of actors by using different approaches;
- to determine the specifics of the competency-based approach;
- to determine the specifics of the professional development of the specialist of acting;
- to identify key pedagogical approaches to the formation of specialists of acting by using a competency-based approach;
- to consider the problems of applying a competency-based approach to training specialists of acting.

2 Literature Review

The issues of training specialists of acting are sufficiently described in the scientific literature. For the purpose of conducting the present research, foreign and domestic scientific literature covering this issue has been analysed. Stamati, (2022) in his study shows the importance of a level approach to training actors, forasmuch as modern pedagogical world methodology uses gender, racial and critical theories for assessing the social representations reproduced by actors on the stage. A sufficient number of investigations have been devoted to the national approach to training actors. In particular, the study of Yoo J. (2017) should be highlighted, forasmuch as he studies the Korean approach to training actors, which is special by applying the practice of the psychophysical nature of the creative process. Similar approaches in the preparation of actors are also used in Asian acting practices described by Yi, K. (2021). Recently, in the context of globalization processes, publications related to training actors in the context of digitalization have become increasingly popular (Roznowski, 2015). Zazzali (2021) in his study has reflected the main problems related to the importance of academic education for training actors, as well as the role of social, cultural and national approaches in shaping the professional qualities of the actor. The possibility of creating an independent product that the actor can implement on his own or by assembling his own team is of great importance in the development of professional acting qualities.

As for domestic publications, numerous researchers have focused on the theoretical and methodological principles of the issue (Dmytrenko & Kramareva, 2008; Bolotov & Serikov, 2003; Khymynets, 2010; Ravem, 1999; Lugovyj, 2009). In particular, the scientific works of Raven (1999), Lugovyj (2009) consider the problems of introducing a competency-based approach into training practice. This issue is also the subject of investigation in the academic papers of Zhuk (2004), Lokshyna (2008). In general, the issue of professional training of specialists of acting on the basis of a competency-based approach is insufficiently studied, and, therefore, it is of a special scientific and practical value.

3 Methodology

In order to achieve the purpose outlined, as well as to perform the tasks set during the research, a complex of scientific and cognitive methods and theoretical and empirical methods has been used.

Analysis, synthesis, comparison, generalization and systematization of the research data of domestic and foreign authors form the basis of the theoretical method. Generalizations and systematization are used to determine the key theoretical

provisions of the research, to explore pedagogical experience of modern domestic and foreign approaches to training specialists of acting, educational programs of Ukrainian higher educational institutions. These approaches are used to clarify the categorical apparatus of the research.

Deductive and inductive approaches are used to identify problems and methods of solving them. The empirical methods include observation, which make it possible to diagnose the readiness level of specialists of acting for their own self-fulfilment.

4 Results

Great changes are taking place in Ukrainian education. Its system is being modernized, and new requirements are being imposed on the personal and professional activities of a specialist in a particular field.

4.1 The essence of the competency-based approach

The competency-based approach is a reality of modern education, which is actively implemented in the educational process, including in the process of training specialists of acting. This is evidenced by the use of this concept not only in many regulations, but also in the scientific works of domestic and foreign teachers (Kostrova, 2011; Vvedenskyj, 2004). The competency-based approach, setting its own requirements for the content, pedagogical technologies, means of control and assessment, is primarily focused on a new vision of goals and evaluation of the results of vocational education. The introduction of the concept of educational competencies into the normative and practical component of education allows solving a typical problem for higher education, when students, possessing a good knowledge of a set of theoretical knowledge, experience significant difficulties when it is necessary to use this knowledge in solving practical problems.

The concept of competency implies a certain ultimate outcome of education. It does not exist in the abstract, and it is applicable to a specific field of activity. For instance, Vvedenskyj (2004), considering professional competency, notes that it cannot be reduced to a simple set of knowledge, skills, abilities. The conceptual feature of competency is the effective use of a set of personal capabilities in order to solve professional problems.

An indicator of the formed competency, according to the viewpoint of numerous scientists, is the willingness of the specialist to join a specific activity. Kostrova (2011) and Vvedenskyj (2004) consider competency through the professional prism of activity, highlighting the importance of operational and cognitive components. According to the position of Bermus (2005), competency includes a set of personal, subject and instrumental features.

Markov, (2003) believes that competency is an individual characteristic of the degree of compliance with the profession requirements, a psychological state that allows acting independently and responsibly, with the capability and ability to perform certain job functions.

4.2 The specifics of the professional development of the specialist of acting

Professional development and formation of the specialist of acting takes place in the process of active creative activity. It is considered as a process that has certain specifics and leads to the creation of a new product, and creativity is perceived as a potential, an internal resource of a future specialist, a kind of attitude to the world, which in a certain sense is opposed to a cognitive attitude.

For specialists of acting, the ability to think in images, work with literary and musical material, create highly artistic works and ideas are the necessary conditions for professional suitability; consequently, they are of particular importance (Baklanova & Zotova, 2016). In particular, such requirements are imposed not

only on actors but also on directors. Despite the fact that the director's activity is extremely diverse and multifunctional, the director's creative activity is primarily manifested in the creation of a harmonious whole work based on the skillful use of traditional and innovative means of expression. A competent director will not be able to become a professional in his field without possessing the skills and abilities of staging, among which are as follows: skills and abilities in creating a staging plan, creative organization of rehearsals, the ability to correctly choose the genre solution of the play, to translate a literary text into a figurative form, and the language of emotions and feelings – into the language of action.

Thus, the educational and cognitive activity of students - future specialists in acting, has a pronounced creative character. In this process, much attention should be paid to the issue of value-based learning and communication, the creation of educational and creative axiological environment of education in order to attract students to universal humanistic values. In such an environment, training based on understanding the possibilities of different types and genres of art, their expressive and semantic potential is of particular importance. These are music and dance, poetry and rhetoric, graphics and painting, speech and movement, make-up and costumes, sculpture and architecture. In this context, professional competency should be understood as the unity of theoretical and practical readiness of graduates of art specialities for creative activity.

Professional competencies provide as follows:

- the ability to conduct creative search independently or together with others, using special tools and methods that help to gain stage skills;
- willingness to develop, improve one's qualification and acting skills;
- willingness to create artistic images with the help of various acting tools;
- the ability to interact with the audience in a stage performance, concert, perform a role in front of a movie, camera in a studio;
- the ability to work in a creative team, adhering to one artistic idea;
- the ability to be in good shape and the psychophysical condition necessary for conducting professional activities;
- willingness to conduct acting skills workshops;
- willingness to teach the basics of acting and auxiliary disciplines in educational institutions of higher and secondary vocational education, and in the framework of educational programs aimed at advanced training and retraining of specialists.

Professional and specialized competencies involve the ability to create artistic images using acting tools based on the idea of directors in the drama theatre, cinema, and television. A stage manager is understood as a director, an artist, a music director, etc. (Suleneva et al., 2015).

4.3 Pedagogical approaches to the formation of specialists of acting

The competency-based approach is able to ensure the formation of professional competencies among graduates, forasmuch as it involves as follows:

- equal relations between teachers and students, mutual respect and dialogue in the educational and creative educational process;
- joint creativity of teachers and students, enrichment of an individual with the creativity of others - in the process of mastering the theoretical and practical fundamentals of the subject;
- a holistic systemic vision of the future professional activity;
- formation of experience in solving creative tasks by setting up relative algorithms of creative activity.

From this perspective, it is clear that the teacher plays a significant role in the process of professional training of specialists of acting. In the context of the competency-based approach used to train specialists of acting, the personal position of the teacher is changing. To some extent, he becomes a consultant who uses pedagogical technologies of active creative learning. This creates conditions for active search and cognitive activity of students.

The teacher helps students to organize joint and independent activities. Due to this, they gain experience in creative activities, cooperation, mutual understanding, division of roles and responsibilities, setting a time frame for work, achieving the desired result.

“Academic knowledge” is far from all that is needed for the professional training of specialist of acting. The transition from abstract-theoretical to associative-image and system-practical cognition is required. It is the training based on a competency-based approach that makes it possible to single out students from the very first year who seek to consciously expand their knowledge, work on improving their creative abilities. At the same time, they should link the content of education with their future careers. The emphasis shifted from the knowledge assessment to a clearly defined outcome in the form of demonstrating mastery of competencies, provides a mandatory minimum of education. This makes the subject more active, and also makes it possible to meet the requirements for the quality of education on the part of the society.

It is difficult to overestimate the importance of the teacher in the process of training future professionals. Constant improvement of his skills and qualifications is becoming more and more relevant.

It should be noted that the education system does not create a new product, as in the case of economics or management. Its goal lies in turning a student into a graduate of a higher educational institution who is a specialist in acting. He is endowed with completely new personal qualities, unique abilities and skills. The graduate becomes the bearer of the knowledge gained during taking the course of the educational program. The peculiarity of such a “product” lies in the fact that the student is the subject of his own development, subject to the active participation of teachers.

However, the efficiency of training specialists of acting to a great extent depends on them. Having the desire and ability towards self-study and self-development, they significantly increase the effectiveness of the educational and creative process. It becomes obvious that the quality of a graduate is the sum of the efforts of the teacher and the student.

5 Discussion

Nowadays, numerous authors are inclined to use a complex of different approaches for training specialists of acting, applied according to inquiries of the consumer of the final product offered by actors. Despite the use of different approaches, including cultural, national, psychological, cognitive, acmeological (Markova, 2003), the competency-based approach remains the most important among them, which forms the ability of the actor to adapt to the market requirements and apply one or another approach in accordance with the conditions of creativity. Along with this, the basis of the competency-based approach is the ability of the actor to make decisions concerning the use of various techniques. At the same time, decision-making is formed on the basis of the obtained theoretical knowledge, practical activities, experience and specifics of activities. Such requirements to competency necessitate a flexible teaching system, which is based on the development of individual or personal rather than professional competencies. Under such circumstances, a number of controversial issues arise, which are described in the scientific works of Bermus (2005); Bolotov & Serikov (2003).

5.1 Problems of standardization of training specialists

The issues of standardizing the training quality of specialists of acting require considerable attention. On the one hand, in accordance with the new requirements of the Bologna process and the task of building a global single European space, it is envisaged to create a system of qualifications of higher education, according to which they would be presented in terms of workload, level of learning outcomes and competencies. Modern ideas about the transformation of educational processes are driven by the tasks of building a single European institution of higher education (Conference of European Ministers, 2009). The concept of high-quality and competent training implies a high level of professionalism, determined by a set of indicators of the object related to his ability to satisfy the established and expected needs of the organizers of the acting and the viewer. Requirements of the modern society towards the level and quality of training specialists in various fields are reflected in state educational standards. On the other hand, the possibility of applying such standards to a specialist of acting remains a matter of debate. This is due to the fact that acting skills have a multifaceted expression, and, therefore, non-standard approaches that are obtained or acquired by students outside the training process may become more popular among consumers of products. This is precisely why the training of specialists of acting in order to form a competent specialist is based on the use of creative, flexible and individual approaches. This problem is described in the scientific work of Zazzali, P. (2021), where it has been revealed that it is quite difficult to achieve the goal under standardization conditions.

5.2 The problem of the general quality of education

The issue of the education quality, upbringing and general development of students has become especially relevant in the context of reforming modern education (Bakhrushyn & Gorban, 2012). This is due to the need to train competitive professionals motivated to succeed. They must be able to apply the acquired competencies in the new conditions determined by the requirements of the modern labour market. The quality of training acting skills is a complex, comprehensive concept that is clearly impossible to interpret. Therefore, it is necessary that both students and teachers training specialists of acting learn to evaluate their activities in terms of fundamentality, uniqueness, personality formation and practice-oriented creative nature of learning (Raven, 1999). The issue of comparing already developed qualification requirements with current requirements and formulating requirements for university graduates in the context of the competence approach is particularly acute.

5.3 Implementation of an individual approach

Insufficient attention is paid to the formation of more stable, competitive and meaningful qualification indicators. This issue is especially relevant if we talk about training of specialists of acting. In this context, we can even talk about some forms of “personalized” training, which involves the use of a flexible approach based on the assessment of abilities, individually unique qualities, achievements and aspirations of each individual student as a unique creative person. In this regard, it is very important to find a way of individual creative training and development, taking into account the uniqueness of each student who is a future actor or director. In addition, it is significant for students to acquire competencies related to the production of new knowledge, methods, technologies, etc. (Bakhrushyn & Gorban, 2012).

6 Conclusion

Taking into account all above-mentioned, we can consider the fundamentals of the formation of students’ professional competencies as part of higher education of the personality, as one of the priorities of modern education in the field of culture and art. This makes the issue of developing professional competencies based on a deep and meaningful studying the specific features of the professional education of future

specialists of acting especially relevant. In the process of their training, it is necessary to combine the competency-based approach and the creative nature of the educational process of a higher educational institution of culture. The competency-based approach provides the opportunity for the actor to independently decide on the use of approaches in the representation of creativity in order to obtain the closest contact with the consumer of the product. The competencies of the actor are also essential in the organization of independent activities and flexibility of the actor in accordance with the environment in which he operates. The practical significance of the research lies in its using in the process of creating a methodology for training specialists of acting on the basis of the competency-based approach. The directions for future research should be aimed at studying the issue of adaptation of flexible and creative learning by using individual approaches to higher education standards applied in Ukraine.

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Primary Paper Section: A

Secondary Paper Section: AM

PROGRAMME AND METHODOLOGICAL SUPPORT OF PRESCHOOL CHILDREN PLAY ACTIVITY IN PRESCHOOL INSTITUTIONS

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Abstract: The research is dedicated to the problem of the substantiation of theoretical and methodological support of play activity of preschool children (second half of XX - early XXI century). One of the main objectives of the study is to outline the evolution of providing and methodological support of play activities of preschool children in the studied periods. A systematic and comprehensive analysis of the problem allowed to characterize the key concepts of the study: «play activity», «games», which is a kind of active activity of preschool children, which is the main content of their life and is a leading activity closely related to further education and work. It is established that transformations that influenced the modernization of providing and methodological support of play activities of preschool children on the legislative national basis, which include: changes in socio-economic development states; creation of a legal basis for preschool education; acquisition of national and regional character of program-methodical maintenance of play activity of children of preschool age; dominance of personality-oriented approach to providing and methodological support of play activities of preschool children etc.

Keywords: preschool education, theoretical and methodological support, play activity of preschool children, play competence.

1 Introduction

The leading directions of development of the modern system of preschool education in Ukraine are declared in the national normative documents: Laws of Ukraine "On Education" (2015), "On Preschool Education" (2001), Basic component of preschool education (2012). The content of modern preschool education is largely determined by changes in the providing and methodological support, which is created on the basis of scientific and methodological developments of leading Ukrainian and foreign scientists of the past and present. Of particular scientific interest is the study of providing and methodological support for play activities of preschool children in European preschools, namely in Germany, France and the United Kingdom, as countries that according to the Organization for Economic Cooperation and Development occupy a leading position among European countries. In addition, the analysis of foreign experience in this aspect of providing preschool education will enrich the domestic practice of providing play activities for children in preschool education. We emphasize that the study of the transformation and features of providing and methodological support of play activities of preschool children can identify both its achievements and shortcomings, the understanding of which contributes to positive changes in modern theory and practice of preschool education, including play activities as leading for preschool children.

2 Theoretical bases of research of program-methodical maintenance of game activity of children of preschool age

Theoretical bases of research of program-methodical maintenance of game activity of children of preschool age in domestic science are presented by works of many scientists: conceptual provisions of methodology of modern pedagogics (I. Bekh, and others); general pedagogical approaches to the organization of scientific research in preschool education

(A. Bogush, O. Kononko, N. Melnyk etc.); historiographical aspect of providing and methodological support of education in Ukraine within the specified chronological boundaries is presented in the works (L. Artemova, L. Berezivska, O. Sukhomlynska, T. Stepanova, I. Rohalska-Yablonska, etc.).

The analysis of the scientific fund on the researched problem testified that transformations of program-methodical maintenance of play activity of children of preschool age in Ukraine comprehensively and systematically within the chosen chronological limits were not studied.

At the same time, the development of providing and methodological support for play activities of preschool children was not the subject of scientific research. Based on the study of scientific literature on the research problem and pedagogical practice of preschool education, a number of contradictions were identified between:

- social order to update the content of preschool education and insufficient study of its implementation in children's play activities;
- growing requirements for the development of methodological support for play activities in accordance with the standards of preschool education and its practical implementation;
- the available providing and methodological support of play activities of preschool children and the lack of its objective assessment.

These contradictions necessitated the study: "Program and methodological support of play activities of preschool children in domestic and European preschool institutions".

3 Features of changes in providing and methodological support of play activities of preschool children

Political and socio-economic changes that took place in the 1990s, in particular, the collapse of the authoritarian state (USSR), the proclamation of Ukraine's independence in 1991, the democratization of social relations, led to a change in the strategy of education, including preschool. Of course, pluralism in scientific approaches could not but affect the modernization of preschool education. There is a need to change the traditional conservative educational paradigms in the education system to those that would meet the latest challenges of the time and the level of development of society – democratic, human-centered, humanistic and innovative. These dynamic changes also affected the program and methodological support of play activities of preschool children in Ukraine, which rapidly acquired new essential features and peculiarities in the conditions of independence of our state and modernization of the preschool education system. Therefore, there is a need to consider this problem within the specified chronological boundaries in terms of our study.

The second period of independent Ukraine (1991–2012) is characterized by the modernization of program and methodological support of play activities of preschool children on the legislative national basis. In its duration, as well as in the first period, we distinguish two stages: 1st stage (1991–2000) – scientific research and programming; 2nd stage (2001–2012) – standardization of preschool education (Melnyk Nataliia I., Vertuhina Valentyna and others, 2020).

At the first stage (1991–2000) – scientific research and programming - the content of preschool education in Ukraine in the first years of its independence was determined by a number of state acts and developed in accordance with the definition of new conceptual principles and standards. At this time, a new legal framework was created, which determined the main trends of further reform and development of preschool education in

Ukraine. The development strategy and tasks in the field of preschool education were defined in the Law of Ukraine "On Education" (1991, as amended), the Law of Ukraine "On Child Health" (1992), the State National Program "Education" ("Ukraine of the XXI century") (1993), the Concept of preschool education in Ukraine (1993) and the Concept of national education (1994).

The stage under study is organically linked to the changes that took place with the adoption of the State National Program "Education" ("Ukraine of the XXI Century") in 1993. As noted by Academician A. Bogush, for the first time in scientific and practical circulation was introduced the concept of "preschool education" as a starting point of continuing education, formation and development of personality.

At this stage, for the first time in the history of preschool education in Ukraine, programs were created for preschool educational institutions, which contained new ideas and content. The authors of these documents were leading scientists in the field of preschool education. According to the Order of the Ministry of Education of Ukraine, the quintessence of the novelty of these newly created programs was the "national idea", ie the creation of new programs took place on "national and scientific grounds".

Under the leadership of the Ministry of Education of Ukraine in these years created three creative groups of scientists and teachers-practitioners to develop a variety of programs: in the laboratory of preschool education of the Institute of Pedagogy of the Academy of Pedagogical Sciences of Ukraine (supervisor – Z. Plokhiiy, PhD, head of the laboratory of preschool education); at the Zaporizhzhya Regional Institute for Teacher Training (supervisor – N. Denysenko, Candidate of Pedagogical Sciences (Supervisor of the second edition of the program – K. Krutiy, Doctor of Pedagogical Sciences); , one of the leading child psychologists of Ukraine O. Proskura).

The first Ukrainian comprehensive program for preschool children of the latest direction was the program "Baby" (Institute of Pedagogy, Institute of Psychology of the Academy of Pedagogical Sciences of Ukraine, 1991). In the "Preface" to the program it was stated: "With the revival of national cultures, purification of sources of historical memory, restoration of the principles of publicity, democratization, humanization, the natural process of teachers' search for something new and effective in raising children is intensified. The creation of one of the variants of the new program is the result of such a search, a step towards improving the educational process in preschool institutions in Ukraine" (Baby: a program for raising preschool children, p. 3). In this program, for the first time, the structure of the presentation of the material was changed – it was concluded not by age groups, as is traditional, but by sections. For eight years, the "Baby" program has been successfully implemented in preschools in our country. Taking into account the needs of practice, the peculiarities of the development of the preschool education system in Ukraine, the author's team made appropriate adjustments and additions and in 1999 proposed a second, updated edition of the program "Baby". All additions to the program and adjustments in its content have been tested in the practice of educational work with children. The structure of the sections specifies the tasks of education and the main results of educational work.

The components of the section "Game" (author L. Artemova) define the task: for children of the first junior group – the formation of role play as a basis for developing positive relationships of children, the ability to act in concert, give in, help each other, share their impressions, care about joy, etc .: for the second junior group the following skills are distinguished: independently choose the game, actively express and satisfy the interests of the game, determine the purpose of the game, plan game tasks and perform them; join the plans of peers, play in small game groups; reflect in the games the daily life and activities of people, as well as fairy-tale images, events.

In the middle group, one of the tasks is the formation of children's ability to embody their interest in the world around them in game ideas, plots, roles; to carry out the game plan with the help of the subject-game environment, role behavior, imagined situations, communication; special attention is paid to the education of friendly relations with peers, the ability to show mutual assistance, developing the game, communicate in a friendly manner, with respect for each other, combine interests and satisfy the desires of each.

In working with older preschool children (senior and preparatory groups) among the tasks of the section "Game" are: the ability to independently choose a game from different types or other activities; creatively realize the idea of the surrounding world in game actions, relationships, images, plots; create a variety of game tasks, find ways to implement them in the game; learn to create in the game models of moral, humane relationships between partners (labor, personal), etc. (Baby: a program for raising preschool children, 1999).

A significant addition to the "Game" section of the "Baby" program was the development of the "People's Games" section (author M. Melnychuk). Folk games embody a kind of "small academy" of ethnography, which diligently preserved and passed on to preschoolers of the third millennium the previous centuries-old experience of using games, entertainment and entertainment in the field of education. Evidence of this is children's folklore, which contains a variety of works that have educational value: lullabies, toys, calls, speeches, sound imitations, nicknames, silences, carols, Christmas carols, songs, poems, pater, counters, games and more. The "People's Games" section was gradually creatively supplemented with a selection of traditional regional games. According to M. Melnychuk, the cultivation of folk games in the practical work of preschool institutions can become a bridge between folk, family and official pedagogy for the benefit of spiritual, physical and emotional growth of the child (Melnychuk, 1995). Folk games include spontaneous games of the children themselves and specially created by adults entertainment and games: a variety of moving, language, roundabout, story-role and others. games, entertainment – entertainment. Each game is enriched with a counter or song, respectively, which makes it unique and original.

Thus, the creation of the first comprehensive program "Baby" in independent Ukraine was the result of an updated scientific search taking into account the educational principles of openness, democratization, humanization, Ukrainian studies, personality-oriented approach, conceptual principles of interaction of education, training and development and teachers' desire to improve educational process. in preschool institutions, including the organization of play activities. In 1991, the second comprehensive program "Child in preschool years (Guide for kindergarten teachers and parents)" was published, concluded by employees of the Zaporozhye Regional Institute for Teacher Training. This program was finalized in accordance with the requirements of the Ministry of Education and Science of Ukraine and after its approval (Minutes №1 / 11–185 of 20.01.2004) was republished in 2004. The program "Child in preschool years" consists of two parts: the program for early and preschool age - "Baby" and a program for preschool children. In the content of the program "Baby" there are four sections: "Physical development. Healthy baby", "Cognitive development", "Personality development", "Aesthetic development". Given the specifics of the study, consider the section "Personality Development", paragraph "Socialization", which includes the direction of "Game", where, among others, the tasks of forming the actual game activity, the use of substitutes (second year of life); formation of ways of game activity – development of abilities to use game actions with the toys which are united by a simple plot; independently select 1–2 items for the game, occupy yourself with the game, focus on acting with game material on the model and simple rules; play not only side by side, but also with another child; apply the simplest forms of role-playing behavior (mother, driver, doctor): use a doll, a bear as a game partner, turning the toy into a

character (third year of life). At this age, the following tasks are defined for the group of games with rules:

- a) for didactic games – to carry out sensory development of the child through the accumulation of sensory experience; to form ideas about the quality of objects: color, shape, size, numerical ideas about placement in space; develop the ability to group, compare, summarize objects; learn to make a whole from parts, to collect pyramids from multi-colored rings, barrels, cubes;
- b) to mobile games – to learn to follow simple rules, to coordinate their actions with the actions of adults and other children; reproduce the movements of familiar characters; to form skills in movements: to run in a flock, to walk on tiptoe, to jump on a place, to whirl, to roll, to throw a ball, etc.

In the program "Child in preschool years" for preschool children, the tasks of development, education and upbringing were presented in four sections: physical, social, cognitive and aesthetic development of the child.

The section "Personality Development" focused on the direction of "Game", which highlights the tasks for children of all ages. For the younger preschool age:

- a) in plot-role games to enrich the game experience through acquaintance with the environment (family life, kindergarten, episodes of works of art); to promote the development of each child's game, taking into account personal interests, life experience; to encourage role interaction, game reflection of reality (didactic games, staging games, imitation games, etc.); to form the ability to organize the subject-game environment – to change and complicate it, using for this purpose equivalent in subject toys, substitute objects, imaginary objects, role attributes;
- b) games with rules: to arouse interest in the game, the joy of the general game; to form the preconditions of independent play – the ability to act indirectly, to follow one or two rules; create conditions for independent play by simple rules (in pairs); teach children to follow the rules, follow them; to form positive relations between the participants of the game; organize different types of games with rules (mobile, board and games with simple effective object actions, where an adult is a mandatory participant in the game).

In the middle preschool age:

- a) in plot-role games to expand and deepen children's understanding of objects and phenomena of the environment (observations, excursions, conversations, etc.); to enrich the content of games that arise at the initiative of children; to form various stable game interests, to consider real interests of children (to differentiate interests of boys and girls); correctly organize and transform the subject-game environment in order to create game subject situations to encourage the child to solve game problems;
- b) games with rules: to promote the formation of games with rules as a specific activity (the presence of winnings, the relationship between participants in the competition, the presence of rules); providing children with ready-made rules, forming ideas about winning, focusing on its achievement; educator's participation in the game as a partner (explanation of the rules of action and the rules for determining the winner).

In the senior preschool age:

- a) in plot-role games to continue to form ideas about the environment, to reveal and specify children's interests in the life of adults, events; to enrich the play experience of preschoolers; take into account the peculiarities of the development of older preschoolers during the organization of the subject-play environment, its connection with the

child's knowledge; teach children to discuss and evaluate the role behavior of those who play, based on the rules; communicate in the game with children in order to connect the plots of the game, game moments, changes in the subject-game environment, etc.;

- b) games with rules: to form in children the ability to organize games independently; to reveal to children the rules of the game, to form the attitude to the latter as obligatory for the participants of the game, to control their performance, to learn to come up with new variants of the game.

Note that a detailed analysis of the section "Playing, growing" of the program "Child" showed that the content of this section does not differ from the content of previously considered programs, but at the same time has significant differences – the content of this section is focused on integrated, ethnographic and Ukrainian studies. content and organization of play activities for children of all ages. The specifics of the section "Playing, growing" is the development of content for intellectual games, which are aimed at meeting the personal needs and interests of older preschool children.

The defined content and tasks of the section convincingly testify to the sequence of their complications and use for personal development of children in accordance with their age capabilities.

Since 2010, issues of preschool education have been discussed at the highest levels of government. A significant event of that time was the holding of the first All-Ukrainian Congress of pedagogical workers of preschool education in Kyiv (November 5, 2010), which approved the concept of the State target program for the development of preschool education for the period up to 2017. The system of ideas and provisions that determine the modernization of preschool education on the basis of creating a full legal framework, development of strategic research in preschool education, new pedagogical thinking, set out in the concept of the State target program for preschool education for 2017. In particular, it stated that the strategy of preschool education should correspond to the accepted in the world and recognized in Ukraine humanistic paradigm, which is embodied through the priority of harmonious development, self-worth of preschool childhood and expanding the living space of preschoolers.

Advocating the position of the competence approach in the education of preschool children can be traced in the works of A. Bogush, I. Bekh, O. Zaitseva, O. Kononko and a number of others. Under the leadership of O. Kononko, the team of authors created an innovative basic program "I am in the World", which during 2004–2005 was tested in preschool educational institutions, and on March 21, 2008 was approved by the Board of the Ministry of Education and Science of Ukraine and approved by the Ministry of Education and Science. January 29, 2009 № 41 (according to this order, preschool educational institutions began phased work on the new program, taking into account the capabilities of each institution) (Basic program of preschool child development "I am in the World", 2008). It should be noted that this program is fundamentally different from the comprehensive and regional programs developed during the period under review. The structure and content of the program "I am in the World" are conceptual, innovative, reflects a special vision of the content of preschool education and components of activities. The authors of the program initiated a holistic value-based approach to the formation of children's personality, for the implementation of which the lines of preschool development are identified, among which there is also a game. The main indicators of mature forms of activity of children of junior and senior preschool age are placed in the sphere of life "Nature", "Culture", "People", "I Am" (Basic program of preschool child development "I am in the World", 2008).

Highlighting "Game World" as one of the subspheres of "Culture", the program "I am in the World" draws teachers' attention to the need to return to play its leading place in the life

of a child of this age, highlights the need to clarify the personal characteristics of preschoolers, development of play activities and which certify the competence of the child in the field of this activity. It is special that in the senior preschool age along with plot-role play as the leading activity other kinds of creative game, games with rules (mobile with elements of sports, didactic, cognitive, roundabout, Ukrainian national, the simplest intellectual games – riddles become more and more important), crosswords, tangrams, anagrams, puzzles, cryptograms, chess, computer games, etc.). Dominant representation in the life of a child of six or seven years of age available to his age forms of creative games, their connection with the realities of modernity and spheres of life – is the key to full competence of the individual at the stage of senior preschool age. The basic program "I am in the World" created a space for the creative use of various pedagogical technologies, contributed to the manifestations of creativity and flexibility of the teacher towards the child.

During the period of the current Basic component of preschool education (from 1999 to 2011) significant changes took place in the educational space of Ukraine, including:

- ensuring the implementation of the principle of child-centeredness;
- paradigmatic changes from the knowledge model of education to the personality-oriented, "centered in the world of childhood" while preserving its uniqueness, self-worth, uniqueness;
- focus on ensuring the continuity of the content lines of preschool and primary education in order to crisis-free development of children in a new social situation for them – schooling;
- establishment of the principle of variability of providing and methodological support of the State standards of education and competence approach, which fully reflects the essence of modernization of these processes in the field of education.

All this became the basis for updating the Basic component of preschool education (2012). On the positive side, the updated Basic Component of Preschool Education (2012) as a state standard of the first educational level in Ukraine declares the teacher's attention to the organization of children's lives, taking into account the tasks covered in the educational content lines of this document, included in invariant and variable components, which allows to ensure the appropriate level of social and personal development of preschoolers.

It is worth noting that in the edition of the Basic component of preschool education in 2012 for the first time a section entitled "Child's game" was separated into an independent educational line. The material analyzed in the previous sections allows us to determine that this document is the first in the history of providing and methodological support of play activities of preschool children, in which the game has acquired an original, priority status. The content of this section is aimed at the formation of children's creative abilities, independence, initiative, organization, the formation of a lasting interest in learning about the environment and self-realization in it. In the content of the section it is emphasized that the game ensures the satisfaction of play preferences of each child, promotes friendships, partnerships and game associations of interest, encourages the exchange of ideas, self-evaluation and encourages improvisation, expression of their own ethical judgments.

For the first time in the normative document, the educational line "Child's Game" ends with a generalized result of educational work. It is a question of formation of game competence, that is skill of the child in the basic kind of the activity. Its essence lies in the interested attitude to game activity, use of own experience for creation of game plans; realization in them of their cognitive, social, moral, aesthetic needs; reproduction of knowledge and moral ideas, satisfaction of interests in the environment, creative reflection of activities, relationships of adults, real and imagined

events, situations in their own game; active reproduction by the child of the vital impressions in a role game with use of expressive means; independent realization of own game plans, choice of game, toys; participation in various types of games: plot-role, design-building, didactic, verbal, board-printed, moving with singing and dialogue, directing, theatrical, Ukrainian folk games; playing alone, uniting with peers on the basis of game design, role interaction, personal preferences; observance of role ways of behavior, norms and etiquette of communication.

Thus, we have every reason to say that the content of the educational line "Child's Game" is developed in accordance with the goals and objectives of play activities defined by this document. It is worth noting the availability of the presentation of the material presented in the form of a table, which clearly and succinctly presents the content and results of educational work of teachers on the organization of children's play activities.

Thus, we have every reason to say that the stage of updating the providing and methodological support of play activities of preschool children, which is considered, is characterized by the priority of play in preschool education as a completely natural and emotionally rich means and method of developing the child's personality as a unique form, organization of its vital activity. Thus, as a common feature of complex, partial and regional programs we note the national orientation of educational work with preschool children, acquaintance of children with ethnographic traditions, folk games, both regional and national. It should be noted that the active creation of comprehensive, partial and regional programs for preschool institutions and methodological recommendations to them testifies to democratic changes, the priority of restoring national play traditions in the content of play activities of preschool children.

Summarizing the results of the analysis, we highlight a characteristic feature of the first stage of research and programming (1991–2000) – is the creation of a new regulatory framework for preschool education based on changing ideology, conceptual approaches to the organization of education and training of preschoolers. The changes also concerned the organization of play activities of preschool children, which is followed by active updating of the content and structure of programs and methodological recommendations, textbooks and manuals created in the context of national and cultural revival of Ukraine.

The second stage – standardization of preschool education in Ukraine (2001–2021) was characterized by a rethinking of the existing scientific and theoretical potential of play and its reflection in the program and methodological support of play for preschool children from the standpoint of the humanistic paradigm of education.

4 Implementation of program and methodological support for play activities of preschool children in the educational process of preschool educational institutions

Introduction of the updated program-methodical providing of game activity of children of preschool age in modern educational process of preschool educational institutions of the second period (1991–2012) – independent Ukraine and its stages: 1st (1991–2000) – scientific researches and program creation and 2nd (2001–2012) – standardization of preschool education is reflected in the professional publications "Preschool education", "Kindergarten", "Kindergarten teacher's library", "Teacher's palette" in two directions, namely:

And the direction – descriptions of different types of games by teachers-practitioners;

The second direction is the generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of best practices of preschool educational institutions and individual teachers.

And the direction - descriptions of different types of games by teachers-practitioners - was characteristic of the 1st (1991–2000) stage - scientific research and programming. Taking into account the content of providing and methodological support of play activities, for the first time at this stage the idea of "personality-oriented" approach is implemented, namely: conducting individual forms of work with children during the day and orientation of educators to apply skills, creativity. According to I. Bekh, a person (both at a young age and in adulthood) should be critical and creative thinking, civic active and responsible, ie motivated for their development, learning, education.

Descriptions of different types of games by teachers-practitioners for the organization of play activities of preschool children in the educational process of preschool educational institutions of the second period and its 1st stage (1991–2000) are reflected in the professional publication "Preschool education".

In the articles of teachers-practitioners I. Tovkach "Who lived in the house. Didactic game" (1998) (Tovkach, 1998); L. Oliynyk "Let's play! Didactic manuals for the development of sensory (Didactic games)" (1998) (Oliynyk, 1998); Tovkach ("In the dark on the lawn. Didactic games for older preschool children" (1999) (Tovkach, 1999), etc.) focused on the methodological development of didactic games on the content of the game activities of current programs: "Baby" (1991); "The child in preschool years" (1991); "Program of education and upbringing of children from two to seven years" Child "" (1993); "Ukrainian Preschool" (1999), taking into account national and regional approaches that have contributed to the solution of problems of mental development and education of public feelings; were aimed at forming in children of older preschool age the ability to think independently, creatively; focus, distribute and switch attention; memorize and play, find non-standard solutions, etc.

The second direction – generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of advanced pedagogical experience of preschool educational institutions and individual teachers is a feature of the 2nd stage (2001–2012) and is also reflected in periodicals ("Preschool education", "Kindergarten", "Library of a kindergarten teacher", "Palette of a teacher").

An essential feature of modern providing and methodological support of play activities of preschool children, according to I. Bekh (Bekh, 2008), O. Gazman (Gazman, 2002), N. Kudykina (Kudykin, 2010), N. Melnyk, S. Dovbnia & R. Shulygina (Melnyk, 2021) there is a transformation of the role of the teacher – from direct guidance of adult play activities of children, its clear regulation and planning to psychological and pedagogical support of the game as a holistic process of creating the necessary social and psychological and pedagogical conditions for successful harmonious development of each child.

According to K. Zvorigina, the content of children's play activities in each age period has its own characteristics, which involves the use of specific forms and methods of pedagogical support, namely:

- formation of practical experience of a preschool child;
- updating the game environment, the content of which is designed to recreate in the memory of the child recent impressions, to direct it to the independent solution of the game task, to encourage different ways of reproducing reality;- organization of communication with children, which is aimed at the formation of inherent for each age period of play methods, actions (Zvorigina, 1993).

The task of pedagogical support is to create conditions for successful and productive movement of the child in his life, helping him to realize his "I", understanding himself and others, mastering relationships with peers, other children, adults (relatives and others). This support ensures the effectiveness of the game on the formation of the child's personality:

- development of perception, mobility, physical strength and coordination;
- the game gives the child to understand how things are arranged, how people treat each other, as well as try themselves in a new role;
- promotes the simultaneous development of physical, social and language skills, the desire to learn; the game process encourages creativity, gives free rein to the imagination;
- during the game children form self-esteem, self-control and a system of values; the game provides excellent opportunities to improve language and communication skills;
- the game encourages children to practice important social skills, such as the ability to share, negotiate and interact with others;
- the game stimulates the ability to think and solve complex problems, arouses the child's curiosity and increases his attention, brings joy, satisfaction, promotes relaxation and makes the child happy I. Rohalska-Yablonska, N. Melnyk, S. Dovbnia, T. Lisovska and N. Perkhailo (Rohalska-Yablonska, I. P., Melnyk, N. I., Dovbnia, S. O., Lisovska, T. A., Perkhailo, N. A., 2020).

Thus, the traditional pedagogical management of play activities of preschool children has replaced the modern pedagogical support of play activities, which, according to the research of N. Kudykina, "has a systematic organization of a binary nature. One of its blocks presents the activities of children, the other – the activities of teachers. According to the scientist, the indisputable condition of pedagogical support of game activity is, on the one hand, assistance in development of active and independent activity of children, on the other – selection of system of pedagogical methods and receptions by means of which dynamic mobilization of all structural components of game activity is carried out.

Thus, modern pedagogical support of play activities is a way to achieve the goal of the educational process through the purposeful application of a system of pedagogical techniques adequate to the specifics of a particular game, which aims to recognize the child as a subject of pedagogical process by shifting the center of educational process. age and individual features of the child's development, the formation of his personality, as well as knowledge of the development of play activities at all ages.

Thus, a significant impact on the introduction of providing and methodological support for play activities of preschool children in the modern pedagogical practice of preschool educational institutions of the second period (1991–2012) and its stages: 1st (1991–2000) and 2nd (2001–2012) had:

- national and regional approaches to determining the content of children's play activities;
- focus on the spiritual development of the individual and the implementation of the principle of child-centeredness;
- organization of play activities on the basis of subject-subject interaction between the teacher and preschool children;
- generalization and dissemination of advanced pedagogical experience in play activities of preschool children;
- formation of professional and pedagogical culture of teachers, increase of knowledge, production of new pedagogical ideas, technologies, etc.

5 Conclusion

The analysis of the coverage of the problem of modernization of providing and methodological support of play activities of preschool children on the legislative national basis, covering 1991–2021, allowed to distinguish two stages within the selected second period: 1st stage (1991–2000) – scientific research and programming; 2nd stage (2001–2021) – standardization of preschool education.

The second period in the political and socio-economic life of Ukraine was marked by significant changes in the reform of preschool education, which affected its further development within the entire education system of Ukraine. The transformation of the content of preschool education was due to the action of such important legal documents as the Law of Ukraine "On Education" (1991), the State National Program "Education" ("Ukraine of the twentieth century") (1993), the Concept of National Education (project) (1994). An important milestone in the development of public preschool education was the adoption of the Law of Ukraine "On Preschool Education" (2001), as well as the adoption of a new "Regulations on preschool education" (2003). This affected the updated providing and methodological support for play activities of preschool children in Ukraine, which was developed taking into account the principle of the dominant role of play in the education and upbringing of preschool children and taking into account the national identity of the region and its economic development.

A turning point in the implementation of providing and methodological support for preschool education was the creation in 1998 of the Basic component of preschool education - the main normative document that defined the requirements for the content of preschool education in Ukraine (State Standard of Preschool Education). According to the first version of BKDO, play activities were integrated into four main areas of the child's life: "Nature", "Culture", "People", "I myself". Methodological support for the development of the child in all areas included materials on the use of play as a means of teaching and educating children. During the period of validity of the current Basic component of preschool education (from 1999 to 2012) significant changes took place in the educational space of Ukraine, which became the basis for updating its wording as the State Standard of Preschool Education in Ukraine (2012).

For the first time in the edition of the Basic component of preschool education in 2012 the section "Child's game" is separated into an independent educational line, and also taking into account its content and results of educational work indicators of formation of game competence consisting to create game ideas; realization in them of their cognitive, social, moral, aesthetic needs; reproduction of knowledge and moral ideas, satisfaction of interests in the environment, creative reflection of activities, relationships of adults, real and imagined events, situations in their own game; active reproduction of their life experiences in a role-playing game with the use of expressive means; in independent realization of own game plans, a choice of game, toys; participation in various types of games, association with peers on the basis of game design, role interaction, personal preferences; adherence to role behaviors, norms and etiquette of communication.

In the context of the implementation of the requirements of the Basic component of preschool education (2012), comprehensive additional programs of the all-Ukrainian level of implementation were updated, in particular: "Child in preschool years" (supervisor K. Krutyi), "Child" program, V. Kuzmenko, N. Kudykina, "Sure start" (supervisor T. Panasyuk), "Ukrainian preschool" (supervisor O. Bilan), which clearly define the content of the formation of preschool children's play competence.

On the basis of theoretical and practical achievements of teachers, which is reflected in professional publications ("Preschool education", "Kindergarten", "Kindergarten teacher's library", "Teacher's Palette", etc.), the directions of implementation of providing and methodological support of children's play activities are determined. preschool age in the educational process of preschool educational institutions of the second period (1991–2012) within two stages: 1st stage (1991–2000); 2nd stage (2001–2021). And the direction – descriptions of different types of games by teachers-practitioners; The second direction is the generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of best practices of preschool educational institutions and individual teachers.

These areas are characterized by the introduction of modernized providing and methodological support for play activities of preschool children in modern pedagogical practice, taking into account the best practices, development of author's games of various kinds and planning play activities for preschool children, based on scientific achievements in the field of play activities. use of play as a leading activity of preschool children, as a means of forming a child's personality, organization of play activities taking into account the pedagogical support of the subject-subject interaction between teacher and child).

It is established that the specified directions of introduction of program-methodical maintenance of play activity of children of preschool age in modern pedagogical practice are directed on formation of professional and pedagogical culture of teachers, increase of knowledge, production of new pedagogical ideas, technologies, generalization and distribution of advanced pedagogical experience. renewal of preschool education, as well as the interests of the teacher in the constant improvement of the professional level in accordance with the market of pedagogical work, can act as a means of social protection and meet the needs of education in Ukraine in highly qualified competitive professionals.

The analysis of the second period - independent Ukraine (2001–2021) within its two stages allowed to establish transformations that influenced the modernization of providing and methodological support of play activities of preschool children on the legislative national basis, which include: changes in socio-economic development states; creation of a legal basis for preschool education; acquisition of national and regional character of program-methodical maintenance of play activity of children of preschool age; dominance of personality-oriented approach to providing and methodological support of play activities of preschool children; focus on multiculturalism (ensuring equal living conditions and creating a system of education in which the priority would be the education of mutual respect and tolerance between representatives of different religious, cultural and linguistic groups) in the program and methodological support of play activities for preschool children.

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THEORETICAL FOUNDATIONS OF MANAGEMENT OF THE EDUCATION SYSTEM: OPTIMIZATION OF THE COMPLEX OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR EFFECTIVE MANAGEMENT

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Abstract: The article defines the organizational conditions for effective management, the actions of the team to implement the concept of marketing management using the tools of pedagogical and strategic management. Due to this, results are achieved - indicators, since in our study they will be indicators of managerial efficiency: improving the "organization" function through the construction of new organizational structures; improving the functions of "analytical activity and planning" through enriching managerial work with economic and gnostic methods, analytical activities with the mandatory inclusion of financial activities, introspection of all participants, widespread use of licensed automated systems; synthesis of educational, economic, social results.

Keywords: Innovative teaching, Higher education, Teaching technology, Information Technology.

1 Introduction

The socio-economic processes taking place in society and directly related to preschool education are pushing for a rethinking and improvement of management methods. This is due to the creation of the necessary organizational and pedagogical conditions that contribute to the organizational, economic and pedagogical efficiency of management and allow, on the one hand, to build a modern organizational and economic mechanism for preschool education and, on the other hand, to improve the pedagogical process, solving not only the tasks of education and upbringing but also to protect and promote the health and development of children. Domestic and world experience in the functioning of the system of preschool education clearly confirms the need and importance of improving the organizational and economic mechanism in this industry. The improvement of this mechanism should be carried out taking into account the specific historical conditions. In the early nineties, there were key positions in the renewal of the Soviet kindergarten - protecting and strengthening the health of children (both physical and mental), humanizing the goals and principles of educational work with children, emancipating the living conditions of children and the work of educators in kindergarten, ensuring continuity between all spheres of the social development of the child, a radical change in the nature of the training of teaching staff, the conditions for financing preschool education and the restructuring of the management system. These positions continue to improve at the present time. Polat (2021).

The system of kindergartens and nurseries, monotonous in organizational form, content and applied technologies, was replaced by a differentiated system of preschool education aimed at meeting the needs of various groups of the population. Along with kindergartens that provide a traditional set of educational and social services, preschool institutions have appeared that

provide an expanded range of modern services. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021). Analyzing the dynamics of the development of the network, it should be stated that it has undergone significant changes, which are characterized primarily by a variety of organizational and pedagogical conditions. Iasechko, Iasechko S., Smyrnova (2021). The variety of existing organizational and pedagogical conditions throughout the network is largely due to the difference in setting goals and objectives for management activities, the implementation of a multifaceted set of leading management functions, and the changing demands of society on the education system. At the beginning of our study, we sought to see in the already existing scientific approaches the integrity of the organizational and pedagogical conditions for effective management in modern socio-economic trends.

Unfortunately, in the literature on the management of an educational institution, we did not see the integrity of the organizational and pedagogical conditions for effective management in modern socio-economic trends, which is important for us.

However, the analysis of literary, educational and scientific sources allows us to conclude that there cannot be a single, established hierarchy of functions in the management cycle. In different conditions of the existence of an organization, a certain management function may become a priority. Hence, the sources studied by us, summarizing the experience of effective management of educational institutions in different conditions, do not fully consider the components of effective management, revealing only in a unidirectional approach. Iasechko, Shelukhin, Maranov (2021).

Thus, we have come to the need to create such a theoretically verified integral set of organizational and pedagogical conditions for management, which will be the key to the effectiveness of management in modern socio-economic trends. The revealed situation helped to define the problem of our research more narrowly: to determine the components of an integral complex of organizational and pedagogical conditions, which allow achieving organizational, economic and pedagogical efficiency at the same time.

The purpose of the article is to identify, theoretically substantiate and experimentally test a set of organizational and pedagogical conditions that increase the efficiency of managing an educational institution in modern conditions of modernization of the socio-economic sphere, and to further test the effectiveness of management through a variety of efficiency values.

2 The initial presuppositions

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

3 Methods

Management as an independent science takes its beginnings in such an area as production. Today there is not a single area of activity that would not pay special attention to management. They have different approaches to the definition of the concept of "management" in various works of scientists, first of all, they

differ in their goals of management activity and clarification of management functions. In our study, we will structure them by type of science.

According to the procedural approach, management is considered as a process, which is a set of continuous interrelated activities (actions and operations). The activities of a leader based on the division and cooperation of managerial labor, characterized by heterogeneity, certainty, complexity and stability, are called managerial functions. Each function is also a process, since it, in turn, consists of a series of interrelated actions. The system approach as a scientific methodology uses, on the one hand, a more general, and on the other hand, a more rigorous understanding of the term "system". The objects of analysis and managerial influence are considered not by themselves, not in isolation, but in connection with many other objects and phenomena. In this regard, there is a need to clarify the concept of "system". (from Greek) - a whole, made up of parts, a connection - a community of elements that are in relationships or connections with each other, having a certain integrity, unity. The concept of "system" in its special meaning is used as a set of specific objects, existence or duration which are interrelated due to sufficiently certain circumstances. The most characteristic features of the system are the complexity of the object, its integrity, the ability to usually be divided into subsystems, to be, as a rule, an element of a higher order system, to form a special unity with the environment. Through organization, each part of the system interacts with others in a process of information transfer and regulation, the purpose of which is to preserve both itself and other parts of the system. All objects, parts (subsystems) function in time, space, develop as a whole. The study of isolated parts cannot provide adequate information about the system. The system, as a whole, is divided, it consists of elements; properties that depend on their belonging to a particular system, and the properties of the system are reducible to the properties of its elements. All elements of the system are in complex relationships and interactions, of which it is necessary to single out the most significant, defining for the system, as they say, "system-forming connection". Each of the elements of the system is autonomous due to its inherent properties, however, the realization of the potential of each of the elements becomes possible in the presence of all other elements. The ideal idea of the relationship between the goal and the result is a "system-forming factor". The set of elements and relationships gives an idea of the structure of system objects. Important for our study is marketing management - an interdisciplinary approach to management through the study of pedagogical and economic theories in order to find common components for effective management. Marketing management - a system of market orientation of the company. The emergence of marketing management is closely related to the emergence of exchange and the emergence of the market. Marketing is working with the market for the sake of making exchanges, the purpose of which is to satisfy human needs and requirements. Marketing is a set of measures in the field of research of the marketing activities of an enterprise to study all the factors that influence the production process and the promotion of goods and services from producer to consumer. The task of marketing activities for product research is to determine the market needs for new products (services), improve or modernize existing ones. When conducting marketing research to find the most effective ways to promote products on the market, the company's management determines which system of incentives will most effectively manage the process, which is the function of marketing management. All of the above goals and functions of marketing management are product or service oriented. In addition to such a direction of marketing activity, there is marketing focused on the consumer, to meet his needs and requirements. The goals of marketing management are considered in the following aspect: achieving the highest possible high consumption; achieving maximum customer satisfaction; providing the widest possible choice.

The goals of marketing management are considered in the following aspect: achieving the highest possible high consumption; achieving maximum customer satisfaction;

providing the widest possible choice. Marketing management is the analysis, planning, implementation, control over the implementation of activities to achieve the goals of the organization. However, marketing management is only one of the market management systems, it develops a strategy for studying the market and actively influencing consumer demand. The key word in marketing management is strategy. The dictionary definition of strategy presents it as the art of planning leadership based on correct, far-reaching forecasts. "The strategy, as a general global project, has a temporal procedural characteristic. This is a long-term planning for the implementation of the goal of an activity based on predicting the nature of development and changes in the object of planning. The strategy involves the identification of subjects of activity, their preparation and distribution to relevant tasks, as well as the development of methods, methods, organizational forms that ensure the implementation of goals". In marketing management, the following strategies are distinguished: a) conservation, 2) change, 3) development, 4) prevention. In general, the strategy, having a time parameter, develops long-term planning for the implementation of the activity goal, taking into account the forecasting of changes in the nature of the development of the planning object. The strategy involves the structuring of management actions to determine the subjects of activity and the development of methods, methods, organizational forms that ensure the implementation of goals by certain subjects. It develops such marketing tools as knowledge management, development of new organizational capabilities, identification of the development and use of resources and capabilities of the enterprise through strategic management. Strategic management is a scientific strategy in the form of a concept. In the latest works on economics at the turn of the 20th and 21st centuries and the scientific concept of strategic management necessary for our study have already been developed. For example, Robert Grant clarifies strategies as the main functions of management: 1) strategy as a reinforcement of a decision, 2) strategy as a mechanism for coordination, 3) strategy as a goal. "Strategic management is dedicated to management aimed at the most effective management activities. The difference between strategy and planning is that it is not a detailed plan of instructions; it is a unifying theme that ensures consistency and sets a common direction for actions and decisions. "Strategy as a coordination mechanism", "Furthermore, recommends not applying either the rules for formulating strategy or the rules for implementing it separately, as many strategy textbooks teach. He offers an integrated approach and believes that these issues cannot be considered in isolation from each other. "Strategy formulated without regard to its realization, will most likely be destructive and vicious. At the same time, it is thanks to practical implementation that strategies are born and adapted". The concept of strategic management, developed by Peter Drucker, Robert Grant, Graysons, Boris Leibinsky, already has well-established concepts, schemes, methods that are extremely useful for effective management. He plays many roles in the organization. He is able to see opportunities and clearly see the direction and flexibility needed to objectively assess resources. Strategy-based managerial decisions are primarily about external rather than internal issues. A strategic planning system strikes a balance between planning and chance, she owns methods that allow managing randomness. The secret of the success of managerial decisions within the framework of the strategy lies in its easy adaptation, flexibility, integration. Being an initially planned strategy, in the course of work it turns into an implemented strategy, and then it transforms into an unexpected strategy. An unexpected strategy is called decisions that arise as a result of complex processes, during which the subjects of management interpret the planned strategy and adapt it to changing external circumstances. Thus, the strategy acts here both as a goal, and as a reinforcement of decisions, and as an assessment of the existing effectiveness of coordinating management activities.

Thus, the strategy acts here both as a goal, and as a reinforcement of decisions, and as an assessment of the existing effectiveness of coordinating management activities. The concept of management efficiency is associated with various

aspects of the organization's activities: achieving the goal of the activity and approaching the maximum result, the effectiveness of the implementation of the management mechanism and the completeness of the implementation of management functions, the rational use of resources and the optimization of processes in the organization.

Scientific management of the education system is defined as a weighty, conscious and purposeful impact of subjects of various levels on all its links in order to ensure the rising generations, their harmonious development based on the general laws of the development of society, the objective laws of the educational process. Speaking about the management of education systems, we came to such concepts as: education, educational and management processes. The meaning of the word "education" is interpreted as: 1) obtaining systematized knowledge and skills, training, enlightenment, 2) the totality of knowledge obtained as a result of training. In our study, we will consider "education" in a broad sense, meaning training, education and development. Researchers of modern approaches to education give us an understanding of the phenomenon of "education" as "an opportunity for the realization of a person in culture." To make this possibility real, work is underway to determine the strategy of education itself. The concept of "education" is defined in pedagogy as "a holistic process of training and education of the individual, ensuring its development". Education as: the process and result of mastering the system of scientific knowledge and cognitive skills by students, the formation of a worldview, moral and other qualities of a person on their basis, the development of its creative forces and abilities; a public organized process with the constant transfer of subsequent socially significant experience by previous generations, which is the formation of a personality in accordance with the genetic program and socialization of the personality; a purposeful process of upbringing and education in the interests of humanity, society, the state, accompanied by a statement of the achievement by students of the educational levels established by the state. In all these definitions, the word "process" is mentioned. It is important to understand that it is the dynamics of socio-economic changes over the past decades that have led to the importance of a clear differentiation of these processes in the management of the education system: educational and managerial.

As for the management process, there are many definitions. In economic theory, for many years it was defined as a continuous and purposeful process of influencing a group of people to organize and coordinate their activities in the production process, in order to achieve the best results at the lowest cost. "In modern conditions, characterized by humanization, democratization of management, the management process from the point of view of managing social systems is considered as a non-linear interactive multifunctional activity of participants in the social process, equally interested both in obtaining a high result of the organization's work, and in the preservation and development of those participating in this process. people, their relationships and unique subjectivity". Increasingly, in the second half of the twentieth century, and in the works of scientific educators, the importance of managing the improvement of education systems is proved, more and more often they come across such concepts as the management process and its effectiveness. Moreover, educators-scientists consider the management process only in accordance with the educational process. They say that this interaction will be effective if there is a purposeful exchange of information between them. A feature of an effective management process should be considered the transfer of management to autonomization, which is characterized by the weakening of its vertical functions and the development of horizontal structural links with the transfer of maximum powers to them. Another important regularity of effective management is the unity of the ultimate goals and objectives of administrative, pedagogical, family and social influence in the process of forming the student's personality. This means that each managerial act must be imbued with pedagogical expediency. Recognizing the importance of the expediency of management acts, we again believe that each act has the

character of interaction. Such a number of management subjects cannot but interact with each other, if only because each of them acts both as a subject and as an object. An important feature of internal interconnection is considered to be mutual complementarity, complementarity in relation to each other, since they acquire the greatest efficiency in interaction. Research of scientific educators. designate the management process in relation to education systems as an impact based on scientific principles and methods and aimed at the optimal organization of the educational process, ensuring the most complete correspondence of the results achieved with the goal. Harris, Sutton (1986).

Because of this, many scientists in relation to education systems use a multidimensional method, the essence of which is that the study is conducted from the standpoint of applying a set of approaches to the analysis of the object as a whole. The system approach is the backbone principle in the structure of the multidimensional method. It is this definition that allowed us to move forward in our study. Having revealed the first task - identifying and analyzing existing theoretical approaches to "management" and finding the specifics of the conceptual apparatus of the problem of managing the education system, based on the identified, we set ourselves the second task - identifying and analyzing existing theoretical approaches to "effective management" and finding the specifics of the conceptual apparatus of the problem of "effective management".

So, we will try to theoretically identify the main components involved in achieving the goal, analyze them and determine the degree of this involvement. As has already been proven above, in relation to education systems, it is inappropriate to talk about the effectiveness of the management process if the educational process in this system is inefficient. Thus, when setting a research goal to identify the optimal conditions for the effective management of education systems, it is important to simultaneously consider the main components of both managerial and educational efficiency. The position that the management of the educational process should in its essence be oriented towards the upbringing of the individual (pupil, teacher, head of the school) today in the theory of management of education systems is fundamental and needs not so much proof as clarification of what this orientation is. It is believed that the awareness of these ideas is very important in the course of research, because in the modern and previous period there were again attempts to abolish education from the educational process, and everything that was previously related to it was declared socialization. Socialization is the broadest concept in the development of a personality, it involves not so much the conscious assimilation of ready-made forms and methods of social life, but the development (together with adults and peers) of one's own value orientations, one's own lifestyle. Education - is a system of purposeful and deliberate influences on the personality of the child, the process of presenting him with socially significant values and patterns of behavior - it is one of the main ways to implement socialization. Self-education - a highly conscious and independent activity of a person to improve his personality, is predetermined by the leading personal prerequisites that mature in the process of socialization and education. In our opinion, it is this "educational" component that guarantees the success of the educational process. Educational institutions that prepare for life, where the child acts as a personality and subject of activity, should develop children in the following areas, which, in our opinion, are components of pedagogical effectiveness: the development of intelligence; development of the emotional sphere; development of resistance to stress; developing self-confidence and self-acceptance; developing a positive attitude towards the world and acceptance of others; development of independence, activity; development of motivation, self-actualization, self-improvement, incl. and learning motivation as an important element of self-development motivation. Iasechko, Shelukhin, Maranov (2021).

For the management of education systems in the new socio-economic conditions, the concept of "educational service" is important. It could be limited to a common definition where a service is equated with a type of product: a product (service) is

everything that can satisfy a need or need and is offered to the market in order to attract attention, purchase, use, consumption. But we are not interested in "everything", but in what has to do with education. The distinctive features of educational services from the products of material production are characterized: 1) The production of educational services acts in the form of "consumer production", in the form of activity and does not leave a visible, material product. Educational services are intangible. They cannot be seen, touched, tasted. They seem to flow into the consumer and transform him. The very consumption of these services ensures the reproduction of a skilled labor force. 2) Educational services are inseparable from teaching staff. In this regard, the education sector is a wide field of personal contacts between producers and consumers of services. With the growth of personification and individualization of requests for educational services, with the complication of their assortment, the importance of personal contacts increases, and the growth of the professionalism of teachers increases. The impossibility of their storage and transportation, the dispersal and locality of educational institutions and the market for these services are associated with the intangibility and inseparability of educational services. The previous features of educational services make it difficult for the consumer to assess the consumer properties of the services provided. The consumer has the opportunity to only indirectly assess the results of the activities of educators based on the opinions of those who have already used their services and through advertising. Summing up the above, the growth of the educational and cultural level of those working in education is today a necessary prerequisite for their better adaptation to dynamically changing working conditions, especially during the period of structural restructuring of the education economy. Systematic renewal of economics, pedagogy and other sciences requires appropriate knowledge, skills and psychological readiness to make decisions and act in non-standard situations. Here it is important to see again the goals of educational marketing as consumer-oriented marketing, which will contain the main secret of effective management of an educational institution: achieving the highest possible high consumption; achieving maximum customer satisfaction; providing the widest possible choice. Iasechko, Shelukhin, Maranov (2021).

Thus, the first "basics" of market relations in an educational institution require a rethinking of the general, familiar foundations of managerial activity. They automatically entail the need for other knowledge: knowledge of the educational environment, the educational market and consumer needs of customers of educational services. These parameters generally represent the features of the marketing environment, determining the direction and content of a specific educational marketing strategy and being the socio-economic conditions for effective management of the development of an educational institution. Entrepreneurial activity of subjects of education determines their development. It is the program-target management method we have chosen, its interactivity that leads us to the formation of pedagogical management, the rational grain of which is marketing management, which is an interdisciplinary approach to management through the study of pedagogical and economic theories in order to find common components for effective management. The pedagogical management strategy indicates to us the importance of effective coordinating management activities for the implementation of the pedagogical effectiveness of education systems. Pedagogical management consists of elements, mechanisms, functions of educational marketing, the main distinguishing feature of which is consumer orientation. Each component of pedagogical management is the result of a forecast built on the inductive continuation of previous experience, one's own or someone else's, excluding cruelty in management and experimental impromptu, and also has flexibility, taking into account the dynamics of the pedagogical process. Thus, all of the above and our research confirm that the central concept of marketing is strategy. It is important for us to clarify for our study that, first of all, we consider strategy as the goal of both educational and managerial processes, then we consider strategy as a mechanism for coordinating activities to create simultaneously optimal organizational and pedagogical

conditions for effective management, where we can see the components of pedagogical and managerial effectiveness to evaluate the results of our research activities. Now it is important to see the rational grain of economic theory, which will need to be extrapolated and synthesized into the theory of management of education systems. In other words, to enrich pedagogical management with techniques and methods of strategic management. Polat (2021). The key phrase, in our opinion, "enriches" pedagogical management with strategic techniques is an integrated strategy.

4 Results and discussion

Thus, the "rational grain" for the effectiveness of the management of the education system is strategic management, in which there is always an invariable integrity of the management conditions with constant integration of the strategies of this management into them. Hence, in our study, it is important to reveal that complex of organizational and pedagogical conditions for effective management, the optimization of which will allow the educational marketing strategy to be flexible, easily adaptable and integrated in order to achieve both organizational, economic and pedagogical efficiency. To do this, it is important to consider their tools. In our study, we use the word "tools" as a synonym for the word "conditions".

Thus, the analysis of management literature in various theories allowed us to formulate a working definition of management effectiveness as a complex, systemic concept, including a set of interrelated components, reflecting the overall result of management impact on the life of the community, which is assessed through the coefficient of compliance of the results achieved with the goals set by society and the ratio of used resources for the results. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

5 Conclusion

Thus, our research has led to the fact that the complex of organizational and pedagogical conditions for effective management in modern trends in the modernization of the market economy and the entire economy of education must realize the invariable integrity of the management conditions with the constant integration of the strategy of such effective management into them, which can be flexible, easily adapt and integrate to achieve both organizational and economic efficiency and pedagogical efficiency: target pedagogical and managerial efficiency (correspondence of potential opportunities and integrated strategies); resource pedagogical and managerial efficiency (comparison in the chronology of the resources expended in the course of implementing strategies for coordinating activities and the results obtained); results of pedagogical effectiveness (development of moral, educational, cognitive and other qualities of children) to reinforce further decisions on the educational process; results of managerial efficiency (economic and organizational order of management and its technological tools) to reinforce further decisions on the management process.

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Primary Paper Section: A

Secondary Paper Section: AE

THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN EDUCATION

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Abstract: The article is based on a hypothesis: the process of forming students' professional competencies will be more effective if the technology of developing critical thinking is used in the educational process. Based on this, the main tasks solved in the article are as follows: - The analysis of scientific and methodological literature on the topic under study was carried out. - Justified and developed various techniques for the development of critical thinking. - Criteria and indicators of the effectiveness of the technology for the development of critical thinking have been identified. - The effectiveness of the developed methods in the process of teaching students has been checked.

Keywords: Personalization. Educational Process. Higher Education. Educational Activity.

1 Introduction

The degree of knowledge of the problem. The technology for the development of critical thinking is based on the ideas and provisions of the theory about the stages of mental development of a child; about the zone of proximal development and about the inextricable connection between education and the general development of the child; on the foundations of the formation and development of critical thinking; about metacognitive teaching; civil and legal education, etc. An undeniable merit of active developers of technology in particular.

It is extremely difficult for a modern student to motivate for cognitive activity, for finding a path to a goal in the field of information and communication. This happens because students often experience serious difficulties in perceiving educational material in all subjects. The reason for this is the insufficiently high level of development of thinking and, above all, critical. And this is very important for a person in the modern world, who is entering a new century with a new look of cognitive culture, for which "reproducing person" is a concept that is essentially outdated and uninteresting. In addition to reproducing activity, there is another kind of activity, namely, combining or creative activity. The criticality of the mind is the ability of a person to objectively evaluate his own and other people's thoughts, carefully and comprehensively check all the proposed positions and conclusions. Iasechko, Iasechko S., Smyrnova (2021). Critical thinking helps a person determine priorities in their personal and professional life. It presupposes the acceptance of individual responsibility for the choice made, increases the level of the culture of working with information, forms the ability to analyze and draw independent conclusions, predict the consequences of one's decisions and be responsible for them, and allows to develop a culture of dialogue in joint activities. Polat (2021).

Investigating the practical activities of teachers, the following can be revealed: The educational process is focused mainly on the formation of reproductive characteristics of thinking,

problem situations are rarely created in the classroom, interactive technologies (dialogue, game, task, problem) are practically not used. Iasechko, Shelukhin, Maranov (2021). The educational material is presented as a sum of facts, which is not subsequently subjected to critical assessment; students are encouraged to reproduce generally accepted, sometimes banal approaches to the interpretation of philosophical, scientific and moral problems. Many teachers are not prepared for the development of students' CT, they are not stimulated by the motives and the need to master the skills of critical thinking. The atmosphere of benevolence, tolerance, cooperation necessary for the development of CT is the exception rather than the rule. Thus, it is obvious that there are contradictions between: - teachers 'understanding of the importance of the formation and development of students' CT and their unwillingness to solve these problems in practice due to the lack of necessary professional competencies; - the need to form students' professional competencies and insufficient organizational, informational and methodological support of this process. - the proven (confirmed) effectiveness of the technology of critical thinking when teaching in higher education and the insufficient use of this technology. As a result, a problem arises: what are the means and methodological ways of forming students' professional competencies based on the technology of developing critical thinking. The purpose of the article is to develop and test the techniques of technology for the development of critical thinking for the formation of professional competencies of students. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

2 The initial presuppositions

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

3 Methods

Since the 1980s in the United States, and in European countries since the 1990s, the development of critical thinking has become one of the main goals of education. The conducted review and analysis of foreign studies on the problem of critical thinking gives grounds to draw a conclusion about the personal and social significance of this phenomenon and the priority of its development in education in many countries of the world. It is very difficult to define the concept of "critical thinking": it includes too many different parameters - skills, types of activity. There are many definitions of this term in the literature. Critical thinking is believed to occur when new, already understood ideas are tested, evaluated, developed, and applied. Memorizing facts and understanding ideas are necessary preconditions for critical thinking, but they themselves, even in their totality, do not constitute critical thinking. Today, in different scientific sources, you can find different definitions of critical thinking. On the one hand, "critical" is associated with something negative, rejecting. Polat (2021). Thus, for many, critical thinking presupposes an argument, discussion, conflict. On the other hand, some authors combine the concepts of "critical thinking" and "analytical thinking", "logical thinking" and "creative thinking", etc. into a single whole. Although the term "critical thinking" has been known for a very long time, in the professional language of practicing teachers this concept began to be used relatively recently. Here are some of the definitions of critical thinking available in the scientific and methodological literature Polat (2021):

- The ability to analyze information from the standpoint of logic, the ability to make informed judgments, decisions and apply the results obtained to both standard and non-standard situations, questions and problems;
- A special kind of thinking aimed at evaluating ideas. More narrowly, it is related to the verification of the accuracy of statements and the validity of reasoning;
- Systematic assessment of arguments based on clear rational criteria;
- A special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model;
- Making informed decisions about what to do and what to believe;
- Thinking leading to self-improvement;
- The ability to pose new questions, develop a variety of arguments, make thoughtful decisions.

Critical thinking as intelligent reflective thinking focused on deciding what to believe in and what to do. Critics are trying to understand and realize their own "I", to be objective, logical, trying to understand other points of view. Critical thinking, in their opinion, is a search for common sense: how to reason objectively and act logically, taking into account both your point of view and other opinions; the ability to abandon their own prejudices. Critical thinking, able to come up with new ideas and see new opportunities, is essential when solving problems.

At the same time, unlike everyday / everyday thinking, critical thinking replaces confusion, inaccuracy and uncertainty of judgments with clarity, accuracy and concreteness of expression of opinions. Inconsistency, illogicality, superficiality, banality, partiality give way to consistency, consistency, depth, significance, impartiality of critical thinking. One of the main features of critical thinking is the indispensable presence of transcendental reflexion, which requires a thinking subject to self-account for which of the functions of consciousness thinking is used for: for value orientation, for cognition or the search for means to achieve a goal.

In our opinion, the most appropriate definition for this research would be the following definition: critical thinking is a special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model. Based on the given variety of definitions, let us consider the features, the main distinctive features of critical thinking. Critical thinking means evaluative, reflective thinking. It is an open mind that does not accept dogma, which develops by superimposing new information on personal life experience. This is the difference between critical thinking and creative thinking, which does not provide for evaluativeness, but presupposes the production of new ideas that very often go beyond the framework of life experience, external norms and rules. However, it is difficult to draw a clear line between critical and creative thinking. We can say that critical thinking is the starting point for the development of creative thinking, moreover, both critical and creative thinking develop in synthesis, are interdependent.

First, critical thinking is independent thinking. When the lesson is built on the principles of critical thinking, everyone formulates their ideas, assessments and beliefs independently of others. Nobody can think critically for us, we do it exclusively for ourselves. Therefore, thinking can be critical only when it is individual in nature. Secondly, information is the starting point, not the end point of critical thinking. Knowledge creates motivation, without which a person cannot think critically, as it is sometimes said, "it is difficult to think with an empty head." To generate a complex thought, you need to process a mountain of "raw materials" - facts, ideas, texts, theories, data, concepts. Third, critical thinking begins with asking questions and clarifying the problems that need to be solved. Human beings are inquisitive by nature. We notice something new, and we want to know what it is. We see a certain landmark, and we already want to get inside. However, a genuine cognitive process at any of its stages is characterized by the desire of the knower to solve

problems and answer questions arising from his own interests and needs. Therefore, concludes John Bean, the challenge in teaching critical thinking is partly in helping students see the endless variety of problems around us. Fourth, critical thinking strives for persuasive reasoning. The critical thinking person finds his own solution to the problem and supports this solution with reasonable, substantiated arguments. He also realizes that other solutions to the same problem are possible, and tries to prove that the solution he has chosen is more logical and more rational than others. Fifth, critical thinking is social thinking. Every thought is tested and refined when it is shared with others, or, as the philosopher Hana Arendt writes, perfection can only be achieved in someone's presence.

All five points of this definition of critical thinking can be embodied in various types of educational activities, but the best one for both teachers and students is written work. It is possible to single out the characteristics that B. Russell defined as a "series of thinking skills":

Focusing skills: Identification of problems, contained in an explicit or implicit form of new information;

Revealing goals: defining the direction and goals of learning new information.

Information gathering skills: Observation: obtaining information using one or more sensory systems;

Formulation of questions, search for new information through questions.

Memorization skills: Coding: storing information in long-term memory; Recall: retrieval of information from long-term memory.

Organizational skills:

Comparison:

identifying features of similarities and differences between objects;

Classification: grouping and designation of objects based on their identified features;

Presentation: Presentation of new information.

Analytical skills: Identification of attributes and components: defining characteristics or parts of the main ideas or concepts contained in new information;

Identification of relationships and concepts: definition of cause-and-effect relationships;

Identification of main ideas; identification of the central element; for example, a hierarchy of key ideas in a message or an ordering of causes;

Error identification: Identifying logical misconceptions and other errors and, where possible, identifying options for correcting them.

Generation skills:

Conclusions: summation, identification of the most important information or ideas;

Prediction: Anticipating events or consequences based on available information;

Development: An explanation of additional details, examples, or other relevant information.

Integration skills: Effectively combine information to formulate new ideas;

Reconstruction: reformulating information and ideas or changing the logic contained in the information to formulate new ideas.

Evaluation skills: Formulation of criteria for evaluating information or ideas;

Check: check the correctness of the statements.

The main theoretical provisions of the technology for the development of critical thinking are formulated:

- critical thinking is a necessary characteristic of a modern specialist;

- critical thinking can be purposefully formed in the educational process. It can be formed spontaneously, but at a much later date and, as a rule, after the university;

- critical thinking allows not only to notice contradictions, shortcomings, gaps in information, but also to carefully analyze various sources, to comprehend their own position, to possess a variety of strategies for working with information and solving problem situations;

- at the psychological level, critical thinking develops with active joint goal-setting, with active critical perception of the material, with actualization of reflection;
- at the philosophical level, critical thinking implies the mastery of various strategies for interpreting the text, accepting the fact that any theory is fundamentally "vulnerable", the fact that the world is multipolar;
- from the point of view of the teacher, critical thinking requires meaningfulness in the use of various methods of work (assessment, etc.). It should be noted that training in the technology of developing critical thinking becomes productive only when the teacher himself, in the process of realizing his own activity, is able to abandon the methods of work officially approved and practiced for years. It is necessary to destroy such pedagogical stereotypes as:
 - the student should not make mistakes;
 - the teacher knows what and how the student should answer;
 - the teacher teaches and the student learns;
 - the teacher must know the answers to all questions that arise in the lesson;
 - there should always be an answer to the teacher's questions.

Sets the following goals and objectives:

- 1) Formation of a new style of thinking, which is characterized by openness, flexibility, awareness of the internal ambiguity of position and points of view, alternative decisions.
- 2) Development of such basic personality traits as critical thinking, communication, creativity, mobility, independence, tolerance, responsibility for one's own choice and the results of one's activity.
- 3) Development of analytical, critical thinking.

The task is to teach students:

- to identify cause-and-effect relationships;
- consider new ideas and knowledge in the context of existing ones;
- reject unnecessary or incorrect information;
- understand how different pieces of information are related to each other;
- highlight errors in reasoning;
- make a conclusion about whose specific value orientations, interests, ideological attitudes reflect the text or the speaking person;
- avoid categorical statements;
- be honest in your reasoning;
- to identify false stereotypes leading to wrong conclusions;
- to identify bias, opinion and judgment;
- be able to distinguish between a fact that can always be verified from an assumption and personal opinion;
- to question the logical inconsistency of oral or written speech;
- to separate the main from the essential in the text or speech and be able to emphasize the first.

The organization of the educational process is as follows. The main role is given to the text. They read it, retell it, analyze it, transform it, interpret it, discuss it, and finally compose it. The student must master his text, develop his own opinion, express himself clearly, convincingly, confidently. It is extremely important to be able to listen and hear another point of view, to understand that it also has a right to exist. The role of the teacher is mainly coordinating. A popular method of demonstrating the thinking process is the graphical organization of the material. Models, drawings, diagrams, etc. reflect the relationship between ideas, show learners the train of thought. The process of thinking, hidden from the eyes, becomes visual, takes on visible embodiment.

In the classroom, the thinking process becomes visible and, therefore, accessible to the teacher. The learner is always active. He always thinks independently and uses all the knowledge he has at his disposal. He builds up a worthy argument to support his opinion. Good work involves looking for a solution to a problem and offering the answer to the learners. The development of students' critical thinking is also carried out through oral and written speech activity in the analysis of fictional and journalistic texts, critical articles in the process of mastering subject knowledge and skills. The greatest opportunities for the development of personal qualities and intellectual skills included in the cognitive component of critical thinking are possessed by texts, since they imply the formation

of value orientations in the unity of ideological content and compositional, artistic and stylistic features. This technology is based on the basic model of three stages "challenge - implementation (comprehension) - reflection (reflection)", which allows students to independently determine the learning goals, actively search for information and reflect on what they have learned.

Evocation phase. Often the lack of learning efficiency is explained by the fact that the teacher constructs the learning process based on the goals set by him, implying that these goals were initially accepted by the students as their own. Indeed, the setting of goals by the teacher occurs in advance, which allows him to more clearly design the stages of the educational process, to determine the criteria for its effectiveness and methods of diagnosis. At the same time, many well-known scientists-didactics who develop in their research the ideas of a constructivist approach to teaching, believe that it is necessary to give the student the opportunity to set learning goals on his own, creating the necessary internal motive for the learning process. Only after that, the teacher can choose effective methods to achieve these goals. So, if you provide an opportunity for students to analyze what they already know about the topic being studied, this will create an additional incentive for them to formulate their own goals-motives. It is this task that is solved in the evocation phase. The second task, which is solved at the challenge phase, is the task of enhancing the student's cognitive activity. We often see that some of the learners in class do not make significant intellectual efforts, preferring to wait for the moment when others will complete the proposed task. Therefore, it is important that during the challenge phase everyone can take part in work aimed at updating their own experience. An important aspect in the implementation of the challenge phase is the systematization of all information that appeared as a result of free statements from students. This is necessary in order for them, on the one hand, to see the collected information in an "enlarged" categorical form, while this structure can include all opinions: "correct" and "incorrect". On the other hand, ordering the opinions expressed will allow you to see contradictions, inconsistencies, unclear points, which will determine the directions of further search in the course of studying new information. Moreover, for each of the students, these areas can be individual. The student will determine for himself on which aspect of the studied topic he should focus his attention, and which information requires only verification for reliability.

In the process of implementing the challenge phase: Students can express their point of view on the topic being studied, and doing it freely, without fear of making mistakes and being corrected by the teacher. It is important that the statements are recorded, any of them will be important for further work. At the same time, at this stage, there are no "correct" or "incorrect" statements. A combination of individual and group work would be useful. Individual work will allow each student to update their knowledge and experience. Group work allows you to hear other opinions, express your point of view without the risk of being wrong. The exchange of views can also contribute to the development of new ideas, which are often unexpected and productive. An exchange of views can also contribute to the emergence of interesting questions, the search for answers to which will encourage the study of new material. In addition, often some students are afraid to express their opinion to the teacher or to a large audience at once. Working in small groups makes these learners more comfortable. The role of the teacher at this stage of work is to stimulate students to remember what they already know on the topic under study, to promote conflict-free exchange of views in groups, fixing and systematizing information received from students. However, it is important not to criticize their answers, even if they are inaccurate or incorrect. At this stage, the important rule is: "Any opinion of students is valuable." Sometimes a situation may arise when the declared topic is unfamiliar to students, when they do not have sufficient knowledge and experience to develop judgments and conclusions. In this case, you can ask them to make assumptions or a forecast about a possible subject and object of study. So, in the case of successful implementation of the challenge phase, the

classroom has a powerful incentive to work at the next stage - the stage of obtaining new information.

The phase of understanding the content (realization of meaning). This stage can be called the semantic stage in another way. In most classes where new material is learned, this phase takes the longest. Most often, acquaintance with new information occurs in the process of its presentation by the teacher, much less often - in the process of reading or watching materials on video or through computer training programs. At the same time, in the process of implementing the semantic stage, students come into contact with new information. The fast pace of presentation of new material in the mode of listening and writing practically excludes the possibility of its comprehension. One of the conditions for the development of critical thinking is tracking your understanding when working with the material being studied. It is this task that is the main one in the learning process at the phase of comprehending the content. An important point is to obtain new information on the topic. If you remember that during the challenge phase, the students determined the directions of their knowledge, then the teacher in the process of explaining has the opportunity to place accents in accordance with the expectations and the questions asked. The organization of work at this stage can be different. This can be a story, a lecture, individual, pair or group reading, or watching a video. In any case, it will be individual acceptance and tracking of information. The authors of the pedagogical technology for the development of critical thinking note that in the process of implementing the semantic stage, the main task is to maintain the activity of students, their interest and inertia of movement created during the challenge phase. In this sense, the quality of the selected material is of great importance. Iasechko, Shelukhin, Maranov (2021).

As practice shows, sometimes, even in the case of a successfully implemented call phase, in the process of work in the implementation phase, the interest and activity of the learners weaken. There can be several explanations for this. First, the text or message that contains information on a new topic may not meet the expectations of the learners. They can be either too complex, or do not contain answers to the questions posed in the first phase. In this regard, it is somewhat easier to organize the study of a new topic in a listening mode. However, given the psychological characteristics of perception, it is necessary to use special techniques for enhancing attention and stimulating critical thinking. Reading mode is more difficult to organize. But, as the authors of the pedagogical technology for the development of critical thinking note, reading stimulates the process of critical thinking to a much greater extent, since it is an individual process in itself, not regulated by the speed of perception of new information. Thus, in the process of reading, students have the opportunity to reread the incomprehensible, mark the most important fragments, and turn to additional sources. Secondly, the teacher does not always use possible methods of stimulating attention, although these methods are well known. These are problematic questions in the course of explaining the story, graphic presentation of the material, interesting facts and comments. In addition, there are techniques for thoughtful reading. One cannot but pay attention to one more circumstance. As well as at the first stage of work in the mode of technology for the development of critical thinking, at the semantic stage, students independently continue to actively construct the goals of their learning. Goal setting in the process of acquaintance with new information is carried out when it is superimposed on existing knowledge. Students can find answers to previously asked questions, solve difficulties encountered at the initial stage of work. But not all questions and difficulties can be resolved. In this case, it is important for the teacher to stimulate the formulation of new questions, the search for answers through the context of the information with which the students work. Harris, Sutton (1986).

In the phase of comprehending the content, the learners: Make contact with new information. They are trying to compare this information with the existing knowledge and experience. They focus on finding answers to questions and difficulties that have

arisen earlier. Pay attention to ambiguities while trying to raise new questions. They strive to track the very process of acquaintance with new information, to pay attention to what exactly attracts their attention, which aspects are less interesting and why. Prepare for analysis and discussion of what they have heard or read. The teacher at this stage: Can be a direct source of new information. In this case, his task is to present it in a clear and attractive way. If students work with the text, the teacher monitors the degree of activity of the work, attentiveness when reading. To organize work with the text, the teacher offers various techniques for thoughtful reading and reflection on what has been read. The authors of the pedagogical technology for the development of critical thinking note that it is necessary to allocate sufficient time for the implementation of the semantic stage. If learners are working with the text, it would be advisable to set aside time for a second reading. This is quite important, since in order to clarify some issues, it is necessary to see the textual information in a different context. Iasechko, Shelukhin, Maranov (2021).

Reflection phase. Reflective thinking means focusing your attention. It means carefully weighing, evaluating and choosing. In the process of reflection, the information that was new becomes appropriated, turns into own knowledge. Analyzing the functions of the first two phases of the technology for the development of critical thinking, we can conclude that, in fact, reflective analysis and assessment permeate all stages of work. However, reflection in the phases of invocation and implementation has other forms and functions. In the third phase, the reflection of the process becomes the main goal of the activities of students and teachers. Often there is practically no time left for detailed reflection. More attention in the classroom is paid, first of all, to the presentation of new material. Students are not accustomed to the fact that after this stage they can be asked questions such as: "What information attracted your attention?", "What did you do in order to highlight the main idea of the read text?" and the like. Even more confusion can be caused by the teacher's proposal to share in pairs or in a group his views on the questions that have arisen during the lesson. The answers in this case do not differ in variety and semantic richness. Few of the students can ask the audience or the teacher questions about the difficulties that have arisen in the assimilation of new material or its interesting points. Most of the questions asked are from the category of explanatory or factual. All this testifies to the fact that reflection in learning cannot be carried out spontaneously. It requires systematicity at all stages of work, as well as regularity and methodological consistency. Reflexive analysis is aimed at clarifying the meaning of the new material, building a further training route (this is understandable, it is not clear, it is necessary to learn more about this, it would be better to ask a question about this, and so on). But this analysis is of little use if it is not translated into verbal or written form. It is in the process of verbalization that the chaos of thoughts that was in consciousness in the process of independent comprehension is structured, turning into new knowledge. Questions or doubts that arise can be resolved. In addition, in the process of exchanging views on what they have read or heard, students have the opportunity to realize that the same text can cause different assessments that differ in form and content. Some of the judgments of other learners may be perfectly acceptable to be accepted as our own. Other judgments generate the need for discussion. In any case, the reflection phase actively contributes to the development of critical thinking skills.

4 Results and discussion

There is no doubt about the importance of tracking the development of students' knowledge. The mechanism of this development can be represented as follows: - Actualization of existing knowledge, identification of difficulties and gaps in knowledge, formulation of questions. Outcome setting goals for educational activities. - Acquaintance with new information, its correlation with existing knowledge, search for answers to previously posed questions, identification of difficulties and contradictions, adjustment of goals. - Summation and systematization of new information, its assessment, answers to

previously posed questions, formulation of questions, setting new goals for educational activities. In the reflection phase, students systematize new information in relation to the ideas they already have, as well as in accordance with the categories of knowledge (concepts of various ranks, laws and patterns, significant facts). At the same time, the combination of individual and group work at this stage is the most appropriate. In the process of individual work (various types of writing: essays, keywords, graphic organization of the material, and so on), students, on the one hand, select information that is most significant for understanding the essence of the topic being studied, as well as the most significant for the implementation of previously set individually goals. On the other hand, they express new ideas and information in their own words, independently build cause-and-effect relationships. Students remember best what they have understood in their own context, expressing it in their own words. This understanding is long-term. When the learner reformulates the understanding using their own vocabulary, a personal meaningful context is created. Along with written forms, oral reflection is no less important. Note that a lively exchange of ideas between students makes it possible to expand their expressive vocabulary, as well as get acquainted with various representations. By resolving the dialogue at the stage of reflection, the teacher makes it possible to see and consider different versions of opinions on the same question. We noted the importance of the reflection phase for the development of students' knowledge. In this context, reflection is important for tracking learning outcomes. But no less important is the role of this phase for tracking the learning process itself, the process of thinking and activity. The way to learn is to point out your doubts, try to clarify unclear questions and thus get closer to the meaning of the new experience. This thought helps you understand the essence of reflective learning. Tracking the stages, the mechanism of their activities helps the student to understand the methodology of educational and scientific knowledge. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

In the process of reflection, the teacher evaluates the results of the students' work. The question often arises about the mechanism for diagnosing the effectiveness of the learning process in the technological mode. At the first and second stages of work, it is important for the teacher to refrain from evaluating aloud. This does not mean that it is necessary to completely refrain from diagnosing the process. But it is at the final stage of work that the diagnostic results can be announced. A feature of diagnosing the effectiveness of work in the mode of technology for the development of critical thinking, in addition to those already indicated above, is that the teacher and students can track the development of ideas, ideas and practical experience in dynamics, as they work at the stages of challenge, comprehension of content and reflection. Iasechko, Shelukhin, Maranov (2021).

5 Conclusion

1. Critical thinking is a special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model.
2. The technology for the development of critical thinking is based on the use of 3 stages: "challenge - comprehension - reflection".

A special feature is that the student in the learning process himself constructs this process, based on real and specific goals, he himself tracks the directions of his development. On the other hand, the use of this strategy is focused on developing the skills of thoughtful work with information and text.

3. The use of technology for the development of critical thinking in the classroom solves many educational tasks: it increases motivation for learning, activates the learning process, thinking, destroys the barrier between the student and the teacher, establishes dialogical relationships, promotes the manifestation of personal qualities, creativity, the desire for cooperation and social activity, student self-realization. This technology forms a

new style of thinking, which is characterized by openness, flexibility, reflexivity, alternative decisions made; develops such basic personality traits as communication, creativity, mobility, independence, responsibility for their own choices and the results of their activities; forms a culture of reading, stimulates independent search creative activity.

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Primary Paper Section: A

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CONSTITUTIONAL AND LEGAL PROVISION OF THE RIGHT TO ACCESS INFORMATION IN UKRAINE AND THE COUNTRIES OF THE EUROPEAN UNION

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Abstract: The article considers some theoretical and applied aspects of the modern legislation of Ukraine in the field of ensuring constitutional information human rights. Attention is paid to the main scientific approaches to defining the essence of the concept of "information human rights". The role and significance of the norms of the Constitution and other constitutional laws that make up the relevant legal institutions are revealed. The article proposes to consider some institutional provisions of the right to information in the legislation of individual countries of the European Union and the feasibility of determining them in the codification of Ukrainian legislation on information.

Keywords: information, international principles, standards, access to information.

1 Introduction

The right to information is a fundamental right that ensures the comprehensive development of the individual, the full functioning of the rule of law and democracy, the formation of civil society. In the modern world, the presence or absence of this right in a person is an indicator of the level of democracy of the state, civilization of society, observance and protection of universally recognized rights and freedoms of man and citizen. Ukraine is currently on the path of forming and developing an information society, the existence of which is possible in a democratic, legal state, where the rule of law prevails and the realization of human rights is ensured as much as possible. The right of access to information is one of the inalienable rights of man and citizen, and therefore is enshrined both at the international level and in national law.

At the moment, Ukraine is on the path of integration into the transnational information and legal space, first of all to such a segment of it as the European Union (hereinafter - the EU). In this regard, the need to implement in the legislation of Ukraine special European information and legal standards developed in the EU is urgent.

The Constitution of Ukraine, embodying the international legal standards of the constitutional status of man, established that human rights and freedoms and their guarantees determine the content and direction of the state (Article 3 of the Basic Law). The implementation of this principle should be carried out by having an effective organizational and legal mechanism to ensure constitutional rights and freedoms, which is in fact a fairly extensive system that covers its regulatory influence all major areas of human life: personal (private), political, social, economic, cultural, etc. The science of constitutional law contains a stable classification of human rights, and legally priority in the system of national law constitutional law determines the general principles, directions of development of legal regulation of various types of social relations arising from their implementation, protection. This fully applies to information relations, which are a relatively new object of legal support. It is generally accepted that the emergence and development of such relations is due to a significant increase in the role of information, information: resources, products, technologies; formation of the information society, globalization

of information processes, other important factors. International legal norms define the right of a person, a citizen as one of the fundamental and enshrined in the constitutional acts of many foreign states.

2 The initial presuppositions

The purpose of the article is to clarify the constitutional and legal regulation of the right to information in the constitutions and legislation of some foreign member states of the European Union and to conduct a comparative analysis with the Ukrainian legislation on the right to information. Elucidation of the existing approaches of scientists to define the concept of "information rights", the separation in the system of constitutional rights and freedoms of man, citizen conditionally independent group of information rights; analysis of the state, features of constitutional and legal regulation of their provision; identification of problematic issues of normative definition of fundamental categories and concepts in this field in order to improve the legislative technique of their presentation.

3 Methods

The methodology of the chosen problem is a systematic approach, as well as dialectical, formal-logical and structural-functional methods and other general scientific research methods, as well as special legal methods: comparative law and formal law. The methodological basis of the study is theory cognition, its general method of materialist dialectics. The following were used as general scientific research methods: formal-logical and systematic methods.

4 Results and discussion

The right to information enshrined in Article 34 of the Constitution of Ukraine and other articles is considered by some authors to be a political right as a consequence of the ideology and worldview formed during the Soviet era. They consider the right to freedom of the press and information to be the political rights and freedoms of the citizens of Ukraine. That is, Article 34 of the Constitution sees two different rights, according to the first and second parts of this article.

The Universal Declaration of Human Rights is the main generally accepted document for the proclamation of human rights, binding on all member states as a document belonging to the case law of international law. St. 19 of the Declaration of Human Rights guarantees not only the right to freedom of expression, but also the right to access information; this provision is worded as follows: "... Everyone has the right to freedom of opinion and expression; this right includes the right to freedom of expression and to collect, receive and impart information and opinion through the media, regardless of frontiers ...". These freedoms may be restricted in the cases specified in Art. 29 of the Universal Declaration, when "it is established by law in order to ensure proper recognition and respect for the rights and freedoms of others, to meet the just requirements of morality, public order and general welfare in a democratic society". The International Covenant on Civil and Political Rights, ratified by Ukraine in 1973, guarantees access to information similar to the Universal Declaration of Human Rights, namely: "... Everyone should have the right to freedom of thought and speech: this right includes freedom to assemble, receive and disseminate information and opinions of various kinds orally, in writing or in print, regardless of borders ...".

Freedom of speech and thought is also ensured by the Convention on Human Rights, ratified in Ukraine in September 1997, by two regional systems of human rights protection, Art. 13 of the American Convention on Human Rights and Art. 9 of the Charter of Human Rights and the Peoples of Africa.

At the level of the European Union, since the entry into force of the Treaty establishing the European Union (Maastricht Treaty) on 1 November 1993, every EU citizen, as well as any natural or legal person resident or registered in an EU Member State, has the right to apply a petition to the European Parliament in the form of a complaint or a request on matters falling within the scope of the European Union. Petitions are considered by the Parliamentary Committee on Petitions, which decides on their admissibility and is responsible for dealing with them. The legal basis for this is Articles 20 and 227 of the Treaty on the Functioning of the European Union (the Treaty on the Functioning of the European Union (TFEU)) and Article 44 of the Charter of Fundamental Rights of the EU. Thus, in European Union law, the term "petition" is used in a broad sense: it includes such types of appeals as proposals, complaints and actually electronic petitions. Thus, according to Article 227 of the Consolidated Version of the Treaty on the Functioning of the European Union, "any citizen of the Union, or any natural or legal person residing or having its registered office in a Member State, has the right to address individually or together with other citizens a petition to the European Parliament on a matter which falls within the scope of the Union's activities and which concerns the subject of the application directly." The right to submit an electronic petition is specifically enshrined in Article 44 of the EU Charter, which states that "every citizen of the European Union, natural or legal person residing or having his or her officially registered residence in one of the Member States is entitled to submitting a petition to the European Parliament". All petitions, in accordance with the European Parliament's Rules of Procedure, must relate to the activities, treaties and legislation of the European Union. Petitions may concern the application of these provisions by both EU and national authorities of the Member States of the European Union. Individuals may submit petitions to the European Parliament both in matters of a public nature, such as those affecting the economic, political or social spheres, and of a personal nature. In this case, according to Article 41 of the Charter, the petition can be sent in any official language of the Community.

It is believed that the first country in the world to adopt special legislation on the right to information was Sweden. Institutionally, this right was formulated in this country in the category of "rights to freedom of information." The right to freedom of information is enshrined in one of Sweden's four basic laws, which constitute its Constitution. Swedish law contains a number of provisions relating to the right to information in the content of the right of access to government documents. It should be noted that the basic laws of Sweden pay considerable attention to the legal basis of the right to information, putting in the first place the issue of this right along with other fundamental rights of citizens (subjects) in their relations with public authorities. According to one of the fundamental laws, namely the Act on the Form of Government (Chapter 2, Article 1, paragraph 2), among rights and freedoms, every citizen is guaranteed the right to information in his relations with state institutions: that is, the right to acquire, obtaining information and getting acquainted with the statements of others.

Swedish legislation in the context of the exercise of the right to information contains precise definitions in the content of the understanding of such a category as "official documents" and the regulation of procedures in the sense of "documentation" as a function of public administration. The definition of an official document and the right of citizens to access official documents are presented in another basic law of Sweden: the Freedom of the Press Act, where in Chapter 2, in Art. 1 states that "every Swede has the right to free access to official documents in order to facilitate the free exchange of views and the availability of comprehensive information." Hence the institutional feature of the right to information: restriction of the right to information according to subjective criteria - only for citizens of the country. The second paragraph of this article defines discretionary exceptions to the right to information, including: protection of national security and external relations; financial policy, inspection and supervisory functions of public authorities; crime

prevention; state economic interests; protection of privacy; and conservation of flora or fauna. It is noted as a constitutional and legal principle: that all exceptions for public access to official documents must be prescribed at the level of state laws.

Finland also has a history of legislation on the right to information, which has been harmonized over time in the light of new realities and trends in EU information policy. The regulation of the right to information in Finland is cited by a number of researchers as an example of successful practice of national information law in Europe. Reference is made to the Council of Europe's Anti-Corruption Commission, which noted that effective legislation on the right to information in Finland is one of the key factors in the country's low level of corruption.

Finland is one of the countries where computer information technology is widely and successfully used to access public information in the content of the category "public official information". The basis of Finnish special legislation on the right to information was laid in 1951, with the adoption of the Finnish Law on Publicity of Official Documents. This law was in force until 1999, when it came into force The Finnish Law on Openness of Government. Among other things, the latest law comprehensively guarantees citizens the right to access official documents that do not contain personal data and state secrets. The law also contains a positive experience in the management of information relations, which is not entirely typical of the legislation of other EU countries. Thus, one of the features of the Finnish legislation on the right to information is the combination of institutional features of freedom of access to information and norms on state secrets in one legal act.

Under Finnish law on the right to information, decisions to refuse to provide official information can be appealed not only directly to the administrative court, but also to the Chancellor of Justice and the Parliamentary Ombudsman. Against the background of the legislative reflection of EU standards on the right to information, it is suggested to pay attention to the fact that in 1999 Finland adopted the Law on Data Protection. According to this law, individuals have the right to access and correct personal data held by public and private organizations. Control over data protection, its implementation in all authorities is carried out by a special government official - the Ombudsman for Data Protection.

The term "information rights" is widely used in legal science. Today, this term is widely used in the literature, some steps are being taken to understand the essence and content of this category. This fact is quite positive in the qualitatively new conditions of modern legal understanding, as relevant is not only the development of legal science of relevant basic concepts, categories, but also their application in regulations, official documents of conceptual and other nature, educational literature and more Iasechko S., Ivanovska A., Gudž T., et al (2021).

As I.L. Bachilo rightly points out, information is an essential condition of human life and activity, the subject of his attention and development, it exists as much as man and himself, and his own destiny. This is a kind of environment that ensures the existence of man and is no less important than the air, land, water, the whole biosphere. If this is the case, then the right to information must be managed quite effectively, and in the event of his attempt to recover, and the offenders must be held accountable.

If the function of the right of access to information is to ensure that a person receives information directly from public authorities and local governments about their activities and information about themselves (ie access to official information), as well as certain information held by private legal entities, the appointment freedom of information is to ensure the ability to freely search for and obtain any information from publicly available sources, obtain information about the actions of the authorities, but already in the interpretation of the media, the opportunity to get acquainted with scientific works, works of art, communication, cinema and more.

The only thing freedom of information requires of the state is a policy of non-interference. On the contrary, the right of access to information represents the obligation of the state to create certain conditions for the realization of access to information. That is, if freedom of information is a negative right, then the right to access information is a positive right Kokhanovskaya O.V. (2015).

But not only listed in Art. 50 of the Constitution of Ukraine, information is needed by individuals to exercise their rights and is a matter of public interest. For example, according to many scholars, in the twentieth century. The media, and in particular television, have become monopolistic organizations that try not so much to fulfill their main function as to shape and manipulate public opinion Seleznyova O.M. (2014).

The world of most modern people is a world created by television. Therefore, in order to be able to assess the accuracy of the information provided by the media and cover various aspects of the problem, it is necessary to know who was the founder and who is currently the owner of the broadcaster. Other information that citizens should have direct access to is information on expenditures by non-profit organizations of state funds if legal entities perform delegated powers of the state or local governments in accordance with law or contract, such as providing educational, health, social or other public services, - in relation to information related to the performance of their duties, and similar information.

Thus, according to an integrated approach, the right of access to information is seen as the right of everyone to receive directly from public authorities, local governments, their officials and officials, as well as organizations, enterprises, public associations that perform specific functions and / or fully whether they are partially financed from the budget, information about their activities, including the right to receive official documents and get acquainted with information about themselves Zadorozhnia H., Mykhtunenko A., Kovalenko H. et al. (2021).

The structural right to access information can be represented as follows: 1) the right to access information on the activities of public authorities and local governments; 2) the right to acquaint information with oneself; 3) the right to receive information about the activities of private legal entities.

Previously, the right to freedom of thought and speech, the free expression of one's views and beliefs, and the right to information were largely classified as political rights; other scholars have noted that these rights and freedoms are cultural (spiritual), and attributing them to political rights is excessive politicization. Personal rights and freedoms include, first of all, the right to life, respect for one's dignity, freedom and personal integrity, freedom of movement, etc., but at the same time freedom of thought and speech, worldview and religion. It is also emphasized that the right to information is enshrined in the Constitution for the first time, and its exercise may be limited by law in the interests of national security and in cases provided for in part three of Art. 34 of the Constitution.

Thus, in the science of constitutional law there is a certain evolution of views on the place of the constitutional human right to information in the human rights system. The right to self-expression, which includes the right to information, can be interpreted not only as a political right of a citizen, but also as a personal human right, as well as his right to life, freedom of movement and cultural rights, because the right to self-expression is inherent. man from birth, and not only in the context of citizen participation in political life Iasechko S., Kuryliuk Y., Nikiforenko V., et al (2021).

The right to information is an independent constitutional right other than freedom of speech and of the press. This position is substantiated by A.V. A little. This right is not fully covered by freedom of speech and press, but is richer, more meaningful and has its own substance Kokhanovskaya O.V.

(2015) According to N.Yu. Korchenkova, the right to information is not limited to freedom of speech and press, but provides the right to objective information about what is happening in public life, while freedom of speech is aimed at free circulation of evaluative information, opinions and positions of individuals, the exchange of views with on public affairs, and the right to information - to obtain meaningful information from public resources Yaremenko O.I. (2011).

As rightly written by M. O. Travnikov, in the field of information human rights issues of certainty, balance of concepts are particularly relevant. Establishing the relationship of related legal structures that form the rights of the individual in the information sphere, plays a positive role in forming the unambiguity of the rule of law Tepluyuk M.O. (2008).

5 Conclusion

As a result, it should be assumed that the lack of a coherent conceptual and categorical apparatus is a consequence, in particular, the relatively low level of legislative technique for the formation of norms aimed at regulating relations, including in the field of information human rights. To some extent, this situation is due to the insufficient level of constitutional and legal regulation of these relations. Among the problems that need doctrinal interpretation in the context of constitutional reform is the justification of the expediency of separating the constitutional right to information as independent. The constitutional right to access public information is a legally provided and secured by the relevant responsibilities of public authorities and other legally defined entities method of guaranteed acquisition of public information necessary for the acquisition and exercise of human rights to information and other rights, legitimate interests and obligations languages.

Trends in the development of information law in the European format, in particular in terms of standards of its legal regulation, mostly show the unity of national and European socio-political and legal ideas on its functional purpose and serve as an additional argument in favor of the Ukrainian legal model of constitutional law. Consolidation of the right to information is an integral part of the European legal tradition of its understanding as a tool of communicative interaction between the individual and the state in public decision-making, a form of state control by civil society, and one of the effective mechanisms for protecting rights, freedoms and legitimate interests persons.

Thus, the right to information belongs to universal human rights, which must be guaranteed to everyone, not to members of a social group or a particular part of society. This conclusion is confirmed, in particular, by the Declaration on Freedom of Expression and Information, adopted by the Committee of Ministers of the Council of Europe in 1982. It emphasizes that freedom of information is necessary for the social, economic, cultural and political development of every person, it is a condition for the harmonious development of social and cultural groups, nations and the international community.

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INTERPERSONAL LEVEL OF MANIFESTATION OF INNOVATIVE QUALITIES OF PERSONALITY

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Abstract: The article presents the results of an empirical study of the interpersonal level of manifestation of innovative personality traits. To test the hypothesis that at the interpersonal level innovation is manifested in certain communicative qualities of the individual (communicative tolerance, interactive competence, developed personal resource of interpersonal interaction), the analysis of research results consisted of three successive steps. The first is to find out the general trends in innovation in today's youth. The second is establishing the nature of the relationship between innovation and the communicative qualities of the individual. Third, a comparison of research groups with high and low levels of innovation. As a result of the study, it was found that highly innovative individuals have a more developed personal resource for effective interpersonal interaction than those whose innovation is low. It is mainly provided by emotional maturity, emotional intelligence, empathy, resilience to stress, optimism, as well as self-confidence, the ability to make independent decisions, to defend their point of view.

Keywords: Innovative Qualities, Interpersonal Interaction, Personality, Communicative Qualities.

1 Introduction

An important aspect of socionic professions is interpersonal interaction, the effectiveness of which depends on many factors. One of them may be the interpersonal level of manifestation of innovative qualities as a personal resource of effective interpersonal interaction. The research topic is relevant in both theoretical and empirical aspects and the results can help improve the training of future professionals.

The psychological content of innovative qualities of personality is determined by the content of innovative activity. In the specialized literature, innovation is considered as an activity of the individual aimed at creating new original products, i.e. innovation. The success of this activity largely depends on the characteristics of the individual, ie on the innovative qualities of the individual. Researchers are investigating these properties, identifying among them the leading ones. In particular, the generalized characteristic of the subject - innovation is taken into account. It is the ability of the individual to provide perception, possible inheritance and implementation of new and original ideas on a cognitive and possibly behavioral level. There is no unambiguous answer to this question, as there are various personality traits that are relevant to the success of the individual in innovation. Sitnik S. (2018).

A prerequisite for successful interaction is the individual characteristics of the participants in the interaction. This is the case, for example, with group problem solving. This summarizes the cognitive experiences in group work. To increase the reliability of interpersonal interaction, the distribution of forces and resources is also important, which is expressed by taking into account the innovative qualities of those who participate in the interaction.

Much attention of psychologists is paid to the analysis of the innovative potential of modern teachers. Korneschuk V. (2019). The typological approach in the study of the structure of the innovative potential of the personality of Kopustin V. (2019), as well as in the aspect of the development of the innovative potential of the personality of modern students Koptseva N., Sitnikova A., Kolesnik M. (2021) is actively studied. The generalization of these and other studies shows that despite the high attention to knowledge of the innovative potential of the individual, there is still much unclear empirical data on the peculiarities of the formation of personal components of interpersonal interaction in people with different levels of innovation. In this regard, the aim of the article was to determine the communicative qualities that correspond to a high level of personal innovation. Objectives of the study: 1. To theoretically substantiate the features of the manifestation of innovative personality traits in interpersonal interaction. 2. To establish the nature of the relationship between innovative and communicative qualities of the individual. 3. Identify the features of the manifestation of communicative qualities of the individual depending on the level of innovation of the individual.

2 The initial presuppositions

To determine the communicative qualities that correspond to the high level of innovation of the individual, an empirical study was conducted, which used the methods "Scale of self-assessment of innovative qualities of the individual" (N.M. Lebedeva, A.N. Tatarko), "Test of communicative tolerance". Boyko), "Test of perceptual-interactive competence" (N.P. Fetiskin), "Test of assessment of communicative skills" (A.O. Karelin) and the author's method "Diagnosis of the main components of interpersonal interaction". Sitnik S., (2020). The sample consisted of 114 students of the South Ukrainian National Pedagogical University named after K.D. Ushynsky aged 18-22 years.

To test the hypothesis that at the interpersonal level innovation is manifested in certain communicative qualities of the individual (communicative tolerance, interactive competence, developed personal resource of interpersonal interaction), the analysis of research results consisted of three successive steps. The first is to find out the general trends in innovation in today's youth. Second, establishing the nature of the relationship between innovation and the communicative qualities of the individual. Third, a comparison of research groups with high and low levels of innovation.

3 Methods

The results of the study showed that most students can be characterized as having a moderate ability to ensure the perception and implementation of original ideas. This is evidenced by the average value (M) of the corresponding indicator "innovation" in the sample, which is equal to 2.3 points, the value of fashion (Mo = 2.4) and the median distribution of it (Me = 2.3), as well as the fact that the majority of the results of the subjects are concentrated within the average level (76.3%), the low level corresponds to 15.8% of the results, only 7.9% of the answers indicate high innovation of the subjects.

Also from the test results it was found that some innovative qualities have an average level of manifestation in most of the studied. According to the indicator of creativity, ie readiness to accept and create fundamentally new ideas, ability to solve problems in non-traditional ways, only 9.6% of students showed a high level of manifestation, while the rest can be characterized as uncreative (0.9%) or moderate creative (89.5%). The values of the parameters of the center of distribution of the indicator are also within the average level of manifestation (Me = Mo = 2; M

= 2.6). Similar data were obtained for the indicator "risk for success", where only 13.2% of respondents have a high level of manifestation, 3.5% - low, and 83.3% - as those who are moderately willing to invest psychological and material resources in innovation, and is able to feel comfortable in an unstable environment. It should be noted that the average risk aptitude for success is slightly higher than observed in the previous indicator ($M = 2.7$), and the values of other parameters of the distribution center reach the upper limit of the average level ($Me = Mo = 3$). Estimates of the indicator "future orientation" are the lowest of the other components of the innovative personality of the subjects. And although more than half of the students (57.9%) correspond to the average level of manifestation, a fairly large proportion of respondents (32.5%) do not believe that change can lead to positive results. And only 9.6% of students are convinced that change is the way to success, tend to actively seek new opportunities, are not afraid to make mistakes, ready to respond constructively to them.

These data are slightly lower than the results of research V.V. Korneschuk, who showed that the vast majority of teachers involved in diagnosing have a high level of innovation (78%), and 22% testified to a medium level of innovation. There were no teachers with a low level of innovation". Korneschuk V. (2019). Although the author concludes that there is no relationship between the level of innovation and the presence (absence) of a degree, experience of teaching, comparing our results with the above suggests that the professional development of the individual is the basis on which to develop innovative personality traits.

Thus, according to the analysis of individual data and primary statistics, most respondents have a moderate ability to perceive and implement original ideas, unable to solve problems in unconventional ways, feel uncomfortable in an unstable environment and do not believe that change can lead to positive results. Only about 10% of students have a high manifestation of innovative personality traits.

4 Results and discussion

The results of the correlation analysis showed the presence of statistically significant links between the indicator of innovation and communicative tolerance, developed communication skills, social activity and the formed personal resource of interpersonal interaction.

The data shown in the figure show that direct statistically significant relationships were found with indicators that characterize emotional ($p < 0.01$), volitional structural and personal characteristics of interpersonal interaction ($p < 0.05$), the total personal resource that provides it ($p < 0.05$), as well as social activity. Negative relationships were recorded with indicators that characterize the development of communicative skills ($p < 0.05$), communicative tolerance ($p < 0.01$) and the scale on which it was diagnosed: rejection, misunderstanding of individuality ($p < 0.01$), use of oneself as a standard in the evaluation of people ($p < 0.01$), categoricalness, conservatism in their evaluation ($p < 0.01$), inability to hide or smooth out unpleasant feelings ($p < 0.01$), the desire to rework, re-educate the partner ($p < 0.01$).

These results partly coincide with the results of O.V. Kuznetsova's research, which demonstrated the importance of the attitude of the individual to himself as a person, which has significant opportunities, abilities and skills necessary to achieve the goal. "Belief in their own strength, the idea of self-efficacy strengthens the orientation of the individual to innovative transformations. These qualities allow you to more confidently take risks, to change towards the new and unknown. This path is hindered by increased emotional sensitivity, excitability, vulnerability, propensity for empathic feelings, excessive enthusiasm and interest in the profession, the focus on job satisfaction. The complex of these traits directs a person to self-expression in activities, creativity, relationships with others". Kuznetsova O. (2015).

As we can see, the results of correlation analysis showed that the innovation of the individual is significantly related to the nature of communicative activity in interpersonal interaction, which is provided by a general focus on interaction, development of specific emotional and volitional qualities of personality, communication skills, tolerance, partner failure. to restrain unpleasant impressions about people, invaluable, flexible, adaptive attitude to them.

This gave rise to a qualitative analysis of the communicative qualities of the innovative personality, which was carried out by comparing the groups of respondents with high (9 people) and low (18 people) levels of innovation.

The average values of the indicators obtained by Boyko's method in these groups show that their participants can be considered as those who differ greatly in communicative tolerance.

The data presented in the histogram show that all indicators in the group with highly developed innovative qualities are lower than in the group with low innovation, and if the difference between the average values of the categorical indicator in people's assessments is only 0.61 points, the inability to smooth out unpleasant feelings - 1.44 points, according to the indicator of the desire to fit under oneself - 1.39 points, then on the other scales it is greater. Thus, according to the indicator of rejection, misunderstanding of individuality - 3.34 points, according to the indicator of using oneself as a standard in the evaluation of people - 2.05 points, according to the desire to rework, re-educate a partner - 2.72 points. To check how statistically significant these differences are, we performed a corresponding analysis using Student's t-test, the results of which showed that the difference between the groups was statistically significant at $p < 0.01$ in terms of rejection, misunderstanding of individuality ($t = 3.34$) and the desire to rework, re-educate the partner ($t = 2.89$), as well as at the level of $p < 0.05$ in terms of using yourself as a benchmark in the evaluation of people ($t = 2.13$).

That is, respondents with a high level of innovation are more likely to accept and understand the individual characteristics of others, do not perceive their own behavior, way of thinking, personal qualities as a criterion, role model, do not seek to re-educate, change partners according to their own beliefs.

Similarly, data on the general indicator of communicative tolerance are presented, where in the group of people with high innovation, the average value is lower by 11.55 points than in the group of subjects with low innovation, and this difference is significant because the calculated $t = 2.55$ at $p < 0.05$.

Comparing the data on perceptual-interactive competence in these groups of subjects, we emphasize that the average values of the indicator of social autonomy, they do not differ.

In terms of social adaptability, the group of respondents with a high level of innovation showed results that are slightly higher than the group of people with a low level of innovation (by 0.78 points). At the same time, it is more significant to exceed the severity of social activity (by 3.11 points) in the highly innovative group, and this difference was statistically significant because the value of the t-test ($t = 2.61$) exceeds the t-critical for $p < 0.05$. These data indicate a greater focus of highly innovative personality on constructive social activities, which aims to benefit people, increase public goods, development of society. Regarding the average values in terms of communication skills in groups, they confirm that their formation is higher in highly innovative students. This is evidenced by a much lower average value of the corresponding indicator in the group of subjects with high innovation ($M = 27.78$) compared with the group of low-innovation students ($M = 45.56$), which can be considered statistically significant ($t = 2.32$; $p < 0, 05$).

Regarding the indicators that characterize the formation of motivational, emotional, volitional and cognitive qualities that make up the personal resource of effective interpersonal

interaction, we note that the compared groups differ almost in the severity of motivational and cognitive structural and personal characteristics of interpersonal interaction.

As shown in the histogram, there are some differences in other structural and personal characteristics. Thus, the average scores in the group of subjects with high innovation are higher in terms of emotional - by 5.06 points ($t = 2.29$; $p < 0.05$) and volitional qualities - by 3.45 points ($t = 2.24$; $p < 0.05$). Accordingly, in this group the scores are on average higher and on the general indicator of the personal basis of interpersonal interaction - by 6.26 points ($t = 2.22$; $p < 0.05$).

Thus, highly innovative individuals have a more developed personal resource for effective interpersonal interaction than those whose innovation is low. It is mainly provided by emotional maturity, emotional intelligence, empathy, resilience to stress, optimism, as well as self-confidence, the ability to make independent decisions, to defend their point of view.

Such data is confirmed by the conclusions made by O.V. Disa, who among the psychological factors that contribute to the positive perception of change by employees of organizations includes "creativity, risk for success, future orientation, ingenuity, confidence, and among the psychological characteristics that are resistant to change, found rigidity, excessive pragmatism, concern for their security, conservative views, practicality and self-doubt". Disa O. (2020).

5 Conclusion

Thus, the study allowed us to conclude:

First, it is shown, as a result of analysis of individual data and primary statistics, that most students have a moderate ability to perceive and implement original ideas, are not ready to solve problems in unconventional ways, in an unstable environment do not feel comfortable and do not think that change can lead to positive results.

Secondly, it was established in the process of correlation analysis that personality innovation is associated with social activity, communicative tolerance, tolerance of partners' shortcomings, invaluable, flexible attitude to them, the level of communication skills and personal resource of interpersonal interaction.

Third, qualitative analysis revealed that highly innovative students, compared to those with low levels of innovation, are more likely to accept and understand the individual characteristics of others, do not perceive their own behavior, way of thinking, personal qualities as a criterion, a model for imitation, do not seek to re-educate during the interaction, change partners according to their own beliefs. They are characterized by a greater focus on constructive social activities for the benefit of people, for the increase of public goods, the development of society. They are characterized by higher development of communication skills, have a more extensive personal resource of effective interpersonal interaction, as they are characterized by emotional maturity, emotional intelligence, empathy, self-confidence, independence, perseverance and self-control.

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METHODOLOGY AND FORMS OF PROBLEMATIC EDUCATION IN THE FOUNDATIONS OF HIGHER EDUCATION

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Abstract: The article reveals the essence of problem-based learning technology; the conditions for providing problem-based learning are characterized; the main forms of problem-based learning are considered; the features of the methodology of problem-based learning are outlined. The purpose of problem-based learning is the assimilation of not only the results of cognition, but also the very path, the process of obtaining these results (mastering the methods of cognition). It also includes the formation, development of the intellectual, motivational, emotional and other areas of the student, the development of his individual abilities. It is an effective means of overall development of students. The essence of problem-based learning is the systematic independent search activity of students with the assimilation of ready-made conclusions of science, and the system of teaching methods is built taking into account goal-setting and the principle of problematizability.

Keywords: Educational Process. Higher Education. Educational Activity.

1 Introduction

One of the most important problems of didactics - the problem of teaching methods - remains relevant both in theoretical and directly in practical terms. Depending on its solution are the educational process itself, the activities of the teacher and students, and, consequently, the result of education in higher education as a whole. At the present stage of development of our society, the social need for creative individuals who think outside the box has increased more than ever. The need for the creative activity of a specialist and developed technical thinking, for the ability to design, evaluate, rationalize equipment and technology is growing rapidly. The solution of these problems largely depends on the content and technology of training future specialists. In the pedagogical process, innovative teaching methods provide for the introduction of innovations in the goals, methods, content and forms of training and education, in the joint activities of the teacher and the student. These innovations may be specially designed, already developed, or newly introduced through pedagogical initiative. The main task of a higher educational institution at the present stage is to train specialists who are able to respond non-standard, flexibly and in a timely manner to changes that are taking place in the world. Therefore, to prepare students for professional activities in the future, innovative teaching methods are used at the university. One of these methods is problem-based learning. Problem-based learning allows a person, on the basis of the available diverse information, to develop their own positions, to develop their attitude towards unacceptable points of view, i.e. to form an informational outlook, which is open for clarification, deepening, change. Issues of problem-based learning have been considered by various authors since the beginning of the last century. The peak of interest in problem-based learning technology occurred in the 70s and is currently growing again. Since the strategic

task for higher education is to train a competent specialist who is able to act effectively outside of educational situations, to solve typical and problematic tasks that arise in their own professional activities. All of the above indicates the undoubted relevance of the topic under consideration. The purpose of the article is to analyze the literature data and identify the main aspects of the technology of problem-based learning in higher education. Iasechko, Iasechko S., Smyrnova (2021). Problem-based learning is a way of organizing active interaction between the subjects of the educational process (students) with problem-represented learning content. In this process, they become familiar with the objective contradictions of science, social and professional practice and ways to resolve them, learn to think, enter into productive communication relationships, and creatively assimilate knowledge. Problem-based learning can be called learning to solve non-standard problems, during which students learn new knowledge, skills and abilities. Problem-based learning can also be represented as a system of techniques that provide purposeful actions of the teacher to organize the inclusion of the mechanisms of thinking and behavior of students by creating problem situations. Polat (2021).

The goal of problem-based learning is to master not only the results of scientific knowledge, but also the path itself, the process of obtaining these results (mastering the methods of cognition), it also includes the formation and development of the intellectual, motivational, emotional and other areas of the student, the development of his individual abilities, that is in problem-based learning, the emphasis is on the overall development of the student, and not on the transmission of ready-made conclusions of science to students. Problem-based learning is the modern level of development of didactics and pedagogical practice. It is an effective tool for the overall development of students. "It is called problematic not because students learn all the educational material only by independently solving problems and "discovering" new concepts. Here there is an explanation of the teacher, and the reproductive activity of students, and setting tasks, and performing exercises. But the organization of the educational process is based on the principle of problematizability, and the systematic solution of educational problems is a characteristic feature of this type of learning. Since the whole system of methods is aimed at the overall development of the student, his individual abilities, problem-based learning is a truly developmental learning." Problem-based learning is a type of developmental learning that combines the systematic independent search activity of students with the assimilation of ready-made conclusions of science, and the system of teaching methods is built taking into account goal-setting and the principle of problematizability; the process of interaction between the teacher and students is focused on the development of the student's individuality and the socialization of his personality. The core concept of problem-based learning is a problem situation that causes the generation of cognitive motivation and thinking of the student, aimed at searching, discovering. Currently, there is no unified theory of problem-based learning, although this issue has been sufficiently worked out, and there is no single point of view on the concept of "problem situation". The problematic situation, as a rule, has two sides: a) subject-content, associated with the isolation of the contradiction of basic knowledge, the lack of some essential information; b) motivational, aimed at understanding the contradiction and awakening the desire to eliminate it, provided that students acquire some new knowledge. The levels of problem-based learning depend on the content of the educational material (the ability to create problem situations of varying degrees of difficulty) and the type of student's independent actions. According to these features, experts rightly distinguish four problems: the level that determines reproductive activity; a level that ensures the application of previous knowledge in a new situation; reproductive-exploratory level; creative level. There are two types of problem situations: pedagogical, which is

created with the help of activating actions, questions of the teacher, emphasizing the novelty, importance, beauty and other distinctive qualities of the object of knowledge; psychological, the creation of which is purely individual. Under the problem situation is understood: the ratio of contradictory external and internal circumstances and conditions of activity of an individual or group that do not have an unambiguous solution; a form of connection between the subject and the object of cognition, which ensures the generation of his thinking on the basis of a situationally emerging cognitive need; and neither too easy nor too difficult cognitive task creates a problem situation. Iasechko, Shelukhin, Maranov (2021). A problem situation is generated by an educational or practical situation that contains two groups of elements: data (known) and non-data, new (unknown) elements. A problematic situation means a state of intellectual difficulty, in which a person feels the need to get out of the difficulty that has arisen, to resolve it. Therefore, the problem situation is one of the main means of enhancing the learning activities of students. A problem situation arises most often when there are several solutions with limited information, initial data.

The basis for creating a problem situation is a contradiction. The problem situation characterizes the interaction of the subject and his environment, as well as the mental state of the cognizing personality, included in a contradictory, probabilistic environment. Awareness of any contradiction in the process of activity in this environment (for example, with the help of existing knowledge) is experienced by the subject as an intellectual difficulty and leads to the emergence of a need for new knowledge that would allow resolving the contradiction.

Problem situations are created in the following way: contradictions in information, methods of action are revealed, causal relationships are determined. For example, there is a fact and the need to explain it; the contradiction between worldly representation and scientific interpretation of facts; contradictions associated with the need to apply knowledge in specific conditions; contradictions associated with the limited initial data.

The main ways of creating problematic situations include the communication of information (basic knowledge); comparison of facts, facts, phenomena are analyzed, questions are raised, tasks are presented, etc.

Techniques and ways to create problem situations:

Encourage students to explain phenomena, facts, their external inconsistencies, contradictions.

An incentive to choose the correct answer and justify it.

The transition from lonely facts to generalizations.

Comparison of controversial facts, phenomena.

Solving contradictions between possible ways of solving the problem and the practical impracticability of the chosen method of activity.

The problem - (translated from Greek - "task") - a theoretical or practical issue that requires study, resolution, necessarily implies a contradictory situation between data (facts, etc.) and the requirement to find the unknown. Problems are divided into natural and special, deliberately created (scientific and educational), industrial, social, educational. A problem (task) is an objective phenomenon, for the student it exists from the very beginning in a material form (in sounds or signs) and turns into a subjective phenomenon only after it is perceived and understood by the student in the form of an educational problem. Iasechko, Kharlamov, Skrypchuk, Fad'yeyeva, Gontarenko, Sviatnaia (2021).

An educational problem is a subjective phenomenon and exists in the student's mind in an ideal form, in thought, just like any judgment, until it is expressed in the sounds of the language or signs of writing. The main elements of the learning problem are the "known" and the "unknown" for the student. The psychological essence of the educational problem lies in the fact that it is the content of the problem situation that arises in the

process of the student's educational activity. It carries new knowledge for the student and ways of mastering this knowledge and determines the structure of the thought process. The educational problem is formulated in the form of a task, task, questions. Under what conditions is a task or question a learning problem? In the presence of contradictions between knowledge and ignorance; when the content indicates the direction of the search; with sufficient background knowledge to solve the problem.

2 The initial presuppositions

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

3 Methods

The use of problem-based learning requires certain conditions in the organization of the educational process. It is necessary to clearly understand the features of this approach and find out which part of the educational material is most suitable for studying using problem-based learning.

Teacher training, which requires a deep knowledge of their subject, new scientific concepts, approaches; a high level of education, as well as possession of a method of problem-based learning, which involves, first of all, the ability of dialogic friendly communication with students; the ability to encourage students to independent cognitive searches; attentive attitude to the thoughts, hypotheses, statements of students; ensuring the feasibility of students' work with certain problematic tasks, that is, a rational correlation of the known and the unknown.

Preparedness of students: providing motivation that can arouse interest before the content of the problem; the level of mastery of the methods of mental activity; knowledge of the actual program material.

Scientific and methodological support of the learning process to create problem situations.

Taking into account the features of a particular discipline, the topic being studied, as well as the time allotted for the program (problem-based learning requires a significant investment of time, therefore it is not often used to a certain extent).

Basic psychological conditions for the successful application of problem-based learning.

Problem situations should meet the goals of forming a knowledge system.

Be accessible to students and match their cognitive abilities. Must cause their own cognitive activity and activity.

Tasks should be such that the student could not complete them based on existing knowledge, but sufficient for independent analysis of the problem and finding the unknown.

Thus, it can be concluded that problem-based learning has a number of advantages. It helps in the development of thinking, teaches critical and creative approach to problem solving. Of course, not all topics of the educational material can be studied with the help of this training. But the study of some issues based on problem-based learning can give positive results. It is widely used in teaching many disciplines in higher education and can be quite effective, as it makes you think and solve problems independently and creatively. Polat (2021). Awareness of the

nature of the difficulty, the lack of existing knowledge reveals ways to overcome it, consisting in the search for new knowledge, new ways of action, and the search is a component of the process of creative thinking. Without such awareness, there is no need to search, and, consequently, there is no creative thinking. Thus, not every difficulty causes a problem situation. It must be generated by the insufficiency of existing knowledge, and this insufficiency must be recognized by the students. However, not every problem situation generates a process of thinking. It does not arise, in particular, when the search for ways to resolve a problem situation is beyond the strength of students at this stage of education due to their unpreparedness for the necessary activities. It is extremely important to take this into account in order not to include in the educational process overwhelming tasks that contribute not to the development of independent thinking, but to aversion from it and a weakening of faith in one's own strength.

What task can be considered problematic, what are the signs of a problem? The symptoms of the problem are:

the generation of a problem situation (in science or in the learning process);
a certain willingness and a certain interest of the decision maker in finding a solution;
the possibility of an ambiguous solution path, which causes the presence of various search directions.

It is quite obvious that these signs are pragmatic in nature, i.e. they reflect the relationship between the task and those to whom it is offered. If this task is offered to students before they have studied this material, it is undoubtedly a problem for them, creates a problem situation for them, since their knowledge is insufficient to solve it. If this task is offered to students who already own the corresponding algorithm, then, naturally, it is not a problem for them. Iasechko, Shelukhin, Maranov (2021).

In connection with problem-based learning, two terms are usually used: "problem" and "problem task". Sometimes they are understood as synonyms, but more often the objects denoted by these terms are distinguished by volume. The problem breaks down into a sequence (or branched set) of problematic tasks. Thus, a problematic task can be considered as the simplest, particular case of a problem consisting of one task.

The algorithm of cognitive activity with a task approach is much shorter, it includes reproductive, performing activities; the student finds himself in a research position only at the stage of analyzing the condition of the problem. In professional activities, which are most often of a probabilistic nature, such procedures are rarely encountered, therefore they are purely educational in nature.

The algorithm of cognitive activity with a problematic approach is longer, and includes a task one; it is more productive in terms of the development of thinking, personal qualities; a research position is necessary at all stages, except for the stage of practical solution of the problem, and the student formulates the problem for himself.

Problem-based learning is focused on the formation and development of the ability for creative activity and the need for it, i.e. it is more intensive than "non-problem learning", it affects the development of students' creative thinking. But for this function of problem-based learning to be best implemented, it is not enough to include a random set of problems in the learning process. The system of problems should cover the main types of problems inherent in this field of knowledge, although it may not be limited to them. Iasechko, Shelukhin, Maranov (2021).

Thus, it is possible to indicate at least three main types of educational problems that approximate, liken the process of learning to the process of research.

This is, firstly, a problem that arises outside the subject (in various fields of knowledge, technology, production) or within the subject.

The second main type of problem is to study the result of solving problems of the first type.

The third main type of problems is associated with the application of new theoretical knowledge obtained as a result of solving problems of the second type in new situations that differ significantly from those in which this knowledge was acquired. Thus, the three main types of problems perform different functions: solving problems of the first type provides new knowledge; solving problems of the second type brings this knowledge into the system; solving problems of the third type opens up new possibilities for applying this knowledge system. Despite the obvious advantages of problem-based learning over "non-problem learning", at no stage can learning be built entirely as problem-based learning, for this it would take a lot of time. Moreover, the rediscovery of the entire program content in the learning process would lead to the impoverishment of this process (for example, in developing skills for independent work with a book, assimilation of lectures, etc.).

Therefore, there is a pedagogical problem of selecting fragments of a course of study (separate sections, topics, points) for the implementation of problem-based learning. This selection requires a logical and didactic analysis of the educational material, ascertaining the possibility of posing basic or other types of problems, their effectiveness in achieving learning goals. To a large extent, it depends on the specific working conditions.

The presentation of educational material in textbooks is rarely adapted for problem-based learning. But educational texts can be easily redesigned to carry out such learning. Harris, Sutton (1986).

Problem-based learning methods include:

A research method that assumes that students themselves, given a problem situation, will see the problem, formulate it and solve it. This is the most difficult method for students, which requires them to be active, independent, and creative.

The heuristic method is That the teacher creates a problem situation, formulates the problem himself and involves students in solving it.

Problem presentation method. Its essence is that the teacher reveals the truth of a particular science, demonstrates the standard of problematic thinking when he poses problematic questions and solves them himself.

Thus, today the technology of problem-based learning is one of the leading pedagogical technologies. It allows you to organize training, in which the teacher provides the optimal combination of their independent activities with the assimilation of new knowledge. Iasechko, Shelukhin, Maranov (2021).

At a problematic lecture, new knowledge is introduced through the problematic nature of a question, task or situation. At the same time, the process of cognition of students in cooperation and dialogue with the teacher is approaching research activity. The content of the problem is revealed by organizing the search for its solution or by summarizing and analyzing traditional and modern points of view.

The essence of the problem lecture is that the teacher at the beginning and in the course of presenting the educational material creates problem situations and involves students in their analysis. By resolving the contradictions inherent in problem situations, students can independently come to the conclusions that the teacher must report as new knowledge. At the same time, the teacher, using certain methodological methods of including students in communication, as it were, forces, "pushes" them to

find the right solution to the problem. At a problematic lecture, the student is in a socially active position, especially when it comes in the form of a lively dialogue. He expresses his position, asks questions, finds answers and presents them to the judgment of the entire audience. When the audience gets used to working in dialogic positions, the efforts of the teacher pay off a hundredfold - joint creativity begins. If a traditional lecture does not allow you to immediately establish the presence of feedback between the audience and the teacher, then dialogic forms of interaction with students allow you to control such a connection. When conducting lectures of a problematic nature, the process of cognition of students approaches search, research activities. The main task of the lecturer is not so much to convey information as to familiarize students with the objective contradictions in the development of scientific knowledge and ways to overcome them. This forms the mental activity of students, generates their cognitive activity.

In contrast to the content of an informational lecture, which is introduced by the teacher as from the very beginning known material to be memorized, in a problematic lecture, new knowledge is introduced as unknown to the students. The inclusion of students' thinking is carried out by the teacher by creating a problem situation, even before they receive all the necessary information that constitutes new knowledge for them. In traditional education, they do the opposite - first they give knowledge, a method or algorithm for solving, and then examples on which you can practice using this method. A means of controlling the thinking of students at an educational-problem dialogical lecture is a system of problematic and informational questions prepared in advance by the teacher.

4 Results and discussion

Conducting a lecture as a system of problematic and informational issues for adult students has its own characteristics. For adults who are studying after a long break (at least a few years after graduation), it is difficult to update existing knowledge. Children sometimes flaunt ignorance - after all, know-it-all-excellent students, as a rule, are unpopular in the team. It is difficult for an adult to admit that he does not know or does not remember something. This is one of the reasons why, even having the opportunity to study full-time for financial and family reasons, the majority of people who have come out of the "student" age prefer the correspondence form of education. Therefore, before conducting a problematic lecture, the student should be able to restore their knowledge individually, using a textbook or using multimedia teaching aids, including remotely.

In a youth audience, students are not afraid to say obvious stupidity, sometimes they even do it on purpose to amuse others. An experienced teacher is able to turn this to the benefit of learning. The difficulty in conducting a problematic lecture in an adult audience lies in the fact that adults, as a rule, do not fall for a provocation and answer the question only when they know the answer for sure. In other words, adult trainees have a high level of control. The teacher must be prepared for a situation where a person who knows the exact answer (or thinks he knows) is not in the classroom. Iasechko, Kharlamov, Skrypchuk, Fadyeyeva, Gontarenko, Sviatnaia (2021).

5 Conclusion

Problem-based learning is very promising in setting and solving theoretical and practical problems, in course and diploma design. However, the surge of interest in problem-based learning in the 70s did not lead to its active use in the educational process due to the difficulty of converting the content of educational material into a problematic form, increased requirements for the teacher, and poor manufacturability.

The purpose of problem-based learning is the assimilation of not only the results of cognition, but also the very path, the process of obtaining these results (mastering the methods of cognition). It also includes the formation, development of the intellectual,

motivational, emotional and other areas of the student, the development of his individual abilities. It is an effective means of overall development of students.

The essence of problem-based learning is the systematic independent search activity of students with the assimilation of ready-made conclusions of science, and the system of teaching methods is built taking into account goal-setting and the principle of problematicity.

It is very difficult to build the entire discipline on the idea of problem-based learning. This will require a complete rethinking of the aims and content of education. The implementation of this idea requires a significant investment of the teacher's time and the degree of his skill. In addition, the effective use of problem-based learning is possible only if the trainees have the proper level of knowledge, it requires significant time periods, and does not provide means for organizing their own activities. At the same time, the need to implement the principle of problematicity as one of the main ones in any type of developmental education is generally recognized.

However, in the process of pedagogical activity, it must be remembered that "Consumption" of ready-made achievements of science cannot form a model of future real activity in the minds of students.

The authors of the problematic method attach exceptional importance to replacing the strategy "from knowledge to the problem" with the strategy "from problem to knowledge".

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Secondary Paper Section: AM

LEXICOLOGICAL COMPETENCE: COMPARATIVE ANALYSIS

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Abstract: The article deals with the problem of lexicological competence in the context of the comparative analysis of the teaching of Ukrainian and English languages. The aim of the study is to substantiate theoretically the linguistic bases of lexicological competence; to elucidate the peculiarities of the study of lexicology by future teachers of the Ukrainian and English languages, to develop their own methodical system on the basis of the data of the observational experiment and to check its efficiency. The purpose of the experimental training held by the authors of the research was to test the hypothesis that the effectiveness of the formation of the lexical competence of the future teachers of Ukrainian and English depends on ensuring the integrity and systemic nature of the learning process based on the developed didactic provisions and conditions containing purpose, objectives, organizational forms, technological support, the productive component, as well as the presence of value-motivational attitude to mastering linguistic theory; phasing and continuity of training during training in an institution of higher education; universality of implemented learning technologies; creating conditions for self-development and self-realization. The study convinces us that a special requirement for modern teachers of the Ukrainian and English languages is the orientation in the array of the linguistic science, the perfect mastery of theoretical material from all levels of the language system; the ability to practically apply the acquired knowledge, conducting research activities. A high-quality specialist is distinguished by the philological type of thinking, the development of external and internal motives for learning, professional skills and abilities, linguodidactic creativity.

Keywords: lexicological competence, lexical-semantic field, theoretical and terminological criterion, practical and operational criterion; cognitively directed criterion; innovation and technological criterion.

1 Introduction

The strategic task of modern higher education institutions in terms of modernization of professional training of students of philology and its direction to integrate into the European and world educational space is the formation of linguistic competence of future teachers of the Ukrainian and English language. Modern society needs an educated, and creative educators who have deep knowledge, have developed professional skills, acquire and generate their own ideas, offering ways to implement them in the practice of schools, are able to continuous professional growth and mobility, i.e. are highly competitive and in demand in the labor market. The main aspirations to the innovative level of education put forward new requirements, which are set out in the laws of Ukraine "On Education", "On Higher Education", the National Doctrine of Education of Ukraine in the XXI century, the National Strategy for Education in Ukraine for 2010–2021, the State National Program "Education" ("Ukraine of the XXI century"), the State Program "Teacher", the All-European Recommendations on language education, the State Standard of Higher Education. According to their provisions, future teachers of the Ukrainian and English languages should be guided in linguistic theory, taking into account the latest achievements of linguistics, opening promising areas for the realization of their own creative potential, know the philosophy of the word; have a high level of speech culture, characterized by a philological style of thinking, a broad linguistic worldview, language abilities; strive for self-improvement and creative self-realization, mobility in the application of acquired knowledge; operate with the latest technologies in the process of teaching the Ukrainian and English language; to conduct active research, raising their own professional level, i.e. to be fully realized as a highly educated specialists. Therefore, in our opinion, the theoretical substantiation and methodical development of ways of formation of lexicological competence of future teachers of Ukrainian and English are relevant.

2 Methods

The methods of the research are the following:

- *theoretical* – the study, analysis and synthesis of linguistic, pedagogical and linguodidactical sources on the researched problem; the methods of comparative analysis, synthesis, abstraction, generalization, classification and systematization, forecasting, design to clarify the state of research and development of the problem, definition of fundamental concepts, theoretical and methodological principles of intelligence, which became the basis of the methodological system of lexical subcompetence of future teachers of the Ukrainian and English languages;
- *empirical* – conversations with students and teachers; questionnaires and testing; observation of the educational process, the analysis of curricula and work plans and programs, educational and methodological complexes to clarify the need for experimental research and to create a methodological system for the formation of lexical subcompetence of future teachers of Ukrainian and English; a pedagogical experiment (ascertaining and forming stages) for testing and checking of efficiency of the offered methodical system;
- *statistical* – the analysis of experimental data, their comparative characteristics; determining the level of lexical subcompetence of future teachers of Ukrainian and English.

The aim of the article is to substantiate theoretically the linguistic bases of lexicological competence; to elucidate the peculiarities of the study of lexicology by future teachers of the Ukrainian and English languages, to develop their own methodical system on the basis of the data of the observational experiment and to check its efficiency.

Lexicological competence (hereinafter LC) is the level of mastery of lexical means of speech in accordance with the situation of speech, deep understanding of word semantics, conscious enrichment of vocabulary and the ability to apply knowledge in practice according to the communication situation.

It should be noted that one of the important methods of educational problems is the learning vocabulary problem. Mastering vocabulary is a specific process, as some expressions and words are memorized better but for getting the others it is necessary to do special exercises which are aimed at improving the process of memorising. Students' practice of mastering new words is realized with the help of exercises, directed on formation of lexical productive skill and its improvement. All exercises in connection with its structure can be divided into two categories: exercises focusing on memorizing the words, their semantics in unity with phonetic and grammatical form, which results in the selection of words from long-term memory, and exercises the purpose of which is to strengthen the syntagmatic and paradigmatic relations of lexical units. As the word (its form and meaning) is absorbed through situational relatedness and the need for expressing thoughts and feelings, initial training in the use of new vocabulary after the presentation is done in conditional-speech exercises (exercises in imitation, substitution, transformation, reproduction), performed in conditions of a specially organized interaction.

3 Literature Review

The basis for the formation of LC is to clarify the word as a central concept of vocabulary, which is constantly at the center of linguistic studies. Scholars consider it as the smallest independent unit of a language, a separate formative semantic unit of a language, "which is compared with the known and isolated separate element of reality (an object, a phenomenon, a sign, a process, a relationship, etc.) and the main function of which is the designation, a symbolic representation - its naming

or its expression»; a structure, which "consists of units of hierarchical levels of language..., its semantics depends on the system of grammatical categories of a language, in the coordinates of which it is having a complete morphological structure". Crystal D., a British philologist, author and publisher of books on English linguistics, always focuses on the word as the central unit of the language, fixing the whole spectrum of meanings that have arisen over the millennia of English history. V. Adams considers that "to understand a word, it is not necessary to be aware of how it is constructed or of whether it is simple or complex, that is, whether or not it can be broken down into two or more constituents. We are able to use a word which is new to us when we find out what object or concepts it denotes". J. Aitchison points out that "...words are not just stacked higgledy-piggledy in our minds, like leaves on an autumn bonfire. Instead, they are organized into an intricate, interlocking system whose underlying principles can be discovered". Thus, the word is specifically embodied in the sound complexes of a particular language, taking its place after the morpheme.

Linguistic substantiation of work with the word as one of the basic units of language is found in the researches of the following linguists (I. Bilodid, O. Bondar, V. Vinogradov, A. Grishchenko, L. Matsko, M. Mykytyn-Druzhnets, M. Pliushch, O. Selivanova, Yu. Karpenko, Th. Hobbes, H. Sweet, E. Sapir, E. Meillet, M. Asydney, I. Arnold, Peter Rolf Lutzeier (German Lexicologist), Damasco Alonso (Spanish literary critic and lexicologist), Ronald Barthes (French writer, critic and lexicologist), L. Bauer, J. H. Friend, J. Green, J. A. M. Murray, S. Nielsen, K. M. Murray, who pay considerable attention to the disclosure of systemic relations in vocabulary, considering the word as a subject of the study in relations with other words.

The analysis of scientific sources shows that important and common features of the word are its distinguishability as a minimal independent unit of language and reproducibility, which distinguish it from other linguistic units. Linguists point out that "the independent feature distinguishes a word from a morpheme and a phoneme that do not appear outside the word. Unlike phrases and sentences, the word is characterized by such a feature as reproducibility. If a phrase and a sentence are rebuilt, the word is not re-created in the process of speech, but is reproduced as it is used in other phrases and sentences, i. e. as it generally appears in the language at a certain synchronous level of its development". A. Gryshchenko expresses the opinion about the two-sided essence of a word, which "unlike a morpheme, acts in the structure of language as the minimum unit that is able to express meaning independently, freely reproduced in speech (oral, written), acting as a structural unit within a sentence at the syntactic level". The intelligence of Yu. Karpenko deserves attention, who singles out the features of the word: independence, because it changes its place in the sentence, it is easy to reproduce; formal integrity, which consists in phonetic and grammatical design, impenetrability of the word; idiomaticity determines the arbitrariness of the connection of sound with meaning. E. Sapir takes into consideration the syntactic and semantic aspects when he calls the word "one of the smallest, completely satisfying bits of isolated "meaning" into which the sentence resolves itself. E. Sapir also points out one more, very important characteristic of the word, its indivisibility: "It cannot be cut into without a disturbance of meaning, one or the other or both of the severed parts remaining as a helpless waif on our hands". The essence of indivisibility will be clear from a comparison of the article "a" and the prefix "-a" in "a lion" and "alive". "A lion" is a word-group because we can separate its elements and insert other words between them: "a living lion", "a dead lion". "Alive" is a word: it is individual, i.e. structurally impermeable: nothing can be inserted between its elements. The morpheme "a" is not free, is not a word. Such facts convince the student that language units are closely related to the word, because the process of sounds realization takes place in the word, affixes function within it, and the construction of phrases and sentences is through words.

The main function of the word is nominative, which is to choose from several features the most accurate, which corresponds to certain historical conditions of origin. In linguistics, there are two types of names: primary and secondary. Primary nominations can be absolutely primary and relatively primary. The first group combines words that are non-derivative and specially created for a specific case (terms). The second group is words that have a semantic nature, and its "basis is the establishment in the minds of the speaker of certain relations between the already fixed in the nominative structure of language element of reality and what is just fixed", transferring the name of the known reality to the newly known. Secondary nominations give names to objects by transferring them from another object. In the process of language development, words can form nominative-deductive meanings of words that are directly related to the primary name, because "their emergence on the basis of an existing word to denote a new concept is not accidental, but always to some extent motivated". Such nominative transformations of the word provide a process of more complete reproduction of reality by means of language.

Pointing to a certain reality, a word is a sign that is represented as a two-sided unit, where the outer side is the sound form, and the inner is the meaning of the word. O. Ponomariv emphasizes that "without the outer shell the word cannot be heard, without internal filling it will be incomprehensible". Thomas Hobbes (1588–1679), one of the greatest English philosophers, revealed a materialistic approach to the problem of nomination when he wrote that words are not mere sounds but names of matter, and, hence, the word is a synthesis of the unity of form and content, which is an arbitrary connection.

The meaning of the word, according to O. Bondar's research, is formulated on certain principles, to which belong the following: *graphic* – a sequence of written signs; *phonetic* – a set of syllables, united by stress; *structural* – sound sequence; *morphological* – a carrier of morphological significance; *syntactic* – the potential minimum of the sentence; *semantic* – the notation of the concept; *psycholinguistic* – a language unit, preserved and reproduced by man. E. Sapir points out that the word "house" is not a linguistic fact if by it is meant merely the acoustic effect produced on the ear by its constituent consonants and vowels, pronounced in a certain order; nor the motor processes and tactile feelings which make up the articulation of the word; nor the visual perception on the part of the hearer of this articulation; nor the visual perception of the word "house" on the written or printed page; nor the motor processes and tactile feelings which enter into the writing of the word; nor the memory of any or all of these experiences. It is only when these, and possibly still other, associated experiences are automatically associated with the image of a house that they begin to take on the nature of a symbol, a word, an element of language. L. Bloomfield defines a word syntactically as "a minimum free form (forms which occur in the sentences)". Being a linguistic reality, the word names everything that surrounds a person: from specific objects to the phenomena of social life; it informs and helps to organize the process of communication, as well as allows everyone to express his or her feelings.

The scientists also identify approaches to understanding the meaning of the word: *analytical, or referential* – the relationship between the word, concepts and elements of reality, expressed in a sound form (a lexical meaning of the word, lexical semantics); *functional*, limited to the scope of language, explores the meaning of a word in a sentence, compatibility with other words, i.e. functioning in context; the *operating* approach clarifies the meaning of the word as a means of communication; an *activity-anthropocentric* approach represents the word as a transformed form of human activity, establishing a close relationship between the word and the conceptual sphere of man. Approaches interact, complement each other, convincing that a word is a combination of phonetic, semantic and grammatical features that are unique to native speakers and depend on their perception of the real world.

Not all words mean concepts (auxiliary parts of speech, exclamations, sound imitations, as well as to some extent numerals, pronouns and proper names), but all words, representing the realities of the world, have a meaning in which they are divided into three groups: full-meaning words (independent) words, auxiliary words and exclamations, and onomatopoeical words. On this basis, the concept of "semantic field of the word" is "a paradigmatic union of lexical units of a certain part of speech by the commonality of the integral component of meaning (archiseme)", with which students get acquainted for the first time. Words that belong to the same semantic field and are united by semantic-structural features are an internally indivisible part of the dictionary.

The characteristics of the lexical-semantic field.

The lexical-semantic field (LSF) is characterized by certain features to which belong the following: *presence*: the word is understood only in the system of other words of the studied LSF; *continuity*: interconnectedness of all words of LSF; *integrity*: words comprehensively depict the linguistic picture of the world of a particular community; *historicity*: the boundaries of LSF, having a historical character, are constantly changing.

Students are convinced that the distribution of words in the LSF, where each unit occupies a corresponding place in the field based on the similarity of content or association, is one of the systematic language manifestations. The units of one LSF outline the substantive, conceptual, or functional similarity of the denoted phenomena, and there is a close relationship between the different LSFs.

The elementary semantic field (microfield) is a lexical-semantic group (hereinafter LSF) "a group of words of one part of speech, united by one word-identifier or a stable phrase, the meaning of which is fully included in the meaning of other group words and which can replace other words in some contexts". Within LSG, scholars identify the smallest paradigmatic sets of tokens, which are based on the relationship of hyponymy, partitivity, equonymy, synonymy, antonymy and conversion.

The real meaning of the word represents its lexical meaning – "a subject-material meaning, designed according to the laws of

grammar of a language, which is an element of the general semantic system of the dictionary of this language", which is realized in the context of a free phrase with other words and appears as a linguistic reflection of the object. The lexical meaning of the word is due to extralinguistic and purely linguistic factors. Extralinguistic factors are the subject-conceptual correlation of a word with objective reality and its emotionally expressive coloring, and purely linguistic factors determine the dependence of the lexical meaning of a word on its place in the stylistic system of language, ability to combine with a certain range of words and form word-forming connections. In the structure of the lexical meaning of a word, endowed with semantics, pragmatics, syntax, O. Gapchenko identifies four aspects: *significant* (actually semantic), which is the core of a lexical meaning and is a specific linguistic reflection of the surrounding reality; *denotative*, in which a lexical meaning is the result of human cognition and activity; *structural* which determines the place of the lexical unit in the general language system; *pragmatic* which aims to clarify the emotional and expressive assessment of the lexical meaning of the word.

The student learns that to determine the lexical meaning of the word it is necessary to explore its subject-matter and conceptual-logical content; to trace what realities it represents, as well as their connection with the realities of the surrounding world; to substantiate a specific feature that allows to distinguish the lexical meaning of the characterized word from a number of others.

In the process of studying lexicology, students learn that it is a system, and its elements are connected by connections: *intrawords*, which are formed as a semantic structure and express the connections between the meanings of the same word; *paradigmatic*, based on the formal or semantic similarity of words, their interdependence in the language system, and *syntagmatic*, based on the patterns of combination of words in phrases and sentences. Thus, vocabulary is a dynamic system, because its components-words reflect the constant changes in any society. With a large number of interconnected elements, it represents a complex linguistic hierarchy.

The relationship of the original concepts of the linguistic plane LSC is shown in Figure 1.

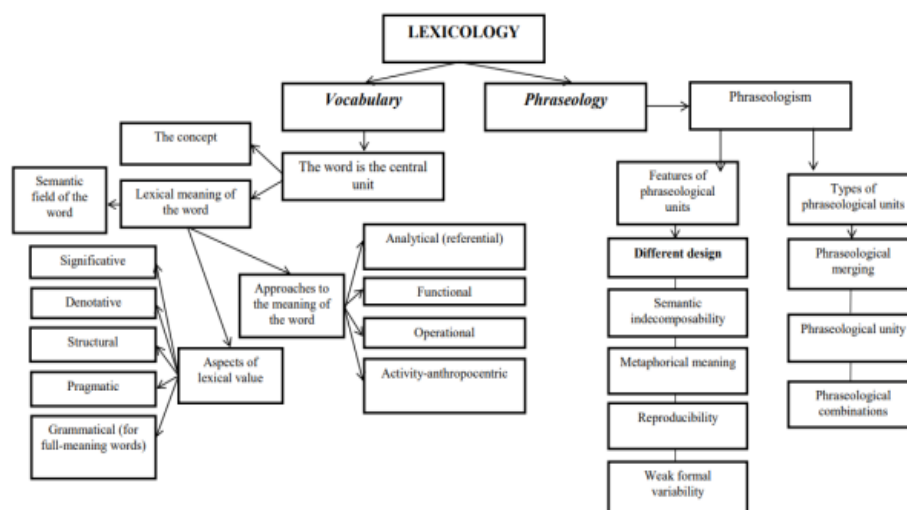


Figure 1. Formation of lexicological subcompetence of future teachers

Source: Authors' design.

Thus, as a result of mastering the theoretical plane of lexicology, the student clarifies the concept of "word" as its central unit and defines its role as a means of naming concrete and abstract objects of the surrounding reality; establishes the relationship between the concepts of "meaning", "concept", "lexical meaning

of the word", "grammatical meaning of the word", "token", "sema"; builds LSF as a union of lexical units of a certain part of speech; outlines systemic connections (paronymic, homonymous, synonymous, antonymous); formulates the principles of forming the ambiguity of words, developing the

ability to use them, enriching their own thesaurus; demonstrates a conscious ability to use words with direct and figurative meaning (metaphor, metonymy, synecdoche) in order to hone speech, which, of course, will help preserve the elegance and uniqueness of the Ukrainian language; studies the linguistic nature of synonymy and the principles of building a synonymous series; identifies differences between homonyms and polysemous words based on the study of the linguistic essence of homophones, homographs, homoforms; reveals the possibilities of active and passive vocabulary words, neologisms, finding out the reasons for the emergence of new and historical preconditions for the "return" of a number of obsolete words to the category of active vocabulary; analyzes the functional features of dialect vocabulary and its relationship with the literary and normative vocabulary; establishes the role and place of foreign words; demonstrates the ability to use phraseological units in their own speech; uses different types of dictionaries.

4 Procedures

The purpose of the experimental training was to test the hypothesis that the effectiveness of the formation of LC of the future teachers of Ukrainian and English depends on ensuring the integrity and systemic nature of the learning process based on the developed didactic provisions and conditions containing purpose, objectives, organizational forms, technological support, the productive component, as well as the presence of value-motivational attitude to mastering linguistic theory; phasing and continuity of training during training in an institution of higher education; universality of implemented learning technologies; creating conditions for self-development and self-realization.

In order to test the hypothesis, an experimental work was built in accordance with the following stages:

1. The preparatory stage – conducting the ascertaining stage of the experiment, selection of experimental (hereinafter EG) and control (hereinafter CG) groups, the development of methodological and didactic support; the separation of stages of experimental research training on the formation of LC of the future teachers of Ukrainian and English.
2. The initial stage – the introduction of an experimental technique; the development of a methodological support (recommendations for the organization of the educational process - the choice of effective forms of learning, features of independent work, the involvement of students in research work, the development of tasks for practical training and distance learning; the formation of a basic system of exercises and information and communication technologies.
3. The final stage – the analysis of the results of the experimental research and determining of the proposed methodological system effectiveness.

The level of formation of the LC of a modern student, as demonstrated by the results of the ascertaining stage of the experimental research training, is insufficient. The main reasons are: the disregard for the requirements of mastering linguistic disciplines in their systemic integrity; not taking into account the integrative possibilities of the courses in the content of educational (working) programs; the constant reduction of hours for the study of linguistic disciplines; an independent work is organized at an inadequate level, which is limited mainly to the study of additional literature; a lack of system and consistency in the organization of research work; a limited introduction of information and communication technologies in the system of a classroom work.

Before the experiment, the conditions of its organization were determined:

- 1) the EG and CG students have approximately the same level of LC formation;

- 2) the EG and CG students necessarily passed all the stages of formation of LC according to the offered program;
- 3) the EG and CG students have the same number of learning hours in linguistics.

5 Results

To implement the tasks of LC formation, a system of exercises was developed, which aimed to repeat the acquired knowledge of lexicology in the school language course. Based on the text-centric approach, they variously demonstrated the peculiarities of the functioning of the word as a central unit of lexicology and its role as a means of naming the objects of the surrounding reality. The students improved the ability to distinguish the lexical meaning of the word, the grammatical meaning of the word; learned to build LSF of words and verbalize concepts; to find out the system connections (paronymic, homonymous, synonymous, antonymous); to analyze different layers of vocabulary: to substantiate the reasons for the appearance of neologisms and the historical preconditions for the "return" of obsolete words to active vocabulary; to establish functional features of dialect vocabulary; to find out foreign words role and place, etc.; to use phraseological units in their own speech; to actively process dictionary articles. The exercises of the complex are based on integrative connections of Modern Ukrainian Literary Language with Language Culture, Introduction to Linguistics, Old Slavonic Language, History of Ukrainian Language; Theoretical and Practical Course of English, History of English Language, History of English Lexicography.

Checking of the effectiveness of the methodological system of LC formation of future teachers of Ukrainian and English was carried out in accordance with four criteria: *theoretical and terminological; practical and operational; cognitively directed; innovation and technological.*

The theoretical and terminological criterion was aimed at checking the level of mastery of the terminology of the specialty. For this purpose, exercises containing information about the linguistic phenomenon itself and linguists who studied it were selected. The basis of the theoretical and terminological criterion was thematic and analytical exercises that taught the student to analyze linguistic phenomena on the basis of the text, to select their own examples, to present this linguistic phenomenon in a table, diagram, algorithm and etc. Additional tasks were proposed for the exercise, which, in accordance with the SIA, provided the interpretation of the language phenomenon at the level of those linguistic disciplines that the student studies in a certain year of training. Here are some examples.

Exercise 1. I. Read the text using the URL link: <http://litopys.org.ua/ohukr/ohu21.htm>, and answer post-text questions.

1. Name the most important dictionaries of the Old Ukrainian period.
2. Explain the importance of the written manuscripts of the ancient Russian and Old Ukrainian languages for the historical study of the Ukrainian language.
3. What is the difference between encyclopedic and linguistic dictionaries? What are the types of linguistic dictionaries? Name and describe them.
4. Prepare presentations-schemes of dictionary articles construction.
5. Make a bibliographic list of English dictionaries that you use in Practical English language courses.
6. Analyze the methods of vocabulary work at school in Ukrainian and English lessons. What are their commonalities and differences?

The proposed exercise is aimed at forming LSC of the future teachers of the Ukrainian language, covering the information volume of such linguistic disciplines as Modern Ukrainian Literary Language, Old Slavonic Language, History of the

Ukrainian Language, Practical English Course with a projection on school language didactics. Mastering the requirements for the construction of dictionary articles helped students in the process of compiling their own terminological dictionary.

The *practical-operational* criterion is based on language-communicative (acquaintance with language units and mastering the requirements for their use in speech) and reproductive-creative (reproduction of acquired knowledge with further characterization of the language phenomenon, compilation or filling the tables, schemes, formulation of new rules, vocabulary work, etc.) exercises. Here is an example.

Exercise 1.

- I. Read the text using the URL link: <https://ru.osvita.ua/school/literature/d/68637/>
Write out the words that belong to the original Ukrainian vocabulary. Using the etymological dictionary, determine their meaning. Choose modern equivalents.
- II. According to the Encyclopedic Dictionary of Ukraine Culture Symbols, describe the token "house", building its lexical and semantic field.
- III. Prepare an essay on the topic "The word-symbol "food" in the traditions of the Ukrainians", accompany the speech with a composite cloud of words. Describe cooking of any dish using only verbs. Make a glossary of irregular verbs in English, use them in the sentences.
- IV. Analyze online resources for COVID-related vocabulary.
- V. Make up an essay using the comparative analysis on the topic "The analogue of English symbols in the Ukrainian society" (such as greeting: Strength united is stronger – Slava Ukraini, a national founder and patron: Svyatoslav the Brave – St George, a national hero: Bohdan Khmelnytskyi – Lord Nelson, a national poet: T. Shevchenko – W. Shakespeare, a national drink: a cup of tea – uzvar, a national dish: fish and chips – borsch, a national dance: hopak – Morris dance, a national plant: a wiburnum, a willow – an oak, a rose, a national animal: a nightingale – a lion).
- VI. Analyze the current programs and school textbooks in Ukrainian and English, find out the features of learning vocabulary (methods, techniques, exercises). Study the material for a dictionary of linguistic terms.

The represented language-communicative exercise is built with the use of the regional text and is called to form LC of future teachers of the Ukrainian and English languages. The students realized that each word is not only a carrier of certain information, but also a material for the development of their own speech, the product of their active speech activity. Philologists are involved in an active work with dictionaries (etymological, explanatory, dictionary of symbols, translation dictionaries), which gave the opportunity to improve the skills in working with dictionary articles.

The preparation of the essay and its presentation allowed not only to deepen the theoretical information about the studied linguistic phenomenon, but also to improve the skills to speak in front of the audience, to influence it with a well-chosen material and visual support.

Exercises selected according to the cognitively oriented criterion (cognitively-operated) are designed to clarify the language phenomena based on the texts that form the national-linguistic personality of the student and are represented by the samples of exercises for editing, construction, translation, etc., allowing to represent words-symbols and concepts, involving students to understand the uniqueness and complexity of both Ukrainian and foreign culture, their development, interaction. Here is an example.

Exercise I. Read the text using the URL link: http://ukrlit.org/dovzhenko_oleksandr_petrovych/zacharovana_desna/3

1. What are the functions of common and non-normative vocabulary in creating the image of an old woman Marusina.
2. In what words did Ukrainians regulate their own speech behavior? Find out the regional features of language etiquette (Stakhiv, 2008).
3. Write down the folk phraseological phrases heard from acquaintances, relatives, countrymen. Comment on their meaning.

Exercise II. Describe the concept of "woman" (choose any literary work you like) in accordance with the following microconcepts: "An external characteristics of a woman", "An internal characteristics of a woman", "A social characteristics of a woman". Demonstrate the research in the form of a diagram.

The proposed exercise was introduced in a lesson on Language Culture. Students found out the regional features of language etiquette (rules of addressing, greeting, farewell, etc.); students had the opportunity to choose a work of art and on its basis to verbalize the concept of "woman". Such work allowed to realize the specificity of the peculiar national character of the Ukrainian and English language, convinced of the need to develop the ability to reconstruct it with the help of the language. On the examples of literary works of different times (for example, "Roksolana" by P. Zagrebelny and "Pride and Prejudice" by J. Austen) the students realized that the change of the concept of meaning to the concept of concept depends not only on the interpretation of the mental essence of the work, but also on the historical era of writing, the events that formed its basis.

The developed exercises in accordance with the innovative-technological criterion were aimed at the active introduction of information and communication technologies in the educational activities of students. Here are some examples.

Exercise I.

- I. Comment on N. Stepula's study using the URL link: <https://www.radiosvoboda.org/a/931174.html>
 - II. Study the Ukrainian lesson by O. Avramenko on the fight against surzhik words (URL: <https://www.youtube.com/watch?v=4sk8xQj-AAAs>), pay attention to the peculiarities of the analysis of human speech. Analyze the speech of famous people on television for the use of surzhik words (prepare links for the processed videos).
 - III. What is slang vocabulary? What functions does it perform in human speech? Make an electronic dictionary of typical surzhik words, jargons that you use in your own speech and choose literary equivalents. Make a word cloud that demonstrates the terms studied.
 - IV. Prepare a presentation "Phonetic portrait of a famous person".
1. Find out to what extent the pronunciation of a person corresponds to the English orthoepic norms: peculiarities of pronunciation of vowels, whether there is a normative accommodation of vowels under the influence of palatalized consonants / vocal assimilation; specifics of pronunciation of consonant sounds, whether there is a normative accommodation under the influence of vowel and / labialized vowels o, y / assimilation of consonants.
 2. If there are deviations, determine what is due to: the influence of dialect, another language, individual physiological characteristics, and so on.
 3. Indicate whether the pronunciation described can serve as a model. If there are errors, identify ways to fix them.

The students performed an exercise in the format of a web-quest, which involved solving language problems along certain routes,

which the teacher suggested on his own website in the form of links for Internet resources (questions and problems to solve, lexicographic sources, etc.). Its implementation allowed future teachers of English to set up feedback, transferring virtual knowledge to the real world: to listen to webinars to expand theoretical information about the language phenomenon, going beyond the information scope of disciplines, allowing to create a cloud of words; listen to and analyze people's speech in accordance with the requirements; to repeat the mastered information volume of modern English literary language, language culture and English dialectology; to put forward own assumptions, hypotheses, and further to prove or disprove them, to develop research skills, to improve ICT (information and communication technologies) skills; to develop thinking and use effective learning strategies independently.

The level of LC formation of students was checked during a test after studying the lexical level of modern Ukrainian and English literary language and introduced by performing the following tasks: performing tests, building LSF of the word "Ukraine" and "England" and writing essays using neologisms.

The test tasks contained questions of a theoretical nature. Checking their performance showed that among EG students 11.1% found a high level of knowledge, sufficient – 23.5%, medium – 60.1%, low level had 5.3%. Among CG students, the results were distributed as follows: high levels were 9.4%, sufficient – 21.1%, average – 62.3%, and 7.2% were low. As the test results showed, EG students had slightly higher results. In our opinion, such an indicator is justified, because the experimental work involved an increase in the share of self-study of primary sources, writing essays; the terminology system is mastered in the process of compiling the dictionary.

After completing the second task - building LSF of the word "woman" – students showed the following results: in EG high level of skills showed 8.8% of students, sufficient – 67.3%, medium – 20.4%, low level had 3.5% students; 2.7% of students showed a high level of skills in CG, 15.2% – sufficient, 75.4% – medium, 6.7% had a low level. The results showed that EG students performed much better. We consider this result to be natural, as the proposed type of work was introduced during experimental research training.

The results of the third task – to write a thought-provoking essay using neologisms that emerged in 2019 – 2020 in Ukraine – were as follows: in EG a high level of skills was found by 10.6% of students, sufficient – 32.7%, average – 53.1%, 3.6% of students had a low level, and 8% of students showed a high level of skills in CG, 28.7% had a sufficient level, 56.1% had a medium level, and 7.2% had a low level. As the results of the test showed, the future teachers of Ukrainian and English did a good job: they used a large number of neologisms, explained their meaning.

Summary results of the current control test have been presented in table 1.

Table 1. Analysis of the results of the current test (LC) at the second stage of the training (%)

The level of the task	High		Sufficient		Average		Low	
	EG	CG	EG	CG	EG	CG	EG	CG
Tests	11,1	9,4	23,5	21,1	60,1	62,3	5,3	7,2
LSF	8,8	2,7	67,3	15,2	20,4	75,4	3,5	6,7
Essay	10,6	8	32,7	28,7	56,1	56,1	3,6	7,2

As the table shows, the results of LC formation in EG students are slightly higher. In our opinion, this result was achieved by increasing the requirements for the quality and scope of independent processing of educational material and its verification; the active participation of students in the scientific and research activities, as the course work in linguistic disciplines required additional study of scientific sources; preparation and presentation of IKT support as one of the ways

to enrich knowledge, which required the involvement of supporting information; the work on compiling a dictionary of linguistic terms, which led to a better understanding, memorization and use of specific vocabulary.

6 Conclusion

The study convinces us that a special requirement for modern teachers of the Ukrainian and English languages is the orientation in the array of the linguistic science, the perfect mastery of theoretical material from all levels of the language system; the ability to practically apply the acquired knowledge, conducting research activities. A high-quality specialist is distinguished by the philological type of thinking, the development of external and internal motives for learning, professional skills and abilities, linguodidactic creativity.

The competence of future teachers of the Ukrainian and English languages is an individual result of the level of mastering the linguistic disciplines information volume, it is the acquired knowledge and pedagogical experience, as well as the ability to use them in further professional activity. The modern student is in a constant search of new knowledge, striving for self-improvement and self-realization in a rapidly changing society in order to become in demand and competitive, because the brighter the linguistic personality, the more fully it represents the linguistic progress of any society. This gives grounds to talk about the formation of the future Ukrainian and English teachers language personality.

The particular importance in the training of such specialists is the formation of lexicological competence, i.e. the operation of the lexical system of modern Ukrainian and English literary languages; an interpretation of the word as the main unit of vocabulary; distinguishing its concept and meaning, lexical meaning and grammatical meaning of the word; building a lexical and semantic field of Ukrainian / English words; understanding of intrasystem connections of lexical units; use of the language phraseological richness.

Checking of the methodological system effectiveness of the formation of future teachers' lexicological competence was carried out in accordance with four aspects: theoretical and terminological; practical-operational; cognitive-oriented; innovative and technological. Indicators of the initial and final stage of experimental research have showed that with equal initial opportunities, the percentages in EG have significantly improved compared to those in CG.

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Primary Paper Section: A

Secondary Paper Section: AJ

AXIOLOGICAL GUIDELINES FOR ART EDUCATION

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Abstract: The study is about the Axiological dimensions and their analysis of Ukraine. The Main axiological dimension of art today is aesthetics. However, through the history of the world and Ukraine this was not the only important dimension. The important dimension and their assessment have been given in this study through the research and survey. Purpose of the study is to find out the axiological dimensions of art and the way these things influence the social development and other things in the society. The purpose of the study is to also check the variations in the axiological dimensions of art in the present and compare that to the past dimensions. Research Methodology: Both the qualitative as well as the quantitative research method of data sampling has been used for the purpose of this research. Hence, consequently both primary and secondary data has been used for the making of this research. The research has been written in an objective way signifying the use of Positivism as its primary research strategy. The result demonstrates three thematic analyses that is totally based on the effectiveness of axiology in education that creates a huge positive impact on the sustainable development and also produces a huge social impact. In addition to this, the importance of axiology in proper administration of government policies in the field of sustainability maintenance has also explained clearly. After explanation about the three themes, a survey has also occurred where three different survey questions have been asked to the 43 survey individuals and the Responses have been collected for further analysis in the discussion part. Graphical representation has also given on the basis of survey responses. Practical Significance of the research is high as it looks into the various aspects of art in terms of modern art and other things. The social benefits are accessed that may enable Ukraine to retain talent better and build a younger population pool with more national pride and get economic benefits.

Keywords: Axiology, Ukraine, Art forms, cultural development, art, axiological dimensions.

1 Introduction

The axiological dimension in art is its aesthetics, values and its meaning or significance. Every culture has its own art form that evolved out of its culture and reflects the artistic expression of the individual culture. The country has rich culture and heritage and culture that make for a very unique artistic expression through their own art forms. The Axiological aspects in the art forms of Ukraine are unique and have a cultural identity different from all other Slavic nations (Smyrnova et al. 2019). The Aesthetic Value of art has been evolving as well as its significance and meaning of art since the time humankind was not fully evolved. The applications of art in different ages vary.

The significance differs from anthropological records to entertainment. People of the earlier ages have drawn rudimentary pieces of art on the cave walls of the things that they did or saw as a means of communication. This acted as a substitute for the absence of a writing system. The ages evolving the axiology of the art also evolved to include more significance such as keeping records of the individuals that attained a certain social position such as the handprints of the individuals and other things. At this time the axiological dimension in art was different than it is today. Today in modern Ukraine the axiology of art is different. Today the artistic values have replaced the record-keeping value of fine arts as written record systems have evolved a lot.

However, art is not just drawings and visual art. It also includes other forms of art such as dances and music (Smyrnova et al.

2020). The art forms today are more aesthetic than anything else and only done for entertainment purposes or are done to preserve culture and other things. The socio-cultural evolution of all art forms, be it physical arts or drawings also had the value of historical record-keeping through pictures, songs and dances. Through the preservation efforts of Ukraine, it has helped the art forms retain some of their older values (Zaitsev, 2019). The people are the only ones that dictate the axiological dimensions collectively through society.

The axiological dimensions of all art forms have differed and changed over time. These are also going to be explored in this study. These are the things that make for the most important parts of the study. There are other things that are going to be discussed in this study such as the identification of the changes in the philosophy of values and aesthetics in the axiological dimensions of art in Ukraine. The axiological dimension of modern art in Ukraine is also going to be done (Matyushova, 2019). Apart from that, the changes in the nature of the art forms of Ukraine are going to be discussed. These include the changes in the philosophy, such as realism to idealism and the application of the moral theories that are involved deeply with all art forms (Metcalfe, 2020).

2 Literature Review

The axiological dimension of the art education practice approach can be considered as a set of theoretical values that can be linked directly towards the pedagogical and social values within the orientation. Apart from that, the core values may consist of understanding the assertion of the life of a human being, creative activities, and communication within each other. According to the reports of Ashytok (2018), the Axiological dimension of educational practice can be considered as a regular topical practice in Ukraine. However, during the time of economic, political, and social crisis in Ukraine the depreciation of traditional, cultural values and ethics had started. On the other hand, it can be seen shifting towards the reflection of scientific values and practices. Simultaneously the key reason can be considered as the change in the worldwide trend of the paradigm of educational change. It has started from technocratic and evolved towards the humanitarian one.

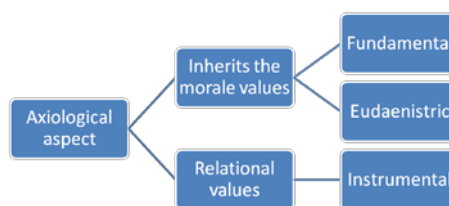


Figure 1. Values and chain of Axiological aspects
Source: Self-created.

On the other hand, according to the reports of Bondarenko, Semashko&Moroz, (2021), global trends might have changed the philosophical change of values and ethics, ideological differences and most importantly it has changed the process of education in Ukraine. Moreover, the inherent migration has led to the search for updated changes in axiological bases starting from the values of mankind in the educational sector to the harmonization of ethics and values nationally. Apart from that, it can be said the interconnection between art education, social and individual attention may help to determine the principal aspects that may need more attention. It can be found that scientific knowledge and pedagogical aspects may help to propose the implementation of the various social aspects. However, the axiological approach may play a vital role to provide the interlink between the conventional practice of art education and the knowledge phenomenon of art. Conventionally, the keen aspect of values and ideas can be directly associated with the implementation of humanistic art education into paradigm

practice. Economical and social turmoil in Ukraine might have drastically changed the cultural and social life of an individual. Most effectively it might have impacted the standards of living and resulted in the devaluation of spiritual values.

From the above figure, it can be seen that the axiological aspects pose a very positive impact on the educational dimensions of art and culture. However, young children must get proper guidance from the senior members based on the aspects of respecting elders and behaving properly in a public place. This may help to improve the efficiency of art education in Ukraine (Batchenko, Dielini&Honchar, (2020). Most importantly it may aim at the par of social institutions in order to ensure the implementation of social, ethical, and axiological values. Apart from that, it can be seen that the axiological approach may help to enhance the formation process within art education by implementing the significant values of social aspects. Apart from that, it can be said that social values can be considered as the general guidelines for the younger generation of Ukraine. Simultaneously it may help the youth of Ukraine to solve the individual controversial issues.

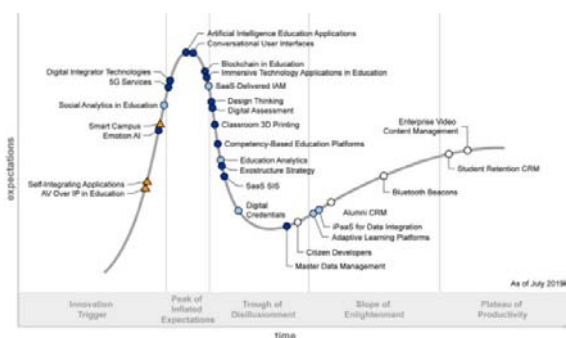


Figure 2. Evolution of art education in Ukraine

Source: Troitskaet al. 2021.

This figure explains the evaluation of the art education of Ukraine and it can be said that the main reason for the evolution can be considered as globalization and inherit migration.

However, according to the reports of Smyrnovaet al. (2021), the artistic and axiological orientation of Ukraine can be considered as individual integrative education. It can be characterized by a high level of professional skills which can be based on art and pedagogy. Similarly, the motivational aspects help to build up a cognitive component of the art and culture and the mentor can effectively evaluate the attitude of the individual. This may help to evaluate the other factors too, for example, the attitude of the individual towards the values depicted and expressed in the artistic photo. However, it can be said that the axiological educational aspect can be considered as the redefined method of art and cultural practice. Simultaneously the evaluation of the axiological approach can be considered very helpful in order to solve the wide obstacles of the development and scope of values. The main aspect behind that idea can be considered as an evaluation of the aspects of humanizing art and culture that may carry anthropological as well as philosophical significance.

Eventually it has been seen that it may also need scientific knowledge as well as pedagogical one in order to implement the social and ethical values by understanding the main key points (Tarasenkoet al. 2021). Similarly, it may provide a track between the knowledge of art education as well as practicing art education. It can be said that this involves various criteria to meet the need of the individual aspects as well as solving the task that may involve humanizing to social aspects. Eventually, this may help to recognize the needs of eternal values of equality, social and cultural pragmatism instead of basic values and ethics. However, considering the long-term aspect Ukraine must meet the needs of art education of the dominant values and framework of the country. It can be said that in order to fulfill the needs the formation of a technical educational paradigm

along with highlighted values and ethics can be implemented (Murzina et al. 2021). Apparently, it can be said that the formation and development of art and culture may require a wide focus on educational strategies. Simultaneously, it may require the adaptation towards the modern culture along with the focus on the values and ethics of the society. This may help to emphasize the procedure to attain the knowledge, development of abilities and skills but creating a good impact on the humanitarian values. Therefore, it can be very important to build the self-esteem values and ethics of an individual and on wide aspects, it has a direct connection towards the values of society.

Table 1. Impact of axiological dimensions of art education on an individual and social context

Impact of axiological dimensions of art education on an individual	Impact of axiological dimensions of art education on social context
Self-development	Social behaving norms
Ability to understand individual role by respecting others	Understanding the social complexities and plurality of the defined culture
Awareness about various social aspects that may lead to lifelong art educational development	Understanding the ethical and moral values towards the various social context in order to help the development process

Source: Compiled by author.

3 Methodology

Both qualitative and quantitative modes of data collection are going to be used for this research. For this research hence, both primary, as well as secondary research is going to be used. This is done so that the works of the previous researchers can be analysed to check the observations that have been made by various researchers at different times. This is going to enable the makers of this study to analyses the changes in the observation and developments over time. Also, apart from the secondary research, the primary research is going to be conducted that is going to help the researcher fill the literature gap that exists in many areas. It is also going to help the researcher cross-check and confirm the observations that have been made in the secondary research. The observations of the secondary research are going to be analysed and the data collected is going to be clustered and similar observations are going to be grouped to form themes out of it. The analysis of these themes is also going to be done in this research.

The primary research is done on the basis of survey questions. A set of three questions are going to be formed on the basis of the literature gaps and the secondary research observations that are inconclusive to aid in the formation of a proper conclusion of the research. A pool of individuals 43 in number are going to be surveyed with the help of the survey questions. The results are going to be obtained and the statistical representation of the people are going to be done along with their analysis and discussion to obtain a proper result out of the answers given by the individuals. The individuals that are going to be surveyed are not going to be laypeople but individuals that are involved in some form of art and associate themselves with art organizations.

4 Results

Theme 1: Axiology is considered an integral part of education and arts as it assists to understand the actual meaning of learning.

Axiology defines a unique branch of philosophy that reflects a detailed study of principles as well as values on education and other similar purposes. These values are sometimes divided into two major parts. One is ethics and another is aesthetics. According to most of the articles, education reflects the acquisition of diverse knowledge and knowing the proper application of the knowledge in real life. On the other hand, this axiology of education signifies knowledge along with the right quality of life. Logic is an integral part that is necessary to incorporate within education for a better understanding of real-

life knowledge. Thus, axiology assists to understand the right meaning of education.

There are diverse fields of education and interest in education helps any person to better learn about various things which they can easily incorporate in their real life. A better axiological practice helps to motivate a person through which he can know the actual importance of it. Proper practices in axiology in education also help to evaluate the desired outcomes from the end of an individual. Diverse types of cultures have existed in the world and there is a huge need to incorporate the learning capabilities in dominating various cultural practices (Godienko *et al.* 2017). The actual method of learning can also be addressed by incorporating axiology in education and arts. Apart from all those things, it is also considered as a unique set of various theoretical ideas that also comprises social as well as pedagogical values. In addition to this, the core pillar of axiology in education and arts reflects the assertion and realization of human life, thinking and acting creatively and doing effective communication.

The significance of axiology relies on a huge expansion of knowledge on a specific thing and in addition to learning a specific subject it hugely focuses on the unification process of this subject with indulging various types of questions that enhance the value of learning (Gudmanian *et al.* 2020). As an example, it can be stated that the axiological mode of education thoroughly incorporates economic, logical, moral as well as aesthetic parts of a particular subject that one wants to learn (Troitska *et al.* 2019). This, a huge diverse knowledge has grown up on this subject. In this research study, the importance of axiology in education and arts in Ukraine is explained critically.

Theme 2: Axiology hugely assists in successful sustainable Government administration in Ukraine in the area of effective environmental safety programmes.

Sustainability is considered as one of the most important parts of any country that hugely focuses on the wellbeing of the human. Besides that, there's a huge importance of maintaining suitable practices successfully with a good level of administration. Axiology here encompasses a huge place as it is important to know the economical, ethical, logical and aesthetic value of maintaining sustainability based on the current environmental scenario (Prysiashniuk *et al.* 2021). In addition to this, the government of Ukraine also takes several important initiatives to achieve sustainable goals in the year 2030 and due to this reason a compact administration is needed. The government of Ukraine also incorporates various policies that can help strengthen the implementation of specific techniques that promote sustainability. The existence of an authentic, as well as appropriate legislative framework and effective regulation of this legislation, hugely assists to promote sustainable practices in the community (Kuzior, 2020). Relevant formal responsibilities and the efficient implementation of sustainable practices along with defining the actual logic behind it help to strengthen the policies.

There is a huge necessity of maintaining diverse logistical, financial as well as human resources that can transparently assist in building up a better infrastructure. Thus, axiology helps build up a better infrastructure along with an effective level of learning in Ukraine (Tkachuk *et al.* 2020). An important part of axiology is clear communication about definite things and in the case of authentic administration, there is a huge need for clear administration (iopscience.iop.org, 2022). Due to this reason, through incorporating the axiological thinking in policymaking the government of Ukraine hugely depicts several sustainable development policies that strengthen the community and also the whole parts of the country.

Theme 3: Axiology also motivates the young generation of Ukraine to become an efficient entrepreneurs and it also helps diverse types of social development among a huge number of community individuals.

Based on the current economic condition of the country it is important to think creatively and incorporate axiological aspects for being a successful entrepreneur. Creative things, as well as innovative product development, have been considered as a major part of building up a new business and in Ukraine huge value has existed on those entrepreneurial thoughts where axiology has imparted a great value (Dieniezhnikov & Kozlov, 2021).

There is a transparent level of correlation that exist in the field of traditional values as well as axiological foundations of the digitally influenced society in Ukraine. Social development is helpful for generating a huge value as well as competitive advantages depending on the current global condition. The incorporation of axiological thinking in education helps to understand the moral consequences of modern society (e3s-conferences.org, 2022). An effective analysis of the overall value of the society can be easily done through this axiological thinking. The exact detection of the influential manner of the digitalized global aspects and the transformation of the traditional activities can be better understood with the effectiveness of axiology (Hobela, Blaha & Leskiv, 2021). The following survey results can help a clear understanding of the importance of axiology in Ukraine and the actual impact as well as acceptance of axiology among various community individuals.

Question 1: Do you think axiological foundations are immediately needed to strengthen the current economic condition of Ukraine?

Table 2: Axiological foundations are immediately needed to strengthen the current economic condition of Ukraine

Options provided	Number of survey individuals	Number of responses	Respective percentage
Yes, it is immediately needed	43	20	40
Quick implementation of axiological foundations is essential	43	15	30
No, there is no need	43	8	16

Source: Compiled by author.

According to the table, it can be stated that among 43 individuals the maximum number of survey persons have answered a huge positive response in respect to the utilization of Axiological foundations that has been needed to strengthen the current economic consequences of Ukraine. 20 survey individuals have relied on that it is immediately needed and another 15 persons have told that quick implementation is necessary.

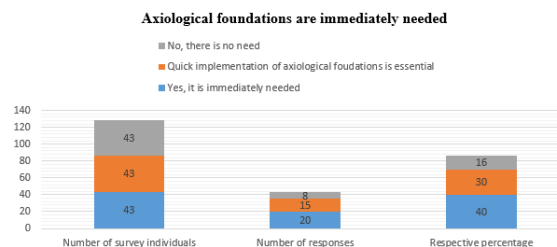


Figure 3: Axiological foundations are immediately needed to strengthen the current economic condition of Ukraine

Source: Compiled by author.

As per the above graph, it can be stated that there are 40% of the total survey population imparts great support toward essential axiological foundations and another 30% population also want a quick implementation of axiological foundations. The rest of the total population has replied a negative response and the number is too low.

Question 2: Do you think the lack of axiology in educational areas impart a huge hindrance to improving sustainable economic value?

Table 3: Axiology in educational areas impart a huge hindrance to improving the sustainable economic value

Options provided	Number of survey individuals	Number of responses	Respective percentage
Yes, it is totally true	43	15	30
A huge focus is needed in the incorporation of axiology	43	20	40
No, it creates no hindrance	43	9	18

Source: Compiled by author

According to the above table, it has been revealed that among the total population 15 individuals has supported the reason of hindrance to improving the sustainable economic condition of Ukraine. In addition to this population, another 20 individuals also think that a huge focus is also needed in the field of educational perspectives to incorporate axiological foundations. Thus, it can be stated that the maximum community has a huge support of indulgence of axiology in education.

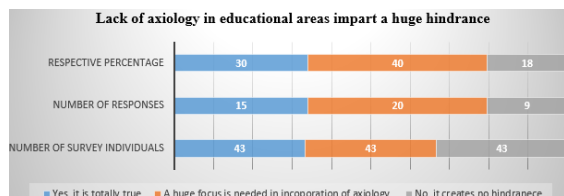


Figure 4: Axiology in educational areas impart a huge hindrance to improving the sustainable economic value

Source: Compiled by author.

As per the above graph, it can be said that 40% population has answered in support of giving a huge focus on the incorporation of axiology in educational counterparts. Apart from this, another 30% of survey persons also have replied in support of the positive response against the question. Only 18% of the individual has imparted a negative response.

Question 3: Do you think the quality of life that is exponentially degraded in Ukraine among a large share of the community can be strengthened through axiological development?

Table 4: Quality of life can be strengthened through axiological development

Options provided	Number of survey individuals	Number of responses	Respective percentage
Yes, axiological development can truly strengthen the quality of life	43	16	32
Development In Axiology partially strengthen the quality of life	43	18	36
No, there is no impact on axiological development	43	9	18

Source: Compiled by author.

From the above table, it can be said that among 43 persons 16 individuals have answered in support of the influence of axiology in strengthening the quality of life. Another 18 survey persons also have answered development in axiology can partially strengthen the quality of life. There are only 9 survey

persons who think that axiological development has no impact on the quality of life.

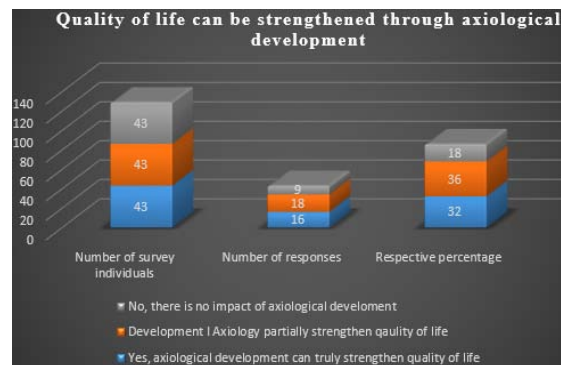


Figure 5: Quality of life can be strengthened through axiological development

Source: Compiled by author.

According to the above graph, it can be stated that 36% of survey individuals has supported partial axiological foundations on the quality of life. Another 32% survey population also has highlighted in favor of true impact of axiological development in strengthening the quality of life. At last, it can be concluded that a huge number of survey persons has supported on the positiveness against the survey question about the quality of life.

5 Discussion

In the discussion section, the analysis of the results is going to be done along with the thematic analysis discussion as well as the survey analysis discussion. The analysis of the three themes is based on the Quality of life, Sustainability and the Education and social development of the people. These are the things that make for the basic outcomes of the axiological developmental results of the lives of the people and the future of the art forms. The first theme is about the Development of the quality of the life of the individuals, these are going to be discussed in this section.

The first theme is the most common observation made by the researcher reviewing the secondary research. It is true that axiology is the most common thing as well as the most important thing that is considered in terms of education in art. It may be any branch of fine art such as acting, drawing, sculpting, dancing, singing or anything else. The axiology is the most important consideration as it involves the elements of aesthetics, values and their sub-elements such as subliminal message, portrayal, entertainment value, historical and anthropological value, as well as propaganda value in today's age of information. Hence Ukrainian government has made efforts to give them a priority and legal protection (Byrkovych et al. 2019).

The second theme is to do with sustainability (Kichurchak, 2020). The Ukrainian government makes consistent efforts to maintain their own Ukrainian identity separate from the Russian identity the people usually associate them with due to their ex-Soviet origin (Troitska et al. 2019). The people are going to be able to sustainably preserve their cultural identity and help the government of Ukraine sustain their own identity and culture different from the Russian one that helps the country immensely to form a strong tourism industry that is one of the biggest industries in the world and forms one of the biggest parts in the economic growth of the country (Ziakas, 2018).

The third theme is the socio-cultural development of the younger generations in Ukraine. Through the efficient education of the art, the people are going to be able to make social and cultural progress. This has many benefits, the people become more efficient entrepreneurs as well as develop the skills and the artistic sense of the younger generations. Apart from that cultural pride is one of the most important things for Ukraine. The people are therefore going to benefit from the art education of art and

the art reflects the societal problem and inspires to be rectified by the people and the administration. This way, art has the axiological value of socio-cultural reforms and development.

The research questions have been formed by the researchers to confirm the same observations. The people that participated in the survey also answered positively to all three survey questions. They agreed that Axiology is one of the primary concerns of art education, they agreed that art education is one of the most important things that make for the growth of sustainability of the culture and economic development. This is also judged from the socio-cultural perspective, as the questions regarding the social development of the younger generations were agreed upon by the people taking the interview.

6 Conclusion

In conclusion, the people of Ukraine are being supported by the government to enable them to preserve their art forms and look deeper into the axiology of the modern and the traditional art forms and their elements that help the preservation of the cultural values and identity. This also helps the government make the economy strong and the people more culturally and socially developed. In this age of globalization, the concept of national pride is fast deteriorating and this is making the people migrate to different areas leaving Ukraine leading to brain drain from the country. This can be preserved by the use of art and the culture of the people. It can be said in the conclusion that people are going to benefit from the proper teaching of the art forms and axiology is a major part of art education. This not just preserves culture and makes the people culturally stronger but also enables the creation of a value-based society that is functional and unified.

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