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A	SOCIAL SCIENCES
B	PHYSICS AND MATHEMATICS
C	CHEMISTRY
D	EARTH SCIENCE
E	BIOLOGICAL SCIENCES
F	MEDICAL SCIENCES
G	AGRICULTURE
I	INFORMATICS
J	INDUSTRY
K	MILITARISM

TABLE OF CONTENTS (BY BRANCH GROUPS)

A SOCIAL SCIENCES

J INDUSTRY

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

APPLICATION OF MODERN INNOVATIVE PRACTICES IN PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Abstract: The article represents an attempt to update the attention of scientists, university teachers and practitioners on the success of a school teacher, which, in our opinion, is not to give him an outside expert assessment for the results of teaching and educational activities, but to encourage the teachers themselves to understanding and solving their professional goals and problems and to self-development of professional skills and leadership. The model of preparing a future teacher, including teaches of vocational training for innovative activity, is considered on the basis of the formation of a system of knowledge about innovative professional and pedagogical activity, on the need for personal development and improvement of professional pedagogical activity. The article presents the appropriate principles, stages, approaches, training conditions.

Keywords: Communication, Future teacher, Innovative practices, Leadership, Professional training

1 Introduction

The formation of a creatively thinking teacher, capable of self-realization, continuous self-development, self-improvement, is the requirement of the time. However, despite the significant achievements of pedagogical science in the development of progressive pedagogical innovations, their widespread use by practicing teachers is very limited. The main reason, according to most researchers, is the way of thinking that developed among teachers during their studies at the university and was consolidated by subsequent practice, focused on the reproductive assimilation of knowledge, skills, and habits, committed to stereotypes and traditional algorithms of activity.

As practice shows, for the real use of innovations, it is not enough just to get acquainted with certain samples of innovative pedagogical experience that future teachers receive in the process of professional training at a university. Simply copying any innovative sample without understanding its essence and adapting to specific conditions, as a rule, leads to failures and can sometimes compromise even the most advanced experience [3]. Therefore, the preparation of future teachers for the process of creating, evaluating, mastering, applying innovations, and managing innovative processes remains the most important task of professional training [7].

However, despite the abundance of publications on the problems of innovation, research on them cannot be considered complete. The features of innovative pedagogical activity are such that it is personified by the personal qualities of the teacher, includes creative improvisational components and cannot be completely algorithmized [4]. In this regard, the use of already “proven” innovative forms, methods and teaching aids in a constantly changing educational environment requires their mandatory modernization and correction.

Moreover, the analysis of the application of pedagogical innovations in the professional training of future teachers shows that there is no direct strictly deterministic relationship between innovations and the quality of specialist training, and the active use of innovations does not always lead to quality improvement. Excessive focus on innovation backfires, contributing to the audio and visual appeal of the process at the expense of its content and professional direction.

The relevance of the problem of innovation in the context of training future teachers is due to the need to resolve a number of contradictions between: the need for the active use of already created innovations and the theoretical and practical unpreparedness of some university teachers for their perception and application; intensive search for new forms, methods, and means of teaching and their insufficient didactic provision; the established traditional experience of training specialists with predictable results and the uncertainty of the results of applying pedagogical innovations in practice.

It can be assumed that innovations in the professional preparation of students for pedagogical activity will be effective under the following conditions: innovations are considered in dialectical unity with traditional forms, methods, means and technologies of education as a tool that ensures integrity and sustainability, and at the same time flexibility, mobility and adaptation of innovations to real situations of professional training of future teachers [1].

The relevance of the identified problem is stimulated by the increased differentiation of modern school education, the emergence of new types and models of educational institutions, the expansion of the range of new educational technologies used by teachers, and the widespread experimental work at school. Innovative processes both in secondary and higher education are now massive, and therefore there is a need for a teacher of higher qualification, a need for an innovative teacher with creative scientific and pedagogical thinking. This creates objective prerequisites for the restructuring of teaching at a pedagogical university, the “cultivation” of an innovative teacher as a creative person with a special style of activity and thinking, and the preparation of a future teacher for the perception, evaluation, and implementation of pedagogical innovations in the process of professional education.

2 Materials and Methods

To solve the set tasks and verify the initial provisions, a system of interrelated and interchangeable methods was used, adequate to the purpose and objectives of the study and the corresponding stages of work.

In the process of analyzing the scientific literature on the topic under study, the following methodological approaches were identified: systemic, which allows exploring the education system as a developing open system, identifying the place and role of pedagogical practice as one of its components in preparing students for innovative activities; a personal-activity approach focused on determining the positions of the subjects of education as direct carriers of innovative processes in the context of the innovative strategy of the educational process in higher education.

The leading categories of our research are: “innovation”, “innovative education”, “professional competence of the teacher”, “methodological culture”.

In the course of the study, we relied on the model of the image of a teacher prepared for innovative activity, developed by V.A. Slastenin and L.S. Podymova. The personality structure of a teacher prepared for innovative activity includes four interrelated components: 1) structural components of a teacher's innovative activity (motivational, creative, technological, reflective); 2) the functional components of the teacher's innovative activity (personal motivation, reworking educational programs, planning the stages of experimental work, making a decision about innovation, new prediction of difficulties, setting goals and generalized conceptual approaches, introducing innovations in the pedagogical process, correcting innovative activity; 3) a system of criteria level of formation of innovative activity (creative susceptibility to pedagogical innovations, creative activity, methodological and technological readiness for innovation, pedagogical innovative thinking, culture of communication; 4) levels of formation of innovative activity (adaptive, reproductive, heuristic, creative).

3 Results and Discussion

Modern training of a future teacher takes into account, first of all, the following innovative processes and phenomena occurring in the system of higher pedagogical education [5, 8, 19]:

- Consideration of higher pedagogical education as a translator of the world pedagogical culture and its transformation through the development and appropriation of value orientations inherent in a particular socio-cultural model of education into the personal pedagogical culture of the teacher;
- Changes in the value orientations of the personality of the future teacher – orientation towards individual-personal (spirituality, humanism, citizenship, etc.) and professional (readiness for a positive perception of schoolchildren, acceptance of their inner world, methodological culture, creative implementation of professional methods of activity, competence etc.) properties;
- Target orientation of higher pedagogical education, aimed at self-development of the personality of the future teacher in the spaces of humanitarian and pedagogical culture, creating conditions for his cultural-individual-personal and professional self-determination, creative self-realization of the personality;
- An increase in the role of subjectivity (understood by us as spirituality, activity, initiative, responsibility, creativity) at all stages of individual and personal professional development of students;
- Focus on increasing the role of learning through action and reflection, which implies strengthening the role of industrial practice, where acquaintance with innovations is carried out;
- Consideration of the content of pedagogical education from the standpoint of humanitarization, cultural development, fundamentality, practice orientation, polystructurality, as well as taking into account changes in the status of knowledge, which have turned from the goal of education into a means, a tool for comprehending pedagogical problems;
- An increase in the role of the joint “ensemble” nature of the pedagogical activity of the subjects of the educational process;
- Uncertainty, non-algorithmization of pedagogical activity in the process of professional training as a natural reflection of value-oriented practice-oriented activity;
- An orientation that provides “the transition from educational activities of an academic type (introduction to the subject area of knowledge, where the assimilation of information about the subject is the goal) to quasi-professional activities (introduction to teaching the technology of teaching and learning activities), and further to professional activity (introduction to the profession) and its reflexive and creative generalization (education as a way of life and activity)” [1, p.83, 84].

Innovative processes in the system of professional training of future teachers are natural in the development of modern higher education and are determined by such factors as the general trends in the evolution of science, the peculiarity of the spiritual situation generated by the transition to a post-industrial society, the logic of the development of pedagogical knowledge.

In this regard, the pedagogical process in a pedagogical university is considered as an integral, open, self-organizing system, the most important element of which is the pedagogical practice of students, which, according to V.A. Slastenin, is considered as a condition for the formation of professionalism - the personality traits of a future teacher [2]. In our opinion, pedagogical practice is a fundamental backbone element of the basic training of future specialists. Under the conditions of pedagogical practice, the “translation” of theoretical knowledge into an element of practical activity is ensured and a diverse, prolonged, multifunctional educational training is carried out, the main professional function of the future teacher is realized “the essential ability to create another” [18].

At the same time, industrial practice acts as an essential variety of pedagogical activity, during which, on the basis of connection with activity, the development of creative activity, students form knowledge, skills, and abilities that ensure their ability and readiness to carry out specific professional activities corresponding to a certain level of qualification.

Pedagogical practice is one of the leading pedagogical categories of higher professional education. It has an integrative significance for the entire system of teacher education. In the process of pedagogical practice, “personality-profession-activity”, group and personal relations, theoretical knowledge, creative experience, values are combined, self-regulation of the individual is carried out [20]. It should be emphasized that pedagogical practice has two statuses in vocational education - an academic subject included in the national state educational standard, and a process. In the first case, pedagogical practice is an academic subject that gives the trainee a system of knowledge, skills, norms, values, relationships, built in the logic of the production (educational) process in a general educational institution, in accordance with the qualification requirements and tasks for the formation of the future teacher's personality. The logic of the production process is connected with the main elements of the production (pedagogical) process in a school environment.

Continuous pedagogical practice in the system of training a future teacher is an important condition for promoting professional and personal growth at every stage of pedagogical practice. Theoretically substantiated practical organization of assistance to the continuous development of the student within the framework of pedagogical practice is the system-forming goal of modern pedagogical education. The continuity of pedagogical practice is closely related to continuity, stages and distribution in time [15].

We distinguish the following stages of continuous pedagogical practice of training specialists, taking into account innovative processes. Each stage of pedagogical practice is a specific practice-oriented cycle as a period of time required within a specific process for the purposeful inclusion of trainees in professional innovation activities. In our research, three most important stages are distinguished: value-oriented (1-2 courses), basic, problem-theoretical (3-4 courses) and creative (5 courses). Each stage of the practice is provided with a diagnostic system that allows tracking the professional state of the student at the stage. Large place should be given to self-diagnosis conducted by students.

Secondly, a necessary condition for improving the quality of training future teachers during pedagogical practice is the creation of an innovative co-creative educational space from a network of basic schools for internships like clinics at medical universities, the opening of pedagogical departments, “master classes” with them, which makes it possible, according to A.A. Orlov, not only to improve the quality of professional training of the future teacher, but also to individualize it, to give it a research character [3]. A feature of these general educational institutions is their innovative focus. During the period of continuous pedagogical practice, the student gets acquainted with the core of innovative schools, technologies, with various innovative landmarks, based on the goal, the stage of pedagogical practice in order to search for their own “author's” professional and pedagogical model of behavior. At the same time, the factors of productive use of the existing innovation potential, educational space (environment) are the coordination of the values of the interests of the subjects, the existence of conditions that allow achieving the optimal result, and the awareness of students about the innovative activities of basic schools [4].

Thirdly, an important condition for conducting pedagogical practice is the implementation of an individual educational route of a student-trainee, subject to the use of the functionality of pedagogical support. Namely the support of the student in the educational process "transforms the student-centered educational process at the stage of its implementation into an individual educational route" [5].

Fourthly, for the effective carrying out of pedagogical practice, it is necessary to conduct problematic consultations - workshops for student interns, providing pedagogical support to students. Pedagogical support is carried out in a joint search with trainees for specific actions, in providing conditions for choice and independent decision-making in resolving specific psychological and pedagogical problems, in designing lessons. This form of organization of activities contributes to meeting the needs of students in solving complex production problems in the context of interaction between teachers-methodologists and student trainees. At problem consultations, questions are discussed: common for everyone (the problem of time distribution in the lesson, conditions for self-realization of students, training for confident behavior) and individual [6].

Fifth, for effective independent work during the period of pedagogical practice, it is necessary to create an educational and methodological complex for students, including a program, recommendations, practice workbooks, electronic support for pedagogical practice on the university website, etc.

Innovative training involves the following steps [7-9]:

- The first is an indicative stage, where, along with the disciplines of the humanities, socio-economics, and mathematics, natural science, agricultural and engineering subjects are studied, which subsequently form the basis for the formation of practical knowledge in technology;
- The second one is a productive stage, where the development of pedagogical and psychological disciplines is mainly supposed, which contribute to mastering the methodology of teaching special disciplines. The study of special disciplines continues. Students undergo technological and pedagogical practices that contribute to the formation of students' readiness for work in a professional educational institution;
- The third is the prognostic-creative stage, where the independent creative activity of students is enhanced. They complete term papers, develop creative projects using innovative technologies (electronic presentations) and prepare final qualifying (diploma) theses.

According to the model, training at all stages is carried out in accordance with the principles of innovative training of the future teacher of vocational training. In combination with general didactic principles, special principles are applied, such as adaptation to work in the society of professional educational institutions, individual work with students, taking into account their age difference. In our opinion, learning based on the integration of these principles to a greater extent develops the motivation for learning and the cognitive interests of students.

In general, the innovative training of a vocational teacher is a complex and systemic process. Students consolidate and deepen their knowledge and skills, which allows them to expand their scientific and creative activities on the basis of interdisciplinary connections in accordance with the requirements for their future profession.

This model systematizes the main approaches to professional and pedagogical innovative training: systemic, competence-based, aimed at transferring knowledge, skills and abilities through their own creative skills and vision, which strengthens the confidence of their students in their professionalism after graduation; creative, which allows the use of innovative methods in the educational process (business games, seminars, various types of excursions, etc.), technical teaching aids that develop students' interest in educational and cognitive activities and independent activity.

The key component of the model implies the following conditions: general pedagogical ones, which promote the interconnection of educational field and pedagogical practices, during which students form a holistic view of their future profession; development of creativity in teaching the subjects of the technological cycle and teaching methods; special-pedagogical, in which the features of subjects in specialties are taken into account in the professionally oriented education of students [2].

The problem of introducing innovative technologies can be solved by purposeful, specially organized training of students of higher pedagogical educational institutions for the introduction and dissemination of innovative educational technologies.

Taking into account the complexity and diversity of the problem under study, it is possible to implement the guiding idea only within the framework of a systematic approach. It integrates the following theoretical statements:

1. The teacher's readiness for innovative professional activity is an integrative quality of his personality, which manifests itself in the dialectical unity of all structural components, properties, connections and relationships.
2. It makes sense to consider the system of forming the readiness of future teachers for innovative professional activities as a subsystem of general pedagogical training in pedagogical educational institutions, aimed at becoming students as subjects of educational innovations.
3. The process of preparing future teachers for innovative professional activities will be effective if it is carried out in the context of a technological approach.
4. The conceptual basis of the technology for the formation of the readiness of future teachers for innovative professional activities is the main provisions of an innovative and student-centered approach to the professional and pedagogical training of teachers.
5. The technology of forming the readiness of future teachers for innovative professional activities should be implemented in the conditions of their general pedagogical training in pedagogical higher educational institutions in accordance with the principles of integrity, individual approach, and phased development of professional activities. This is achieved through the individualization of innovative teaching of future teachers, the allocation of a cycle of interrelated and interdependent stages in it, each of which has a specific goal and the content, methods and forms of work corresponding to it.

Innovative training of future teachers should be aimed at their formation as subjects of educational innovations and meet the main provisions of a student-centered approach and innovative teacher education. This can be achieved due to the subject-subject nature of the interaction between the teacher and students, the individualization of education, the creation of conditions for the formation of criticality and creativity in the professional thinking of future teachers, as well as the use of interactive pedagogical technologies.

Depending on who has the leading role in managing the implementation of educational innovations - the administration of an educational institution or the teaching staff, scientists distinguish between administrative and participatory approaches [11, 13].

The second essential feature of different approaches is the type of response to changes. On this basis, reactive management (a type of management that consists in responding to the actual state of affairs) and anticipatory, propaedeutic management are distinguished.

By the nature of the orientation of the process of introducing innovations, V. Lazarev and M. Potashnik single out procedural and target approaches [10].

With process-oriented management, the subjects of managerial activity introduce a certain innovation, hoping that it will ultimately contribute to improving the efficiency of the educational institution. Conversely, with targeted management, the desired indicators are first determined, and only then the search for innovation begins, which allows them to be achieved.

According to the degree of integration of the processes of introducing individual innovations into the practice of the work of an educational institution, autonomous and system management are distinguished.

The essence of the first of them lies in the fact that innovations are introduced by individual teachers on their own initiative, and there is no holistic project for the development of an educational institution.

As is known, the teacher's success criteria are integrated and structured in accordance with the psychological concept developed by famous psychologists, for example, S. L. Rubinshtein and others. According to this concept, the teacher's work is the most complex mental reality, presented as a multidimensional space consisting of three interrelated factors: pedagogical activity; teacher's personal potential; psychological and pedagogical communication [8].

All these three spaces are united by a single global task of developing the personality of the student, his socialization, which, ultimately, affects the success of the teacher himself. Practice shows that in the work of a teacher these factors are interrelated, but at the same time they do not overlap, but enter into complex dialectical relationships and in the process of his professional activity act either as a prerequisite for the choice of methods of influence, or as the method itself, means or technology, as a result of development and upbringing. According to experts, a teacher is a person who studies all his life, only in this case he acquires the right to teach. It is impossible to drive a successful teacher into the “Procrustean bed” of some formulas, concepts or pedagogical paradigms that appear and are imposed today much more often than the possibility of their comprehension and detailed implementation [18].

In the conditions of intellectual competition, continuous self-improvement, pedagogical search and creativity constitute, in fact, one of the mandatory requirements that apply to a modern teacher. The professional success of a teacher largely depends on the level of his skill and needs for the development of himself and his students, on the ways of his thinking and the development of his leadership. It seems to us that the actualization of leadership is not only a problem of management. The teacher in the classroom is an informal leader, and whether the students recognize him as a leader or not sometimes depends not only on his professional success, but also on the degree of trust of the students in him, the possibility of his influence on others, his reputation and business image.

In the literature on management, there are transactional and transformational leaders. Unlike a transactional teacher who manages the process of information exchange, or transactions, in a group, a transformational teacher-leader controls the meaning, he is characterized by the ability to implement significant changes in pedagogical and educational practice. A teacher of this type introduces changes in the concept of student development, in its strategy, in the corporate culture of an educational institution and in the organizational behavior of everyone (both teachers, and administration, and students), in the educational technologies used [8, 9, 17].

The transformational teacher focuses on the future prospects of each student, common human values and attitudes, mission, new patriotic and moral ideas for development. He seeks to establish cooperation in a team of employees and trainees, to fill the work of students with meaning, to involve them in the process of reflection and self-improvement, based on personal values and beliefs, on self-confidence and authority.

In addition to the value potential and its development through the management of meaning, in recent years, leadership researchers explain it as a social process, and not a set of qualities in an individual, his charismatic potential, or the ability to interact with people. Namely the second approach is typical today for almost all specialists who are engaged in the description of competencies and requirements for a teacher, and on this basis develop curricula for their training.

At the same time, it should be noted that the achievement of recent years is the inclusion of subjects that develop the communicative competence of the teacher in the curricula of teacher training. At the same time, practice shows that a competent teacher or one who has excellent personal potential - a set of qualities necessary for teaching activities - does not always become successful in terms of the degree of influence on others, does not always enjoy an impeccable reputation in the professional environment of his own kind and among those who is teaching. This is due precisely to his value potential, attitudes and mission. The ability to carry out professional activities formally, without experiencing satisfaction, orientation towards a career, regardless of the means of achieving it, participation in the life of a team, without sacrificing one's personal goals and considering them priority in different situations, to be honest - such teachers today are quite common. They, as a rule, are not committed to the educational organization, their activities, students, and can easily change both the place of work and the activity itself if there are more significant and attractive (from their value point of view) proposals [10, 16].

Speaking about the success of a teacher and, for this purpose, analyzing his leadership in the pedagogical environment as a social process aimed at the socialization of the student, it is possible to consider the main function of the teacher's leadership as “meaning management” and as “growth thinking”. Visions of effective teacher-leaders set attractive prospects for the formation of personal self-sufficiency in each student, self-confidence, disrupt the order of things or facilitate the achievement of personal and social goals. As modern literature shows, successful teachers-leaders have the following competencies: managing the attention of students, managing the meaning of learning and development, managing thinking, growth, managing trust in the classroom, at school, managing oneself.

It is obvious that the “growth mindset” of a successful teacher is today a competitive advantage of an educational institution, positively working on its corporate image and reputation in the educational environment. A thinking, successful, communicatively competent teacher develops in young people, future members of the workforce, strategies for cooperation and partnerships that contribute not only to the development of the personality of each, but also to the competitiveness of the school graduate [12].

Therefore, the modern teacher is the manager of growth, the creator of the vision, the picture of the desired future for each student. In order to combine the strategies of external and internal growth of students, it is necessary to use learning by “action” in educational technologies, teaching everyone on the basis of new, intensive technologies, focusing students' thinking on analyzing situations and choosing constructive behavior strategies based on value orientations, respected in society. An important feature of the modern system of education and advanced training of teachers is that, within the framework of their own learning and teaching others, they themselves are included in the “school of uncertainty” and in the “school of cooperation” not only as those who study, but also as those who teach.

In modern educational institutions, the teacher-leader, teaching action to students, thereby influences his own career. At the same time, he simultaneously becomes a coach-mentor on a voluntary basis (community) and a mentor by vocation (vocational), as well as a partner in leadership, developing in students the value characteristics, productive motivations and attitudes, those qualities and abilities that are in demand by society [11].

In addition, a high level of emotional intelligence of a teacher-leader is a prerequisite for successful influence on students. According to experts in this field, in addition to the skills listed above, emotional intelligence includes the following characteristics, which are important leadership competencies that can be developed and improved both in the system of advanced training and retraining of teachers, and through self-government [6]. These include the following complex features and characteristics of a teacher-leader.

1. Self-control – the ability to control or reorient destructive impulses and moods and regulate one's own behavior, vigorously and persistently pursuing teaching and educational goals, Competencies related to this component: self-control, reliability and honesty, initiative and stress tolerance, as well as the ability to understand and recognize own moods, emotions, and motives, and how they affect others.
2. Self-awareness – adaptability, calmness in difficult situations of deviant behavior of students, openness to change, the introduction of effective educational technologies and a strong desire for success. This is associated with three competencies: self-confidence, real self-esteem, and emotional self-awareness.
3. Emotional intelligence – the ability to understand the emotional nature of each student and the ability to take into account their emotional reactions and behavior. This is associated with the following competencies: empathy, the ability to raise and support talented children, knowledge of the priorities of an educational institution, the ability to perceive intercultural features, appreciate individual diversity and understand the moral and value orientations of students.
4. Communication skills – the ability to manage relationships and build social ties in order to achieve the desired results from others and the realization of personal goals, as well as the ability to achieve mutual understanding and create harmony in interpersonal relationships with people different by age, status, and social position. Competencies related to this component are as follows: leadership, the ability to effectively implement intensive technologies in the educational process, manage conflicts, destructive behavior and non-constructive contacts, be able to work in a team, express one's thoughts, ask questions and listen to others.

Thus, innovative technologies for training future teachers, in addition to purely pedagogical university methods, should integrate the developments and best practices of the theory of leadership and organizational behavior.

The transition to new teacher and student training strategies will allow analyzing the long-term results of the actions of an educational institution and ensure its competitiveness by creating an environment in which everyone can develop productively. The main tools that facilitate the training of successful teacher leaders should be constant dialogues, discussions, debates, role-playing and simulation games, trainings and communication exercises, situation analysis and game design, as well as brainstorming and other creative and interactive technologies that develop and shape fundamentally new competencies, both of the teacher himself and of the students, showing the need to develop analytical and emotional intelligence, leadership potential and strategic thinking, which will allow modeling future professional activities, careers and socially significant values to achieve them.

4 Conclusion

The study of the psychological and pedagogical research of scientists and the analysis of issues devoted to the diverse aspects of professional training of teachers led to the conclusion that the theoretical and practical development of the formation of the readiness of future teachers to use innovative technologies is insufficient, given the relevance of this problem at the present stage of development of pedagogical science,

Meanwhile, the current society cannot be satisfied with the predominantly performing activities of its members, it calls on every school and university graduate to take responsibility for the future, to be mobile, competitive, active in positive entrepreneurship in the face of various models and concepts of education and upbringing. In order for graduates of pedagogical universities to be ready for such requirements, it is necessary already in their student years to form a system of professional skills and practical skills for using the latest achievements of psychological and pedagogical science, in the conditions of the birth of various pedagogical projects and systems, various types of schools, using various pedagogical technologies.

In the new conditions, the success of a teacher, his title of master in development and training depends on the strength and quality of relationships and cooperation with students, on the ability to create an emotional climate in communication with students, a favorable atmosphere for creativity. In addition, scientists have proven that the emotional intelligence of a teacher has a positive effect not only on his personal success, but also on his professional performance. It has been noticed that leading teachers with developed emotional intelligence improve the quality and learning outcomes, increase motivation for self-improvement and self-realization, which, in turn, contributes to the disclosure of the personal potential of both the teacher himself and each student and his success, competitiveness.

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EVALUATIVE LEXIS IN CONTEMPORARY PUBLICISTIC DISCOURSE: LEXICOLOGICAL AND PSYCHOLINGUISTIC PROJECTION

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Abstract: The article analyzed the evaluative markers used in the Ukrainian media discourse of the last decade according to their meaning, stylistic and psycholinguistic features. The influence of extra-linguistic factors on the dynamics of the analysed evaluative lexis was identified. The semantic specificity of evaluative lexical means, which were classified into semantic groups, was outlined. It was proved that evaluative lexis in mass-media discourse is primarily associated with the form of speech influence – manipulation, which presupposes changes in the person's psychological features, group norms, and public opinion. Evaluative lexical means were characterized in relation to social-political and social-economic factors, which we associate with the actualization of the existing lexical means and appearance of new ones, mainly of negative evaluative connotation to name particular people, political groups, the reflection of different events, phenomena, processes of reality. The linguistic means that strengthen the cheerful emotional evaluative colour of modern mass-media texts were analysed separately. The extra-linguistic factors that led to the appearance of positive evaluative lexical means were emphasized. Communicative pragmatic specialization of the utterances with negative or positive evaluative lexical means was revealed. Context modifications of linguistic units with evaluative connotation and their manipulative influence on the participants of the communication process were studied. Derivative evaluative lexical means from the point of view of word combinations and sentences were characterized. Most of the analysed secondary nominations predict negative evaluation, produce negative emotions, contribute to text comprehension, informativeness with the help of verbal formulas, and graphic character reduction due to specific spelling.

Keywords: evaluative lexical markers, lexical means of positive evaluation, lexical means of negative evaluation, semantic groups, noun, verb, adjective, journalistic discourse, political discourse.

1 Introduction

The linguistic category of evaluation and the related concepts of evaluativeness, emotionality, expressiveness have been the subject-matter of Ukrainian and foreign research for many years. The analysed issue has been studied in detail in the fundamental works in theory of artistic work [3, 8]. In tradition and modern interpretation it is presented in lexicological, semantic, lexicographic aspects, from the point of view of cognitive linguistics, pragmatic linguistics, communication linguistics, psycholinguistics [1, 6, 12, 18, 25, 35]. It was studied on case studies of idiolects of certain writers [5, 37]; folklore texts [10, 37]; dialectal speech [13, 24]; journalistic texts [16, 26]; film discourse [20]; political discourse in general and conceptual styles of certain politicians in particular [15, 30]. There is also interesting research in which linguistic problems are analysed in relation to psycholinguistic, socio-linguistic, social communication issues [19, 22, 26].

Our research is devoted to the integral analysis of evaluative lexis in newspaper discourse along with outlining its manipulative influence on the consciousness of the addressee. It is based on classical and modern studies [5-9, 11, 14, 23, 36].

In modern linguistics there exist different opinions concerning the nature of evaluation, the concepts of emotionality, expressiveness and evaluativeness are ambiguously interpreted, their linguistic status is identified in different ways, etc. Different interpretations and contradictions in the approaches of different scholars are due to the complex nature and specificity of these terms. Despite the diverse analysis of the category of evaluation and related terms, evaluative lexical markers and their manipulative influence on the consciousness of the participants of communication process still have not been sufficiently characterised and need integral analysis. The topicality of our research is related to the necessity of deep systematic study of lexical means of positive and negative evaluation as the means of recipient consciousness manipulation in mass-media discourse. In our work the generalized semantic classification of actualized and new lexical means with evaluative semantics on the case study of modern Ukrainian press has been presented, their context modifications have been defined and manipulative influence on the participants of communication process have been established; the interrelation between linguistic and extra-linguistic factors that cause the appearance of lexical means with positive and negative evaluation have been identified; the influence of extra-linguistic factors on its dynamics has been found out; it has been proved that the analysed evaluative lexis as the powerful means of manipulation corrects behavioral and psychological conditions, the addressee consciousness, forms the required comprehension, awareness of certain processes, phenomena, states and evokes positive or negative emotions.

The purpose of the research is to carry out integral analysis of lexical means with positive and negative evaluation and identify their manipulative influence on the consciousness of the addressee in modern Ukrainian newspaper discourse. The tasks of the research are as follows: to find out the main theoretical aspects of evaluation research in linguistic works; to study evaluative lexis in relation to manipulative influence on the participants of communication process; to classify lexical means with positive and negative evaluation into semantic groups taking into account linguistic factors that cause actualization of the existing and appearance of new words; to characterize derivative words with evaluative semantics in relation to basic word combinations and sentences; to find out communication pragmatic potential of lexical means with evaluative connotation, etc.

2 Materials and Methods

Analysis of evaluative lexis in relation to the means of addressee's consciousness manipulation which we understand as purposeful psychological influence that presupposes change in psychological characteristics of the person, public opinion, attitudes, etc. through the influence of social-psychological factors, requires utilizing a set of general scientific, psychological and linguistic methods. Therefore, to analyse negatively and positively marked vocabulary as the means of manipulation in modern newspaper periodicals we have used the following methods: lingual material observation; descriptive methods with the techniques of systematic holistic research into evaluative lexis; component analysis method – to analyse semantic specificity of evaluative lexis with its consistent distribution by semantic groups; contextual analysis – to reveal extra-linguistic factors in relation to which evaluative markers were analysed in detail, to outline contextual modification of linguistic units of evaluative connotation as the means of manipulation influence on participants of communication process; psycholinguistic analysis – to identify emotional reaction of people to a certain object or phenomenon; methodology: comprehensive analysis – to describe the analysed lexis according to its meaning and stylistic peculiarities; transformational analysis – to reveal derivative or non-derivative formal means to express the category of evaluation.

The source of empirical material was the most popular central and regional newspaper periodicals with the biggest circulation (with few exceptions) of the last decade. The analysed papers meet the requirements of traditional readers of printed papers as well as online-readers, they contain the required amount of linguistic material systemic analysis of which allowed us to achieve the purpose of the research, to solve the tasks, to make balanced and objective conclusions. If needed occasionally we used examples from the sites of TV programs.

3 Results and Discussion

In linguistic research the category of evaluation is treated as positive, negative or neutral qualification of the subject of thought, the speakers' utterances, their attitudes to various situations. This category penetrates nature, society, the person's subjective world, their language, thinking etc. and it is analysed in relation to all these [18].

The "emotional evaluation" seme, which is qualified as semantic invariant at the abstract level, is represented in two variants at the concrete level: "positive, or reclamation emotional evaluation" and "negative, or pejorative emotional evaluation" [5, p. 137]. A key role in identifying the evaluative content is played by the text. According to N. Boiko, it "belongs to the important means of particular axiological semes actualization" [5, p. 163]. The text itself and the situation of communication reflected in it help identify emotional-evaluative connotations of the word and establish contextual modification of evaluative lexis, caused by communicative-pragmatic guidelines of the utterance.

Evaluation may be subjective and express collective public opinion. Evaluative words usually express subjective evaluation of the speaker about a certain object, rendered information or the addressee of the message. They are mostly called emotional-evaluative lexical means with a clear positive or negative manifestation and used to express approval or disapproval, criticism, sympathy or antipathy and other emotions and assessments of the person. It is the manifestation of emotions in a given situation of communication that presupposes evaluation. Therefore, we follow the opinion of N. Huivaniuk that "emotional words are always evaluative" [13]. Moreover, evaluation may have zero manifestation and express evaluative-neutral attitude of the native speaker to the object assessed.

To name evaluative words different terms are used: "evaluative lexis" [16], "emotional-evaluative lexis" [13], "expressive lexis" [5], "emotional-expressive lexis" [8], "evaluative lexical markers" [15] etc., which are mainly used as synonyms. These terms outline a wide range of lexical means to express positive or negative evaluation.

In our opinion, evaluative lexis include the words evaluativeness of which – negative or positive – is embedded directly in their semantics or expressed by derivational markers or due to the context. The appearance of emotional-evaluative lexis is normally preceded by an extraordinary situation, unusual properties or qualities of the subject, phenomenon etc., that lead to positive or negative evaluation, which depends on the temper of the recipient, their emotional-psychic features, moral-ethical, religious and other ideas. The person's emotional reaction on a certain subject or phenomenon of reality is one of the concrete manifestations of their attitude to the whole world. A positive emotion – manifestation of joy, happiness, approval, delight etc. always leads to positive evaluation and, on the contrary, a negative emotion – irritation, disrespect, disapproval, annoyance, etc. leads to negative evaluation. According to Yu. Kaluzhynska, "recently in Ukrainian mass-media the function of creating a certain emotional-psychological state has become the most common, which until recently has been on peripheral positions. …A newspaper as the main form of communication should, on the one hand, give some certain minimum of pure information and specific facts to the readers. On the other hand, it should influence them, impact them emotionally, not only appeal to their mind, but touch their soul, persuade people in something, encourage them to some actions" [16, p. 7-8].

Political, social, economic, religious and other problems of modern society penetrate media-journalism. Perception of reality, relevant objects, features, actions, processes etc. is carried out in relation to journalistic discourse that is mainly aimed at ideological influence on the addressee, formation of their social-political consciousness.

The language of mass-media dynamic in its essence instantly reflects changes in public consciousness, influences it purposefully, forms the perception required, understanding of certain facts, phenomena, features, actions, processes, states of reality. Offering certain information authors usually keep in mind specificity of its perception and comprehension, as well as consequences of influence on the addressee. Speech influence is treated as a directed communicative action guided by the targeted intention of speech communication carried out by the speaker consciously or unconsciously and aims at correction of behavioural and psychological states, addressee's consciousness, their evaluation of a certain phenomenon [29, p. 355].

Among various forms of speech influence suggestion and manipulation are the most common [34]. The object of our research is the evaluative lexis in modern Ukrainian newspaper discourse. It is primarily related to manipulation as the form of speech influence. Manipulation is understood as psychological influence aimed at hidden encouragement of others to perform actions defined by the manipulator [11, p. 53], which presupposes change of psychological characteristics of the person, group norms, public opinion through the influence of psychological, social-psychological factors. Manipulation is realized with the help of special presentation of information, is connected to its distortion (from open lie to the shift of the concept in the meaning field), which gives the opportunity to correct the level of psychological influence, form the required perception of reality, with its hiding, with the change of the means to present information and the time of its presentation; with subthreshold information presentation that takes into account peculiarities of its subconscious perception; overloading of the addressee with pieces of information selected under relevant criteria [34].

Psychological influence mechanisms are inseparable from language. Lexical means with evaluative semantics used in media discourse being a powerful means of addressee's consciousness manipulation forms the required perception and comprehension of certain phenomena, processes, states of reality leading to positive or negative emotions.

Research into evaluative lexical means in relation to extra-lingual factors among which social-political one is dominant is still rather relevant. Political crisis in the country, annexation of the Crimea by the Russian Federation, war in the east of Ukraine, dirty political campaign before presidential and parliamentary elections and some other extra-lingual factors led to the activation of previously used and appearance of new lexical means with clear negative colouring.

The majority of evaluative lexical means used in the Ukrainian newspaper periodicals of the last decade have negative connotation and only a small part have positive evaluative semantics. These are mainly nominations for persons, objects, features, processes, states, actions, etc. that are directly related to political, economic, military and other spheres of social life, among which we singled put actualized words and new ones.

The actualized lexical means mainly include nominations of foreign origin for persons due to functions performed, inclination to some action etc. with clear negative meaning: *curator / куратор* "a person in charge of supervising some job" [4, p. 331] [Here and further on, to clarify the semantics of words of foreign origin, we refer only to The Dictionary of foreign words, compiled by an outstanding Ukrainian linguist S. Bybyk and G. Sjuta, since all dictionaries of words of foreign origin are almost identical due to the content of language material], *provocateur / провокатор* "1. A secret agent that gets into some illegal organization for treacherous purposes. 2. A person, who provokes something" [4, p. 445]; *imitator / імітатор* "a person that skillfully imitates somebody, something" [4, p. 244]; *card-sharp / шулер* "figurative: deceiver, gambler" [4, p. 618]; *saboteur / диверсант* "a person that carries out sabotage; breaks, sets fire to, blows up military, industrial and other facilities…" [4, p. 177]; *deserter / дезертир* "1. A serviceman who left the place of service without permission or didn't show up for service, avoids it. 2. Fig. disparaging. The one who neglects their public or official duties, evades work" [4, p. 162]; *marauder / мародер* "a soldier who robs the killed and wounded after the battle or civilians during the war" [4, p. 356]. For example: *Kremlin curator of the DNR looks way worse* (S, 05.12.2018); *The saboteur from the Russian Federation who killed an "Alfa" officer… was liquidated* (S, 10.12.2015); *The deserter who took an arsenal of weapons from the army will be sentenced to five years imprisonment* (S, 17.02.2017); *The guerilla-marauder who was trained by Russian special forces was detained in the Donbass* (S, 14.02.2016); *The USS detained the provocateur who had to instill panic over martial law* (UP, 05.12.2018).

This semantic group is enriched by the lexical means with positive connotation, such as *volunteer / волонтер, volunteer / доброволець, defender / захисник* etc. according to the dictionary of words of foreign origin the lexeme *volunteer / волонтер* means "1. The volunteer of military service. 2. The one who voluntarily participates in some activity (a new one, difficult, dangerous for life)" [4, p. 113]. In modern Ukrainian newspapers it is mainly used to name a civil person, the one who voluntarily attends the matters urgent for society, namely, in its second meaning. In modern media texts the lexeme *volunteer / доброволець* is used to name a person, who voluntarily joined the army; and the lexeme *defender* is mainly used to name a person "who defends, protects somebody, something from attack, assassination, blow, hostile, dangerous, etc. actions" (DUL 1970–1980, III: 378) (Here and further on to clarify semantics of specific vocabulary we used the mentioned above dictionary, in which the meaning of the analysed words have been characterized in detail and which remains the only complete multi-volume explanatory dictionary of the Ukrainian language.). For example: *Yurii Mysiahin reports about this volunteer (волонтер) from Dnipro on his Facebook page* (S, 09.01.2019); *The former volunteer (доброволець) from Liubeshiv district defend Ukraine again* (V, 26.02.2019); *…they opened fire onto positions of Ukrainian defenders of Mariupol' three times* (S, 18.01.2015).

To name people who participate in the war in the east of Ukraine on the side of enemy forces or encroach on the integrity of the state a set of synonyms is used: *guerilla / бойовик* "a member of any combat group, detachment, etc." (DUL, 1970–1980, I: 213); *mercenary* / *найманець* "a mercenary army soldier or officer" (DUL, 1970–1980, V: 96); *separatist / сепаратист* "the one who seeks separation, isolation, a supporter of the political movement of minorities, directed at the separation from the state as a whole and creation of a sovereign state" [4, p. 489], etc. For example: *In the Donetsk region a former guerilla was detained…* (D, 16.11.2018); *The Information and Safety Service of Moldova found 56 mercenaries who were fighting on the side of pro-Russian separatists at Donbass* (D, 21.07.2018).

This set of synonyms is enriched by stylistically marked words: *scumbag* / *відморозок*, *separ (shortened of separatist)* / *сепар, special (shortened of specialist) / спец* etc., which are not recorded in thesauri and belong to jargons. For example: *Oleksandr Kovaliov, a separ by views and head of the city organization "No one but Us" in Kyiv* (S, 27.07.2016); *Specials from the Russian Federation will "clean up" Donbass from those who are against Kremlin strategy* (UP, 22.10.2015).

An important layer of vocabulary comprises innovations which got into media journalism mainly from colloquial speech. They name people due to: a) their nationality: *banderloh (it is related to the name of Stepan Bandera, a Ukrainian public and political figure)* / *бандерлог, novoros (shortened of new Russian)* / *новорос, ukr (shortened of Ukrainian) / укр,* etc., for example: *Only a small part of the current citizens of Israel find out who is right: "vatnyks and colorados or ukrs and zhydobanderivtsi"* (DT, 07.11.2015); *USS revealed another portion of evidence that Donetsk is shelled by "novorosy"* (E, 16.02.2015); *… during one battle guerillas ordered "ukrs" to surrender* (D, 05.05.2016); b) by territory division: *DNRivets* (a person from the DNR), *LNRivets* (a person from the LNR), etc., for example: *…a so-called DNRivets destroys the spiritual symbol* (D, 18.10.2014); *"LNRivtsi" encouraged Austrians to support "the DNR" and "the LNR" in their fight against "Ukrainian junta"* (S, 21.06.2016); c) by belonging or commitment to the so-called the DNR or the LNR: *deneery (people from the DNR)* / *денеери, elenery (people from the LNR) / пленери,* etc., for example: *… in two or three years… all those "deneery" and fans of "the mother Russia" will vanish because there will be no money left* (S, 20.04.2016); *…those "deenery" and "elenery" would make up whatever* (D, 10.10.2015); d) by belonging or commitment to a certain political force or political (religious) figure: *liashkivets (a supporter of Oleh Liashko, a politician)* / *ляшківець, kremlebot (a supporter of the Kremlin policies) / кремлебот, poroshenkivets / порошенківець* or *porokhobot (supporters of Petro Poroshenko, former President of Ukraine) / порохобот, putinets (a supporter of Vladimir Putin, president of Russia) / путінець*, *tymoshenkivets (a supporter of Yulia Tymoshenko, a politician)* / *тимошенківець*, *filaretivets (a supporter of Filaret, former abbot of the Ukrainian church)* / *філаретівець,* etc., for example: *Kremlebots and porokhobots, zradofily (those who expect betrayal) and vsepropaltsi (those who think that everything is lost and there is no hope left), adepts of Third Maidan and witnesses of Putin's Third term* (D, 05.11.2015); e) by the functions performed: *atovets (a person who fights in the war in the east of Ukraine on the side off Ukraine) / атовець, knopkodav (a person who pushes the button to vote at the meetings in the Verkhovna Rada (the Supreme Council) for other deputees) / кнопкодав,* etc., for example: *In Lviv one more atovets, Dmytro Vlasov, was buried* (VZ, 30.01.2019); *Konpokodavs in the Verkhovna Rada: will the innovation offered by Parubii, stop deputes who break the rules?* (E, 25.02.2019); f) by specific behavior or appearance: *vatnyk (a derogatory name for people who believe in all fakes about Ukraine spread by Russia)* / *ватник, vyshyvatnyk (a derogatory name for people who put on embroidered shirts to show off their patriotism)* / *вишиватник, titushka / тітушка, tushka (a derogatory name for people who initiate or participates in scandals and public disorders, originates from the surname Titushko – a man who was blamed for organizing public disorders at the times of Maidan) / тушка*, etc., for example: "*…about the lack of "support" form Putin and possibilities of the dialogue with "vatnyks"*" (D, 05.06.2015); *In Vinnytsia region "titushka" ate the ballot out of fear* (S, 26.10.2015); g) by inclination to some actions: *zamakhivets (a person who is inclined to commit assassination or other crime) / замахівець, laikoman / лайкоман, laikun / лайкун, laikar (all the three names are used to describe a person who excessively puts "likes" under posts of other people in social media) / лайкар,* etc., for example: *A forty-five-year old zamakhivets was caught red-handed* ("STB: Vikna", 10.01.2013); *Scared laikomans were trying to turn everything into a joke* ("Channel 24: Kremlin News", 13.07.16). The majority of the analysed lexical means have negative evaluative connotation.

The word *cyborg / кіборг* has a clear positive semantics. Until recently it has been used to mean "an artificial organism which combines physical and intellectual abilities of a human being and technical means if automation" [4, p. 287]. Now this word has acquired a new meaning. It was first used by social networks users and then by traditional media and politicians to name Ukrainian soldiers – defenders of the Donetsk airport, for example: *…nine cyborgs, who bravely defended the Donetsk airport, handed over their awards* (VZ, 04.02.2019).

Lexical means like *banderlohs, ukrops*, etc. (they are used by guerillas and their supporters o name Ukrainian soldiers) – on the one hand, and *colorados, rashysty*, etc. (these words are used to name supporters of the self-proclaimed republics in eastern Ukraine and supporters of the idea of "Russkii mir (Russian world)") – on the other hand, qualify as "hate speech" [21], negative-emotional potential of which is embedded directly in their semantics (About hate speech in modern Ukrainian mass media see: [22, p. 150-161]). These and other stylistically marked nominations being outside the norms of literary use replenish slang vocabulary and serve as a powerful means of speech manipulation of a separate individual and mass consciousness in general, create favourable background for positive perception of "us" and negative perception of "them", for example: *He called citizen of Odessa "banderlohs" and promised that Russian troops will not come to Odessa* (D, 02.06.2014); *…shelling did not get to the places where there are "ukrops", but hit locals, civilians* (UP, 06.12.2014); *…terms "vatnyks" and "colorados" were made up by CIA analysts* (E, 13.09.2015); *We fought the fascists – we will fight rashysts* (E, 09.05.2017).

Neologisms with mainly negative-evaluative connotation used in colloquial speech have become rather common in mass-media discourse, they are used to name specific politicians: *Bienia* / *Бєня* – I. Kolomoisky, *Hepa / Гепа* – H. Kernes, *Dopa / Допа* – M. Dobkin, *Mikho / Міхо* – M. Saakashvili, *niash-miash / няш-мяш* – N. Poklonska, *big Pu / великий Пу* – V. Putin, *Yul'ka / Юлька* – Yu. Tymoshenko, *Yanuchesku / Януческу* – V. Yanukovych; to name leaders and criminal authorities of the self-proclaimed republics of DNR and LNR: *Motorola / Моторола* – A. Pavlov, *Tashkent / Ташкент* – O. Tymofeiev; some territories and countries: *heiropa (a derogatory name for Europe which hints at European tolerance to LGBT community) / гейропа, luhandonia (a combination of swearing language and the name of Luhansk region) / лугандонія,* etc., for example: *…Bienia sensed the approach of early parliamentary elections…* (VZ, 21.12.2016); *… the authorities didn't even try to find a strong candidate against Hepa* (VZ, 25.10.2015); *…Mikho told that "Georgians are the first nation for which the Soviet Union died once and forever"* (VZ, 11.06.2018); *…Ukrainian Churches … teach mercy but not worshiping of the "big Pu"* (D, 29.03.2018); *The Way from Yanukovych to Yanuchesku is the name of the article* (UP, 12.12.2013); *Terrorist Motorola was afraid of "elder brothers"* (V, 22.10.2016); *despite all effort of the libertine "heiropa", they failed to persuade members of Parliament to vote for insidious "gender"* (VZ, 04.11.2015); *part of Luhansk region is the temporary occupied territory, but not "luhandonia"* (DT, 23.09.2014).

In Ukrainian newspaper discourse actualized and new words of negative-evaluative semantics are widely used. They instantly react to turbulent course of social events, processes, phenomena, reflect negative changes in the life of the country to the fullest extent: *annexation, war, humconvoy (humanitarian convoy), donbassization, terrorism, attack,* etc., for example: *After illegal annexation of the Crimea the balance of power in the Black Sea is completely destroyed* (UP, 23.02.2019); *The war caught us up at home* (V, 24.03.2016); *Russia sent another humconvoy (humanitarian convoy) to Donbass* (V, 16.03.2017); *"Donbassization" functions as a pre-school form before total Russification* (D, 18.03.2011); *On the sidelines of the PACE Herashchenko read aloud the list of names of 25 Russians convicted in Ukraine for terrorism* (S, 24.01.2019); *…it is necessary not only to start war, but to win it, and to win the war, especially in short-term perspective is impossible* (RS, 08.02.2022); *Lithuania announced about visible preparation of Russia to attack in the direction of Kyiv* (UP, 20.02.2022); *Russia can start to attack Ukraine any moment* (RS, 20.02.2022).

On the other hand, words that strengthen positive emotional-evaluative colouring of mass-media texts are much less frequent: *bezviz* (visa-free), *Euromaidan, tomos, digitalization,* etc. Their appearance was preceded by positive changes in our country, namely, democratization of society, change of ideology, orientation at European values, creation of an autocephalous local church of Ukraine, active use of digital technologies in any sphere of life. *Euromaidan* is related to national-patriotic protests in Ukraine, which started on November 21 2013, above all against corruption, arbitrariness of law enforcement agencies and special forces, and also to support European vector of external policy of Ukraine. *Bezviz* (visa-free regime between Ukraine and the European Union) is the status which allows citizens of Ukraine to freely cross interstate borders of the European Union countries without prior application to the embassy permission, beginning from June 11, 2017. The word *tomos,* which until recently was known only to the narrow circle of specialists in religion, became "the symbol of creation of an autocephalous local church of Ukraine and further distance from the ideological influence of Moscow", noted the compilers of Dictionary of modern Ukrainian language and slang "Myslovo" on their site ("Number one" weekly, 13.01.2019). For example: *Non-readiness for bezviz: how to react on violation of our citizens' rights at the customs* (UP, 17.02.2019); *Euromaidan forbade Victor Yanukovych to sign the Agreement on Ukraine's accession to the Customs Union* (VZ, 12.02.2019); *Citizens of Rivne were the first to see Tomos* (V, 16.01.2019). The word *digitalization* which means changes in all spheres of social life, related to use of digital technologies, Dictionary of Modern Ukrainian language and Slang "Myslovo" chose as the word of 2019, for example: *Digitalization of Volyn: "ATB" implements innovative services* (V, 13.12. 2019).

We consider excessive use of the analysed evaluative lexical means with negative and positive semantics to be a powerful means of deliberate manipulation of the addressee of communicative process, which creates the necessary preconditions to perceive specific persons, certain political parties and groups, and also to understand events, phenomena, processes of reality in the perspective required by individual political forces.

In the fight for power and influence on the electorate there is usually conscious suggestion of thoughts about the correctness of one position and the falsity of another. In the process of speech communication the same means may be used both to define the truth and to distort it. Distortion of information from political, economic, religious and other spheres of social life in the perspective acceptable for some political leaders or whole political groups outlines the mechanisms to manipulate consciousness of a separate person who is directly or indirectly involved in the communication act, or public opinion in general. Some achievements of the authorities are treated by their opponents as something not very important, which distracts from more urgent problems of social-political and social-economic character, but instead emphasize drawbacks of the authorities, their failures, etc. Such and similar presentation of information from both sides function as the means of suggestion – the hidden influence which presupposes perception of such information without critical evaluation through suggestion, pushing to the right opinion, etc. [2, p. 3]. Such information is used by certain political leaders, certain political groups to influence separate persons and society in general.

Social-political system of the country is mainly characterized by negative-evaluative lexical means, part of which is borrowed from medical terminology. In mass-media discourse they are used in figurative meanings and are widely used to name certain processes and states of reality: *abortion ward, agony, impotence, schizophrenia,* etc., for example: *We don't have any normal state. We have kind of "abortion ward", in which everything innovative, bright, creative, honest is killed in the embryo* (HP, January, 2019); *The agony of propagandists: the Russian channel was caught at telling the lie about free-visa regime between Ukraine and the EU* (E, 07.06.2017); *Foreign policy impotence and self-eating* (UP, 09.08.2013); *"Political schizophrenia": Sobchak assumes that Kyiv acts in Putin's interests* (D, 16.03.2018).

Using names of diseases, specially transferred to the social-political background, highlights drawbacks of the country's political life, confirms weakness of the authorities, their ineffectiveness in sorting out a range of important issues, illogical actions and deeds of some persons, etc., evokes negative emotions and strengthens language means of conscious manipulation of communication process participants.

The change of people's usual life-style during 2020-2021 because of Coronavirus pandemic (COVID-2019), economic and psychological difficulties that arose due to implementation of quarantine restrictions caused drastic changes in mass consciousness and contributed to the actualized of the tokens: *coronavirus, covid, covid-sick person,* etc., for example: *In Lviv region the number of infected with coronavirus reached forty six thousand* (VZ, 30.11.2020); *In Volyn region there is outbreak of coronavirus in high school* (V, 16.10.2020); *After the weekend less than ten thousand new cases of coronavirus were found in Ukraine* (UP, 30.11.2020); *Rasumkov comes back to work after COVID-19* (VZ, 30.11.2020). In public discussion in 2021 due to mass vaccination from coronavirus the word *vaccine* and its derivatives, mainly *vaccination, vaccinational,* etc. prevailed, for example: *1000 hryvnias for vaccination is permitted to be spent on football matches* (V, 22.02.2022); *Five leaders of anti-rating in people's vaccination are still western regions of Ukraine*

(VZ, 14.02.2022); *From the beginning of vaccination campaign in Ukraine 15 675 594 persons have been vaccinated* (D, 20.02.2022); *From the beginning of the campaign big vaccination centre was opened in International Exhibition Centre* (D, 14.01.2022).

Other derivatives or related to vaccination words are as follows: *anti-vaccinator (antivaccer, antivax*) – a person who is against vaccination; *revaccination* – second dose vaccine to support immunity; *booster dose (booster)* – an additional dose of vaccine for revaccination, etc., for example: *…anti-vaccinator knew about the benefits of vaccine but said the opposite wishing to do harm to people* (D, 25.10.2021); *About ten thousand people got booster dose against COVID-19 in Kyiv today* (D, 13.01.2022).

Nominations from the sphere of theatre, circus, etc. complement the perception of political reality and give clear pejorative colouring to the utterances: *actor, amateur, arena, comedian, clown, clownery, farce, circus*, etc., for example: *A professional comedian is running and now hired amateurs take the stage, who will bring the election campaign to absurdity* (VZ, 06.02.2019); *Ukraine Defender Day is not a political arena* (V, 13.10.2015); *Head of the Ministry of Internal Affairs called SAP demands and the court decision to be "clownery and farce"* (DT, 14.09.2018); *The circus left, clowns stayed: People's deputy form BPP "took revenge" on Zelenskii live* (E, 16.01.2019).

The set of evaluative lexical means with negative semantics is mainly enriched by stylistically marked verbs-jargons to name actions, processes, states typical for Ukrainian society. This group includes verbs like *grab* / *віджати* "take something away", *tap out* / *злити* "sell something", "pass on certain information to somebody", etc., for example: *Russia tries to grab the Azov Sea from Ukraine* (E, 11.07.2018); *The film "Cyborgs" was illegally "taped out" onto the Internet* (V, 21.02.2018).

There are also neologisms semantically close to the token *grab* / *віджати,* like *skrymyty / скримити, skrymzyty / скримзити (derived from "krym" – Crimea)*, which mean "secure a grip on, hog", "take away", "first present, then take away". Their appearance is related to the reaction of European community to Crimea annexation by the Russian Federation, for example: *The reason of the neologism appearance is obvious. What has Russia done with the Crimea? That's what they have done – skrymyly* (VZ, 09.04.2017).

Difficult social-economic state, corruption at all levels of state vertical, sharp rise in prices, low salaries, high bills and tariffs, ineffective reforms in the spheres of health care, education, science, social sphere, etc. caused, on the one hand, activation of words of foreign origin with negative semantics (*devaluation, default, inflation, corruption, machination*), on the other hand – appearance of neologisms of occasional pattern (*bankopad (collapse of banks) / банкопад, embezzler / казнокрад, taryfomor (high tariffs equate to genocide) / тарифомор, taryfotsyd (high tariffs equate to genocide) / тарифоцид,* etc.), for example: *Hidden issue of hryvnia led to the accumulation of imbalances, which eventually led to inflation and devaluation* (VZ, 19.08.2018); *… without cooperation with IMF Ukraine would be in danger of default* (V, 20.10.2018); *…corruption hinders Ukrainians from achieving economic and social progress* (DT, 22.02.2019); *After all, the same machinations happen every year* (VZ, 20.11.2018); *Ukraine faces incredible bankopad (collapse of banks)* (VZ, 07.10.2014); *The fraction of the Petro Poroshenko Block demands the punishment of Yanukovych's criminals as well as new embezzlements* (UP, 02.11.2015); *The mane of the article is Taryfomor (high tariffs equate to genocide)* (D, 14.03.2015); *Yatseniuk instructed dreamers from his team to justify April's taryfotsyd (high tariffs equate to genocide)* (E, 15.04.2015). Evaluative individual author's neologisms used in media discourse do not only attract readers' attention to the information itself, but are also thought-provoking.

In media journalism that reflects the complicated social-economic situation in the country negative-evaluative verbs in their figurative meanings are actualized, which are normally marked in explanatory dictionaries as *colloquial* or *informa*l: *get busted* "inf. to fail"; *swindle* "inf. By cunning, deceit, etc. inflict damage on someone"; *gobble up, devour* "inf. not to allow to exist, to act, to function"; *eat up* "fig. not to allow to exist, to act, to function", etc., for example: *There is so much counterfeit money in Ukraine, how not to get busted with hryvnias from the area of conflict* (E, 24.01.2015); *But it is not a fact that the savings will not be "spared" to other "bread" articles, on which you can secretly swindle* (VZ, 26.09.2018); *The authorities resemble tyrannosaurs devouring each other* (UP, 02.11.2015); *If you don't live as one big family, almost half of your income is eaten up by the bills* (VZ, 10.07.2014).

In the analysed contexts a set of verbs to characterize the sphere of finance has been singled out in their figurative meanings, which are not recorded in explanatory dictionaries yet: *fly up, jump, floats, wind (up), collapse*, etc. Excessive use of negative-evaluative words of procedural semantics in mass-media contributes to general predication of utterances giving them clear pejorative framing, causes general negative perception of social-economic reality and negative emotions related to it and is a manifestation of hidden manipulation with addressee's consciousness, for example: *In Ukraine dollar exchange rate flies up* (S, 29.12.2016); Shlapak explained why *dollar exchange rate jumps* (UP, 23.09.2014); *Hryvnia exchange rate "floats"* (D, 30.03.2016); *Such actions will allow to "wind up" gas price even more* (VZ, 25.06.2018); First, it was almost a thousand dollars but then ruble started collapsing (VZ, 24.02.2015).

Moreover, negative-evaluative words to name foreign, mainly American, currency, actions, related to the movement of funds get from colloquial speech typical of certain social groups into mass-media discourse, like: *duckets, bucks, kickback, green, lemon* (word game: million – lemon), *cash*, etc. The appearance of these negative-evaluative words is related to criminalization of economic, political and other spheres of Ukrainian society, for example: *World Cup is not over yet, but duckets have already started floating* (S, 10.07.2018); *In Odessa region a 16-year-old boy bought "Zhyhuli" for souvenir "bucks"* (V, 15.11.2017); *Martynenko is an owner of an offshore company which got kickbacks from the "Enerhoatom"* (E, 11.01.2019); *…people who have access to cash can steal it* (VZ, 02.11.2018).

In recent years, researchers accent on significant neologization of modern Ukrainian media and political discourse [17, 28] and tendency to language economy related to it, which causes "selection of language means most suitable for communication" [33].

Abbreviation is a manifestation of such neologisms creation: *ATO* – anti-terrorism operation, *JFO* – joint force operation, *UVC* – Ukrainian Volunteer Corps, *CDDR* – certain districts of Donetsk region, *NACBU* – National Anti-Corruption Bureau of Ukraine, *SACPO* – Specialized Anti-Corruption Prosecutor's Office, *NAPC* – National Agency for the Prevention of Corruption, etc., *NAQAHE* – National Agency for Quality Assurance in Higher Education, for example: *Serhii Shkarlet, Head of the Ministry of Education, sues to NAQAHE, which found plagiarism in his research* (УП, 06.10.2020); *Under the mantle of Pontius Pilate: what games do NAPC and SACPO play before election* – the title of the article (УП, 18.02.2019); *Three Ukrainian soldiers got wounded in the area of JFO* (DT, 26.02.2019).

There happens an active replacement of phrases by equivalent in content but more capacious in form one-word neologisms: *euroblah* – European tin (number plate); *zhlobodiscourse* – discourse of slob ("zhlob"); *zminovladdya* – change of power; *Ukrpit* – Ukrainian pit; *carcasscommunity* – carcass community (about deputies of Verkhovna Rada who betrayed their fraction and joined another one); *eggthrowing* – throwing eggs, etc., for example: *Owners of euroblahs have only a month and a half for preferential customs clearance of cars* (E, 11.01.2019); *Dvovladdia (dual power), bahatovladdia (multi-power),* *zminovladdia (change of power) – all this kaleidoscopic series with short flashes of something nation-creative was grueling and quite unproductive* (LU, № 50, 2016); *The project "Ukrpit" has been fully functioning since October 2011* (D, 02.03.2012); *Zhlobodiscourse: from vatnik to barbos – the title of the article* (osvita.mediasapiens.ua, 18.03.15); Quaitative composition of *carcasscommunity* ("TVI : Politclub", 20.06.2012).

In addition, in media-texts there can be found examples that illustrate transformation of sentences into words: *Krymnash (Crimeaisours*) – Crimea is ours; *ikhtamnet (theyarenothere*) – They are not there (President of the Russian Federation Vladimir Putin's statement about the absence of the Russian military on the territory of Ukraine); *kakayaraznitsa* (what'sthedifference) – What's the difference (statement by President Zelensky about renaming streets and solving other problems), etc., for example: "*Krymnash (Crimeaisours*)": *Pieskov admitted what the price of the peninsula annexation is for Russia* (B, 27.02.2019); *And at the first stage Moscow tried to prove that "ikhtamnet (theyarenothere)"* (VZ, 25.04.2018); *This is ideal for the aggressor as those for whom it is kakayaraznitsa (what'sthedifference) will easily accept humiliation and defeat* (VZ, 06.01.2020). The majority of the analysed secondary nominations in media discourse undoubtedly focus on predicting negative evaluation, producing negative emotions. They express the idea of the reported, visualize text perception, contribute to its informativeness on the background of word formulas shortenings due to reduction of graphic signs and time of oral statements or because of specific spelling, giving emotional-expressive colouring to the utterance and increasing the degree of social tension.

4 Conclusion

Detailed analysis of the research into the issues of our study, selection and systematization of comprehensive empirical data allowed us to draw a conclusion that nominations with negative evaluative colouring prevail among evaluative lexical means. These names were analysed in relation to social-political, social-economic and other extra-linguistic factors which we associate with the actualization of the existing lexical means and appearance of new ones, mainly of negative connotation to name specific persons, political groups, reflections of different events, phenomena, processes of reality, etc.

Evaluative lexis organically enters mass-media space, gives dynamics, relevance, meaningfulness, emotional-expressive colouring to it, contributes to public resonance, increases degree of social tension and serves as a powerful means of manipulating the consciousness of the communication process addressee, forming perception, comprehension of certain phenomena, states, processes of reality, etc., required for the speaker. The prospects of further research may consist in the updated system analysis of actualized and new evaluative lexis on the case study of the wide range of mass-media material (newspaper and magazine periodicals, TV sites, advertising publications, etc.) with the further description of the analysed units frequency.

We came to the conclusion that evaluative lexis used in media discourse as a powerful means of manipulative influence corrects behavioral and psychological conditions, consciousness of the addressee, forms the required comprehension, awareness of certain processes, phenomena and states and evokes positive and negative emotions.

List of conventional abbreviations of the references

VZ – the "Vysoky Zamok (High Castle)" newspaper.
V – the "Volyn" newspaper.
HP – the "Hromadianska Pozytsiia (Civil Position)" newspaper.
D – the "Day" newspaper.
DT – the "Dzerkalo Tyzhnia" newspaper.
E –the "Ekspress" newspaper.
LU – the "Literaturna Ukraina" newspaper.
S – the "Siohodni (Today)" newspaper.
UP – the "Ukrainska Pravda" newspaper.
RS – radio Svoboda (*Freedom*)

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Primary Paper Section: A

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THE FORMATION OF ETHNO-CULTURAL COMPETENCE OF FUTURE ACTORS

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Abstract: The article reveals the essence of ethnic and cultural education of future actors as a basis for the formation of ethnic self-identity, defined ethnic and cultural competency training provided in terms of the university culture and arts. The interest in folk culture, which emerged in the second half of the twentieth century and was continued by post-perestroika trends related to the revival and preservation of national cultures, gave unique examples of folklore stylisation in art, new research in culturology, author's programs. Involving young people in ancient traditions, works of folk art with its various symbols, and demonstrating the use of elements of folk culture in contemporary art can be realized one of the most important tasks of pedagogy – to bring to the attention of students the identity of the culture of each nationality, its differences and analogies. The process of mastering folk culture is nothing but educational training. Systematic inclusion of materials of ethno-cultural development of Galicia, Ukraine as a whole in the educational process not only educates young people but also opens moral and aesthetic potentials. Hence the consistent and purposeful assimilation of student youth knowledge, skills and abilities, their transformation in competence contributes to the personal cultural development of young professionals, the ability to respond vigorously to the demands of time.

Keywords: Actor, Ethno-cultural competence, Ethno-cultural education, Ethnic identity.

1 Introduction

The Law of Ukraine "On Higher Education" set educational institutions the task of educating a culturally creative person who would be able to find their place in life in the context of globalisation processes. Undoubtedly, this is impossible without the study and development of spiritual values, without interest in its history, a caring attitude to folk traditions. Creating new art is impossible without knowledge of the origins of folk creativity and folk art. For centuries, the theatrical traditions of the national theatre, starting from the 17^{th} century, have been developed and passed down from generation to generation as part of the culture of the Ukrainian people.

The problem of the formation of ethno-cultural competencies in the process of personality training is not new. The concept of competencies and competencies was scientifically substantiated by scientists of the European Union in the mid-80s of the last century (D. Mertens, A. Shelton, R. Bader, etc.). European experiments consider the concept of competence as general, key or basic skills, key qualifications. They also define the concept of "competence" as the ability to successfully meet individual and social needs, act and perform tasks.

In the 80's the concept of "competence" significantly expanded and became a set of intellectual, physical, political, social, moral and aesthetic knowledge acquired by man in the education system and from other sources in areas such as education, labor, culture, politics, ecology, environment. All these areas form the competence of the individual, creating conditions for the comprehensive development of the individual [18, 20].

Scientists from European countries believe that the acquisition of knowledge, skills and abilities by young people is aimed at improving their competence, contributes to the intellectual and cultural development of the individual, the formation of their ability to respond quickly to the demands of time. That is why it is important to understand the very concept of competence, understanding what exactly are the competencies and how it is necessary to form what should be the result of learning [19, p. 7].

The theory of competence approach in education is presented in the works of domestic scientists N. Bibik, L. Vashchenko, O. Lokshina, O. Ovcharuk, O. Pometun. Peculiarities of ethno-culture and ethno-cultural education of youth are studied by V. Ageev, E. Bohdanov, V. Zasluzhenyuk, V. Prysakar, G. Filipchuk, O. Gurenko, ethno-cultural competence of personality – N. Arzamastseva, S. Fedorova, O. Gurenko, theoretical approaches to formation ethno-cultural competence (N. Arzamastseva, O. Kuznetsova, N. Romanishina, S. Fedorova, and others).

The problem of forming professional artistic competencies of student youth is reflected in the works of T. Baklanova, V. Bogatyrev, G. Burtseva, Y. Gerasimova, V. Kuznetsova, P. Krul, L. Zharkova, V. Podviysky, V. Sadovskaya, Yu. Streltsova and others. The factor of strengthening the scientific interests of domestic scientists in the education of students' competencies was a radical change in the education system and the system of generation and transfer of knowledge, the amount of information which has increased many times. The system of training specialists in universities of culture and arts must meet the highest educational standards, be universal in nature, ensure the formation of key competencies of the specialist as the basis of his professional skills and personal growth.

2 Materials and Methods

The strategy of formation of civic identity and ethno-cultural competence in educational programmes of speciality 026 "Performing Arts" ("Theatrical Art") of the Institute of Arts of Vasyl Stefanyk Precarpathian National University act as priority installations technologies of education and training for the development of the future actor's personality not only as a subject of ethnicity but also national and world culture. The synthetic nature of theatrical art is an effective and unique means of ethno-cultural education of students, through which their professional competencies are formed.

The purpose of the article is to determine the main factors in the formation of ethno-cultural competencies of future figures of theatrical art – actors and directors in the complex educational process of higher art education.

3 Results and Discussion

The realities of modern Ukrainian society require priority in the development of education and culture, a certain level of development, systemic norms and values underlying social communication between people, the unity of a common system of values (traditions, customs, norms, laws, rules, etc.). Ethno-cultural values are translated through the educational process, the principle of sociocultural continuity is realized, which allows new generations to absorb and develop all the best that was created by the previous history of mankind, to enrich the diversity of ethno-cultural values of society in new conditions.

The National Theatre School owes much of its formation to the luminaries M. Zankovetska, P. Saksagansky, M. Kropyvnytsky, and I. Karpenko-Karyi. Outstanding representatives of theatre pedagogy in Ukraine I. Maryanenko, M. Starytska, G. Matkovsky, D. Antonovych, B. Nord, S. Tkachenko, V. Kharchenko, V. Nelly, O. Bezgin, P. Nyatko, V. Tsvetkov, V. Zymnya, V. Sudin, Y. Stanishevsky and others, using the experience of luminaries, managed not only to transfer the achievements of foreign professional theatre schools to the national soil but also to find opportunities to develop them and improve their practical activities in the Ukrainian school of educating an actor.

In the current environment, the organizers and teachers of national theatre education are tasked to prepare not just a highly professional actor, but to cultivate professional competencies for the practical realization of difficult social and cultural-artistic processes taking place in society, to understand the problems of real life, intersecting modern man and man of the future [2-4].

According to scientists, competence is a specific tendency to effectively perform certain actions in a particular field of activity, which involves the use and utilization of narrow subject knowledge, specific to this activity skills, ways and categories of thinking, awareness of responsibility for choosing a strategy. In today's globalized and dynamic world, the specific role of art education necessitates the purposeful formation, primarily of ethno-cultural competencies of students, starting with ethno-theatrical education [8, p. 34–36].

Ethno-theatrical education, in our opinion, is interpreted as a continuous process of education, training and personal development to foster respect for a national theatre, the formation of personal ethno-theatrical culture, ethno-theatrical competence that allows a person to perceive, broadcast and create ethno-theatrical values traditions.

Of great importance in the understanding of ethno-theatrical education is the interpretation of the concept of "personal ethno-theatrical culture". Ethno-theatrical culture of the individual is an integrated quality that allows individuals to perceive, produce and create ethno-theatrical values based on the theatrical traditions of their people, capable of learning the theatrical art of other nations. It includes[5, 11]:

- The ethno-spiritual constant, representing the learned moral, ethical norms of the ethnos, ethnic identity;
- The ethno-theatrical experience, which includes emotional and value experience of experiences, a set of typical emotions that reflect the spiritual and mental life of the ethnos in theatrical folklore;
- A set of knowledge, skills and experience of ethno-oriented creative activities that determine a person's readiness and ability to perform and creative theatrical activities within a certain theatrical tradition, together constitute ethno-theatrical competence.

Analysis of the experience of educational systems in many countries shows that one of the ways to update the content of education, to harmonise it with the needs of integration into the world educational space is to focus curricula on the competence approach. Problems related to competence-oriented education are studied by well-known international organisations: UNESCO, UNICEF, UNDP, the Council of Europe, the Organisation for European Cooperation and Development. International Department of Standards, etc. In many European countries, changes have been made to curricula aimed at creating a foundation for students to achieve the necessary competencies. The Council of Europe Symposium on Key Competencies for Europe identified the following indicative list of key competencies: study, seek, think, collaborate, tackle, adapt [9].

Thus, competency-based education aims to meet the personal, social, professional and cultural needs of modern society. In this direction, there is a transition from the traditional approach, which focuses on teaching, to learning-oriented education, where the centre of the educational process is students, "An artist who embodies and interprets the most sophisticated works of literature must first and foremost be a refined man, with a fine understanding and feelings. Is it worth mentioning that this is achieved through training, – wrote K.S. Stanislavsky, – about artists, who, in our opinion, is quite right about teachers. Recognising the artist's public mission of cooperation with the author and their preaching role, is it necessary to say that he should be an educated, intelligent and developed person?" [17, p. 187].

In the hierarchy of educational competencies – general cultural, value-semantic, informational, educational-cognitive, communicative, social-labor and personal self-improvement competencies, education of ethno-cultural competencies in students of art specialties should occupy a key place. The search for new methods of ethno-education of the actor – stage artist, the introduction of new technologies in the educational process – is an objective requirement of the time, because theatrical art for its development requires forecasting the main trends of social and cultural progress [13, 15-17]. The theatre school is already preparing an artist who will be needed by the theatre in 4–5 years. Such an actor and director must be modern not only now, but also in the future to be able to respond to the needs of society and the art of theatre.

Future actors, professionals in the field of national theatrical art already on the student bench need to learn about the achievements of the world and national artistic heritage, to form their own position on contemporary art practices in the field of ethno-culture. That is, it is not just about the elementary enrichment of the student with an array of information about folk culture, but about the formation of a person who has their own cultural image, is capable of self-development, ability to respond adequately to different life situations, realize himself in a competitive world. Ukrainian ethno-culture, which corresponds to the current trend of higher professional education.

Formation of ethno-cultural competencies of students of theatre specialties, their ability to act successfully based on practical experience, skills and knowledge in solving professional tasks, successful creative activities in the professional sphere, opportunities to successfully communicate with representatives of other cultures, educational programs 026 "Performing Arts" – Scientific Institute of Arts SHEI "Vasyl Stefanyk Precarpathian National University" provides for the study of a series of disciplines, the content of which includes issues of ethno-culture. In particular, "History of Ukraine", "History of Ukrainian Culture", "History of Ukrainian Theatre", "History of Ukrainian Life and Costume", "Ethnology", etc.

The effectiveness of the formation of ethno-cultural competencies of students is possible, in our opinion, with ethno-cultural competence of all participants in the ethno-cultural educational process, the implementation of educational opportunities of the ethno-cultural environment as a space for students to establish traits and qualities of the ethnic group education of students, their importance in the transmission of ethno-culture from generation to generation[7, 12, 14].

The priority tasks of the Department of Performing Arts and Choreography of the Educational and Scientific Institute of Arts in the formation of professional competencies of future actors are determined primarily by the ethno-national content of educational programs. The process of formation of future actors of ethno-cultural competencies at the same time contributes to the expansion of their general and artistic worldview, general and professional culture, enrichment of aesthetic feelings and the development of artistic taste.

As practice shows, one of the main factors in the formation of ethno-cultural competencies of future actors is the educational repertoire, ranging from the subject of sketches, ending with the course and diploma performances. For example, the author of the article for the course work on acting used the works of writers of the "Pokut Trinity" Lesya Martovych, Vasyl Stefanyk and Mark Cheremshina, combined into a stage composition "Strybozhyi darunok" (Jumping Gift).

In the process of working on the play, students studied material and spiritual culture, ethnographic and iconographic sources, life, territorial dialects of one of the ethnographic regions of Prykarpattia – Pokuttya, which allowed them to learn the spiritual experience of folk culture, trace the traditions of heritage and folk and professional art. Students were able to use the acquired competencies in creating images of their heroes, performances in general.

Considerable attention in the formation of professional competencies of future actors is given to language as a means of communication, and stage language – as one of the main means of the theatrical embodiment of a play: having the skill of stage language, the actor reveals the inner world, social, psychological, national, domestic character. Stage language is one of the main professional means of expression of an actor, it is part of the main course of acting training. Comprehensive training involves the transition from everyday, simplified language, typical of most entrants, to a distinct bright stage sound of the actor's voice [10, p. 4–7]. Teaching stage language is inextricably linked with the formation of students' competencies of plastic freedom, respiratory and vocal apparatus, speech hearing, voice production. In addition, the formation of speech competence in stage language classes includes the following components of competence: linguistic, communicative, socio-cultural, discursive, and others.

The School of Formation of Professional Competences of Future Actors in the Sphere of Stage Speech at the Department of Performing Arts and Choreography of the Vasyl Stefanyk Precarpathian National University Educational and Scientific Institute of Arts is the Poetic Theatre (headed by Associate Professor N.V. Hrytsan). Students-actors of the theatre in the process of preparing performances to improve vocal, diction, orthoepic skills. The head of the theatre using repertoire expands the worldview of future actors, cultivates a love for the native language, and most importantly – teaches independent analysis of works, prepare artistic and staging part of performances, based on literary works to create stage compositions. Today, the theatre's billboard includes almost twenty performances based on the works of Taras Shevchenko, Lesia Ukrainka, Ivan Franko, Olena Teliga, Yuri Lypa, Lina Kostenko, Roman Ivanychuk, Stepen Pushyk, Neonila Stefurak and others.

The implementation of the tasks of the Department of Performing Arts and Choreography should result in the formation of future actors of the following ethno-cultural competencies: mastering the basic methods, ways and means of obtaining, storing, processing ethno-cultural knowledge in theory and practice of performing (theatrical) art; ability to take into account ethno-cultural and confessional differences of participants in the creative process when creating stage works; mastering ethno-cultural norms and basics of professional ethics; mastering the native literary language, stage speaking skills.

4 Conclusion

The development and renewal of traditional methods of educating the ethno-competences of future actors at the Educational and Scientific Institute of Arts is constant and daily. Not only well-known teachers with academic and honorary titles, with extensive experience in creative and pedagogical work, but also young actors and directors, teachers of acting and directing, stage language and other special disciplines in their practice creatively use the ideas of ethnic education in professional education.

Thus, the specifics of the training of future actors is that during the classes all students join the process of cognition. They have the opportunity to understand and reflect on their thoughts, knowledge and skills. Joint activity of students in the process of cognition, practical implementation of acting psychotechnics means that there is an exchange of knowledge, ideas, methods of activity. Important factors influencing the success of the education of ethno-cultural competencies of future actors are properly selected teaching methods, differentiation and individualization of learning, features of curricula and programs.

Hence the composition of students' educational competencies is determined by the following set of competencies: cognitive (ability to acquire, acquire knowledge, skills of research, exploration), communicative (dialogue, language culture, ability to suggest), creative (creative approach, heuristic thinking, creative orientation actions), aesthetic (the ability to achieve harmony, a culture of self-expression, the pursuit of perfection).

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CONCEPTUAL OPPOSITION *UKRAINIAN NATION – RUSSIA* IN DMITRY DONTSOV'S POLITICAL JOURNALISM IN THE EARLY XX CENTURY

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Abstract. The article contains an analysis of the content of the concepts of the Ukrainian nation and Russia in the political journalism of the leader of the ideas of Ukrainian national self-determination and state independence Dmitry Dontsov, written by the author in the 20s of the twentieth century. The research is based on the methodological principles formed within the doctrine of the concept in its linguocognitive interpretation. As a result of understanding the content of the selected concepts and their comparison, it was found that the Ukrainian nation and Russia as realities of the political reality of the early twentieth century. in the picture of the world, political analysts are a conceptual opposition, the core of which is conflict, struggle, confrontation, caused by several historical national, social, political, cultural, and mental factors.

Keywords: Concept, Conceptual opposition, Political journalism, Russia, Semantic component of the content, Ukrainian nation, Verbal explication.

1 Introduction

The first quarter of the twentieth century. in the history of Ukraine was marked by active attempts of the great European nation to realize its age-old state-building aspirations [12]. In 1917, the southwestern provinces of former tsarist Russia, in the population of which the Ukrainian ethnic community predominated, proclaimed autonomy within their territory as part of the Russian Republic [4]. However, Bolshevik Russia could not agree even with such a limited form of Ukrainian statehood and launched armed aggression against the autonomous republic. In the course of the struggle against the Bolsheviks, the Ukrainian People's Republic was created.

The national liberation movement of Ukrainians in 1918-1922 was so powerful that its ideas, overcoming Soviet dogmas, spiritually inspired all subsequent generations of nationally conscious fighters for Ukrainian statehood, nourished the will of soldiers of the Ukrainian Insurgent Army, which operated from 1942 to 1960.

What mental impulses did the nationally conscious Ukrainian intelligentsia send to society, which prompted students, peasants, artisans, officials, yesterday's soldiers, and officers of the Russian Tsarist army in the 1920s to enter into unequal confrontation with Bolshevik Russia for its right to build an independent state? Do the ideas of that historical era make sense today, when Ukraine's statehood is again threatened by Russia's armed aggression? Are the concepts of the political discourse of the 1920s of the XX century relevant in the 1920s of the XXI century? The answers to these questions can be obtained by studying the political analysis of the time. That is why we turned to the articles of Dmytro Dontsov, a political publicist and author of the ideology of Ukrainian national self-determination and state independence.

We hope that a look into the past will help in understanding and evaluating the current socio-political processes in Ukraine and related to it at the international level, to predict their consequences in the future. The study of the origins of national self-consciousness will have a positive resonance in understanding the trends that shape Ukrainian political discourse today.

The concepts of the *Ukrainian nation* and *Russia* belong to the existential in the political conceptosphere of the national picture of the world both in the historical dimension and in modern political discourse. Russian military aggression in eastern Ukraine, which has been going on for eight years, makes them especially relevant.

2 Literature Review

Dontsov's interest in political journalism is shown mainly by researchers in the fields of history and social sciences [7, 8]. The most notable among them are the investigations of Mykhaila Chuhuienka, Oleksandra Sytnyka, Oleha Bahana, Serhiia Kvita, Halyny Svarnyk.

The evolution of D. Dontsov’s worldview was studied by M. Chuhuienko and he found out that its formation was influenced by Marxism, Nietzscheanism, and Christian philosophy, which manifested itself in the synthesis of revolutionary and conservative positions of a political publicist [6].

O. Bahan devoted his works to a detailed study of D. Dontsov's activity as a political analyst and ideological inspirer of Ukrainian nationalism. He enthusiastically wrote: “... he urged and provoked others in the Promethean way, criticized and awakened the sleepy in the Socratic way, almost constantly went against the majority and the currents, but he never despaired or stopped. He did all this for one great goal: to radically reorient the Ukrainian national liberation movement from the standpoint of provincial ethnography ("Provençalism", by his definition), populist-liberal loyalism, socialist-anarchist utopianism, and self-indulgence based on volitional nationalism [4, p.5].

O. Sytnyk studied the influence of the concept of "volitional" nationalism on the mentality of the modern Ukrainian nation and concluded that it was the ideology authored by D.Dontsov that "transformed the oppressed people from an amorphous mass into a nation" [19].

S. Kvit agrees with O. Sytnyk's position, who is convinced that the political publicist subordinated his activities to the goal - to educate the national intellectual elite, to form a Ukrainian politician with a strong awareness of national interests and the idea of state independence of Ukraine [10].

Appearance in the late twentieth century on the map of Europe of a sovereign state Ukraine encouraged Western political scientists, historians, social scientists to study the sources of Ukrainian national ideology, comprehend the conditions in which it was formed, and on this basis predict the effects that this ideological system may have on political thought, political movements and parties in modern Ukraine. The author of the first English-language work on the detailed study of the activities and identity formation of Dmitry Dontsov as the spiritual father of the Organization of Ukrainian Nationalists is Trevor Erlacher, a fellow at the Center for Russian, Eastern European, and Eurasian Studies at the University of Pittsburgh in the United States. One of the main postulates of the book is the assertion that Ukrainian nationalism emerged as a democratic liberation movement of a stateless nation for its inalienable right to establish its state [20].

3 Materials and Methods

We aimed to linguistically and cognitively analyze the political articles of D. Dontsov, written by him in the early twentieth century, on the eve of the active national liberation struggle of the Ukrainian People's Republic with Russia, to identify those semantic components that fill the content of concepts *Ukrainian nation* and *Russia* in the author’s picture of the world of the national self-determination ideology and state independence of Ukrainians.

The study is based on the methodological principles formed within the doctrine of the concept in its linguistic-cognitive interpretation, which was developed in the 90s of the twentieth century by foreign and domestic linguists: Askoldov S. [2], Alimuradov O. [1], Babushkin A. [3], Bondarenko Ye. [5], Vezhbytska A. [21], Zhabotynska S. [23], Zapolskykh S. [22], Zmiieva I. [24], Lykhachev D. [11], Poliuzhyn M. [13, 14], Prykhodko A. [16], Selivanova O. [17], Stepanov Yu. [18]. Without deviating from the linguistic-cognitive tradition, we understand the concept as a linguistic construct that is a set of meanings (conceptual features) of a particular material or abstract fragment of the objective world, produced by collective and supplemented by individual empirical and emotional-psychological cognitive experience.

The main methods used in the research process are critical discourse analysis and conceptual analysis. At the stage of systematization, interpretation, and generalization of the results of observations, general scientific methods were used: descriptive, observation, comparison, and generalization.

The material of the study was the articles of political analyst Dmitry Dontsov "On a heresy", "Engels, Marx and Lassalle on" non-historical "nations", "Ukrainian state thought and Europe", "Current political situation of the nation and our tasks", "International situation Ukraine and Russia", "National Hermaphrodites "," People-Bastard ", written by the author in the 20s of the twentieth century.

4 Results and Discussion

The concept of the *Ukrainian nation* in its political articles of the early twentieth century. Dmytro Dontsov verbally explains the nominations *Ukraine, Ukrainians, Ukrainian Nation, Ukrainianness, Our Nation*. In the worldview of a political analyst, the Ukrainian nation has preserved a common ethnic space, although for centuries it has crossed the state borders of two empires, each of which has left its mark on the collective consciousness of Ukrainians. D. Dontsov admits that in the XIX century. "*The political weight of our nation was small*", it was a "*completely politically passive mass in Russia, putting the first uncertain steps on the path of political self-determination in Austria*" [7, p. 70-71].

The publicist characterizes the situation of Ukrainian society at that time with sharply negative axiological phrases "*nation of peasants and priests*", "*dark mass*", but notes that authoritative European social scientists and thinkers of the time "*still saw a separate nation in this amorphous mass... and did not involve it as a "supplement" to the Muscovites or Poles*" [Ibid.].

Analyzing historical contexts, D. Dontsov singled out as a key conceptual feature of the Ukrainian nation its state-building aspirations. To determine the time when "*the idea of Ukrainian statehood was born*", he resorted to the metaphor "*at the dawn of European history*" [7, p.107], thus connecting the fate of Ukrainians with European civilization from its origins.

D. Dontsov notes that in their "*aspirations for their own political life*", Ukrainians had a successful experience in "*building such state bodies as the Kyiv principality, the Galician and Volodymyr kingdoms (until the middle of the fourteenth century)*" [Ibid.]. After three centuries of decline Ukrainian statehood, its revival became possible as a result of a victorious uprising led by Bohdan Khmelnytsky and the proclamation, according to Dmitry Dontsov, "*The Ukrainian Republic*" [7, p.109], which emerged in Eastern Europe as a "*new state work, ... which relied on a large victorious army*" [Ibid.].

Among the defining semantic components of the concept, the Ukrainian nation D. Dontsov singles out the continuous national liberation struggle of many generations of Ukrainians, which lasted "*in bloody, periodically repeated uprisings against each state that forcibly defeated Ukraine*" [7, p. 107].

An important component of the content of the concept of the *Ukrainian nation* in the linguistic picture of the world of Dmitry Dontsov is the ancient traditions of democracy, which determined the nature of the architecture of the Ukrainian state since the Zaporizhzhia Army. This new form of government emerged at the turn of the XVI century. and caused changes in the institutional, social and cultural landscape of Ukrainian society. Democratic principles of state-building were first exposed in 1710 by Hetman Pylyp Orlyk as "Treaties and Resolutions of the Rights and Freedoms of the Zaporizhzhia Army." Assessing the historical significance of this document, D. Dontsov noted that "*this was the first in the modern sense of the word Constitution of Ukraine*", and was proud of this fact as such, "*which does great honor to the political mind of our ancestors*" [7, p.116-117].

Of particular importance in the content of the concept of the Ukrainian nation in Dontsov's linguistic vision is the vision that Europe has always been an important factor in Ukrainian history, as well as Ukraine – of the European one. In his articles, the publicist emphasized that the role of Ukraine - "*that was the protection of the West and the whole Occidental culture from the flood of Pan-Muscovite*" [7, p.104] and stressed that among the many problems of European history, "which were destined to unleash our generation, the most important, perhaps, has been Russia's relentless flight to the southern sea and the desire to achieve it, and thus political hegemony in Europe" [Ibid.]. A deep understanding of events in the European political space allowed D. Dontsov to claim that "*the Ukrainian state idea of a protective wall against Russia does not lose its significance as a postulate of European balance*" [7, p. 107].

Reflecting on the signing on January 27, 1918, of the Brest-Lithuania Peace Treaty between the Ukrainian People's Republic on the one hand and the German Empire, the Austro-Hungarian Empire, the Ottoman Empire, and the Bulgarian Empire on the other, the political analyst states: "*Ukraine became an independent state more by force than by the will of its politicians*" [7, p. 96]. D. Dontsov is concerned about the lack of independence of Ukrainian politicians of that time, the existence of a party in Ukrainian society, "*which seeks closer economic rapprochement with Russia*" [Ibid.]. According to him, "*the most important consequence of economic rapprochement with Russia will be political rapprochement. This will lead us to a political federation with Russia. And this federation will become a grave for our political, and maybe national independence* "[7, p. 98].

As an active leader of the idea of Ukraine's state independence, D. Dontsov called on the Ukrainian nation to awaken and politically separate from Russia, when "*it does not want to voluntarily lock itself in the coffin prepared for it by Russian Young Turks*" [7, p.29]. The occasionalism of the *Young Turks* is a transparent allusion to which the publicist draws a parallel between the aggressive international policy of the Russian tsarist government and the Ottoman conquests of the Christian states of southeastern Europe, which lasted from the mid-fourteenth century until the First World War.

D. Dontsov believed that the right decision of the Ukrainian politicum would be "*only cooperation with those who will currently defend the republic from revenge on the part of Russia*" [7, p.101]. In the early twentieth century, the political analyst saw Germany and Great Britain as Ukraine's main allies in its struggle with Bolshevik Russia for its right to build a sovereign state and called on its compatriots to rely on "*of each state, which is currently ready to defend the integrity of the republic against encroachments of Russia* " [7, p. 102].

In Dmytro Dontsov's political journalism, the *Ukrainian nation* opposes the concept of *Russia*. Both linguistic constructs represent two political, social, and national entities that have been in a relationship of antagonism for more than three hundred years of their coexistence on the political map of Europe [16].

To verbalize the concept of *Russia*, D. Dontsov sometimes resorted to metonymy, using the astonym *Moscow*, and the adjective *Moscowian* instead of *Russian*, as well as the connotative *Muscovite* (*Muscovites*), which contains negative semantics. Therefore, taking into account this fact, we believe that the concept of *Russia* in the linguistic thinking of the publicist has two title names: *Russia* and *Moscow*.

Among the verbal explicators of the analyzed linguistic construct [17, 24], there are conceptual metaphors with the sphere-source of the fauna, which reflect the predatory nature of Russia. These include periphrases with ornithological numbers: "*Eagle that feeds only on the corpse*" [7, p. 31], built on the parallelism of the state symbols of Russia and understanding of its role as a vulture in the European political field. In discussing the issue of "understanding" between Russia and Ukraine, to which Ukrainians are inclined by Russian liberals, the publicist uses the zoonyms *wolf and lamb* [7, p. 26]. Here is an allusion to the plot of the famous fable of L. Glibov, in which the wolf, despite his wrongdoing, has an advantage in strength and therefore dictates its own rules of coexistence to weaker people. D. Dontsov used the plot of the work of art to describe the political realities of the time, in which Russia acted as the embodiment of a great unjust force that conquered Ukraine.

Danger as a conceptual feature of Russia is verbalized by the periphrasis "*vampire of the continent*" [7, p. 94]. These language formulas explain the semantic component of the content of the concept of Russia – a predator that poses a mortal danger to other peoples.

Note that, in contrast to the Russian government, which in the language of political journalism is associated with birds of prey and animals, the Russian people are by nature "*flock-people*" [8, p. 140]. Fear of conquered but unconquered Ukrainians pushed all Russian autocrats to destroy all forms of Ukrainian statehood. The Russian Empire was never ready to perceive Ukraine even as a satellite, denying Ukraine's narrowest political autonomy. "*Petersburg would not tolerate any, at least autonomous, state innovation on the most important path of its expansion – in Kyiv*" [7, p. 99]. Therefore, "*abolition of the hetmanate*", "*abolition of the Ukrainian army*", "*destruction of Zaporizhzhia*" [7, p. 120] was Moscow's first steps towards the destruction of independent initiatives in Ukraine. Russia actively spread its all-Russian consciousness to Ukrainians, and consistently destroyed the institutional, social, and cultural landscape of Ukraine. The publicist emphasizes that Russia changed the cultural and mental traditions of Ukrainians through Russification, it "*destroyed our old and high culture, and instead endowed us with its own – problematic value, in addition, it killed an independent political thought in Ukraine*" [8, p. 125]. This change of worldview has repercussions even today when parts of Ukrainian society lack identity, and it defends the culture of the aggressor, which, of course, causes confrontation in society.

D. Dontsov analyzes the national policy of the Russian Empire in the historical dimension and notes that "*a Muscovite does not know how to assimilate foreigners and does not try to do so. His method is pogroms... He does not seek to draw a stranger into his community, he has an instinctive fear of it. He prefers to destroy and mutilate it. This is his "national policy*" [8, p.141].

D. Dontsov considers the events of 1917 to be convincing proof in favor of the conceptual feature of Russia as an artificially created state: "*The tsar fell and parts of the empire fell from the center. The best proof that they held together only by physical force, only by the fact of force, and not by the force of fact* "[7, p. 100].

The formation of the concept of *Russia* in Dontsov's picture of the world was influenced by his understanding of the role of Russian liberals in solving the Ukrainian national question. At every mention of the representatives of this system of ideological views, the author of political articles marks it as hostile to Ukraine. Russian chauvinists, regardless of their ideological orientations, united "*in a choir of savage persecution of all Ukrainians, which comes not only from the Black Hundred, but also the liberal press*" [7, p. 25]. The political analyst is convinced that "*the situation will not change at all, even if someone represents Moscow capitalism – the devils of reaction or the angels of liberalism*" [7, p. 55].

History has shown that from the time when Dmytro Dontsov wrote those words to the present day, Ukrainian public confidence in the insincere promises of Russian liberals has been a major factor in the defeat of Ukrainians in both the cultural and political spheres. Russian liberals deceitfully demonstrated their loyalty to the Ukrainian nation, but only superficially, because, as D. Dontsov noted, they did not want to hear about the national self-determination of Ukrainians and state independence.

To expose the hypocrisy of Russian liberals, who "*...systematically silencing the wildest manifestations of the government's greedy policy*" [7, p. 26], a political analyst reminisces about the image of Pontius Pilate. Disguising their true intentions in "*voices" in favor of us*", they proclaimed "*Ukraine is a state danger that must be fought with all energy and without any reservations*" [7, p.25].

In conceptualizing Russia as a reality of political reality of his time, D. Dontsov does not ignore the economic relations of the Ukrainian region with the Russian government, which has always accepted this territory as an integral part of the empire, and Ukrainians as part of the "*united Russian people*". Objectively assessing the nature of these relations, D. Dontsov stressed that Ukraine is a land, "*the juices of which feed Russian industry and the state budget, on which tens of thousands of Russian officials find their bread…*", it becomes clear why "*the prospects Ukrainian movement in front of Russia, filled with panic fear of every Russian bourgeoisie* " [7, p. 27]. The empire is unable to "*let out of its control a colossal territory with tens of millions of people, the eating of which Russia owes its great power*" [Ibid.].

Modern historiography confirms the complete validity of these theses of D. Dontsov: in the middle of the XIX century Ukraine accounted for 75% of all Russian exports, Yuzivka, founded by the British capital in eastern Ukraine, became the metallurgical center of the tsarist empire, Podillya and the eastern steppes - the main areas of grain production - became famous European granaries, and Odesa was the main port. which connected Russia with Europe [24, p. 257].

D. Dontsov's definition of Russia as a parasite that feeds on Ukrainian resources shows the atypical worldview of a political analyst who perceived Ukraine not as low-value and dependent on the empire, but as a source of energy for the Russian state machine.

An important semantic component of the concept of *Russia* is the factor of its religious expansion into the mental space of Ukrainians. What was presented in Russia as theological foundations of the Orthodox faith was not always the case. D. Dontsov emphasizes that "*in Moscow, the clergy had no authority; he was a servant of secular power* "[8, p. 139]. Analyzing this thesis of a political analyst, we must take into account that, as is known from historical sources, the tsars of Muscovy, although positioned themselves as advocates of Orthodoxy, were also loyal to Lutheran tendencies in the church [15]. This loyalty dates back to the reign of Ivan the Terrible and culminated in the reign of Peter I, which manifested itself in repression against clerics who did not support the position of the autocrat. During his travels in Europe, Tsar Peter became fascinated with the Lutheran idea of a single majesty and decided to abolish the institution of patriarchy. He found supporters among the Russian clergy. Researcher in the field of theology D. Pospelovsky writes: "Prokopovich puts forward the Protestant doctrine – the greatness of only the king, who is both a head of state and church" [17, p. 130].

Dmitry Dontsov is not inclined to separate the Russian people from the Russian government, rightly believing that the "numerous class of cultural leaders" – officials, doctors, lawyers, professors, teachers, editors – protect the interests of big Russian capital, middle and small bourgeoisie. According to the political journalist, they "*have a decisive role in the cause of self-government and the national question in Ukraine in general*", so they "*will vigorously fight against regional self-government in Ukraine*" [7, p. 55-56].

The Ukrainian nation and Russia in D. Dontsov's worldview system are a conceptual opposition based on several historical national, social, political, and even geographical factors: "*old national antagonism is complicated by social and political antagonism*" [7, p.36], "*geographically Ukraine is not a part of Russia, nor is Russia a part of Ukraine*" [7, p.97].

D. Dontsov describes the traditions of Russia's state policy throughout its state existence with insidiousness and meanness:

"*The method has been the same for hundreds of years: to destroy one's neighbor with the help of his neighbor. This is how Russia erased Ukraine from the map of Europe with the help of Poland. She divided Poland with Austria and Prussia* "[7, p.92].

Analyzing the international activities of the Russian government, the publicist notes that "*the old international intriguer Russia*" [7, p.31] "*will not miss a happy opportunity to attack his neighbor at gunpoint*" [7, p.32]. According to the political analyst, in its plans "*to expand from the Atlantic to the Pacific and from the North to the Indian Ocean*" Russia becomes "*a threat not only to European but also to world peace*" [7, p.34]. By striving to implement the "*Pan-Moscow program*" in the European political field, Russia is "*in conflict with democratic Europe*," "*it is becoming an enemy of European democracy*" [Ibid.].

Russia, which "*turns its ethnographic conditions and geographical grounds to the southeast, not west*" [7, p. 97], D.Dontsov contrasts with Western European civilization.

5 Conclusion

As a result of the analysis of the content of the selected concepts and their comparison, it was revealed that the Ukrainian nation and Russia as realities of the political reality of the early twentieth century. in the individual picture of the world of political publicist Dmitry Dontsov are conceptual opposition, the core of which is conflict, struggle, confrontation, caused by several historical national, social, political, cultural, and mental factors. Antagonists, in particular, are the following specific conceptual features: state-building initiatives of the Ukrainian nation – the absolute denial of state independence of Ukraine by all governments, political parties, and public opinion in Russia; the desire of Ukrainians for freedom of national self-determination – an aggressive national policy of destruction of any cultural identity by Russia; ancient Ukrainian traditions of democratic principles of state-building –Russian authoritarianism; building Ukrainian parity relations with Western European countries – intrigue in Russia's international policy and its tendency to wage wars to implement plans for total "Pan-Muscovite", and hence a threat not only to European but also to world peace; the desire of Ukrainian society to build economic relations with other states on parity and mutually beneficial basis – Russia's desire to exploit the natural and human resources of Ukrainian territories.

The conducted research will have its development shortly in the study of the concepts of the *Ukrainian nation* and *Russia* in the modern Ukrainian political discourse.

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THE ROLE AND FUNCTIONS OF THE MASS MEDIA IN THE POLITICAL SOCIALISATION OF THE ACTOR

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Abstract: The article aims to analyse the role of the mass media in the political socialization of the actor. According to the purpose, the research process required a comprehensive application of the following methods: descriptive-analytical, inductive-deductive, and bibliographic. The study of political socialisation is based on two primary principles. The first is the "principle of primacy", according to which one learns better what one learns first. The second is the "structuring principle". It consists in the fact that the primary training structures the further training. As a result, the immediate attention of researchers of political socialisation was focused on the study of the primary socialisation mechanisms and institutions – the family and the school. This caused insufficient attention to the socialisation function of the mass media. The main factor favourable for eroding the claims of the mass media for "intellectual" independence and, at the same time, for ensuring their activities in modern societies, is market type of relations. The mass media activities concern the market as the main means of stimulating consumption. The most critical systemic orientations deal with the distributed support of the components of the political system, namely, with the support of the political power, the political regime, and the political community. The article analyses the main approaches to the influence of the mass media on the political socialisation of an actor. The research results can be used in the development of educational materials on normative disciplines.

Keywords: Influence of mass media, Manipulations, Political consciousness, Political socialisation.

1 Introduction

The focus of political socialisation specialists is usually on the content of political orientations, the sources through which these orientations are taught, as well as the very specific learning processes. However, until recently, relatively little attention was paid to the study of the role of the media in political socialisation.

One of the reasons for this is too narrow vision of "political" and, accordingly, the narrow vision of "power". In turn, this removed from view one of the most important sources of political information television entertainment and political news, which under normal circumstances were not considered the subject of analysis.

2 Materials and Methods

The purpose of our study is to analyse the role of the media in the political socialisation of the actor. According to the purpose, the research process required a comprehensive application of the following methods:

- Descriptive-analytical is to analyse the principles of the impact with the subsequent comparison and generalisation of the results);
- Inductive-deductive is to observe and describe the selected characteristics of the influence of the media;
- Bibliographic is for the collection and processing of literature on the research topic.

To complete the picture of transforming the mass audience into "interpretive communities" and the average recipient of the mass media into a personified subject of the media-communicative space, it is necessary to involve scientific principles of persuasive communicative theory by A. Bandura, F. Zimbardo, and M. Leippe.

In this combination, it can be stated that this is the current scientific foundation of the analysis of socio-cultural objects, which are in fact, the metadiscourse of the media (despite all attempts to politicise it) and other products (including art) of the media themselves. However, the materials of the analysis of organisations that follow the narrative of russian information propaganda in the media space and online media and their influence on the formation of public consciousness deserve special attention [9]. This topic is the subject of research by InterniuzUkraina, NGO Detector Media, particularly the latest "Pro-russian and anti-Western conspiracy in the information war.

2.1 Key Trends 2020-2021 from the Institute of Mass Media and the NGO Detector Media

Many studies of the group "Rating", "Social Monitoring", "Razumkov Center", KIIS, organisations "Infosapiens" and "Democratic Youth Initiatives", etc. address this issue. In the domestic scientific discourse, the researched issues are considered in the works of G. Pocheptsov (specifics of information wars), B. Leonov (information terrorism), Y. Polovinchak (the use of manipulative media technologies), M. Ozhevan (confrontation of strategic narratives), O. Samorukova, S. Mohylka, Y. Kokarchi (destructive behaviour in social networks), V. Gorbulin ("hybrid war" of the russian federation against Ukraine), A. Onkovych (information and psychological operations in social networks), N. Semen (social networks as a means of counteracting aggression of the russian federation), and others.

3 Results and Discussion

The mismatch between democratic imperatives of openness and incomprehensibility for the vast majority of mechanisms for making vital political decisions, on the one hand, and the lack of adequate mechanisms for representing the interests of citizens in public space, on the other, is the trigger of news in the media.

This circumstance requires the presence of transparent channels of interaction between media and the general public. In fact, there is weak public support for most political parties and movements in Ukraine (only 2-3% of citizens are party members), lack of clear goals and, consequently, lack of understanding of their activities by individuals, determined by the lack of effective channels of interaction between party structures and ordinary citizens.

The active introduction of the latest digital technologies has stimulated the powerful development of social media, which combines information content and online communication with its consumers. Social media covers various services: online media, social networks, the blogosphere as a collection of blogs, microblogs, video hosting, etc. In Ukraine, social media began to develop particularly actively in 2014-2015, including online resources of public associations, volunteers, activists, politicians and experts. They covered the course of events such as the Revolution of Dignity, the annexation of Crimea, the beginning of hostilities in the Donbas, and became a full-fledged alternative to the press and television.

Opinion leaders and influencers from Facebook, Instagram, YouTube, TikTok, and others are increasingly expanding their influence: several bloggers with a total audience of 400-900 thousand subscribers represent an information resource equivalent to the average information channel. Recently, Telegram, which serves as a social network, has become one of the main areas of gossip, hate speech and disinformation narratives and it is becoming increasingly popular in Ukraine. A study by the NGO Media Detector shows that 49 out of 100 most popular telegram channels in Ukraine belong to the news and media category. Among the top ten, the six are often "draining", provocative and neglecting the news standards.

Of course, new political institutions do not immediately and automatically receive support and recognition from the general public, much of which may be rather sceptical and conservative. In addition, in the absence of large-scale awareness-raising campaigns in the media, new political institutions and new forms of political interaction, in general, are unable to spread and develop in society. Under these conditions, it is important to create favourable mechanisms to support civic initiatives and form counseling and educational centres designed to explain and demonstrate the possibility and viability of new ways of political participation in public life. In this regard, the emphasis should be made on the possibility of solving problems close to the immediate life of the individual, as namely the problems of the life-sustaining nature directly concern the majority. At the same time, namely around these problems basic practical schemes and the nature of the perception of political, in particular, governmental institutions, are formed [1, 3, 9].

A specific feature of the democratisation of socio-political life in the post-Soviet countries was that the movement itself was initiated not "from below" as a result of political pressure on government institutions of the general public, but "from above" - in the interests of the relatively narrow political elite. In contrast to Western Europe, where democratic transformations have taken place over the last few centuries and modern political systems have emerged from long processes, in post-socialist countries existing forms of political democracy have been introduced without the necessary, adequate sociocultural background of understanding of processes [6,8]. As a result, the adaptation of democratic political mechanisms takes place in very specific, so to speak, non-classical conditions, which determines the unexpected socio-political effects due to the mismatch of the existing political culture of citizens to fundamentally new forms of political interaction and participation in socio-political life. An additional factor of tension was the current changes in the very ways of functioning of democratic political mechanisms caused by globalisation changes, in particular the formation and dissemination of transnational information practices of the media.

These circumstances also affected the nature of the interaction of public opinion and political institutions in the post-socialist field. At the same time, they reflected a key role in establishing this interaction between the media, further subordination of which to market and, more broadly, economic imperatives raise fundamental questions about media ethics and the values they must adhere to informing the general public about current socio-political events.

It is generally accepted that political values and attitudes correspond to certain political objects. Such objects can be political leaders, specific policies, a set of political ideas, and so on. Orientations of individuals can be divided into two groups. Systemic orientations are related to the legitimacy of the political system and its active support. Distributive orientations are related to issues such as "who and what should be presented in society." Systemic orientations are essential for the stability and survival of the political system.

And in this sense, "the function of the mass media should be seen not in production, but the representation of the public. In this case, the "representation" should be discussed in a certain "narrowing", reduced meaning. Due to the fact that for all systems, including the media system itself, "publicity" is always used to describe the other, inaccessible side of their borders and cannot be specified in the direction of certain partner systems - it (publicity) must be represented in the form of such reality constructs in which all subsystems and even all people can take part. Thus, the representation of publicity through the media currently provides both transparency and opacity, i.e., some thematic knowledge in the form of certain specific objects and uncertainty about who and how reacts to it" [10, p. 164].

The political functions of the media as an expression of public opinion presuppose the presence of the "public" - a highly educated group of people who can make independent judgments in a situation of debatable conflict of opinion, and are able to build a holistic and coherent system of political views [3]. Among the functions of the media, there are the following: 1) information; 2) socio-political functions; 3) economic functions of stimulating consumption; 4) entertaining [7]. The specificity of all these functions in modern societies is determined by several forms of universalization of interactions inherent in their basic subsystems. In economics, this type of universalization is a market capitalist system based on monetary equivalent, in politics – democracy and popular sovereignty, in the social sphere – liberal individualism and formal legal regulation of conflict. These are particular types of algorithmisation of social life, set by the very rhythm and method of organization of modern civilization [5].

The main factor favourable to the blurring of the media's claims to "intellectual" independence and at the same time to ensure their activities in modern societies, is the market type of relationship. The media act concerning the market as the main means of stimulating consumption - not only in the field of advertising but also as a translator of different lifestyles set by a particular type of consumption.

The most important systemic orientations deal with the distributed support of the components of the political system, namely with the support of political power, the political regime and the political community. Political power includes various government positions. The political regime is related to the "rules of the game" in the political system, such as supporting or not supporting democratic forms of government and the social course. Support for the regime may include positive attitudes towards the legal system and support for basic socio-cultural values [2]. Finally, the political community defines itself by a sense of common socio-political affiliation or belonging to a group of jointly controlled people. Orientations to the political community are usually defined in terms of patriotic symbols, individual trust in citizenship, or trust in people (social trust) [7].

The study of political socialization is based on two main principles. The first is the "principle of primacy", according to which students learn best why they study first. The second is the "structuring principle" – the principle declaring that primary education structures go first. As a result, the main attention of researchers of political socialization was focused on the study of primary socialization mechanisms and institutions - the family and school. This caused insufficient attention to the socialising function of the media.

An alternative point of view is held by J. Carlson, whose focus is on the socialisation functions of the media, namely the impact of entertainment television on viewers and the socialisation component of this impact. The researcher proceeds from the thesis of the hidden effect of television on the audience. This position was most clearly explained in several "cultivation analysis" studies. In its most general form, the idea of cultivation theory is based on such a logic of reasoning: "It is unlikely that a single message could affect thoughts and values. If a certain type of message is constantly aimed at reinforcing a certain point of view, this can significantly affect over time. Most likely, the effects of mass communication messages are expressed in the perception of social reality. Research has shown that if the television world is seriously different from reality, then individuals who actively consume television express opinions that are more in line with what is shown. The adoption of the television version of reality takes place in parallel with the support of values and opinions inherent in this television reality" [2].

In confirmation of this thesis, V. Andrushchenko notes: "The spiritual space of society is overflowing with permanent "cassette", "chain mail" and similar scandals, which are constantly being revived; dubious PR technologies dominate it in support of the next candidate; from time to time there are loud campaigns to discredit a politician, statesman, and even the President of Ukraine. The average citizen is almost convinced of "media corruption", "continuous corruption of officials", "the dominance of bandits on all levels of government", and "rejection of decent and fair people" [1].

In this sense, "political narratives are strategic tools. Political decision-makers or stakeholders often create problems (in the artistic sense) as a context for the actions they seek to take. It's not that they are doing damage or destruction to be able to do something, it's that they represent the world in a way that makes them, their skills, and their actions necessary" [4].

Individuals become accustomed to values and attitudes during socialization. Of course, norms, values, and attitudes are not unchanged, but, on the contrary, are significantly modified throughout life. But specific for today is that, on the one hand, the revival of socio-cultural dynamics – economic, political, and cultural change. On the other hand, the transition in the post-Soviet territory to fundamentally new forms of socio-political life, radical change in norms, values and attitudes of individuals becomes fundamental.

Determinant here is the process of socialisation or rather changes in both socialization procedures and values themselves. In this case, we should talk about a kind of resocialization, which, however, not only internalizes the individual's socially recognized norms and values and forms in him the appropriate social order but transforms existing, socialized items earlier. As a result, resocialization is a fundamentally different process than socialization. Its success or failure also has fundamentally different consequences than the consequences of success or failure of socialisation. The problem is that resocialisation deals not just with already formed individuals and sets of norms, values and attitudes, but with active actors in public life who are in those social positions that under traditional conditions were not considered as positions of individuals who should be socialised.

The proposed approach first identifies differences in the content of programs shown on television and what actually exists in life. Then the focus is on the audience. They determine, in particular, whether the assessments of the reality of those involved in active viewing are shifted towards "pictures of the world" broadcast on television. At the last stage, it is determined to what extent television cultivates thoughts and attitudes that coincide with the definitions of television reality.

J. Carlson used this approach in a study of television programs that show scenes of violence, as a result of which he was able to identify several hidden effects of television communication. According to his findings, the content of broadcasts with scenes of violence has two important points. The first is that the world around us is extremely dangerous, where anyone can become a victim of aggression at any time. Second, the display of violence plays a key role in maintaining the existing social order on television, creating a sense of danger in viewers and thus strengthening social conformism to social norms [2].

The market concept modifies Enlightenment theory by formulating it in economic rather than political or ideological terms. According to this concept, the media is a market in which information, advertising images, political ideas, etc. circulate. These products are chosen by consumers according to their own tastes and preferences. The consumer is an individual who represents an independent value. He has an indisputable right to be guided by his preferences, and he is rational enough to find what suits his aspirations and desires.

Only a market based on ownership and competition can provide him with the desired variety of choices. Any state intervention will reduce and distort this diversity. As in the market sphere, the only function of the state is to ensure the ownership of entrepreneurs, producers, and suppliers of media products.

However, this approach hides certain dangers, as the unrestricted free market tends to monopolize, concentrating in the hands of large media corporations, which denies free competition. In this situation, the state must take care of the public interest through certain obligations to market agents. Hence the theory of social responsibility of the media.

4 Conclusion

We can say that the media in modern society is responsible for forming an individual semantic image of the "real world", which is created on the basis of information received by the consumer with the index "real". In this regard, the information function of the media is at the same time meaningful. First, media reports specify the way a subject or fact is given. By choosing the way the subject is presented, the media can vary widely the perception of the subject that arises in the recipient of information.

Secondly, the news report highlights certain moments in the semantic continuum and thus arranges purposeful activities, cutting off what does not matter. Thus, the message gives meaning to certain fragments, denying by selecting the meaning of others. This is how the semantic sphere of life is formed, in which the important is singled out, and the unimportant is ignored.

The media organise the semantic space of the world, which is located outside the individual's personal experience, thus creating the subject-event framework, which provides points of reference in the space of communication outside the individual's actual experience. There are two oppositional approaches to defining the role and its assessments of the political socialisation of the actor; both have shortcomings and highlight the problems that exist today in the field of public-media interaction.

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MODELING CAREER STRATEGIES FOR MEMBERS OF DIFFERENT SOCIAL GROUPS

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Abstract: The problem associated with a career is relevant in all economic, social, and political conditions, forms of ownership, and the level of development of enterprises. The realization of a person in a career reflects the peculiarities of the existence of a modern person in the complex world of relationships, work at an enterprise, and a change in types of professional activity. There is a lot that depends on career success: results of the labor activity of the person, production indicators of the enterprise, development of the industry, well-being, and stability of the country. Career strategy and its modeling is of significant importance on today labor market. The leading methodological approaches to the issue of modeling career strategies (procedural, content, personal) are considered. In current conditions, when the socialization of an individual, the acquisition of the desired social status by him depends on his integration into professional labor activity, forming a professional career becomes contradictory and complex. The difficulties of building a professional career lie in the fact that the system of value orientations and norms that include professional work ethics is in the process of transformation.

Keywords: Career, Career planning, Career strategy, Labor market, Social groups.

1 Introduction

Interest in the problem of planning and career development is due to the transition from the system of administrative planning to the free market, where the law of supply and demand is in force [3]. This law also applies to the labor market: the requirements for its main characteristics (such as qualifications, level of training, professional experience, etc.) change markedly under market conditions. Severe changes in our country's social and economic situation place particular demands on the level of professionalism of employees. The development of market mechanisms and the intensification of the pace of life have actualized the problem of planning and career development.

In psychology, until recently, the concept of "career" was practically not used, and basically, a career was understood negatively. However, in recent years, the negative connotation of the concept of "career" has begun to disappear [24]. Now a person "making a career" is considered, instead, an orientation towards realizing personal and professional potential.

A career is one of the indicators of a person's individual professional life, achieving the desired status and the corresponding level and quality of life, as well as fame and glory. Furthermore, a successfully built career allows a person to achieve recognition of his uniqueness, significance for other people, and society as a whole.

The concept of "career" is ambiguous. This is both an individual path of a person and a way to achieve a result in the main form of personal self-expression and a result of activity achieved by a person and social status. In a narrow sense, a career is associated with the labor and professional activity of a person.

The psychological aspect of the problem of career management involves consideration of this phenomenon from the position of a person, revealing the features of the vision of a career by the leader [14]. This is related to the expression by the individual of a subjective assessment (self-assessment) of the nature of the course of the career process, intermediate results of career development, and personal feelings that are born on this occasion.

A career is a subjective judgment of a person about labor future, the usual ways of self-expression, and job satisfaction; it is an individually aware position and behavior associated with work experience and activities throughout a person's working life.

2 Literature Review

One of the most popular foreign theories of careers is the theory of Doland Super, which he presented in the form of a "rainbow of life careers." He defined "career" in its most total and most comprehensive sense as a sequence and combination of roles that a person performs throughout life [23]. Super's theory argues that the most critical determinant of a person's professional path is his idea of personality - the so-called professional "I-concept," which each person embodies in a series of career decisions [15].

Chosen professions and career achievements strongly influence the overall "I-concept" and self-esteem. As a career unfolds, a professional "I-concept" develops, which reaches maturity only due to sufficient professional experience. This usually takes between one and ten years of work. In psychology, a career was mainly considered through such concepts as "professional life path," "professional self-realization," and "professional self-determination." A successful career is associated, first of all, with successful professional self-determination.

The goal of professional self-determination is the gradual formation of internal readiness for the conscious and independent construction, adjustment, and implementation of the prospects for one's development (professional, life, personal), readiness to consider oneself developing in time, and independently find personally significant meanings in a specific professional activity [1]. It follows that professional self-determination is an integral part of a career. But if we consider professional self-determination in close relationship with life and personal self-determination, then the concepts of "career" and "professional self-determination" become quite comparable. The modern understanding of a career is not only success in this professional activity but also the success of a lifetime.

Many psychological factors influence the formation and implementation of a career [2, 7, 15, 29, 31]. First, these are the factors associated directly with the person. These are the abilities and interests of a person, motivation, decision-making on changing roles and status, and specialization features. Individual personal factors hindering career success are the lack of necessary professional qualities, low motivation, external locus of control, indecision, increased anxiety, orientation towards avoiding failures, and practical motives of activity.

Secondly, these are factors related to the interaction of the individual and the people around him, the organization. This is the influence of other people on a person's professional career (parents, friends, colleagues, leaders), the specifics of the organizational structure, the organization's mission and goals, and the type of organization. The main task of career planning and implementation is to ensure the interaction of professional and intra-organizational careers [17].

Career planning determines the goals of professional development of the individual and the ways leading to their achievement. Career development refers to a person's actions to realize his professional plan [30]. A person planning and developing his career is aimed at a clearer vision of his prospects, the possibility of professional growth, increasing competitiveness in the labor market, and arranging other aspects of his own life.

3 Materials and Methods

The aim of the study is:

- To define the basic principles of career modeling to help future specialists to introduce professional self-determination into the context of all life activity, that is, to

make a professional choice one of the factors of personal self-realization based on a life strategy;
- To form ideas about the chosen professional activity and readiness for it, to develop the needs and skills to include one's work in the context of individual goals and values;
- Describe in the article the tools that will help identify the characteristics of individual and group behavior, which will improve the efficiency of professional activity among people of different social groups.

The task of the study is:

- Formation of a holistic, systemic understanding of career planning;
- Demonstration of skills in diagnosing and analyzing individual behavioral characteristics: character traits, perception characteristics;
- Suggesting ways to determine the competencies necessary for their professional development.

A career is the result of a conscious position and behavior of a person in the field of work, associated with official or professional growth [2]. A person builds the trajectory of his career movement himself, under the peculiarities of intra- and extra-organizational reality and, most importantly, his goals, desires, and attitudes. Several fundamental trajectories of a person's movement within a profession or organization will lead to different types of careers. A professional career is the growth of knowledge, skills, and abilities.

A professional career can go along the line of specialization (deepening in one line of movement chosen at the beginning of the professional path) or "transprofessionalization" (mastery of other areas of human experience, rather associated with the expansion of tools and areas of activity) [13].

A sustainable career is a type of career characterized by lifelong employment in a single job. People with stable careers tend to be satisfied with their activities. In addition, long-term engagement in one professional activity leads to becoming highly qualified specialists in their field.

A linear career is a type of career in which people stay in a particular industry and work their way up from lower to higher positions in one or more organizations. In this type of career, the employee implements a sequential transition from one position to another; at the same time, each subsequent position is based on the previous one in terms of responsibility, skills, and abilities, hierarchy in the organization. Such climbing up the professional ladder is an example of the traditional understanding of a career [16].

A spiral career is a type of career in which people go through a series of professions, each of which builds on already acquired skills and abilities and requires new skills. Changing professions in this type of career may be due to a person's need to expand their range of professional self-realization.

A changeable career is characterized by the change of many types of professional activities that are not related to each other. The reason for such movements may be the desire of a person to follow his hobbies in choosing a job and in finding himself in a wide variety of activities.

Intra-organizational career is associated with the trajectory of a person in the organization. It can go along the line:

- Vertical career – job growth;
- Horizontal career – promotion within the organization, for example, work in different departments of the same level of the hierarchy;
- Centripetal career – promotion to the core of the organization [19].

Career planning is a process that includes choosing an occupation, profession, getting a job, growth (professional or career) at work, a possible career change, and, eventually, retirement. Like any other plan, a career plan is characterized (and must be carried out) by the following actions: constant monitoring and evaluation, comparison of actual results with planned ones, timely adjustments, refinement, and continuous deepening and detailing [12].

Career plans and opportunities are directly dependent on the stage of professional development of a particular employee. Therefore, it is always necessary to take into account the stage of a career that a person is going through at the moment. This can help clarify the goals of professional activity, the degree of dynamism, and, most importantly, the specifics of individual motivation.

Specialists distinguish the following career stages:

- *Preliminary* (up to 25 years) – training and search for a field of activity;
- *Formation* (up to 30 years) – mastering the chosen profession and acquiring specific skills and knowledge;
- *Promotions* (up to 45 years old) – career advancement, further improvement;
- *Conservation* (up to 60 years old) – the peak of qualification improvement;
- *Completions* (after 60 years) – completion of work, preparation for retirement;
- *Pension* (after 65 years) – change of activity after retirement.

Each stage is characterized by particular human needs, both moral and material. To a large extent, both the style of work and attitude differ since they directly depend on changing conditions [25]. For example, high pay is not yet a priority at the preliminary stage.

4 Results and Discussion

The stages of promotion and preservation are characterized by increased attention to this parameter. If, during the formation period, the employee strives for self-affirmation, then at the stage of advancement, self-expression plays an important role for him [18]. Accordingly, an intra-organizational career should be built, considering these features. Then both the employee and the company will get the most out of each other.

It is necessary to distinguish between the stages of career development and the phases of an employee's professional growth. The latter characterizes the stages of mastering a particular profession [20]:

1. *Option phase.* A person is preoccupied with questions of choice or a forced change of profession and makes this choice. There can be no exact chronological boundaries here, as in relation to other phases, since age characteristics are set not only by physiological but also by multifaceted conditions of culture.
2. *Adept phase.* This is a person who has already embarked on the path of commitment to the profession and is mastering it. Depending on the profession, this can be a long-term or very short-term process (for example, a simple briefing).
3. *Phase of adaptation, getting used to working with a young specialist.* No matter how organized the process of training a particular professional in an educational institution, it never fits "like a key to a lock" for production work.
4. *Internal phase.* An experienced worker who loves his work and can quite independently, more and more reliably and successfully cope with the leading professional functions, which is recognized by his colleagues at work, by profession.
5. *Continuing mastery phase.* An employee can solve both simple and the most demanding professional tasks, which, perhaps, not all colleagues can handle.
6. *Authority phase is like the phase of mastery, which is also summed up with the next one.* He is a master of his craft and already well known in the professional circle or even

outside it. Depending on the forms of certification of workers adopted in this profession, he has specific high formal indicators of qualification.
7. *Mentoring phase.* In any profession, an authoritative master of his craft "acquires" like-minded people, learners of experience, students.

The last three phases, as a rule, partially overlap in time.

4.1 Modeling a Career Strategy in an Organization

The career modeling process compares the potential capabilities, abilities, and goals of a person with the organization's requirements, strategy, and plans for its development, which is expressed in the preparation of a program of professional and job growth [4]. The list of professional and job positions in the organization (and outside it), fixing the optimal development of a professional to occupy a specific position in the organization, is a career chart, a formalized idea of what path a specialist must go in order to obtain the necessary knowledge and master the skills required to work effectively in a particular location.

Career planning in an organization can be handled by the HR manager, the employee himself, and his immediate supervisor (line manager) [21]. The main career planning activities specific to different planning subjects are presented in Table 1.

Table 1: Key career planning activities

Subject of planning	Career planning activities
Employee	Primary orientation and choice of profession, organization and position, orientation in the organization, assessment of prospects and design of growth, implementation of growth
HR manager	Evaluation at the time of hiring, placement in the workplace, assessment of the work and potential of employees, selection for the reserve, additional training, work programs with the reserve, promotion, new planning cycle
Direct supervisor (line manager)	Assessment of work results, assessment of motivation, organization of professional development, proposals for stimulation, proposals for growth

4.2 Career Strategy Modeling Conditions

Promotion is determined not only by the personal qualities of the employee (education, qualifications, attitude to work, the system of internal motivations) but also by objective ones [28]. Among the objective conditions of a career are:

- The highest point of a career – the most elevated position that exists in a particular organization under consideration;
- Career length – the number of positions on the way from the first position occupied by an individual in the organization to the highest point;
- Position level indicator – the ratio of the number of persons employed at the next hierarchical level to the number of persons employed at the hierarchical level where the individual is at a given moment in his career;
- An indicator of potential mobility – the ratio (in some specific period) of the number of vacancies at the next hierarchical level to the number of people employed at the hierarchical level where the individual is located.

Depending on the objective conditions, an intra-organizational career can be promising or dead-end – an employee can either have a long career line or a concise one [8]. The HR manager, already when accepting a candidate, must design a possible career and discuss it with the candidate based on individual characteristics and the specifics of motivation. The same career line for different employees can be both attractive and uninteresting, significantly affecting the effectiveness of their future activities.

4.3 Career Choice

To decide on the right profession, you need to orient yourself in three things. First, identify professional interests and inclinations. Briefly, we call them the word "I want." Secondly, to evaluate professionally important qualities: health, qualifications, and abilities, which ultimately determine professional suitability and opportunities [6]. Simply put, answer the question, what is your "I can". Thirdly, to find out which professions are in demand among employers in the labor market, in which professions you can find a job. In other words, to determine what the "Need" is today. In the event that the future specialist manages to combine "I want," "I can," and "I must," then the professional choice will be successful.

So, to make an informed decision about your career, you first need to understand who you are and what you are. This will help with introspection and self-assessment. Self-assessment is collecting and analyzing information about yourself, which includes knowledge and skills, interests, likes and dislikes, strengths and weaknesses [26].

Knowing about your personal interests, attitudes, and values from self-assessment will help you:

- Manage decisions, life direction;
- Understand and appreciate others;
- Be flexible and able to see life from different points of view;
- Increase life satisfaction;
- Set career goals.

In addition, the future specialist needs to decide which skills he likes to use the most. At the first stage of career planning, it is necessary to return to the starting point and evaluate what abilities are given by nature and what knowledge has been acquired [5]. This will help you choose the type of activity. It is important to learn to understand yourself: your values, inclinations, abilities, personal qualities, the lifestyle that you would like to lead, and to realize the interdependence between yourself and your chosen profession.

There is a need to be able to balance personal interests with the skills needed for the job [10]. To choose the right profession, it needs to compare what you like to do with what you know how to do. Many tests determine the natural inclinations, personal qualities, and interests that allow you to identify strengths and apply them in a career.

Tools in modeling career strategies by the characteristics of various social groups

To assess the characteristics of a person and optimize the choice of a field of professional activity at the beginning of a professional path, it is important to consider the type of personality of a person choosing a field of activity. The most operational for this purpose is the typology of personalities by J. Holland (Table 2).

Table 2: The ratio of personality type to activity

Personality type	Activity content
Realistic	Orientation to the manipulation of tools and mechanisms
Intellectual	Search orientation
Artistic	Orientation to emotional manifestations, self-presentation
Social	Focus on interacting with people
Entrepreneurial	Focus on influencing people
Conventional	Orientation to the manipulation of data, information

Realistic type. People of this type prefer to perform work that requires strength, agility, mobility, good coordination of movements, and practical work skills. The results of the work of professionals of this type are tangible and real - their hands created the entire objective world around us. People of a realistic type are more willing to do than talk, and they are persistent and self-confident; they prefer clear and specific instructions in their work. They adhere to traditional values. Therefore they are critical of new ideas. Close types: research (intellectual) and conventional (office). Opposite type: social. A good salesperson and a good repairer will never go hungry.

Intellectual type. People belonging to this type are distinguished by analytical abilities, rationalism, independence and originality of thinking, the ability to accurately formulate and express their thoughts, solve logical problems, and generate new ideas. They often choose scientific and research work. They need the freedom to be creative. Work is able to captivate them so much that the line between working time and leisure is blurred. For them, the world of ideas may be more important than communication with people. Material well-being for them is usually not in the first place. Close types: realistic and artistic. Opposite type: entrepreneurial. Scientific work is not suitable for a person who has both feet on the ground and both hands reaching for dollars.

Artistic type. People of this type are original, independent in decision-making, rarely guided by social norms and approval, have an unusual outlook on life, the flexibility of thinking, and emotional sensitivity. Relationships with people are built based on their feelings, emotions, imagination, and intuition. They do not tolerate strict regulation, preferring a free work schedule. Often choose literature, theater, cinema, music, and fine arts professions. Close types: research and social. Opposite type: conventional. Only poets and women know how to handle money the way money deserves.

Social type. People belonging to this type prefer professional activities related to training, education, treatment, counseling, and service. People of this type are humane, sensitive, active, focused on social norms, and able to understand another person's emotional state. They are characterized by good speech development, lively facial expressions, interest in people, and readiness to help. Unfortunately, material well-being for them is usually not in the first place. Related types: artistic and entrepreneurial. Opposite type: realistic. If the patient does not feel better after talking with the doctor, then this is not a doctor.

Entrepreneurial type. People of this type are resourceful, practical, quickly orient themselves in a difficult environment, are prone to independent decision-making, are socially active, ready to take risks, and seeking thrills. They love and know how to communicate. They have a high level of ambition. Avoid activities that require perseverance and a large and prolonged concentration of attention. For them, material well-being is important. They prefer activities that require energy, and organizational skills, associated with leadership, management, and influence on people. Close types: conventional (office) and social. Opposite type: research (intellectual). The specialty of a raider is much less tempting than the related professions of a politician or a stock speculator.

Conventional type. People of this type usually tend to work related to the processing and systematization of information provided in the form of symbols, numbers, formulas, and texts (documentation, establishing quantitative relationships between numbers and symbols). They are distinguished by accuracy, punctuality, and practicality, are focused on social norms, and prefer clearly regulated work. Material well-being is more important for them than for other types. Therefore, they are inclined to work that is not connected with wide contacts and making responsible decisions. Related types: realistic and entrepreneurial. Opposite type: artistic. An office can work without a boss, but not without a secretary.

Although, according to Holland's concept, one of the types always dominates, a person can adapt to conditions using two or more types of strategies. The closer the dominant and the second (third) orientations, the closer the personality types. Given the content of dominant and non-dominant orientations, one can choose those activities that are closer to a person and in which he will be more successful. If the dominant and following orientations are far from each other, it is more difficult to choose a career [22].

Researchers pay great attention to the problems of young families because this category of families acts as a vulnerable group of the population [1, 9, 11]. This is primarily because young spouses act as the economically active population, who, through their labor, can provide the level of well-being necessary for their family [7]. Therefore, in our opinion, the problem of employment of young people and issues related to building career strategies, which cannot but affect a young family, is significant and one of the most relevant at present.

Considering the current ultra-competitive environment in the labor market, modern young people are developing their professional strategies for building a career. There are the following models of career strategies:

- Status model of career strategy – linear dependence with a small deviation of the line from the vertical of career advancement, dominance in choosing a career of professional status concerning the amount of salary;
- The material model is associated with a career move, where economic profit is important for a person: salary, the presence of a social package;
- Achievement model of career strategy – ambitions, activity, responsibility, striving for popularity in the professional sphere are pronounced. However, the main thing in such a model is not high positions, not salary, but achievements and winnings, most often in risky projects [27].

Another population group that should be mentioned in this context is represented by fathers in non-traditional roles. Currently, there are many definitions of fathers, most of which are associated with everyday behaviors and life experiences of men. There are divorced fathers, fathers of an only child, single parenting, illegitimate fathers, foreign fathers, foster fathers, unemployed fathers.

Without exception, all European states are introducing new regulatory instruments faster or slower. Let us name the most popular measures [32]:

- The time spent by a woman on parental leave is reduced, and at the same time “paternity leave” is introduced (so far only for 2 months), which has the effect of reimbursing wages and preventing loss of family income while caring for children;

- A network of public and private institutions for the care of children of different ages is being developed, with special emphasis being placed on expanding the network of preschool education and care (from one to two years old);

- A new pattern of family roles is stimulated by creating a “family-friendly environment” in the workplace for fathers and mothers (flexible working hours, the creation of child care groups in organizations, games or homework);

- In public and private services bodies for working with the family, the role of fathers in family relations is emphasized.

Considering that the goal of family policy is to stimulate the “new fathers” model, it is important to understand to what extent such a model can be implemented in principle. First, it is essential that its appearance is welcomed in all European countries. This corresponds to the trends in the labor market and socio-political life of developed countries.

Secondly, it can be assumed that for a man guardianship of children is an independent decision. A significant role in it is played by the cost factor for the performance of professional duties, after which the man thinks about how to spend the remaining time. Thus, the gender specificity of parental roles remains, although the role of the father changes under the pressure of attitudes (“desereotyping of male gender identity”), and, to a lesser extent, through normative prescriptions.

In any case, at the present time there has not yet been any unified picture of the fathers, which would be realized as a normative one and on which one could rely. Accordingly, there is space for any initiatives and innovations.

Also, in the modern world, no one is surprised by the conscious choice by some women to have a child out of wedlock, without established paternity. At the same time, there has not yet been a clear idea of the means of subsistence, specific needs and ways of surviving single mother families.

In recent years, the number of single mothers has increased by 30%, which entails a shift in the attention of the state authorities towards making urgent decisions to reduce the number of divorces, ensure the social security of single-parent families and create the necessary conditions for the life of single mothers and their children.

Clearly, social support should not be directed at a non-existent “average single-parent family” about which only abstract, vague assumptions can be made concerning the problems it may face. It is important to focus on specific, real families that are at a certain stage of the life cycle and are experiencing certain life difficulties. Career strategies for such mothers may include part-time work, learning new skills within their existing specialization, and so on.

Speaking about modeling career strategies for single mothers as a specific group of population, it should be emphasized that a personal career brand helps in career advancement also provided that the applicant has self-presentation skills. In the course of self-presentation, the subject of a career transfers image and reputational information about self, which forms a favorable professional assessment in accordance with career goals.

In our opinion, mothers with a high level of self-monitoring are most in demand in today's market conditions, when the ability to adapt to various career circumstances, using various behavioral strategies, comes to the fore.

The structure of the career navigator includes the following sections:

- Personal resources;
- Differentiation of demanded professions in the modern labor market;
- Area of professional activity;
- Official status;
- Type and stages of career development;
- Career path models in accordance with the phases of professional development;
- Personality traits that contribute to career success;
- Building a career;
- Career development threats;
- Technologies for achieving career goals.

Thus, in order to form career strategies for single parent, it is necessary to use both traditional and innovative forms of socio-cultural activities, including lectures, the main purpose of which is to form ideas about the technology of building a career, classes with a coach, practical classes aimed at developing career competence, as well as trainings on career creativity.

Disabled people also represent an important social group requiring special attention. In our time, disability is becoming one of the important components of human existence, which appears either from birth (disabled since childhood) or during life (for example, due to injuries or diseases). In all countries of the world, more than 1 billion people live with some type of disability. From 110 to 190 million people have a severe form of disability. At the moment, the number of people with disabilities is constantly growing. One of the important causes of disability is the aging of the population and the increase in the number of chronic diseases [32]. Despite the existing legal framework, the issues of employment of persons with disabilities remain insufficiently developed in many regions. As it is known, people with disabilities due to poor health and limitations show generally poor results in education and employment.

The work activity of people with disabilities contributes to the creation of communities with common interests, which will help change the mentality of society in relation to people with disabilities. Example of this are Nike, IBM, Microsoft, which promote the development of equal opportunities among their employees, where any person with disability or special needs can easily submit a resume and develop talent in a company with many years of experience on websites. Thus, the involvement of people with disabilities in labor activity is an urgent task of our time.

The following measures appear to be necessary:

1. Development and adoption of regional laws and targeted programs that regulate the work of government bodies for the employment of people with disabilities.
2. Carrying out attestation of jobs for disabled people with the calculation of the approximate cost of their creation by type of economic activity.
3. Improving the system of quotas and job reservations, including the creation of special jobs for the disabled.
4. Development of social entrepreneurship aimed at the wide involvement of people with disabilities in labor activities, both in the form of employees and entrepreneurs.
5. Expanding the types of training and advanced training programs for people with disabilities, taking into account the needs of the regional and local labor market.

Employment for people with disabilities or with special needs is a means of achieving material independence and social integration. The problem of employment of people with disabilities is complex and is the subject of research in such sciences as sociology, jurisprudence, economics, medicine, and psychology. This needs to be taken into account when modeling appropriate career strategies for people with special needs. Basis for identifying employment strategies for people with disabilities is as follows: attitude towards disability and the importance of work. Employment strategies for Russian disabled people are: a sought-after professional, routine employment, professional reorientation.

The value of actual career models lies in the fact that they give an idea of a real career (including in an a concrete organization), its mechanisms, internal springs, which need to be known and n into account when planning further career advancement.

The above models of career strategies are traditional but do not exclude alternative strategies. This is due to the fact that today, given the development of a market economy, the very perception of a career and the boundaries of the opportunities for professional growth of young professionals are expanding [23]. These trends make it possible to put meaning into the modern understanding of a career as an individual conscious position and behavior of a person associated with the development of one's professional activity and experience throughout life, which are not dependent on the organization's physical boundaries and the state. This means that a career in its modern interpretation can develop along with its individual isolated path, for example, outside the walls of an enterprise, on a global scale, without moving up the career hierarchy, without leaving your own home, and without starting capital. The understanding of the essence of a career allows us to expand the boundaries of the potential of young people. It presents more alternatives for choosing strategies for building a career.

5 Conclusion

A career is a multidimensional and not always a straightforward process of professional, social, and economic development of a person, expressed in his advancement through the levels of positions, qualifications, statuses, rewards, and fixed in a specific sequence of positions occupied at these levels. The diversity and complexity of the phenomenon of a career are also reflected in the diversity of its types and approaches to identifying a career typology. The type of career, revealing the features of the emergence, the nature of the orientation, and internal organization, reflects career growth strategy.

A career strategy is a conscious model of the future that a person develops. It lies in the fact that, in the face of uncertainty of social factors of influence, find a way of activity that allows you to reveal your strengths and, by multiplying them, maintain competitiveness, thereby ensuring continuous career development. The classification of career strategies is based on various criteria and principles that depend on the timing, time, nature of promotion up the career ladder, depending on self-esteem the level of claims that reveal their specifics. In addition, a person's choice of one or another type of career advancement strategy depends on interests, professional attitudes, and motives of professional activity.

Youth career strategies are dynamic as many factors influence them. The typology of career strategies, carried out by various researchers, has revealed multiple strategies and their determining factors. The process of building a career for young people has a contradiction: on the one hand, socio-cultural conditions make it necessary for them to make a choice associated with a change in their professional trajectory, and on the other hand, the need of the individual for self-affirmation, self-realization in the professional sphere is actualized. The study showed that the type of career strategies for young professionals are designed based on society's socio-economic and cultural development, tradition, ideology, and individual career potential..

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UTTERANCES OF DEBITIVE MODALITY IN ASSOCIATIVE-PSYCHOLOGICAL DIMENSION

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Abstract: The article characterizes some debitive utterances on the basis of modern media texts, defines their communicative potential and role in modeling speech situations in order to influence the consciousness of the recipient. The utterances of debit modality are predicative syntactic units with a clear communicative-pragmatic potential, which are characterized by: 1) subjective-objective and potential display of modal content, realized in terms of inevitability, necessity, coercion, demand, expediency, relevance, recommendation; 2) the presence of an accompanying positive or negative evaluation; 3) a set of primary (specialized) and secondary (non-specialized) formal markers – lexical and grammatical means of expression. The use of the method of free associative experiment made it possible to detect the conscious-subconscious reaction of Ukrainians of different ages to the utterances of debitive modality and differentiation of structures into several groups according to different degrees of obligation and their function to evoke negative or positive associations. 40 participants of Lesia Ukrainka University and Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University were selected for the experiment, including 25 students aged 20-24 and 15 teachers aged 45 to 55. The utterances of different debitivity selected from media texts became the material of the research (50 structures-stimuli). Due to the degree of obligation, as well as positive or negative reactions, respondents rated the sentence on a scale from 0 to 4.

Keywords: debitive modality, lexico-grammatical modality, psycholinguistic aspect, verb, predicate, Ukrainian language, Mass media.

1 Introduction

The newest mass media space plays perhaps the most important role in the formation of consciousness, life principles, beliefs of people, serves as one of the most important, though usually hidden, means of manipulating the thinking and behavior of recipients. Undoubtedly, the authors of newspaper and magazine publications use the word not only to inform about something, but also partly consciously exert informational and psychological influence on the reader, listener, etc. The analysis of various articles presented in the print media of the first twenty years of the 21st century, especially socio-political, economic and military, suggests that modern media journalism has developed the latest paradigm of information, modified the tactics of reflection of evolutionary transformational changes in the country, etc. The special psycho-emotional load and a kind of communicative-pragmatic potential are characteristic of texts that raise the issues of expediency, inevitability, necessity, obligation, compulsion, etc. The problem of studying linguistic units that implement this modal content and function in media texts is relevant primarily because Ukrainian journalistic communication in this aspect is insufficiently studied, as well as due to the need for a holistic analysis of multilevel markers of these meanings, their central and transitional implementation and description in the context of manipulative strategies. The use of the declared description scheme will allow accumulating attention, on the one hand, on specific means of psychological influence on the mass consciousness of members of society, and on the other – on expanding the idea of the interlevel category of modality in general.

In the linguistic literature, the semantic plan of inevitability, obligation, etc. is usually associated with debitivity. In O. Tron's study, debitivity is a category of semantic syntax; "specific manifestation of the objective-subjective modality of the sentence <⋯>, which conveys the expediency, necessity, conditionality, obligation, inevitability of action and consists of autonomous concepts, each of which is characterized by its own semantic features and sets of means of expression" [16, p. 4–5]. It is important to add that the debitive modal plan is implemented not only by lexical item specialized in this function, but also by secondary representatives. Such modal transformations occur if the text actualizes the seme "must (must not)", "should (should not)", etc. [14, p. 214-215]. *Thus, the utterances of debit modality* are predicative syntactic units with a clear communicative-pragmatic potential, which are characterized by: 1) subjective-objective and potential display of modal content, realized in terms of inevitability, necessity, coercion, demand, expediency, relevance, recommendation; 2) the presence of an accompanying positive or negative evaluation; 3) a set of primary (specialized) and secondary (non-specialized) formal markers – lexical and grammatical means of expression.

Despite the fact that in modern linguistics this issue is not new, much more often the object of study is not debitive modality in general, but the modal meaning of necessity, qualifying it as a manifestation of real-potential modality [4, p. 9–13] as a grammeme of interlevel category of lexico-grammatical modality [8, p. 136–137], etc. In both cases, when analyzing the debitive modality and the modal value of necessity, the body of factual material is usually fiction texts. Instead, the latest journalism is on the margins of such studies. Media sources served as a basis for the study of psycholinguistic analysis of narratives [10, 6], pejoratives [11], prefixal innovations [9], lexical items which denote military actions, processes, states [12] etc. There are also works devoted to the general descriptive language of journalistic communication in its various forms [1, 3, 5]. However, the means of explication of debitive modality in newspaper publications from the standpoint of psycholinguistics are insufficiently analyzed. Accordingly, we aim to characterize debitive utterances, emphasize their communicative and pragmatic specialization and determine the role of these units in modeling different situations in order to influence consciousness of the recipient on the material of modern media texts holistically, with the involvement of lexico-grammatical interpretation and in the associative-semantic aspect. The purpose of the study involves solving the following **tasks:** 1) to determine the status of debitive modality, characterizing it against the background of objectivity / subjectivity, reality / unreality / potentiality, morphological / syntactic / lexical-grammatical varieties; 2) using the method of free associative experiment, to determine the lexical-semantic groups of language units involved in the structuring of debitive utterances, to build a hierarchy of constructions from the highest to the lowest degrees of utterance of obligation; 3) to outline their semantic nuances in the strategic-communicative aspect; considering the modal plan of the selected contexts, to determine the system of morphological markers of debitivity as a means of psychological influence on the addressee and to provide certain verbal models of evoked associations.

2 Materials and Methods

The implementation of the purpose and the solution of tasks was facilitated by the use of the following methods: *descriptive* – for inventory and ranking of debitivity markers as a means of formation of the speaker's intentions; *component analysis* – for the purpose of internal semantic differentiation of debitivity; *complex analysis* – to identify lexical-semantic and morphological-syntactic features of linguistic units that play a major role in modeling of different shades of the specified modal meaning and serve as a means of influencing the formation of inferences of the recipient; *contextual-semantic analysis* – to study the utterances of debitive modality in the psycholinguistic space, primarily in order to determine the author's intention and the implicit content of the analyzed structures; as well as methods of free associative experiment, which allowed identifying the conscious-subconscious reaction of Ukrainians of different ages to the utterances of debitive modality, to differentiate these structures into several groups considering the different degree of obligation and according to their function to cause different (negative or positive) associations.

40 participants from Lesia Ukrainka University and Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University were selected for the experiment, including 25 students aged 20-24 and 15 teachers aged 45 to 55, which, in our opinion, contributed to effectiveness of conclusions considering their different age. The utterances of different debitivity selected from media texts became the material of the research (50 structures). Due to the relatively large number and volume of these sentences-stimuli, we deliberately do not present them in this part of the article, but they are all listed below and analyzed within each of the groups, combining units with different semantic nuances and emotionally expressive load. The participants of the experiment received two questionnaires, each of which contains an explanatory note. According to the expression of the degree of obligation, the proposed sentences had to be rated on a scale from 0 to 4: 0 points – the information provided in the sentence does not show motivation to perform actions, participate in processes, etc.; 1 point – the utterance sounds like a subtle, non-categorical recommendation, for example, has a slight debitivity; 2 points – the recipient is characterized by an average degree of obligation, it sounds like coercion, requirement; 3 points – the sentence explains the need to perform an action, process, or state as a duty or to approach the standard, the ideal; 4 points – the utterance conveys the inevitability of action.

The second experiment aimed to find out the reaction of the same respondents to the utterances grouped into four groups. The participants of the experiment were asked to determine which emotions (positive or negative) each structure caused, to rate them on a scale from 1 to 3 (1 – insignificant expression of the corresponding emotion, 2 – average degree of evoked emotionality, 3 – high level of emotional reaction) and briefly (with a word or phrase) write down the association. If the information did not affect the emotional state, left the respondents indifferent, they were asked to put 0. As in the previous case, these sentences are not shown in this part of the work.

3 Results and Discussion

The study of the modal plan of utterances is necessarily based on a detailed analysis of speech acts in cognitive-communicative and pragmatic aspects and with an emphasis on close interaction of at least two participants in the communication process – the addressant and the addressee [17]. The study of language units plays an important role through the lens of emotional and expressive load and evaluation [2, 15, 13]. Without the involvement of these dimensions, the theory of modality cannot be comprehensive and substantiated. There is no doubt that the interpretation of various extralingual situations by means of language is carried out through the prism of the author's consciousness, which is guided by a certain communicative purpose, takes into account the guidelines and conditions of communication, as well as other important factors. These qualification parameters and a number of relevant criteria, in our opinion, contradict the distinction of the so-called objective type of modality and express its subjective direction. At the same time, we do not deny the existence of an objective modal plan, because by producing utterances and using certain formal means, the speaker tries to reflect information about some fragment of reality, process, state, etc. However, the objective aspect cannot be independent, but it is necessarily accompanied by a subjective, personality-oriented factor. Such a subject-object dichotomy is characteristic of constructions of different modal plan, although the level of subjectivity is different. The utterances of debitive modality, which explain the expediency, duty, necessity, compulsion, inevitability, etc., are characterized by the dominance of subjective content.

In the linguistic paradigm, modality is usually analyzed based on reality, when it comes to what exists, and irreality in the case of modeling the desired, possible, predicted situations. Sometimes this opposition also includes potentiality. Therefore, modality is a tripolar categorical quantity, built on the opposition of *reality – potentiality – irreality*. Considering this qualification principle, debitivity reveals potential content.

The multilevel formal means related to the field of syntax, morphology, and lexicology are specialized in the marking of all modal shades. Accordingly, it is appropriate to distinguish morphological modality, the grammatical means of expression of which is the verbal category of the method, syntactic modality, implemented by different types of simple and complex constructions, and lexical-grammatical modality, which has an arsenal of indicators, which indicate lexical and grammatical base, largely related to lexical layer of language. Since the explication of the generalized semantics of debitivity is mainly related to the content of linguistic units, it is appropriate to consider it as a component (grammatical meaning, grammeme) of the category of lexical and grammatical modality.

The multi-vector nature and refinement of the qualification-classification scheme of the description of debitive modality is facilitated by the delineation of its hierarchically structured range, the formation of which is directly influenced by certain extralingual factors. In addition, the selection of the following groups is based on the results of the first associative experiment. People of different age groups rated sentences approximately equally, which is explained by the respondents' belonging to one ethnic group, as well as the specifics of syntactic units, which largely reflect not purely individual, but national, humanitarian, social, and other problems. The analysis of the obtained results served as a basis for the selection of the following four groups of utterances.

Table 1: Differentiation of debit utterances by the degree of expression of the generalized meaning of the obligation

Content of utterances	Inevitability, necessity	Need to do something as a duty	Coercion, demand	Expediency, relevance, recommendation
Volume (%)	38 %	42 %	10 %	10 %

The highest average score (3.6-3.84) was given to constructions with the meaning of inevitability, for example, they represent the highest degree of obligation and structure the first group and make up 38%. A score of 2.41-2.57 was given to 42% of utterances that convey the need to perform something as a duty. The debitivity in them is slightly lower than in the previous group. The third place is 10% of syntactic units with the meaning of coercion and demand and an average score of 1.22-1.46. According to the respondents, the obligation is less represented here. We comment on this assessment below, analyzing the communicative-pragmatic and psycho-emotional potential of the studied structures. The lowest average score (0.64-0.87) is given to 10% of sentences, which are about the relevance, expediency of something, recommendation.

Considering the different "force" of debitivity, we distinguish the following semantic nuances of the specified modal meaning, structuring the semantic series in the direction from the highest level of expression to its weakening and occasionally commenting on the emotional and expressive load of utterances:

1) *Inevitability*, when the sentence has a certain fact of existence, which must occur regardless of the desire, reluctance, will of anyone, that is, there is no alternative, the recipient is doomed and deprived of choice. The volume of such structures is 38% and the average score is 3.6–3.84. It so happened that an action, process, or state will necessarily be implemented through the objective laws of existence and it is not controlled by anyone. Example: *90% of Ukrainians <···> said: Ukraine will live!* (day.kyiv.ua/uk, 01.12.2019); *Doctors say that this will not go unnoticed...* (www.golos.com.ua, 11.09.2009); *Just as we are doomed to a bitter memory of him* (Afghanistan), *so we can't escape the inevitable debate that has been going on ever since: WHAT was this war?* (www.golos.com.ua, 13.02.2014). It should be noted that the utterances of the analyzed type should be distinguished from constructions with additional semantics of conditionality. Despite modeling them with similar predicates, conditional constructions contain information about certain

preconditions, only as a result of which something is bound to happen, compare: *– What about your future? – You cannot escape it, so what do I have to do? I'll just keep writing* (wz.lviv.ua, 29.04.2017) and *If Kyiv decides to implement the murderous Minsk agreements, you can't escape the civil explosion in Ukraine* (wz.lviv.ua, 16.02.2017), *You can't escape a tragedy if the flood rages at a temperature of plus 5* (umoloda.kyiv.ua, 27.02.2010); *The people, for whom anecdotes are more necessary and important than history, are doomed to live in anecdotes instead of history* (www.golos.com.ua, 27.11.2004) and *Without morality, conscience and humanity, society is doomed* (www.golos.com.ua, 22.08.2002). The structures with a semantic shade of inevitability contain accompanying evaluative connotations, revealing both positive and negative emotional-evaluative influence on the addressee. In the studied texts the vector of utterances of the first kind is directed to reflection of evolutionary development of events, their scale, importance. For example, the sentence *…"Ukraine will live" – this is the essence of the challenge. We will live…* (day.kyiv.ua/uk, 08.10.2014) implements the speaker's desire to focus the addressee's attention on the significance of the future situation, there is a casual suggestion of its triumph, uniqueness, which is facilitated by the infinitive predicate *бути*. Imagining positive changes in society, the reader perceives what is said not only as expected, really possible, but what will happen in the near future. Such information awakens a sense of euphoria, elation, pride in the country, which awaits positive change. The body of the research material shows that utterances with a modal meaning of inevitability much more often implement the opposite psycho-emotional reaction of the audience. For comparison, we analyze two constructions with predicates, although different in partial linguistic affiliation, but related in semantic potential: *The same with the reforms: what worked in a small homogeneous Georgia is doomed to failure in a large and diverse Ukraine* (day.kyiv.ua/uk, 12.12.2017); *Is it true that our people are doomed to live forever in grayness and poverty...* (day.kyiv.ua/uk, 09.07.2019).

The information in the first sentence is somewhat hidden. The addressee must independently model a certain sequence of arguments, such as: lack of law in Ukraine, corruption schemes, bureaucratic problems, inaction, etc., which increases negativity, tension, anxiety, internal resistance, etc., reduces the level of emotional-psychological comfort. Instead, the second utterance has a slightly different psychological effect, encouraging changes in public consciousness, forming public opinion. Despite the presence of a negative connotation, it does not contain such fatality, which contributes to the layering on the modal plane of the inevitability of the semantics of doubt, explicitly explained by the particle *невже*. In this case, it is appropriate to talk about the contamination of modal shades. Producing utterances with predicates *to be/to live, doomed, to be doomed, can't escape, destined, to be destined*, etc., that specialized in the expressing inevitability, and at the same time involving in the arsenal of modal modifiers of questioning and hesitation, fear, the author aims to focus on problems in which every conscious Ukrainian is allegedly involved, for example: *Is Ukraine doomed again to this tragedy of national betrayal?* (day.kyiv.ua/uk, 21.03.2016); *Is the country doomed to live in the fumes of this poisonous political trifle?..* (day.kyiv.ua/uk, 14.03.2016); *Is the choice doomed again?* (day.kyiv.ua/uk, 20.03.2018) is about parliamentary elections and elections of the President of Ukraine.

The readers are often led to believe that they and other people are responsible for successful resolution of issues. Causing feelings of anxiety, concern for the fate of the state, its citizens, and ultimately guilt, injecting tension, the author directs the efforts to encourage people to make informed decisions and make them want to act. The so-called structure of conditionality contains partial neutralization of fatality. They reflect the situation that will occur under a certain condition, implicitly indicate a certain alternative, which is not typical for the previously analyzed structures. The recipient hopes for a positive solution to the problem. Example: *If this water shaft feels a slack somewhere in the coastal dams or barrage – you can't escape a tragedy* (umoloda.kyiv.ua, 09.12.2009); *Without effective cooperation between the Ministry of Health and MPs, the reform is doomed to failure* (www.golos.com.ua, 06.02.2015); *Without urgent repairs and special treatment, the palace is doomed* (www.golos.com.ua, 19.12.2018); *…however, due to lack of funds, these people are doomed to death* (www.golos.com.ua, 13.07.2017); *Therefore, there is no more urgent problem for Ukraine than the growth of proven reserves of natural hydrocarbons and the revival of the fuel and energy complex. Otherwise, the country is doomed to complete energy dependence* (www.golos.com.ua, 14.01.2011). As the syntactic units show, the information about the factors that determine the inevitability of actions, is presented with the help of subordinated parts of the condition or their semantic equivalents – the determinant parts of the sentence;

2) *Need.* The utterances of this type make 42% and are given 2.41–2,57 points by respondents. Analyzing the concept of necessity / need, O. Tron states that it "means the essential need to perform any useful or desirable action and is directly (explicitly) related to the category of purpose" [16, p. 10]. Fully agreeing with the researcher's observations, we will add that the constructions of the specified modal type from mass media texts more often contain the hidden information about the purpose. The predicates structured by semi-form verbal, adjective, and adverbial components play an important role in modeling of such sentences, performing auxiliary roles, such as *мусити, зобов'язаний, змушений, повинен, потрібно, необхідно, слід, варто, треба*, and infinitives. The nouns *obligation, need*, etc. can also fall into the verbal space. The structures of this type are more diverse in their content than the constructions of the first group. Their range of meaning depends on many factors: the contextual environment, functional load of the debitive subject, in oral speech from intonation, etc. The need to perform an action, process, or state can be presented as a duty related to political, social, economic, military, or other spheres of life, usually in combination with moral-ethical values. Example: *We must win this war* (day.kyiv.ua/uk, 03.01.2015); *Everyone must be responsible for their work* (day.kyiv.ua/uk, 30.03.2018); *Each of us must fight against all forms of discrimination: racial, ethnic, religious and any other* (www.golos.com.ua, 29.01.2020); *Every year the state must spend 30 billion hryvnias to pay pensions to residents of the occupied Donbass* (day.kyiv.ua/uk, 15.01.2017); *…our duty is to help the army* (day.kyiv.ua/uk, 16.12.2014).

Depending on who plays the role of a potential performer of the action, implementer of the process or state (the subject of speech itself, together with someone or a third party), the structures show different psycho-emotional load. Compare: *The government must work efficiently and effectively* (www.golos.com.ua, 23.03.2019) and *We must learn to feel like Ukrainians…* (day.kyiv.ua/en, 26.05.2016), *If we declare a European choice – we must protect its architectural heritage* (day.kyiv.ua/uk, 30.01.2015) The first utterance reflects the situation in the implementation of which the respondents are not directly involved. In this case, they subconsciously shift responsibility to third parties. The addressee of the speech, in solidarity with the author of the utterance, expects from a certain group of people to perform their duties well. The illusion of responsibility arises more when the readers imagine themselves as the subject of a debitive action, that is, there is a fusion of collective and personal interests. Such functional load is revealed by syntactic units of the second type.

In addition, it is appropriate to focus on the specific features of predicate verbs that structure utterances with a modal meaning of obligation. The requirements, in the formulation of which the main role is played by verbs of the perfective aspect, are more reasoned. Such utterances sound more convincing and direct to certain actions, mobilize people at least in the information field. Compare: *We must learn to understand each other and create conditions in which there will be no more places without humanity and respect for human life* (www.golos.com.ua, 29.01.2020) *and We must help all who want to live in free Ukraine, to support these people, not to lose contact with them* (zn.ua, 25.01.2020). The meaning of duty is able to implement utterances in which, in addition to the debitive, there is a negative modality, as evidenced by a specialized negator *не*. The following structures are semantically correlated with the actual-debitive ones, which express certain transformations: *Therefore, today we have no right to forget the history of these crimes against humanity* (www.golos.com.ua, 29.01.2020) ← *Therefore, today we must remember the history of these crimes against humanity*. In the analyzed mass media texts we come across constructions in which we trace the debitivity as a duty to the family, members of the team. They are usually formed by predicates like *have to, have, must*, for example: *At the risk of their lives, people have to earn a living* (www.golos.com.ua, 14.07.2009); *Parents of sick children had to spend a lot of money on creon* (day.kyiv.ua/uk, 29.08.2013). The source of production of certain requirements and the implementer of the debitive action is usually the same subject. The lower degree of necessity is characteristic of utterances with components *should, must, need* and etc.: *Therefore, the government should announce the decision that, what happened with the Boeing 737, will never happen again* (gazeta.ua, 18.01.2020); *We need to strengthen the information presence of Ukraine* (day.kyiv.ua/uk, 16.05.2015).

In the studied texts, the structures of this type interpret the situation mainly in the socio-political space. The potential action sometimes is a certain standard, ideal, for example: *The theatre must awaken the soul* (day.kyiv.ua/uk, 27.03.2019); *The theatre must give people freedom by expanding the space…* (day.kyiv.ua/uk, 21.02.2014); *Everyone should know their ancestry up to the seventh generation* (www.golos.com.ua, 12.07.2012); *But it is not enough to be good – you must do good* (day.kyiv.ua/uk, 01.12.2013). Occasionally, the debitive action is presented not as a single option, but as a certain alternative, the speaker offers several options for its implementation, for example: *You need to either go there or communicate via Skype* (day.kyiv.ua/uk, 14.01.2016); *Therefore, Ukrainian industry needs to either produce three times more products at such volumes of energy consumption, or reduce their use* (day.kyiv.ua/uk, 29.05.2014);

3) *Coercion, demand.* The respondents singled out 10% of utterances of this type and gave them the average score – 1.22-1.46. The verbs *to order, demand, compel, impose, make, force*, take part in the formation of such structures, for example: *Law enforcement officers ordered the couple to get in the car and go* (www.golos.com.ua, 02.04.2014); *In Poltava, activists demand the convening of an unscheduled session of the City Council* (day.kyiv.ua/uk, 10.04.2017); *75 years ago, the prisoners of one of the largest concentration camps were given a freedom they no longer expected. The memories of these people still make the whole world tremble with horror and sadness* (www.golos.com.ua, 29.01.2020). In some cases, the constructions with the meaning of coercion contain an explicitly presented purpose, for the implementation of which they motivate someone to act: *In order to raise more money, cripples, mothers with children and children themselves are forced to ask for alms* (gazeta.ua, 23.01.2015). Undoubtedly, the utterances of the analyzed group have an accompanying negative connotation, because the burden of obligations, partly awareness of total control, understanding that someone has an effect on your own life, give a person feelings of insecurity, injustice, anxiety, anger, protest, especially when someone forces ideas on the principles of work organization. Although there are some constructions of a slightly different emotionally expressive plan, for example: *In this tour we will play songs that make people think, analyze* (gazeta.ua, 22.08.2015). Such constructions represent attempts to interest, unite people, unobtrusively motivating them to think;

4) *Expediency, relevance, recommendation* (respondents chose 10% of sentences and gave 0.64-0.87 points): *"Cyborgs" must watch everyone to feel the pain of Ukrainians* (www.golos.com.ua, 17.01.2019); *Ukraine, as well as Moldova, should take into account threats from Transnistria* (day.kyiv.ua/uk, 24.04.2018); *Future generations need to learn the lessons of the past* (www.golos.com.ua, 17.03.2017). In such sentences, the addressed action is presented unobtrusively, uncategorically. The subject of the speech does not necessarily force someone to do what is said, but recommends it. Modeling of the specified semantics is carried out by components *must, should, need*.

At the same time, the utterances with the meaning of expediency, relevance may not have specialized markers for this function. In this case, there is a combination of several modal plans, including interrogative and negative. The confirmation of this theoretical position we consider possible transformational changes: *Why not "reform" at the same time and the entire uranium industry?* (www.golos.com.ua, 01.12.2015) ← *It is appropriate (expedient) to "reform" the entire uranium mining industry at the same time; Why not support an important initiative?* (www.golos.com.ua, 06.07.2016) ← *It is appropriate to support an important initiative*.

The study of mass media material with an emphasis on formal means of explication of debitive modality suggests that in newspaper discourse, the role of its markers often falls on predicates expressed by infinitives and passive forms of verbal adjectives. With the help of these linguistic units the author tries to realize communicative-motivational and intentional tasks, seeks to influence the recipients, hoping for their predicted reaction.

Next, we present the results of the second experiment, especially quantitative data and verbal reactions to sentences, which were the basis for the selection of the following groups:

1) With a positive emotional-expressive load and an average score of 2.9-2.7 (34% of sentences); their associates are usually represented in one word, *pride, patriotism, courage, gratitude, memory, humanity (humanism)*. To such utterances, the respondents included a part of the constructions of the first (with the meaning of inevitability) and second (with generalized semantics of necessity) groups, presented relatively evenly. In particular: *We must win this war* (day.kyiv.ua/uk, 03.01.2015); *We must learn to hear ourselves as Ukrainians…* (day.kyiv.ua/uk, 26.05.2016); *… our duty is to help the army* (day.kyiv.ua/uk, 16.12.2014); *Each of us must fight against all forms of discrimination: racial, ethnic, religious and any other* (www.golos.com.ua, 29.01.2020); *We must help everyone who wants to live in a free Ukraine, support these people, do not lose touch with them* (zn.ua, 25.01.2020). All respondents rated the highest two constructions: *90% of Ukrainians <···> said: Ukraine will live!* (day.kyiv.ua/uk, 01.12.2019); *…"Ukraine will live" – this is the essence of the challenge. We will live…* (day.kyiv.ua/uk, 08.10.2014), to individual reactions belong *Ukraine is above all!* and *Everything will be ok!*

2) Positive assessment and average score of 1.2–1.3 (6%). Among the constructions of this type, there are sentences of the second semantic group and reactions *positive, relax,* for example: *The theater must awaken the soul* (day.kyiv.ua/uk, 27.03.2019); *The theater must give people freedom by expanding the space…* (day.kyiv.ua/uk, 21.02.2014) and etc.;

3) Negative assessment, average score of 2,4–2,7 (41%) and associates *disorder, incompetence (imperfection) of the leadership (authority, government): Without effective cooperation between the Ministry of Health and MPs, the reform is doomed to failure* (www.golos.com.ua, 06.02.2015); *Is the country doomed to live in the fumes of this poisonous political trifle?.* (day.kyiv.ua/uk, 14.03.2016); *Is it true that our people are doomed to live forever in grayness and poverty…* (day.kyiv.ua/uk, 09.07.2019); *And so with the reforms: what worked in a small homogeneous Georgia is doomed to failure in a large and diverse Ukraine* (day.kyiv.ua/uk, 12.12.2017). These include some structures that address the lack of funds in ordinary citizens for treatment, forcing them for humiliating work: *In order to raise more money, cripples, mothers with children and children themselves are forced to ask for alms* (gazeta.ua, 23.01.2015); *...however, due to lack of funds, these people are doomed to death* (www.golos.com.ua, 13.07.2017). The high score of the negative reaction to the construction of the sample is

associated with the feeling caused by the respondents' lack of opportunities for comfortable living conditions, social protection, etc.;

4) Negative assessment, average score of 0,7–1,2 (16%): *The people, for whom anecdotes are more necessary and important than history, are doomed to live in anecdotes instead of history* (www.golos.com.ua, 27.11.2004); *75 years ago, the prisoners of one of the largest concentration camps were given a freedom they no longer expected. The memories of these people still make the whole world tremble with horror and sadness* (www.golos.com.ua, 29.01.2020) and etc. Among the most common, there are the following several- and one-word reactions: *indifference of others outrages, irresponsibility*;

5) Only one sentence was given 0 points (2%): *You need to either go there or communicate via Skype* (day.kyiv.ua/uk, 14.01.2016), which did not receive a verbal equivalent of its association.

Table 2: Classification of debit utterances by the display of positive / negative evaluation and verbal reactions to sentence-stimuli

Display of emotional evaluation / words-reactions	Positive / *pride, patriotism, courage, gratitude, memory, humanity (humanism)*	Positive / *positive, relaxation*	Negative / *disorder, incompetence (imperfection) of management (authorities, government)*	Negative / *indifference of others is outrageous, irresponsibility*	–
Average score / volume of utterances (%)	2,9–2,7 / 34 %	1,2–1,3 / 6 %	2,4–2,7 / 41 %	0,7–1,2 / 16 %	0 / 2%

Thus, the results of the second experiment indicate an active life position of Ukrainians, a high sense of patriotism and at the same time a negative attitude to slow changes in the country, and sometimes even a sense of despair in the actions of the authorities. All this shows that journalists successfully modeled utterances of debitive modality, which did not leave readers indifferent, because only a very small percentage of structures did not affect respondents (2%).

According to the results of the first questionnaire, debitive utterances are combined into 4 groups, which include sentences that denote: 1) inevitability (38%, average score of 3.6–3.84), 2) necessity (42%, average score of 2.41–2.57), 3) coercion, requirements (10%, average score of 1.22–1.46), 4) expediency, relevance, recommendations (10%, average score of 0.64–0.87). The purpose of the second experiment was to identify the nature and level of emotional and expressive influence caused by the utterances selected in the first experiment.

According to the obtained results, 4 groups are formed: two of them implement a positive evaluation (1) with an average score of 2.9–2.7 (34%) and verbal reactions: pride, patriotism, courage, gratitude, memory, humanity (humanism); 2) with an average score of 1.2–1.3 (6%) and dominant associations positive, relax); and combined into the next two groups cause negative emotions (3) with an average score of 2.4-2.7 (41%) and verbal reactions 7 (41%) and verbal reactions disorder, incompetence (imperfection) of the leadership (authority, government); 4) with an average score of 0.7–1.2 (16%) and dominant associations indifference of others outrages, irresponsibility). The results showed that journalists successfully modeled debitive utterances, which did not leave readers indifferent, as a very small percentage of structures did not affect respondents (2%).

4 Conclusion

Thus, the debitive utterances have a number of common features, including a subjective-objective modal plan, a clear direction to the future, potential meaning, and a relationship to the category of lexical-grammatical modality. The functional purpose of these structures is connected with the expression of action as inevitability (38%, average score 3.6–3.84), necessity (42%, average score 2.41–2.57), coercion, requirement (10%, average score 1.22–1.46), expediency, relevance, recommendations (10%, average score 0.64–0.87), on the marking of which certain linguistic units are specialized, first of all the verbs and their positional equivalents. The mass media utterances with a semantic shade of inevitability make the readers think of themselves as the object of external influence and have different (positive, much more often negative) psycho-emotional load. In this case, something will happen against the will or reluctance of someone. The partial leveling of obligation is inherent in the structures of conditionality, which are informed about the factor that may be a prerequisite for a particular action. If the utterances with a modal shade of inevitability mark a situation that the subject is unable to influence, then structures with an indication of expediency, appropriateness implement actions related to conscious choice. This modal plan, however with a combination of semantics of the order, is characteristic of constructions with meaning of necessity. The multivector need - urgent and non-categorical - is reflected in sentences with a modal shade of necessity. The violation of internal freedom is realized by the addressee, who is forced to take some action. Such functional potential is shown in utterances with meaning of coercion, requirement.

The debitive utterances selected for analysis are as a means of emotional-expressive influence on the reader and, taking into account the results of the experiment, form four groups, two of which implement a positive assessment (1) with an average score of 2.9-2.7 (34% of sentences) and verbal reactions *pride, patriotism, courage, gratitude, memory, humanity (humanism)*; 2) with an average score of 1.2–1.3 (6% of utterances and dominant associations *positive, relax*); and combined into the next two groups cause negative emotions (3) with an average score of 2.4-2.7 (41% of sentences) and verbal reactions *disorder, incompetence (imperfection) of the leadership (authority, government)*; 4) with an average score of 0.7–1.2 (16%) and dominant associations *indifference of others outrages, irresponsibility*).

The perspective of the research is psycholinguistic analysis of utterances of other modal types.

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COMMUNICATIVE-PRAGMATIC POTENTIAL AND SEMANTIC-GRAMMATICAL MANIFESTATIONS OF UNCERTAINTY IN MODERN UKRAINIAN MASMEDIA

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Abstract: The article characterizes language units with indefinite semantics, which in Ukrainian media texts implement a number of communicative and pragmatic tasks and in some cases even serve as a means of manipulation. The study of ambiguity in the context of specific speech acts and the correlation of the concepts of subject and object made it possible to distinguish between two manifestations of this semantics: clear and partially neutralized. It has been found that to describe situations with a tinge of indefinite, vague, inaccurate expression of someone, something, a certain sign or action, journalists use language units that relate to lexical, syntactic, morphological, and word-forming levels. It is emphasized that the more expressive are those markers that represent a clearly presented ambiguity, while less vivid are the means of expression with a lower degree of expression of the specified semantics. Orientation to the syntactic language level became the basis for the selection of interrogative, probabilistic, and narrative modalities. The emphasis on the morphological tier of language involved the study of nouns, pronouns, adjectives, adverbs, numerals and verbs, in which the indefinite shade can be expressed by word-forming formants. On the basis of newspaper journalism, a set of indefinitely marked language units is formed, which form the center (nuclear zone), semi-center, periphery, and absolute periphery.

Keywords: Communicative-pragmatic aspect, Linguistics, Literary norm, Mass media, Parts of speech, Sentences, Ukrainian language, Uncertainty, Vocabulary.

1 Introduction

Linguistics of the 21st century determines the focus on the application of the latest methodological principles of study, confession of heterogeneous approach, focus on multifaceted and multilevel analysis of language units with a predominance of semantic factors, which, according to I.R. Vykhovanetz, are the basis for syntactic and morphological features of words [5, p. 13]. Concepts based on these principles are relevant, objective and productive, which we consider a strong argument in favor of using these guidelines to describe sentences and tokens with generalized indefinite semantics.

In modern Ukrainian linguistics, uncertainty is usually considered in connection with the ambiguity [2, 4, p. 430, 8] and associated either only with nouns [4, p. 430], or with different parts of speech [2]. The development of a set of qualification parameters and focus on deep semantics served as the basis for the qualification of uncertainty as an independent non-correlative, cognitively oriented and grammatically articulated functional-semantic category, devoid of specialized grammatical forms of expression [3]. These and a number of other works undoubtedly accumulate important theoretical information about uncertainty, but its description is mostly based on literary texts, while media sources are used in fragments. In addition, no less important is the communicative-pragmatic aspect of the study of units with an indication of uncertainty. Special attention needs to be paid to the manifestation of their functional peculiarities in newspaper journalism, where the result of language dynamics has recently accumulated to the greatest extent. In order to increase the attention of the readership, journalists choose different means, including those with vague semantics, which need to be studied in different areas, including in the context of destructiveness and compliance with the language standard. We consider all this to be an important argument for involving media material in describing the semantic structure and distinguishing between central markers and those that represent transitional zones of uncertainty.

Thus, the objective is to outline, on the basis of newspaper journalism, communicative-pragmatic specialization and to find out the partial linguistic affiliation of linguistic means of expression of uncertainty, to distinguish between central and secondary markers of identified semantic varieties, to consider them in connection with modality and normative context.

2 Materials and Methods

An attempt is made to give the most complete description of the lexical, morphological, and syntactic means of expressing the category of certainty-uncertainty, as well as to develop a scientific approach to understanding the category of certainty-uncertainty as a category that is complex in structural and content terms. To create a holistic picture of the category of certainty-uncertainty, it is supposed to solve problems that are in the center of attention of modern linguistics.

When covering the theoretical provisions relating to the category of certainty-uncertainty, a set of methods different in their parameters was used: logical-structural and functional analysis, descriptive-analytical modeling, logical-linguistic comparison, as well as a number of other methods. The theoretical analysis of the category of certainty-uncertainty also allows for a universal relationship, causality and conditionality. Because of this, the category of certainty-uncertainty appears to be a relative category. Certainty and indefiniteness are semantic concepts where one does not exist without the other. Just as we cannot determine the white color of an object without the existence of its antipode black, so a feature can be called definite if it is possible to compare it with a less definite or indefinite one. Thus, the first rule for the category of certainty-uncertainty is formulated as follows: there are no languages in which the category of certainty or only the category of uncertainty can be present. Linguistic dualism in this category functions quite effectively. Categorical signs of certainty necessarily correlate with the semantic meanings of uncertainty, although the ways and means of expression in languages may be different. The second rule is that there are no languages in which the category of certainty-uncertainty would be absent.

Thinking, as a form of reflection, is based on the processes of generalization and abstraction of perceived information about the objects of reality. Since certainty-uncertainty is based on the relations of exact/approximate, concrete/abstract, individual/generalized, etc., the process of thinking is impossible without displaying certain features.

The certainty-uncertainty category is a logical-linguistic category, that is, linguistic definite and indefinite representations are based on logical relations. The category of certainty-uncertainty is a functional-semantic category that combines a wide variety of means and methods of expression that function in speech situations.

Certainty-uncertainty in this paper is considered as a structurally complex formation, the logical-linguistic center of which is the relationship of certain-indefinite, exact-approximate, etc.

3 Results and Discussion

We consider studying through the prism of communicative-pragmatic load as one of the important aspects of the description of specialized and functionally equivalent formal representatives of uncertainty presented in media texts. As it is known, the journalist's priority tasks are not only to accurately, in balanced manner and promptly report on current events and various situations, but also to use the arsenal of language tools that would facilitate the availability of information, interest the reader, encourage him to think and trust. Undoubtedly, every mediator should strive for impartiality and avoid cases of manipulative influence on the recipient. However, in practice, we follow some other trends; in particular, in the articles we come across emotional and evaluative means that can hinder the objectivity of the perception of real information and even contribute to its distortion. These and a number of other factors play an important role in determining the communicative and pragmatic potential of language units, including those involved in the labeling of uncertainty.

Focus on the communicative-pragmatic dimension involves the study of indefinitely marked language situations in the context of the correlation of the concepts of subject and object, which is the basis for highlighting at least the following options: both (author and reader) or one of the participants in the communicative act (usually reader) partially or generally deprived of information about the event, subject, its features, etc. The journalist reports on something superficially, without going into details, because he does not know enough about what is described. Accordingly, the recipient will also have only general, clearly defined, vague ideas about what is read. A striking example of this situation was the information discussed before February 24, 2022 about the threat of war in Ukraine. In media sources, not only Ukraine, but also other countries have expressed various assumptions about the beginning of full-scale aggression.

Nowadays, articles about the end of the Russian-Ukrainian war have been marked indefinitely. Until recently, Ukrainian and still foreign publications discuss the causes of coronavirus. There is no doubt that neither the journalist nor the average reader has reliable knowledge of these messages. At the same time, the topics are relevant, so they are often written about. So, the ambiguity here is clear. There may be another situation when the author of the publication deliberately hides some part of the information, resorting to the so-called ‘keeping back’, which causes the reader certain associations, encourages him to think, compare facts and more. In this case, the approach applied may even indicate a deliberate covert manipulation of the target audience. The study of language means in such a plane allows talking about the partial leveling of uncertainty, as one of the participants in the communicative act has some knowledge of the object of discussion or message, and the other (reader) is limited.

The study of the units of the analyzed variety in the context of specific speech acts allows revealing their communicative value, including the role in influencing the reader, which often happens to achieve the appropriate effect and achieve the communicative goal. To describe situations with a touch of uncertainty, journalists use language units that have varying degrees of expression of this semantics. Of course, more expressive and expressive will be markers that represent clearly presented uncertainty, while less vivid means of expressing partial uncertainty. To convey both shades, different constructions are used for the purpose of expression, among which interrogative syntactic units need special comment. In media texts, they are widely presented in interviews, less often in informative articles, where, as a means of modeling rhetorical questions, they encourage the reader to think, activate his attention.

In the first case, the journalist seeks information from the interlocutor, who, having the desire and showing consent, reports something in whole or in part. The functional feature of such syntactic units can be described as interrogative-motivational, because the addressee encourages another person to active speech actions. As it is known, in linguistics interrogative structures are divided into two types: 1) sentences aimed at deepening, specifying the knowledge of the addressee about certain events, objects, time, place, etc. In this way, the speaker tries to obtain new information, using partially interrogative syntactic units, which, in our opinion, reveal the highest level of indefinite semantics, as they provide an answer that is not limited by any options. Traditionally, such a functional range is found in articulated structures; 2) sentences that serve as a means of clarifying the authenticity or inaccuracy of information about which the speaker has only a general idea, but is not convinced of its veracity (these are general syntactic units). Given that in this case the journalist operates with a certain amount of knowledge, we consider the constructions used by him to be markers of partially neutralized uncertainty. They usually need answers in the form of affirmative or negative unarticulated syntactic units modeled by affirmative or negative particles, respectively.

Next, we will dwell in more detail on the means of expressing the interrogative content in both types of statements. According to the degree of uncertainty, the center is formed by general question structures, which are mostly found in interviews. In this case, when formulating questions, the mediator often cannot predict what the recipient will tell him, for example: *How can we force Gazprom to get rid of the monopoly on gas supply through our GTS? What levers of influence do we have in the EU or in our country?* (day.kyiv.ua/uk, 18.01.2021); *How did you select Lesya Ukrainka's letters and why does actress Irma Vitovska read them from you?* (day.kyiv.ua/uk, 18.11.2021); *But why do you think the German government does not want to understand our position, as well as that of Poland, the Baltic states, and Slovakia on the threat of Nord Stream 2?* (day.kyiv.ua/uk, 18.01.2021); *What can you say about the incentives to attract foreign investors, including American ones, to gas production?* (day.kyiv.ua/uk, 18.01.2021); *What should our school be like?* (day.kyiv.ua/uk, 11.02.2022); *So what should be the step in this situation?* (day.kyiv.ua/uk, 18.01.2021). The last sentence will be considered in the context of normativity. It unjustifiably uses the token *given*, because its meaning is associated with the implementation of the generalized-indicative function, and not with the creative verb *to give*. It is appropriate to replace this attributive unit with a pronoun word *this* or an equivalent subjunctive part, cf.: *So what should be the step in this situation? So what should be the step in the situation that has arisen?*

On the opposite vector with respect to general interrogative sentences, there are partially interrogative syntactic units. Usually at the beginning, less often within structures with somewhat leveled indefinite semantics, there are interrogative pronouns, or, perhaps, the simulation of interrogative intention takes place without them with the help of appropriate intonation. It is worth mentioning that these service units also provide an additional emotional and expressive tone, cf.: *Did you talk about this with the management of Naftogaz?* (day.kyiv.ua/uk, 18.01.2021); *You named Shell, but there's French Total, can they really export gas?* (day.kyiv.ua/uk, 18.01.2021) and… *do you see the minibus No. 145 with the Bulgarian flag painted in front?* (day.kyiv.ua/uk, 09.09.2021).

Rhetorical questions used in journalistic texts, not so much for concrete answers, but rather to provoke reflection, weigh on functional features of general interrogative sentences, which are characterized by a weakened expression of uncertainty. The scope of use of such units is articles, which are divided by genre features into news, investigations, journalistic analysis. It is important that in the constructions of this variety there are markers of questionability, characteristic of general and partial interrogative constructions. Cf.: *Will the Albanian language disappear right now, in independent Ukraine, when it was finally studied at school?* (day.kyiv.ua/uk, 09.09.2021); *They* (politicians of the “old generation” – Ed.) *have been in parliament for decades, in party life, in the executive branch, some were even the president or a high-ranking government official, and what the result?* (day.kyiv.ua/uk, 29.09.2021); *There is someone in Ukraine to protect the Black Sea-Azov coast. But with what means to protect it, except for heroism and self-sacrifice?* (day.kyiv.ua/uk, 15.01.2022); *Gentle attitude to enemies even got into the national anthem, which became the national anthem*: *“Our vorizhenki* (Ukrainian word ‘enemies’ in diminutive form) *will perish like dew in the sun…” They will take - and perish themselves, you know? Moreover, where and from whom does the national anthem take affectionate form against the enemies of the nation, sounding like vorizhenki?* (day.kyiv.ua/uk, 20.09.2021).

Sentences that are formally represented by interrogative syntactic units, but with a clearly expressed affirmative meaning, are a reflection of transpositional processes. In such statements, the addressee expresses his own opinion, assessing certain facts of objective reality, for example: *There is only one question – is* *it the Great Emblem that we do not have enough for complete happiness?* (day.kyiv.ua/uk, 20.09.2021); *Are there no new, previously hidden facts and documents, no new testimonies of people who survived the tragedy, after all, aren't people able to rethink their lives? And in general – there is no history in the world that would be written once and for all. Each generation digs its history deeper and deeper* (day.kyiv.ua/uk, 04.11.2021).

A kind of intermediate model between the structures that form the center of expression of uncertainty, and statements with a weakened expression of this semantics form interrogative sentences used in articles of such genres as news and investigation. Their specificity is reflected in the accompanying functioning of the answers of the author of the publication, for example: *What do the Navy currently have in its composition? Frigate "Hetman Sagaidachny", which is under repair and modernization; the former Pryluky missile boat, from which anti-ship missiles were fired; four Island patrol boats; eleven artillery boats, seven of which are Gurza-M projects, i.e., capable of operating only in calm weather; anti-sabotage boat and raid minesweeper. Three assault boats of the Centaur-LK project were supposed to be put into operation, but two of them were arrested by the DBR* (*because they were built by the Forge on Rybalskyi, formerly owned by Petro Poroshenko*), *with the third one, something incomprehensible is happening* (day.kyiv.ua/uk, 15.01.2022); *May this happen in a normal state? No* (day.kyiv.ua/uk, 20.12.2021).

In some places, the answer to the question posed in the title is the whole publication, such as: *Does the "old generation" have a chance?* (head) (day.kyiv.ua/uk, 29.09.2021); *Have you learned the lessons of history?* (head) (day.kyiv.ua/uk, 16.12.2021); Should enemies be treated kindly? (general) (day.kyiv.ua/uk, 20.09.2021); Will Ukraine survive in the event of Russian aggression? (head) (day.kyiv.ua/uk, 03.01.2022); *Is Biden really putting the Ukrainian economy on the brink?* (head) (day.kyiv.ua/uk, 30.01.2022). This group includes alternative questions, which are partly based on the statements of famous people or are modifications of winged expressions: *Mobilization or demobilization of the country?* (head) (day.kyiv.ua/uk, 28.01.2022); *Reconstruct or bring another: In the Lviv City Hall it was advised what would be built on the site of the burnt construction* (head) (day.kyiv.ua/uk, 07.02.2022); *To be or not to be for an external evaluation?* (head) (day.kyiv.ua/uk, 10.02.2022).

Such headlines seem to require answers that can be expressed in the affirmative or negative part, but, of course, journalists cannot limit themselves to this. The article provides extensive comments, arguments in favor of a thesis. In some cases, the title is a model of a partial interrogative sentence: *Why does history need to be rewritten and rethought?* (head) (day.kyiv.ua/uk, 04.11.2021); *Why is the West in no hurry to help Ukraine with weapons?* (head) (day.kyiv.ua/uk, 20.12.2021); *Who is afraid of the gray wolf Andriy Zholdak?* (head) (day.kyiv.ua/uk, 29.12.2021); *And who are the experts?* (head) (day.kyiv.ua/uk, 04.02.2022). The commonality of both types of constructions is that they have a very pragmatic effect on the reader. The titles based on this model encourage the recipient to get acquainted with the publication and occasionally find out whether his views and beliefs coincide with the position of the author. The title sentences, in which the process of metaphorization is realized, show a special emotional and expressive load. As O. Golub rightly emphasizes, "today society wants not only facts but also emotions - and there is no contradiction in this, if we approach this issue rationally and be guided by common sense" [1, p. 22]. For example: *Will the Colossus fade? Volyn deputies want to transfer the honored folk song and dance ensemble from Torchyn from the regional budget to support the local community* (day.kyiv.ua/uk, 01.02.2022).

Relation to the realization of uncertainty, in addition to interrogatives, reveals constructions with a modal value of probability and predictability. In the analyzed texts, they express subjectivity in the transmission of content. Statements of a probable modal plan express doubts, assumptions of the speaker, the means of creating which are modal modifiers. In the studied media texts, such a role is played by language units *it seems*, *probably* (*possibly*), *or*, *perhaps*. *For example: Putin seems to have such important relations with China that he will not take any decisive steps until the end of the Olympics*… (day.kyiv.ua/uk, 29.01.2022); *I think, obviously, this will not happen tomorrow, but they will join* (day.kyiv.ua/uk, 06.11.2021); *It is obvious that the truth in this case should be established by the court, the intentions to file a lawsuit to which both parties to the conflict have stated* (day.kyiv.ua/uk, 11.02.2022); *The death of a British resident is probably the first confirmed case of death of an infected person with Omicron in the world* (day.kyiv.ua/uk, 13.12.2021); *Pope Francis is likely to visit Ukraine in 2022, said Archbishop-Metropolitan of the Lviv Archdiocese of the Roman Catholic Church Mechyslav Mokshytsky* (day.kyiv.ua/uk, 28.09.2021); *I do not want to reduce this conversation only to the figures of ministers who headed the Ministry of Health during Zelensky's term and in the monopoly of majority, because there were different people among them, and the current leader Viktor Lyashko is among them, perhaps the most competent* (day.kyiv.ua/uk, 12.11.2021); *Apparently, everyone has already seen photos with the queues of Kyiv residents near the vaccination points* (day.kyiv.ua/uk, 01.11.2021); *The Ministry of Health appealed to the owners of 15 health care facilities, where medical data may have been falsified, with a request to remove the managers* (day.kyiv.ua/uk, 01.10.2021); *Probably, if we compare the Ukrainian norm of the elite and the establishment, the main component will be "not corrupt", and such a characteristic as reading daily newspapers or the press in general may not come to mind* (day.kyiv.ua/uk, 18.02. 2021); *He noted that the meeting of European ministers in the Gymnich format, which had just ended in Brest and was dedicated to resolving tensions over Ukraine and European security, was probably one of the most important informal meetings in the political history of the European Union* (day.kyiv.ua/uk, 14.01.2022).

The constructions selected from newspaper journalism testify that in terms of the number of modal syntaxes that serve as a means of realizing indefinite semantics, they are not inferior to texts of other styles, including artistic ones. Emphasizing the functional equivalence of means of realizing probability as one of the shades of uncertainty, we note that the inserted units in these sentences correlate with the main parts of complex explanatory constructions, in which the verb predicates *predict*, *assume*, *doubt*, etc. play a central role. Transformational processes that testify to the semantic correlation of syntactic units of different statuses are reflected in the following example: *According to him* (D. Razumkov – Author), *personnel rotations in the government may not take place in the first plenary week of the sixth session of the Verkhovna Rada, but soon* (day.kyiv.ua/uk, 06.09.2021), *D. Razumkov assumed that personnel rotations in the government will take place not in the first plenary week of the sixth session of the Verkhovna Rada, but soon*; *Not many Kyivites know about this educational institution, and probably no one from outside the capital of Ukraine knows it* (day.kyiv.ua/uk, 19.11.2021)← *A. Voitko doubted whether anyone knew about this educational institution from outside the capital of Ukraine*.

Functional closeness to the analyzed ones is shown by structures with tokens *hardly, as if, allegedly* which appear both in the headlines and texts of newspaper publications: *It can hardly be said that the process of state recognition of those organizations and individuals in Ukraine who fought for our independence with weapons in the hands and organized the zeal of this struggle, has already reached the appropriate levels* (day.kyiv.ua/uk, 31.01.2022); *Turkish aircraft seem to have hit targets in Idlib so far, remaining in their airspace* (day.kyiv.ua/uk, 03.03.2020); *Russian aircraft, after allegedly several explosions at the Hmeimim air base (it could have been fired upon by Turkish drones), stopped flying from this airfield and stopped flying in all areas of Idlib, where Turkish troops entered* (day.kyiv.ua/uk, 03.03.2020). Using them, the author thus tries to remove or at least reduce the level of responsibility for the accuracy of the information provided by him. In some cases, in addition to doubt, one can trace the journalist's hidden disagreement with the report, especially if it is related to a person whom the majority of Ukrainians do not trust: *The self-proclaimed President of Belarus Alexander Lukashenko has announced the alleged detection of terrorist attacks involving Germany, Ukraine, the United States, Poland and Lithuania* (epravda.com.ua, 02.07.2021). Selected modal modifiers, similar to those analyzed earlier, are also formed by folding the main part of a complex sentence: *Germany's refusal to provide Ukraine with weapons is unlikely to be a good thing for the future of the EU – Reznikov* (head) (day.kyiv.ua/uk, 29.01.2022) ← *Reznikov doubted whether Germany's refusal to provide Ukraine with weapons would be a good thing for the future of the EU.* In some cases, journalists themselves submit constructions with semantically related means of realizing the assumption, cf.: *North Stream-2 is unlikely to work if Russia invades Ukraine – US Secretary of State (head) if Russia attacks Ukraine* (day.kyiv.ua/uk, 05.01.2022).

Indirectly, expressions of translational modality with interjections are involved in the expression of ambiguity, such as *they say, as they say,* which give the whole statement an indefinite-general shade, for example: *They say that satisfaction with a family doctor is a subjective indicator but in reality this subjectivity significantly affects whether a person goes to the doctor* (day.kyiv.ua/uk, 03.03.2020). Of course, there are not many such sentences, because the media aim to convey true, verified information, not based on rumors. When recounting someone's thoughts, they usually name the people from whom they received messages. Given this, the declining manifestation of indefinite semantics can be traced in structures with compounds such as *teachers* (*doctors, specialists, experts, government officials, etc*.) *say: It turned out that the average health index of Ukrainians is 63 points out of 100. This is not so bad, experts say* (day.kyiv.ua/uk, 03.03.2020); *When asked about the early detection of diseases – whether respondents go to the doctor without delay – 66% answered in the affirmative. Experts say, here there is also positive dynamics* (day.kyiv.ua/uk, 03.03.2020); *Lebanese officials say that the tragedy could have been caused by ammonium nitrate, 2,750 tons of which were stored in the port for six years in violation of warehousing rules*... (day.kyiv.ua/uk, 05.08.2020). The complete leveling of uncertainty is represented by constructions in which to the token *to say* personal nominations or their semantic equivalents are subordinated – common names, cf. highlighted compounds in two sentences from the same publication: "*Snails that we grow on the farm should be covered with sauces, namely from fermented milk products, i.e., on the basis of cheese, whey, etc*.", *– says Vasyl Ivanyuk* (day.kyiv.ua/uk, 08.01.2021) *and the Man says that snails are not only a delicacy, but also a product of wide application* (day.kyiv.ua/uk, 08.01.2021).

According to the semantic potential, language units with an accompanying indication of uncertainty explain uncertainty, complete lack of information or the presence of partial information about objects, signs, actions, processes, states, secondary signs, quantity, time, spatial landmarks, etc. In the media, these and a number of other nuances are represented by formal means that relate to different language levels and, given the degree of consolidation and functional purpose have the status of primary (specialized, or core) and secondary (non-specialized, peripheral). In our opinion, the comprehensiveness of the description of indefinitely marked units will ensure their study through the prism of functional-grammatical methodology, which provides for the focus on the plan of content and the plan of expression.

As evidenced by the body of research material, the main role in the implementation of indefinite semantics is played by morphological and syntactic units. Relation to the former is revealed by certain groups of words belonging to the noun parts of speech and verbs. In particular, this concerns indefinite pronouns, which according to grammatical characteristics complement the classes of nouns, adjectives and numerals, and according to the latest vision and adverbs [6, p. 184-212; 7, p. 241-243, 303-304, 335-337, 362, 501], as well as nouns, numerals, adjectives. Atypical (secondary) means are language units with vague indefinite content or one that is directed or is as close as possible to the meaning. Given the degree of expression of this semantic nuance, we differentiate them into core, or semi-central, peripheral, and absolutely peripheral.

Close connection with the semantics of uncertainty, and hence the relationship to the central sphere is observed in the following:

1) Nouns and adjectives in which the semantics of uncertainty is realized by the lexical meaning of the word: *stranger*, *unknown*, *not investigated, mysterious*. For example:*…a stranger hides in the street from the attentive eye of an observer* (day.kyiv.ua/uk, 05.11.2020); *Residents were surprised by a silent stranger…* (gazeta.ua, 12.03.2018); *X left the children's hall and moved somewhere in a long enfilade of luxurious rooms of his house* (day.kyiv.ua/uk, 10.01.2003); *The sleeping bag was not ours, but was given to us by a complete stranger when he saw that we were sitting on the marble floor of the temple* (day.kyiv.ua/uk, 06.01.2013); *And I like to go for a walk on familiar routes to meet strangers* (day.kyiv.ua/uk, 05.11.2020); *The plot of the TV series "Paper House" tells about a team of mysterious robbers, who this time fell into a trap inside a bank in Spain* (gazeta.ua, 02.12.2021). The token *X* with an indication of the symbol of an unknown or specially unnamed person, time, space, etc. is often used alongside other nouns. In this case, we can talk about its applied role and at the same time attributive function: *The student was represented by visitors to the institution. The guy then called himself Mr. X* (gazeta.ua, 03.01.2021); "*Today, the dormant terrorist cells, the so-called self-defense units, have been uncovered. The purpose of these cells is a violent change of government on the day of X. They themselves do not yet know what day X is: our people should be brought to it," Lukashenko said* (epravda.com.ua, 02.07.2021). The following link needs special comment: The US State Department has announced the issuance of the first US "X" passport. …Instead of the traditional male or female gender, the document states "gender X". *According to the US State Department, the "X" mark refers to non-binary, intersex and gender nonconforming persons who apply for a US passport or documents certifying that a child born outside the United States acquires national citizenship (CRBA)* (epravda.com.ua, 28.10.2021). As one can see, the journalist offered an explanation for the relatively new nomination, as it has recently come into Ukrainian use and would naturally be incomprehensible to the average reader without a detailed explanation. Occasionally, we will focus on the compound *X* disease: the World Health Organization has warned of a new deadly epidemic caused by an unknown pathogen, called this disease *X* (gazeta.ua, 05/08/2018); "*The next outbreak will be something we haven't seen before... It seems strange to call the disease X, but we've labeled it because we're still working on vaccines and diagnostic tests, said John-Arne Rottingen told* (gazeta.ua, 12.03.2018). It is the lack of information about the new disease was the basis for naming it X;

2) Pronoun words, in particular: a) indefinite, formed from interrogative-relative with the help of affix prepositive *abi-de, bozna, kazna, nevidj, khtozna* (in Ukarinian *somewhere*, *any*, *somebody*, *something*, *who knows*) or postpositive (*сь*, *небудь*) morphemes that under certain conditions of use can be presented analytically: *Someone in the warehouse found small sewn toys-angels* (day.kyiv.ua/uk, 06.09.2019); *If my heart saves someone's life, why not?* (gazeta.ua, 01.02.2022); *Most of the residents who could afford it fled to parts of Ukraine controlled by Kyiv. Especially in Kharkiv, some to Russia* (gazeta.ua, 01.02.2022); "*We will not allow Slovyansk to be repeated. If some "bitter man" tries to seize the administrative building, he will be shot by our special forces without warning and without hesitation", the head of the department assured* (day.kyiv.ua/uk, 14.02.2022); *Some citizens of Ukraine were placed in the sports hall of Taganrog* (gazeta.ua, 20.02.2022); b) interrogative-relative, for which the obligatory condition for the manifestation of indefinite mark load is their functioning within the statements of interrogative modality or in the structures of another modal plan, but together with tokens it is *unknown, unclear, not known*

or their semantic equivalents: *And what needs to be done for Ukraine to become autonomous in this regard and be able to join the European grid system?* (day.kyiv.ua/uk, 18.01.2021); *Whose copter is the fastest*? (day.kyiv.ua/uk, 13.02.2018); *In fact, we are witnessing attempts to massacre Kyiv's self-government, in which the head of the President's Office, Andriy Bohdan, took an active part; demonstrative silence in response to the loud scandal around the District Administrative Court and the concentration of all power in a single center, behind which it is unknown who is behind* (day.kyiv.ua/uk, 31.07.2019); *I mention the billboard "Russian Heritage", which hangs in the center of Lugansk for ten years at someone's unknown expense and is updated* (day.kyiv.ua/uk, 07.11.2014);

3) Adverbs, among which: a) indefinite, derivational forms of which coincide with the list of service morphemes involved in the formation of indefinite pronouns. Linguistic units of this variety indicate the place or direction, time, reason, purpose, mode of action, condition, but with a touch of inaccuracy, approximation: *So it was once and so it is now: somewhere lingering (and become invisible to the untrained eye) new ones appear* (day.kyiv.ua/uk, 27.08.2019); *For some reason, the Ukrainian Society for the Protection of Historical and Cultural Monuments and the National Union of Architects of Ukraine were not allowed to work* (day.kyiv.ua/uk, 06.09.2017); *…The first President of Ukraine Leonid Kravchuk for some reason appeared via video link on the main state channel "Russia-24" in the program "60 minutes", and then gave an interview to "Komsomolskaya Pravda"* (day.kyiv.ua/uk, 06.09.2017). We can speak about the partial concretization of the semantics of uncertainty realized by this group of adverbs, provided that clarifying units or words with a narrower meaning function alongside them, cf.: *Once, in the days of the Roman state, famous general Scipio Africanus, conqueror and victor of Carthage, speaking in the Senate said the following: "Romans! You should evaluate your leaders not by what they for some reason failed to give you, but by the fact that they gave something new compared to previous times*" (day.kyiv.ua/uk, 08.09.2019) and *Somewhere in comfortable park, students with books sat on benches, an artist with an easel somewhere in the alley, couples in love somewhere* (day.kyiv.ua/uk, 16.04.2018); b) questionnaires: *Why is it especially important for you to be approved for the position of First Deputy Prime Minister and Minister of Energy?* (day.kyiv.ua/uk, 18.01.2021); c) relative in combination with words of indefinite semantics *unknown, incomprehensible, not known*: *And it all starts with the fact that the gas of its own production goes nowhere* (day.kyiv.ua/uk, 15.02.2012); *All even slightly significant decisions are made by someone and it is unclear where* (day.kyiv.ua/uk, 29.11.2019); d) modal: *In the fall, the parliament will probably be "captured" by Republicans. Then there will be by-elections to the Congress* (gazeta.ua, 13.02.2022);

4) Indefinite numerals, which indicate a clearly defined quantitative manifestation of something. Among such markers, there are words like *many, few*. In terms of functional potential, the noun majority and compounds like a significant part are attracted to them. For example: *Families came to the action, many young people* (gazeta.ua, 20.02.2022); *Yes, I know that many Russian-speaking citizens have defended and are defending our borders from Russian aggression and I am very grateful to them* (day.kyiv.ua/uk, 16.07.2020); *The situation is calm, most citizens do not want to leave their homes* (gazeta.ua, 18.02.2022); *Many of these publications are available only in libraries, as some of them have not been republished for several decades* (day.kyiv.ua/uk, 18.03.2019).

The semi-central sphere includes language units with a somewhat leveled manifestation of uncertainty, including:

1) Pronouns used independently and within compounds, in particular: a) the pronoun that has undergone substantivization. It is important that the semantics of this word be limited to the actions, processes, states, features presented in the subordinate part of it: *Only those who are in solidarity with Ukraine can be called a true European*... (day.kyiv.ua/uk, 02.19.2019); *If the elections to the Verkhovna Rada take place next Sunday, 23.2% of those who have decided and will come to vote will be ready to vote for European Solidarity* (gazeta.ua, 21.02.2021); b) relative pronouns, the scope of which is complex sentences with contracted parts formed by folding the interrogative structure: *The conversation with the ambassador began with the question on whose initiative the President of Ukraine Volodymyr Zelensky had a telephone conversation on April 10 and what both leaders agreed on* (day.kyiv.ua/uk, 13.04.2020); c) compounds with indefinite pronouns and subordinate prepositional-singular forms of proper nouns, which structure a compound subject or a controlled part of a sentence and are close in meaning to the word one: *Some artists will get a job, while some – recognition; someone's photos from the home archive will be the decoration of catalogs or publications of Ukraine* (day.kyiv.ua/uk, 13.01.2021); *Some of this is really top news, some is just an informational trifle that does not deserve special attention* (day.kyiv.ua/uk, June 21, 2019); *But does a well-fed and comfortable reader have the right to condemn someone of those whose life circumstances and challenges were incomparably more difficult* (day.kyiv.ua/uk, 17.02.2022);

2) Adverbs: a) acting as a connecting word in subjunctive parts derivationally related to interrogative constructions: *"Den" asked Hungary's ambassador to Hungary, Lyubov Nepop, for clarification on Hungary's position and asked her why the neighboring country was so ultimatum and disrupted the KUN meeting.* (day.kyiv.ua/uk, 31.10.2017). Let us occasionally explain that, in the structures of the given sample, the interrogative modality is to some extent neutralized, therefore such syntactic units cannot be present together with the actual interrogative ones in the same status group; b) definite, the role of the creative base for which are performed by adjectives, and circumstances with the meaning of time and place (direction and static localization), cf.: *long, late, early, long, recent, short and long ago, in advance, in advance, later, then, occasionally, sometimes; high, low, far, close, deep, shallow and above, below, behind, above, aside, left, right, near,* for example: *The main concert venue has not seen so many stars and spectators for a long time* (gazeta.ua, 17.02.2022); *Pears, along with apples, plums and apricots, have long been considered our main fruit trees…* (day.kyiv.ua/uk, 19.02.2021); *"I hope that the operator is fine, I'm sorry it happened. On the penultimate jump, I did not accelerate enough and landed too deeply… "quotes the athlete NRK* (gazeta.ua, 17.02.2022); *Vitaliy Buyalsky gave the pass to the left to Vladislav Vanat…* (gazeta.ua, 15.02.2022);

3) Part of indefinite numerals: *several, several dozen, several hundred,* which, although approximate, but still tend to the group of definite-quantitative: *Several hundred soldiers of the 82nd Airborne Division were transferred to Poland* (gazeta.ua, 15.02.2022). To the pre-nuclear zone, we count semantically close to the indefinite numeral *many* words *thousands, millions, billions*: *There are fears that thousands of Afghans who want to flee the Taliban may not leave the country* (day.kyiv.ua/uk, 25.08.2021).

The periphery of linguistic expression is formed by noun parts of speech, in which the main emphasis is on the semantics of objectivity or signification, while the manifestation of ambiguity is hidden. Including:

1) Nouns: a) in the genitive case with the meaning of quantitative object partisanship: *The mayor asked to help the Baby House, to bring apples there to make puree* (day.kyiv.ua/uk, 14.05.1999); *I bought fresh bread and milk* (gazeta.ua, 27.01.2022); b) to denote the team and close to them in the semantic range *youth, people, public, detachment,* etc. with a hidden meaning of an indefinite number: *The holiday grew thanks to the youth and students, who were the main dynamic force of the Embroidery Day* (gazeta.ua, 19.05.2021); *Today, January 1, in Lviv, the public celebrated the 113th anniversary of the birth of the head of the OUN, Hero of Ukraine Stepan Bandera* (day.kyiv.ua/uk, 01.01.2022);

2) Adjectives, with an accompanying indication of the approximation of volume, intensity, size, some features of the

appearance of creatures, etc.: *The week did not please with high earnings* (gazeta.ua, 19.02.2022); *The sandals on high heels complemented the dress* (gazeta.ua, 18.02.2022); *And in this story the prehistory is too long. A long, long chain of humiliations and losses, catastrophes and failures* (day.kyiv.ua/uk, 20.02.2019). In the language palette of peripheral means of explication of uncertainty there are also adjectives of irrelevant degree of manifestation of the sign: *French President Emmanuel Macron refused the Russian PCR test on Covid-19 before talks with Kremlin President Vladimir Putin. Therefore, he had to distance himself from the President of Russia at a very long table* (gazeta.ua, 11.02.2022); *Hutsul culture is very rich in all songs, rituals, music, patterns, agriculture* (gazeta.ua, 09.09.2021);

3) Adverbs of measure and degree *many, too many, a lot, excessive, few, a few,* which are usually subordinate to verbs, adjectives, and other adverbs. Some of the words in this subgroup are capable of gradation, such as: *more, less, most, least*. For example: *I learn a lot myself and teach others...* (day.kyiv.ua/uk, 28.04.2020); *Countries around the world are too slow to adapt to climate change and spend too little money to prepare for the devastating effects of global warming* (day.kyiv.ua/uk, 14.01.2021);

4) Denoted-quantitative and fractional numerals used to express some quantitative limits. In this case, they must be accompanied by unspecified modifiers – mostly comparative adverbs of degree *more, less*, as well as the preposition *over*: *Navy of Ukraine in 2022 may receive from the United States more than 10 patrol boats type Mark VI* (day.kyiv.ua/uk, 09.02.2022); *During the first four days of work, police phantom cars recorded more than four thousand speed violations* (day.kyiv.ua/uk, 31.01.2022); *The occupiers damaged more than a hundred houses near the demarcation line in Donbas* (gazeta.ua, 21.02.2022). To denote numerical approximation, the media sometimes use prepositions transposed from the field of adverbs *more, less,* such as: *From the Crimea, more than a hundred scanned photographs of the forced relocation of Crimean Tatars in 1944 entered mainland Ukraine* (day.kyiv.ua/uk, 10.05.2015); *More than a thousand new cases of coronavirus per day in Ukraine* (day.kyiv.ua/uk, 12.08.2021). In our opinion, such use violates the norms of the Ukrainian literary language, more than a hundred should be replaced by *more than a hundred* should be replaced by *over a haundred*, and *more than a thousand* should be replaced by *over a thousand*;

5) Verbs indicating the increase or growth of something. The role of means of modeling such semantic nuances is played by prefixes *з, на, пона*, sometimes the postfix -ся (сь), for example: *Міліція приїхала, людей понасходилося. Слава Богу, чоловік живий лишився* (The police arrived, people came together. Thank God, the man survived) (gazeta.ua, 07.03.2017); *Людей понасходилося, ще й оркестр* (People came together, including the orchestra) (gazeta.ua, 21.04.2015).

Some linguistic units present one of the aspects of indefinite semantics, i.e., it is largely leveled and directed to the zone of significance, which allows such formal means to be considered completely peripheral. They include:

1) Noun parts of speech used in the plural. They have hidden quantitative characteristics: *The best athletes competed for the City Cup* (day.kyiv.ua/uk, 19.05.2013);

2) Nouns to denote titles, positions, types of activity, etc., in which only in specific conditions of use the generic feature is specified, cf.: *Former Minister of Education Serhiy Kvit received the most votes in the second round of the presidential election of Kyiv-Mohyla Academy, which he already headed from 2007 to 2014* (gazeta.ua, 28.01.2022) and *the Minister of Education and Science Lilia Hrynevych told the participants of the Summer School of Journalism "Den", what transformations await Ukrainian education* (day.kyiv.ua/uk, 04.08.2016);

3) Adverbs: a) measures and degrees insofar as their inclusion in the absolute periphery is related to their semantics of proportionality due to the functioning of both analyzed language units within complex sentences: *The world is committed to us as much as we build it ourselves* (day.kyiv.ua/uk, 31.12.2021); b) circumstances with the meaning of time, which are formed from nouns and specialize in expressing the temporality of the seasons, month, day, night, but without specifying a specific time sign: spring, summer, day, night, evening, morning, enviable, daily, every night, repeatedly, for example: *In the spring of 2022, the first cyber training in the history of Ukraine will be held* (gazeta.ua, 18.02.2022); …*The airline monitors the situation daily* (gazeta.ua, 17.02.2022);

4) Denoted-numerical and fractional numerals, if they are accompanied by units that express inaccuracy, proximity: *close, somewhere close, to, barely, almost, approximately,* etc.: *about 30 policemen and up to 20 security guards are on duty* (gazeta.ua, 21.02.2022); *Almost 17,000 new cases of COVID 19 per day were detected in Ukraine* (day.kyiv.ua/uk, 14.02.2022).

4 Conclusion

Thus, in the media to implement a number of communicative and pragmatic tasks, media workers use vaguely labeled language units, which in part even serve as a means of manipulation. Formal expression of ambiguity, given its vivid expression and declining or leveled expression, is associated with various means of lexical, syntactic, morphological, and sometimes word-forming level, as well as forming the center (nuclear zone), semi-center, periphery and absolute periphery. Focus on the syntactic language level allows focusing on the statements of interrogative, probabilistic, and narrative modality. The emphasis on the morphological tier of language involves the selection of nouns, pronouns, adjectives, adverbs, numerals, and verbs.

We see the perspective of the research in the description of communicative-pragmatic, semantic and formal features of indefinitely marked units of the Ukrainian language, found in the most popular social networks.

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INFORMATION RESOURCES AND FEATURES OF COMMUNICATIVE INTERACTION IN THE MODERN INFORMATION SPACE OF UKRAINE

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Abstract: The capabilities of the global information society have allowed the development of human communication regardless of the place of residence, region, country, or continent, giving it a global scale. The rapid development of information and communication technologies dramatically increases information's social significance and role; it captures experience, accumulates, and needs to be organized and stored. As a result of processing and systematization, concentration in a certain way, the information turns into an information resource. The ability of society and its institutions to interact effectively in the information space to ensure freedom of information exchange is an important prerequisite for national security and the basis for the successful development of the state. In the course of the study, the most common sources of information in the modern information space of Ukraine were analyzed; the role and importance of social networks as a means of receiving news were investigated; features of communicative interaction of public figures were considered. Moreover, basic information retrieval schemes and threats from the dissemination of misinformation were covered in the research. It is concluded that the problems of determining the specifics of the use of information resources and the formation of communicative space arise in the studies of many Ukrainian and foreign researchers. However, given the dynamics of informatization and globalization, understanding the role of information resources, information perception in modern network space, new rules of communication, and information culture in Ukrainian society are fundamental and need further study.

Keywords: Communication, Information, Information culture, Information resource, Media consumption, Media resource, Misinformation.

1 Introduction

The formation of the information society is a characteristic feature of the 21st century. Today, information and communication technologies are being actively developed, conditions are being created for the effective use of knowledge to solve the most important tasks of governing society and democratizing public life. Information has become a necessary resource for the survival and development of social systems; there have been changes in the instrumental framework, the method of transmission and storage of information, as well as the amount of information available to the active part of the population.

Information resources are becoming a system-forming factor in modern conditions. The most universal definition of an information resource is contained in the Law of Ukraine “On the National Informatization Program” in accordance with Art. 1 of which, an information resource is a set of documents in information systems (libraries, archives, data banks, etc.). However, this concept does not take into account the features that turn information into a resource that includes such components as the subject and result of human activity, the object of property of individuals, legal entities and the state, the object of commodity relations, state and national resources. In addition, important features of the information resource are that it can have a positive impact on human activities, society and the state, socio-economic development and become an element of national security.

In the absence of this resource, its low quality or negative information expansion from other countries, public life is harmed. Understanding the role of information resources and communicative interaction in modern society becomes vital and involves the mandatory formation and understanding of the rules of organization of presentation, perception, and dissemination of information, the culture of public relations rules using the Internet and the culture of public relations using information technology, and, therefore – detailed research and analysis.

2 Materials and Methods

To achieve this goal, a systematic set of general scientific methods and techniques of empirical knowledge (induction and deduction, analysis and synthesis, systemic and functional approaches, classification and systematization, observation and description, explanation and generalization) was used. In particular, the following was applied: the method of observation – to collect data on the use of information resources and features of communication in modern conditions; bibliographic method – to find the necessary sources of information; analytical-synthetic, comparative – to identify, on the basis of the collected empirical material, trends in the field of this problem; tabular – to visualize the collected data; method of content analysis – to study the dynamics of information consumption from different types of media; method of typological analysis – to differentiate the array of collected information on key trends in the functioning of the modern information space in Ukraine; inductive and deductive – to generalize and systematize conclusions.

3 Results and Discussion

A component of the modern information space represents information resources of various affiliations and forms of ownership that have consumer value, namely: political, economic, scientific, educational, socio-cultural, defense, market, historical, information, and more. At the same time, electronic information resources have become extremely important at the present stage.

Connecting to the Internet allows the user to work with information resources of various types, including Internet services – special software that most effectively serves specialized information requests of the user. The most popular ones among users are the following:

- Information retrieval based on the domain name system (DNS service), which ensures the availability of information;
- E-mail, which is used to exchange messages between users on the network;
- Chat (Internet Relay Chat), designed to support real-time text communication;
- Teleconferencing, videoconferencing, or newsgroups that provide the ability to collectively exchange messages in real time or in deferred interaction;
- File exchange, designed to work with archives in which storage and transfer of files of various types is carried out;
- Remote control of the computer, intended for communication and control of computers in the network;
- World Wide Web – hypertext hypermedia system designed to integrate different network resources into a single information space;
- Web 2.0 service, which provides each Internet user with the opportunity to work collaboratively with information resources of any modality (for example: Wikipedia – a free multilingual encyclopedia; Google Maps; Flickr –online photo album; del.icio.us – online bookmarking service; Netvibes – personal desktop; Digg.com – news resource; Pligg – Web 2.0 CMS; Quintura – visual search engine with intuitive map of tips; Live Journal – blogging service; Youtube – video service; MySpace – site of online communities; Last.fm – music community; Ucoz – web service for creating sites). Thus, in frames of Web 2.0, the Internet is perceived primarily as a means of communication, its objects are media services, blogs, social networks, and the subjects – partners;
- Web 3.0 service – a software system designed to support computer-computer interaction over the Internet, a

relatively new technology for creating and maintaining Internet applications;
- Streaming multimedia – services provided by computer software based on generally accepted standard technological solutions.

In addition to standardized services, the Internet constantly appears and offers the user a variety of non-standard software created by various commercial companies specializing in software and individual non-profit associations of programmers who often work at universities. Such resources include the great success of interpersonal communication programs, which implies various messenger programs such as ICQ, Internet, audio, video telephony (in particular, Skype and distance learning – Learning Management System, Blackboard, WebCT, Moodle and others).

For a long time, web conferences, as a means of communication, were actively used asynchronously for seminars, meetings, symposia, and other events, as they allowed participants to take part in the presentation and discussion of reports and messages while remaining at their workplace. As this type of Internet communication proved to be effective in business communication, in the late 1990s software tools for synchronous Internet conferencing were developed, which made it possible to exchange messages in real time [15, p. 167].

Today, video conferencing is mostly used as a means of rapid decision-making, in emergencies to reduce travel costs in geographically distributed organizations, as well as one of the elements of distance learning technologies. The most popular ones among Ukrainian audiences are such information resources for network communication as:

Google Meet [8]. A resource that allows about 250 participants to join at the same time; it provides the ability to join the conference from smartphones (Android, Apple), installing the appropriate program; it is convenient for organizing meetings and communication; has a general chat and the function of showing a screen or a separate program; provides a web conferencing scheduling feature in Google Calendar and the ability to save.

Microsoft® Teams [9]. It allows about 10,000 participants to join at the same time; provides the ability to join the conference from smartphones (Android, Apple), installing the appropriate program; convenient for meetings, communication, organization of joint educational and managerial activities; Users need to have an Office 365 account or use a Web application.

Zoom [11]. The free version, the conference can be attended by up to 100 participants (one conference can last up to 40 minutes); it is possible to join the conference from smartphones (Android, Apple), installing the appropriate program; information resource is convenient for organizing meetings and communication; it is possible to connect via the link; it has general and individual chats; it enables demonstration of one or more screens or a separate program, planning and recording is provided;

Skype. It works on Windows, Mac, Linux platforms; provides the opportunity to join the conference from smartphones (Android, Apple), installing the appropriate program; convenient for organizing meetings, communication; one can join the link; there are general and individual chats; it is possible to conduct polls, show the screen or individual programs, show several screens at the same time; plan and record [10].

In addition, network communication resources such as CISCO Webex [7] and Adobe Connect [6] are widely used in the business environment. These are professional platforms for organizing web conferences and webinars of CISCO and Adobe; which provide the opportunity to join open webinars on their platform and organize their own events for the whole community.

Webinars represent a subtype of teleconferencing used in cases where the speaker's speech is mostly one-sided and requires minimal feedback from the audience (i.e., it is actually a technologically enriched analogue of information interaction between the lecturer and the audience listening to him). However, webinars can also be joint – when both the lecturer and the audience are active – in this case, they include elements of voting and polls, which provides a fuller interaction between the audience and the speaker [17].

Online web conferences and webinars conducted on the basis of special software provide their participants with certain opportunities for information interaction (used in combination or separately). In particular, these are:

- Demonstration of slide presentations;
- Voice commentary to the slide presentation;
- Text chat;
- Sharing a computer screen or individual software applications;
- Shared access to the interactive whiteboard;
- Real-time video communication;
- Audio communication via computer in real time using headphones or speakers;
- Synchronous browsing of web pages;
- Monitoring the presence of participants;
- Certain types of feedback (e.g., surveys or evaluations of webinar participants);
- Recording (saving to a file) web conference [18].

Another resource for online communication is a blog – an online journal, or online diary, an online diary of events. This is a personal website, the main content of which consists of recordings, images or multimedia, which are regularly added by the author. The emergence of the Web 2.0 phenomenon is associated with the emergence of blogging technologies. At the same time, blogs have a high level of innovation potential, especially in educational activities, as well as in the field of marketing and advertising.

The main features of the blog as one of the most common computer network information genres are the following:

- Publicity – the blog contains information that the author wants to publish, to attract the attention of the audience;
- Interactivity and openness to comment by any reader, the ability to receive feedback from commentators and readers;
- Fixed authorship – the ability to purposefully shape image of the author or create own brand of specialist in any field;
- Information polyphony – the ability to combine the content of several author's blogs on one page, to compare different author positions and different views on issues discussed in the blog [20].

One of the world's best-known blogging platforms is the Livejournal platform. One of the most popular platforms for free blog hosting is provided by Google's Blogger service (blogger.com).

A subtype of blogging is a tweet in which the length of published messages is limited to 140 characters, and audio blogging – podcasting – the process of creating and distributing audio or video files (podcasts) in the style of radio and television programs on the Internet. A podcast is either a single audio file or a regularly updated series of such files published on a single Internet resource, with the ability to subscribe and comment on published information.

Along with audio podcasts, some types of video podcasts have recently become increasingly popular. In particular, these include the online service VoiceThread, which provides communication in the "cloud" (voicethread.com).

Thus, scientific and technological progress has led to the emergence of new ways of transmitting information: verbal means have been replaced by audiovisual. The basic streams of information are those that are delivered at high speed, easily typed in the subconscious. There is a focus on the perception of visual and sound images, which leads to a decrease in reflexive perception.

At the same time, the most common source of information about events in Ukraine and the world for Ukrainians remains the traditional media, namely national TV channels. The share of Ukrainian television viewers, according to a survey conducted by the Razumkov Center, although decreased in 2021 compared to previous years, but still occupies a leading position and is almost 67% (Table 1).

Table 1: Sources of information (in %)

Source of information	2021 (Razumkov Center)	2020 (Razumkov Center)	2019 (KIIS)
Ukrainian television (national channels)	66.6	75.0	74.0
Social networks	44.4	44.1	23.5
Ukrainian online media	28.5	26.9	27.5
Relatives, friends, neighbors, colleagues, acquaintances	28.1	23.4	10.6
Messengers (Viber, Telegram, WhatsApp, etc.)	16.4	11.4	–

Source: [5].

Most often, Ukrainians watch TV channels whose program combines newscasts with entertainment content. The most popular of them are 1+1 (43%), Ukraine (34%), STB (32%) and ICTV (31%). Less than 10% of viewers prefer TV channels, which show mostly news and political programs. However, the share of the audience of some TV channels in 2021 compared to 2020 due to distrust, unreliability and biased news has decreased. National TV channels lost the trust of viewers the most. The most significant drop in the number of fans affected ICTV (-6%) and “24” channels (-6%), slightly less lost the TV channel “Ukraine” (-4%), 1+1 (-4%) and Inter (-3 %). The only TV channel that showed an increase during this period was UA: First (+ 5%) [5].

The main change in the media market of news in Ukraine in 2021 was the closure of several TV channels: ZIK, NewsOne, 112. As a result, half of the viewers of these channels switched to others with the appropriate agenda (for example, the channel “Nash” (“*Our*”)), but the other half increased the time of consumption of other media resources, such as social networks and Internet sites [2].

As a result, the share of active Internet users is growing every year. According to monitoring studies, in 2021 their number was 82%; in addition, among young people aged 18-35 years, 97% use the network daily [21].

There is not only an increase in the share of consumers who learn news from the Internet, and a decrease in the share of those who use television for this, but also a decrease in the number of those who use both sources simultaneously. Thus, in 2021, consumers of news in online media and social networks who do not watch news on TV accounted for 49% of the audience [2].

In general, we can note the continuation of the current trend of moving away from traditional media and increasing the consumption of news from the Internet and social networks / messengers. The vast majority of Ukrainians (56%) choose Facebook for information, which for several years in a row ranks first in the ranking of social networks. Facebook is used as a news feed, the initial acquaintance with current news. An important feature of the network is the comments, which allows users to learn additional information, see the general background of the audience's attitude to the message and have a tool to check the news for objectivity. Among the shortcomings, users note the appearance of information with significant delays, difficulty in management, a lot of advertising and unreliable news.

The second place is occupied by Instagram (25% of users in 2021), which continues to be a “youth” social network, although the target audience with an average age of 30-40 is gaining popularity. The social network is used by consumers for entertainment content, as well as to receive news, mostly at the local level.

The third place in the ranking is occupied by Viber (almost 24% of users in 2021), the main supporters of the network remains the audience of 39+ [21] (Table 2).

Table 2: Rating of social networks used by Ukrainians to receive news (in %)

	2021 (Razumkov Center)	2020 (Razumkov Center)	2019 (KIIS)
Facebook	56.1	58.2	74.2
Instagram	24.9	24.8	33.5
Viber	23.6	-	-
Do not use social networks	28.0	34.1	-
Telegram-channels	13.3	8.5	-
TikTok	8.7	-	-
Twitter	5.7	7.8	7.2
LinkedIn	1.0	2.2	1.9
Other	1.3	2.9	1.5

Source: [5].

As an alternative to television, Ukrainians have become more active in using YouTube and Telegram. Users perceive YouTube as a social network and use it to search for video confirmations of news of interest. However, the use of YouTube is often frustrating because it requires a lot of attention when choosing / searching for video and takes a lot of time due to the timing of videos on this platform.

The audience of Telegram channel users has increased, using this platform mainly to receive local news (20%), information about community life (19%), political events (20%), economic situation (16%), health care (15 %) and from thematic areas of interest (18%). Significantly increased is the interest in channels that cover local news (+ 8%) and the economic situation (+ 6%). At the same time, there was a slight decline in interest in Telegram channels specializing in health (-7%), tourism and travel (-6%), education and self-development (-9%), as well as humor (-9%). City/local telegram channels are gaining popularity, news from which one can directly check independently or news from which can have an impact on life in the city [21].

Today, social networks occupy a dominant place in the information field of both the average citizen and public authorities. In the network, everyone not only exercises his constitutional right to freedom of speech, but also interacts with the state and receives information from it. Social networks represent a quality platform for communication between public authorities and citizens, which includes the disclosure of important information.

The society monitors numerous posts of public figures on social networks every day, and the verification mark next to the surnames in some way symbolizes the authenticity of the information published. However, not all such posts can be considered official sources of public information.

The Law of Ukraine “On Access to Public Information” stipulates that public information is information recorded on any media, which was obtained or created in the process of performing their duties by subjects of power or which is in the possession of public information managers [12].

According to the same Law, managers of public information can be:

- Subjects of power – public authorities, other state bodies, local governments, authorities of the Autonomous Republic of Crimea, other entities that perform government management functions in accordance with the law and whose decisions are binding;
- Legal entities financed from the state, local budgets, the budget of the Autonomous Republic of Crimea – regarding information on the use of budget funds;
- Persons, if they perform delegated powers of subjects of power in accordance with the law or contract, including the

provision of educational, health, social or other public services – in relation to information related to the performance of their duties;
- Economic entities that hold a dominant position in the market or are endowed with special or exclusive rights, or are natural monopolies, – regarding information on the conditions of supply of goods, services and prices [12].

One of the main responsibilities of public information managers is to ensure access to information through its systematic and prompt disclosure:

- In official printed publications;
- On official websites on the Internet;
- On the only state web portal of open data;
- On information stands;
- In any other way [12].

All information must be accurate, precise and complete; if necessary, administrators are obliged to check the correctness and objectivity of the information provided and update the published information.

With regard to social networks, although it is not the responsibility of administrators to publish public information on social networks, sometimes their use is the best way to exercise the right of access to information.

Thus, officials of public authorities cannot perform the duties of information managers, including responsibilities for accounting and disclosure of public information, and accordingly, their personal posts on the network are not public information. However, they can communicate on social media as public figures. For example, the President of Ukraine – Volodymyr Zelensky, who, according to Ukrainian law, is a national public figure, is marked on Facebook only as a public figure. Despite the official video appeals and the large audience of subscribers, numbering almost 3 million people, there is no mention on his page that he is the President of Ukraine [1]. In accordance with the Regulations on the Office of the President of Ukraine, the coverage of the President's activities and presentation of his official position to the media is carried out by the press secretary.

Despite the lack of legal mechanisms in Ukraine to regulate social networks and relevant public policy in this area, posts on social networks such as Facebook can be considered a source of public information if the following requirements are met:

- The information contained in the letter corresponds to the definition of public one;
- The letter was made by a state body – administrator of public information, not a public person;
- The post is made from the official, verified page of the state body;
- Such information is pre-published on the authority's website and/or on the state open data web portal.

With the beginning of Russia's full-scale war against Ukraine, the issue of communication on social networks has become even more relevant. The official sources and channels of state authorities have become key sources of operational news for the population, as the danger of spreading misinformation and fakes on government social networks has been minimized. In addition, they are usually concise, which saves time for acquaintance [16].

In order for Ukrainians to receive reliable information, an official Telegram channel of the head of the regional state administration has been created in each region (*oblast*), where current news is posted daily.

Therefore, in modern realities, social networks, as a source of information, have a significant level of trust of the Ukrainian audience and play an important role in establishing interaction between the government and the public. The use of social networks in such interaction is based primarily on the responsibility of all active actors and is aimed at establishing effective communication and making transparent and collegial management decisions. Citizens develop a sense of involvement in socio-political processes, participation in the creation of political, economic, and socio-cultural strategies in the state. In this context, social networks act as a tool for the socialization of the Ukrainian nation and the involvement of society in state-building processes.

Radio and print media remain among the sources of news. Moreover, while the consumption of radio news is mostly through national all-Ukrainian channels, the audience of printed publications prefers the regional press over the national one (Table 3).

Table 3: Dynamics of consumption of different types of media (in %)

	2021	2020	2019
Radio			
Regional channels	31	27	22
Nationwide	76	82	91
Foreign	6	6	2
Printed publications			
Regional channels	57	67	65
Nationwide	54	45	56
Foreign	7	7	2

Source: [2].

According to a study by InMind commissioned by the international organization Internews in 2021, the most popular among consumers were such radio stations as: Autoradio (24%), Lux FM (23%), Hit FM (22%), Friday (17%), Ukrainian Radio (16%), Chanson (16%), Nashe Radio (15%), and others [2].

Among the national print media used by consumers to receive news, such newspapers as Arguments and Facts (32%), News (15%), Boulevard (15%), Express (13%), and others have the most number f followers [2].

In general, in 2021, against the background of declining public confidence in regional online media due to unreliability and bias of news, there was a slight restoration of trust in national and regional radio and newspapers.

When choosing the media as a source of information, most Ukrainians say that they pay attention to the interest of materials (57%), impartiality of information (38%), efficiency of coverage (38%), ease of information (33%) and closeness of views (29%). Markers of media transparency, such as information about the owner and sources of funding, significantly influence the choice of less than 5% of Ukrainians [5].

The main remaining search schemes on the Internet are the following:

- Reading news on aggregator websites (such as ukr.net, UNIAN): information consumers are attracted by the convenient news headline – in fact, they read the headlines and choose the ones that really interest them, rarely paying attention to the source of information;
- Search for news on the search site by keywords and/or by categories (“latest news”, etc.) – one of the main methods of assessing the prevalence of news, which is a step to verify the news for veracity;
- Viewing favorite sites through “bookmarks” in the browser – is less common and only among young people.

According to a USAID-Internews media consumption survey in 2021, Ukraine has seen a downward trend in news consumption from all sources, as audiences have become overwhelmed with negative information, pay more attention to the source of news (35%) and present different points of view (32%); increasingly less consumers are inclined to trust the so-called “favorite” media (20%). The main requirements that Ukrainians make to the news are reliability and completeness. Compared to 2019, the number of those who consider accuracy to be the most important criterion has significantly increased [21] (Table 4).

Table 4: TOP-6 most important requirements of the Ukrainian media audience for news (in %)

	2019	2020
Trustfulness	22	27
Completeness	22	22
Precision	11	17
Efficiency	11	9
Respect for the private life of citizens	6	7
Media independence	10	7

Source: [21].

By capturing instantaneous events and not burdening themselves with questions about their essence and meaning, consumers of information stop thinking critically, easily follow the crowd and trust the propaganda [4].

The danger is the development of clip thinking, which leads to mass syndrome, attention deficit, loss of desire to acquire new knowledge and analyze information from various sources. As a result, disinformation becomes streaming, which shapes public opinion, adjusting the consumer to a favorable course for the "customer" and transforms consciousness.

The Cambridge Dictionary calls misinformation "false information that is disseminated in order to mislead people". In the Joint Declaration on Freedom of Expression, "fake news", misinformation and propaganda, representatives of the UN, OSCE and other organizations said that most misinformation is aimed at deceiving people and preventing them from knowing, receiving, seeking and disseminating information. The Special Rapporteur on the Promotion and Protection of the Right to Freedom of Thought and Freedom of Expression (UN), in his report of 13 April 2021, summarized the concept of misinformation as "false information deliberately disseminated with the aim of causing serious social harm". The EU Code of Practice on Countering Disinformation states that misinformation aims at economic benefits for the disseminator [19].

Therefore, the key feature of misinformation that distinguishes this phenomenon from ordinary unreliable information is the intention to create it. That is, misinformation is false, misleading, manipulative information created intentionally for economic, political, or other gain.

The results of a nationwide survey commissioned by the Ilko Kucheriv Democratic Detectors Foundation together with the Razumkov Center's sociological service from December 17 to 22, 2021, show that there is no unanimity among Ukrainians in the answer to question what is more important – freedom of speech or state protection from misinformation: 41% believe that freedom of speech is more important, 42% – protection of the state, 17% are undecided. As for disinformation, a quarter is in favor of the state legislating the work of those who may spread disinformation.

77% of the Ukrainian audience is aware of the existence of misinformation in the media, but most of those who know about its existence do not think that the problem is relevant (58%) [21]. At the same time, 23% believe it is necessary for the state to prosecute disinformers by law. 21% of Ukrainians are ready to support the state in the fight against misinformation if the state focuses its efforts on fixing misinformation and debunking it. It should be noted that when respondents were asked only about methods of combating misinformation, only 9% said that the state should not resort to any targeted actions, as this could impair freedom of speech [5].

Misinformation is spread in the same way as any other information: via television, radio, the Internet, printed materials (both media and brochures, booklets, etc.).

Among the forms of disinformation, text, video content, audio content can be distinguished, and among the methods – coordinated inauthentic behavior, targeting, and more.

Misinformation in the form of text is the easiest to create, because almost anyone can write and distribute the text. No professional editing or design skills are required to create a manipulative text message. Most publications on Facebook, Telegram, on the websites of online publications, in printed materials are textual.

Video content has also become much simpler than before. If earlier video needed expression only on television or in cinemas, which required time and money to create it, now video blogging at the simplest level does not need it; it is enough to have a smartphone and Internet access.

Of course, with the growing competition in the video content market, bloggers are also investing much more in their product to attract more users. At the same time, even the simplest video blogs can become popular and dangerous in the context of misinformation.

Audio content is used in oral speaking, on the radio, in podcasts, word of mouth. The historical context shows that audio disinformation was a great success in Nazi Germany thanks to the oratory of Adolf Hitler. Among people who use the Internet little or do not check what they hear, disinformation messages can spread in the form of rumors from neighbors, colleagues, passengers in transport.

One of the most modern forms of misinformation is the so-called deepfakes. These are fake audiovisual recordings created with the help of artificial intelligence, in which the replacement of visual and audio content can create the illusion of reality. Thus, with the help of deepfakes one can discredit celebrities, blackmail, attribute to people not their words, etc. [19].

The most common methods used to create fake news are:

- "Clickbait", which is most often used in headlines, in order to attract attention and encourage users to click on a hyperlink or distribute content. Relevant punctuation marks, capital letters, words and expressions that evoke strong emotions, as well as the lack of specific information in the title (names, places);
- Republishing old news with reference to anonymous and unverified sources;
- Lack of factual information in the materials. Someone's opinions, conspiracy theories, low-quality journalism indicate that there are no facts on which the news should be based;
- References to for unnamed sources, such as unnamed officials, anonymous sources, political insiders;
- Lack of sources or use of unreliable sources;
- Fake sources. Completely fake site, forum, comments in which an anonymous user acts as an insider, an eyewitness to an event;
- Use of fake images, incorrectly signed or fake videos [13].

The First Draft News project, which counteracts the spread of inaccurate information and misinformation online, offers its typology of fake news:

- Satire or parody, when there is no intention to cause harm, but there is a goal to level the essence of the news;
- Deceptive content that is used to portray an event or person in the desired light;
- Content using unnamed, anonymous sources;
- Fabricated content, 100% fake;
- False links when the title or image is not related to the content.
- False context through which authentic content is distorted;
- Distorted content, when true information or images are distorted to mislead [14].

Printed materials are still one of the sources of information. A significant advantage of spreading misinformation in printed materials is, in particular, that they are often distributed free of charge or at a low price in crowded places. Thus, it is easy to spread the message among the poor, people of retirement age, young children, who tend not to give up color free printed materials.

Radio and direct communication through personal connections remain a source of disinformation. 28% of Ukrainians in the survey say they learn about current news from relatives, friends, and acquaintances [5].

At the same time, Ukrainian consumers of information note the growing skeptical perception of the news feed given the contradictory news, which requires additional efforts to verify the information. The most popular fact-checking strategies are searching for information in alternative sources (40%); thinking about who benefits from this way of interpreting events (32%); perception of such information as one of the possible versions of events (24%) [5] (Table 5).

Table 5: Fact-checking strategies (in %)

	2021 (Razumkov Center)	2020 (Razumkov Center)
I'm trying to find out more about the owner of this media, the author of the post	8.8	8.2
I look for information in other sources to check the message	40.1	41.0
I turn to organizations that verify the facts	5.7	2.9
I think about who benefits from this interpretation of events	31.5	29.3
I perceive this information as one of the possible versions of events	24.1	22.7
I unsubscribe from the page of the author of such messages	9.3	6.5
Other	3.0	2,0
Difficult to answer	17.1	24,7

Source: [5].

The main factors influencing distrust of the media are the following:

- Diverse, often contradictory information on the channels that information consumers trust: the coverage of alternative opinions is perceived as the presentation of false information, which leads to loss of trust;
- The presence of refutations, clarifications, new details to the news that are reported / exposed later – all this in the eyes of consumers is perceived as an attempt at manipulation and reduces confidence in the resource;
- Lack of references to facts presented in the news, or sources do not appear to be objective.

The NGO Detector Media has published a report on the results of the Ukrainian Media Literacy Index based on a quantitative survey conducted by the research agency Info Sapiens in late December 2020 – early January 2021. In particular, its results show that 15% of Ukrainians have a low level of information culture (media literacy), a third (33%) – below average, 44% of the audience is at above average level of information culture and 8% – at high. In addition, the level of media literacy depends on gender, age, and level of education. The share of men with a high level of information culture is twice as high as among women (11% vs 6%). The high level of information culture among young people aged 18–25 (due to digital competence) and low among the older age group 56–65 is quite predictable.

The lower the educational status, the lower the level of information culture. Thus, among respondents with general secondary education, the share of people with low and below average rates is 63%, and among those with full/incomplete higher education - only 30%. The results of the study showed a relationship between the type of settlement and the level of information culture: the lowest level is observed in rural residents, the highest – in cities with a population of over 500 thousand. Regarding regional differences, the highest level of information culture is in the northern region, and the lowest – in the south. The shares of people with below average and low rates, respectively, are 41% and 58%. The biggest differences in the level of information culture are observed between respondents with different financial status. In particular, the higher the level of well-being, the higher the level of information culture [3].

Thus, almost 15% of Ukrainian audiences are at risk of perceiving misinformation and lack fact-checking skills, especially among older consumers of information who live in rural areas and have not received higher education. That is why it is necessary to implement the state policy on the formation of information culture of the population.

In general, the following conditions are required to identify misinformation and its sources of origin:

Search for news through search sites – if many media write about this news, it is reliable;

- The presence of the original source;
- Subjective assessment of the headline / news feed;
- View comments, search for refutation of news in them.
- Conduct regular monitoring of as many sources of information as possible, comparing the obtained data;
- Distinguish between facts and opinions;
- Take into account whether the informant is able by his status to have access to the published facts;
- Take into account the subjective characteristics of the source;
- Remember that misinformation that one assumes or wants to hear is especially easy to perceive;
- Analyze the situation in order to identify stakeholders in the dissemination of misinformation.

Therefore, data obtained from different sources of information can be useful only after they are subjected to the necessary analysis and the most accurate interpretation. The information used by the consumer must, above all, be reliable and of good quality.

4 Conclusion

With the rapid development of information technology, especially the Internet, people are becoming increasingly dependent on the information that surrounds them. Intensive development of information resources has significantly increased their role in the system of information exchanges of Ukrainian society.

According to research in recent years, the most common source of information for Ukrainians remains traditional media, including national TV channels. Next on the list are social networks, messengers, personal connections, radio, and newspapers. The most popular platform for receiving news remains Facebook, the second place is occupied by Instagram, the third one is Viber. Consumers prefer online services and news services – Google, ukr.net. The most influential TV channel remains 1+1, the most popular radio – Autoradio, the newspaper – Arguments and Facts. Most often Ukrainians use several types of media. If they use only one source to receive news, it is usually either social media or television.

Currently in Ukraine the process of involving public authorities in social networks and forming their own style of communicative interaction with individual citizens and society continues. At the same time, in the modern information space of Ukraine, disinformation becomes a stream, which forms public opinion, adjusting the consumer to a favorable course for the 'customer' and transforms consciousness. Misinformation is spread in the same way as any other information, through television, radio, the Internet, printed materials (both media and brochures, booklets, etc.). Among the forms of its distribution, text, video content, audio content are the most widely used, and among the methods – coordinated non-authentic behavior, targeting and deepfakes.

According to a USAID-Internews poll in 2021, Ukraine tended to reduce its consumption of news from all sources as its audience became oversaturated with negative information, paid more attention to the source of news and presented different points of view, and consumers became less inclined to trust so-called "favorite" media. The main requirements that Ukrainians make to the news are reliability and completeness. The most popular fact-checking strategies are to search for information in alternative sources; thinking about who benefits from this interpretation of events, perception of such information as one of the possible versions of events.

Today in Ukraine there is an active phase of cyberwar, which is accompanied by the actual destruction of TV towers, phishing attacks on the media and individuals, the creation of a million-strong army of bots, an inexhaustible flow of fake news and propaganda appeals. Ukrainians were forced to learn to communicate quickly in the new realities of war and information danger. The country has formed new rules of communication in messengers and social networks, any public posts are now made with the understanding that they can be read by the enemy; “open” and “closed” topics for conversation appeared; the habit of carefully checking and critically evaluating the information received and disseminated is gradually being formed.

Understanding the role of forming new rules of communication and information culture in Ukrainian society is extremely important and requires further research.

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Primary Paper Section: A

Secondary Paper Section: AJ

UKRAINIAN PAREMIES: LAWS OF CREATION

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Abstract: The article highlights one of the main ways of creating Ukrainian paremias, which is a determinant limitation of the scope of judgment. This strategy transforms categorical general judgments, often marked by aphorisms, imagery, and even paradoxicality, into non-categorical ones. This function is inherent in all singular forms of the noun, including in the nominative case. The objectives of the research: to determine the ability of the nominative case forms of nouns to perform determinant functions in Ukrainian proverbs, as well as to establish the most frequent lexico-semantic groups of nouns in this function. The complex of research methods is used in the work: The study is based on a descriptive method, and also uses lexico-semantic, transformational and frequency analysis. Theoretical results: observations on nouns in the nominative case, which reveal a determinant function, expand theoretical ideas about the repertoire of forms of expression of determinants and duplexes, show new, not yet fixed possibilities of the language system. Empirical results: The application of the method of continuous sampling allowed determining the most frequent in the composition of proverbs lexical groups of forms of the nominative case with determinant functions. The vast majority here are substantivized adjectives that name persons. The most common among them are the names of people by mental abilities, by ethical qualities, by state of health, by alcohol consumption, by age, by wealth, by education. Rarely, determinative word forms of the noun in proverbs are a means of naming abstract entities.

Keywords: Determinants, Duplexes, Lexical-semantic groups, Semantic structure of paremias, Ukrainian paremias.

1 Introduction

One of the characteristic features of proverbs, which determines their nature, is that they reproduce certain generalized judgments and do not serve as a means of denoting specific situations of reality that the speaker directly observes [1]. This determines the uniqueness of the semantics of the proverbs components, especially the non-reference reading of their arguments. The same temporal disconnection with the moment of speech characterizes the predicates of proverbs; here the denotations of predicates do not lie on the time axis, but convey certain generalized manifestations abstracted from reality, manifestations that are not a direct reflection of specific situations.

This non-referential nature of arguments and timelessness of predicates determine the predicative bases of proverbs to categorical general judgments, which are characterized by the fact that they attribute the predicate characteristic to each subject of the class. Logical schemes of such judgments have the form *All S is P* or *None S is P*. In linguistic activity, categorical general judgments are used relatively rarely, because, as a rule, there are always exceptions that deny categoricalness – one can always find facts that confirm the position that *Not all S are P* or *Some S are not P*.

One of the strategies to transform categorical general judgments into non-categorical ones is to introduce into proverbs the members of the sentence that limit the conditional space of realization of the judgment placed in the predicative basis [10]. Such members of the sentence have a characteristic formal feature – prepositionality. Their semantic-syntactic function, given the relation to the whole predicative basis, can be characterized as determinant. According to the analysis of Ukrainian proverbs, the removal of such prepositional determinant limiters leads to the formation of logically unmotivated paradoxical or banal judgments. For example: *Without the owner the yard cries, and without the mistress – the house* (UPP: 85). *The yard cries; There is no learning without torment* (UPP: 110). *There is no learning*; *From the profit the head does not hurt* (UPP: 345). *The head does not hurt*; *for the fool there is no mountain, but all the plain* (UPP: 249). *There is no mountain, and all the plain* (UPP: 249); *In bad times even the god-parent is for the dog* (UPP: 268). *And the god-parent for the dog* [4].

Such clarifying prepositional clauses in proverbs reveal features of bifunctionality. On the one hand, they demonstrate the ability to belong to the whole sentence and determine the validity of the statement containing the predicative basis of the sentence, and this gives grounds for classifying such word forms as determinants, in the strict sense of determinants found in early works of Yu. Shvedova [5, p. 629]. On the other hand, one cannot fail to notice the obvious fact that restrictive word forms also retain proverbial connections with specific members of a sentence. For example, in the proverb "*In the good mistress even the rooster pays*", the restrictive syntaxeme may indicate the condition under which the *rooster pays*, and may be a definition of the word *mistress*. This feature gives grounds for bringing them closer to the members of the sentence with double relations, which are called duplexes [2, p.47-50, 5, 7, p. 4].

2 Materials and Methods

The material of Ukrainian proverbs gives grounds for a number of theoretical clarifications regarding the properties of determinants. In particular, it has become a classic statement that determinants are included in a sentence as its distributor, not formally associated with any word form [6, p. 624, 9, p. 239-240]. No less common is the opinion that only secondary members of a sentence can be determinants: "determinants are secondary members of a sentence that do not depend on a single word, but on the grammatical center of the sentence as a whole and express circumstantial meanings" [8, p. 139]; determinants "are not included in the structural minimum of a two-syllable or one-syllable sentence" [3, p. 531].

As mentioned above, the presence of features of duplexes does not prevent restrictive word forms in proverbs to combine determinant functions with proverbial connections, which denies the first of these opinions as too categorical. Clarification of the second and third of the above ideas about the repertoire of word forms with determinant functions is based on the facts of use in proverbs as a limiter of forms of the nominative case of nouns.

The article is devoted namely to this common phenomenon. The study is based on a descriptive method, and also uses lexico-semantic, transformational and frequency analysis.

3 Results

There are 200 examples of Ukrainian proverbs in which prepositional word forms of the nominative case become a means of limiting the scope of fairness of judgments. However, we observe this under rather harsh conditions, because the role of the subject in the structure of a sentence inherent in the forms of the nominative case prevents the appearance of "wrapping" determinant properties in them. Restrictive functions are given only to those nouns that have a clear semantics in their meaning nature. These are, first of all, substantivized adjectives. In the case of prepositional use, they actualize the attributive seme, which acquires the characteristics of a condition within which a judgment expressed on a predicative basis is fair. For example: *Rich man does not like to give* (UPP: 24); *The lazy man does everything with all his might* (UPP: 113); *A healthy man does not understand sick one* (UPP: 211); *Fool is rich with thoughts* (UPP: 251); *The evil one beats himself* (UPP: 265); *Drunk is worse than a rabid dog* (UPP: 319). The actualization of the attributive seme is evidenced by the synonymous connections of these proverbs: *If a person is rich, he does not like to give; If a* *person is lazy, he does everything sitting*; *If a person is healthy, he does not understand the ill person; If a person is stupid, he is rich in thought*; *If a person is evil, he beats himself; If a person is drunk, he is worse than a rabid dog.*

In the case of experimental elimination of such actualized attributive features, judgments expressed in proverbs acquire paradoxical features: *Man does not like to give*; *Man does everything hard*; *A man does not understand the ill person*; *Man is rich in thought*; *Man beats himself*; *A man is worse than a rabid dog* [4].

The vast majority of forms of the nominative case with determinant functions are substantivized adjectives that name persons. Analysis of such designations of persons in proverbs allows concluding that, firstly, their range is limited in inventory, and secondly, Ukrainian paremias show a very clear differentiation in the frequency of involvement of different types of persons who become subjects of paremic expressions. Although there are about 50 types of proverbial names in proverbs, most of them are few.

3.1 Names of Persons by Mental Abilities

In the preposition, such forms of the nominative case are fixed in 42 proverbs. Of these, 22 examples are high mental abilities, denoted by the nouns *clever* (14 proverbs), *wise* (8 proverbs).

In the content of proverbs, mainly, we see mainly the opposition of the *wise* to the stupid, *fool*: *The wise will teach, and the fool will torment* (UPP: 241); *The wise man will be warmed by fire, and the foolish will be burned* (UPP: 245); *A wise man cares, but a fool obtains from God* (UPP: 245); *A wise man loves to teach himself, and a fool loves to teach another* (UPP: 245); *The wise is silent when a fool shouts* (UPP: 245); *The wise will not be surprised, but the fool will not see* (UPP: 245); *The wise will judge, but the fool will condemn* (UPP: 245); *A wise man is afraid of words, but a fool is not afraid of a stick* (UPP: 245); *A wise man teaches, a fool edifies* (UPP: 245) [4].

These paremic judgments, as can be seen from the examples, are mostly expressed by compound sentences; only in two cases we observe a conjunctionless and compound sentence. Therefore, these examples go beyond the research material – simple sentences. The peculiarity of these sentences is that they convey judgments about the differences between situations in which the subject is wise and stupid. In most cases, the predicates of these situations are systemic or contextual antonyms: *silent – screams, afraid – not afraid, warms – burns, teaches – torments, learns – teaches, judges – condemns, teaches – edifies*.

The form of a simple sentence with the prepositional noun *clever* is represented by the following examples: *Clever gives order to everything* (UPP: 245); *The clever one goes forward and looks back* (UPP: 245); *The wise will not stumble twice on one stone* (UPP: 245); *The clever one does not climb under the table* (UPP: 245); *The clever prepares everything in advance* (UPP: 245) [4].

These sentences, among other things, have signs of judgment and demonstrate synonymous connections with complex sentences with contractual conditions in which we observe the actualization of the sign *clever (wise)*. Cf.: *If a person is clever, he puts everything in order*; *If a person is wise, he will not stumble twice on one stone*. By means of explicit or implicit actualization of a sign narrowing of limits of realization of judgment is reached. Another reason for the actualization is that in this way the semantic motivation to include proverbs in the text is achieved: they are introduced when it comes to the presence or absence of a sign of *reasonableness* in actions. In the proverb *The clever goes forward and looks back,* which informs about the typical behavior of the clever person, the sign *clever* does not receive such a motivational load, and, therefore, the transformation of the proverb into a sentence *If a person is clever, he goes forward and looks back* in which the sign *clever* acts as a motivation of predicate signs *to go, look around*, looks a bit artificial. This test gives grounds not to involve the form of the noun in this sentence to units with the function of a limiter of the sphere of fairness of judgment.

The word form *wise* is also opposed to the word form stupid, which determines the use of compound sentences with the conjunction *a (while, but)*. For example: *A wise man has a tongue in his heart, while a fool has a heart in his tongue* (UPP: 243); *The wise man is silent, but will teach a hundred fools* (UPP: 243); *The wise man thinks what he says; while the foolish man says what he thinks* (UPP: 243); *The wise will change his minds, but the fool will never change* (UPP: 243); *A wise man does not say everything he knows, while a fool does not know everything he says* (UPP: 243) [4].

As part of a simple sentence, the prepositional form *wise* is presented in the following paremias: *The wise man makes way to the fool* (UPP: 243); *The wise man will not be led by the nose* (UPP: 243); *The wise man does not climb under the table* (UPP: 243) [4].

The first example is about ordinary actions, and, therefore, in the word form *wise* there is no semantic actualization of the sign seme. In the second and third examples, we observe judgments in which actions marked by predicates are dependent on the wisdom of the subject. This is confirmed, in particular, by the synonymous equivalents of these proverbs: *If a person is wise, he will not allow to lead him by the nose; If a person is wise, he does not climb under the table.*

Prepositional word forms to denote a subject with low mental abilities are less common – in 20 proverbs. Of these, 11 cases fall on the word form *fool* and 9 – on the word form *stupid*. Unlike proverbs, in which the subject is a bearer of high mental abilities, these proverbs are rarely based on antithesis. Opposition to the *clever/wise* is observed only in two proverbs, expressed by compound sentences: *The stupid man betroths, but the wise marries* (UPP: 173); *A fool seeks out a good place, but a wise man will be seen in a corner* (UPP: 251) [4].

The peculiarity of these proverbs is that their judgments are built by comparing typical situations inherent in the *stupid* and *wise*, and therefore, the semantics of the components does not contribute to the actualization of attributive semes. This is evidenced by the lack of the possibility of synonymous transformation in some cases with predicative actualization of the attributive seme: *If a person is stupid, he woos, and if wise – marries*.

A similar property is observed in the following proverbs that convey the typical manifestations of the subject: *A fool sleeps, and happiness lies in the heads* (UPP: 250); *Stupid and small ask what they see* (UPP: 250); *The fool asks the wise why he has a better mind* (UPP: 251); *A fool trembles on a sleigh, and a shroud lies beneath him* (UPP: 251) [4].

They are also difficult to turn into a sentence with an actualized attribute seme: *If a person is stupid, he sleeps, while happiness lies in his head*; *If a man is foolish, he asks the wise why he has a better mind*; *If a person is stupid, he trembles on a sleigh*.

Usually proverbs with the subject *fool, stupid* demonstrate the ability to actualize the attributive seme, which determines the condition of realization / non-realization of a certain action by the subject. For example: *Stupid has no grief* (UPP: 250); *Stupid will not buy the mind even in Kiev* (UPP: 250); Stupid is rich with thoughts (UPP: 251); *A fool is rich in thought* (UPP: 249); *Fool will break makogin even in makita* (UPP: 250); Fool will burn house, so he is glad with the fire (UPP: 250); A fool will go overseas and return still as a fool (UPP: 250); *A fool will throw even an empty cart on a level road* (UPP: 250); *Fool laughs at funerals* (UPP: 250); *The fool will not be silent* (UPP: 250); *A fool does not grieve, drinks vodka and smokes a pipe* (UPP: 250); *A fool dislikes the wise, but a drunkard dislikes the sober* (UPP: 250); *Fool to Kyiv, fool from Kyiv* (UPP: 362) [4].

Proverbs and prepositional forms of the noun that characterize a person by his ethical qualities are widespread in proverbs: *angry*

(8 examples), *evil* (3 examples), *good* (5 examples). For the most part, these word forms actualize the attributive seme, as evidenced by their synonymous connections with complex conditional sentences, in which this seme acquires explications. Cf.: *The evil one will spoil the good, but he will not become good himself* (UPP: 265) *If a person is evil, he will spoil the good, but will not become good himself*; *Evil thinks as evil* (UPP: 265) *If a person is evil, he has evil thoughts*; *Evil man perishes by evil* (UPP: 267) *If a person is in calamity, he perishes in calamity*; *Good is brother to a fool* (UPP: 262) *If a man is good, he is a fool's brother*; *The good do not do evil and is not afraid of anything* (UPP: 262) *If a person is good, he does not do evil and is not afraid of anything*. Proverbs where the attributive seme does not receive actualization include the following: *The evil one sleeps, and sees dreams about evil* (UPP: 265); *Evil ones know evil because they do not leave it* (UPP: 266) [4].

Prepositional designations of subjects are also common in the proverbs on such ethical grounds as *laziness, avarice*: *lazy* (8 examples), *sluggish* (2 examples), *stingy* (7 examples). Most often, proverbs with these subjects, expressed by substantivized adjectives, show signs of judgments in which the attributive seme of the subject is the basis for forming a certain conclusion about the properties of the subject. For example: *A miser is poorer than a beggar* (UPP: 297); *Stingy shakes over a penny* (UPP: 297); *The stingy men live like beggars and die like the rich* (UPP: 298); *The lazy man does everything sitting* (UPP: 113); *Lazy one will die as lazy* (UPP: 119); *Lazy will die even near finished bread* (UPP: 113). Cf.: *If a person is stingy, he is poorer than a beggar*; *If a person is stingy, he shakes over a penny*; *If people are stingy, they live like beggars and die like the rich*; *If a person is lazy, he does everything sitting*; *If a person is lazy, he dies also as lazy*; *If a person is lazy, he will die even near ready-made bread* [4].

A notable group of prepositional subject syntaxes are word forms – the names of human health (15 examples). The most common word forms are represented by *blind* (8 examples). Word forms are *crooked, one-eyed, healthy, sick, seeing* are used once, *deaf – twice*. For example: *Blind does not need a mirror* (UPP: 217); *The blind man does not guide the blind man* (UPP: 217); *The deaf do not hear, he invents* (UPP: 216); *A healthy man does not understand the one who is sick* (UPP: 211); *The sick man praises health* (UPP: 213); *The seer will not enter the swamp* (UPP: 257) [4].

In these examples, as in most proverbs with the subjects of the analyzed group, we see the actualization of the attributive seme, which becomes a means of limiting the fairness of judgment. This is evidenced by synonymous equivalents: *If a person is blind, he does not need a mirror; If a person is blind, he is not a guide to the blind; If a person is deaf, he does not hear but invents*; *If a person is healthy, he does not understand the ill one*; *When a person is sick, he praises health*; *If a person is sighted, he will not get into the swamp*. In the proverb *The blind man does not carry a spoon behind his ear* (UPP: 217), the sign *blind* becomes a means of expressing not restrictive but permissible relations, which is confirmed by synonymous transformation: *Although a person is blind, he does not carry a spoon behind his ear*. The lack of actualization of the attributive seme in the considered group is observed only in the following two proverbs: Blind catches up with the curve (UPP: 217); *The blind man walks better than a guide leads* (UPP: 217). Cf.: *If a person is blind, he catches up with the one-eyed person*; *If a person is blind, he walks better than if a guide leads* [4].

Proverbs are common for people who are drunk or addicted to alcohol. The nouns *drunk* (9 examples) and *drunkard* (5 examples) are used to denote them, respectively. In the proverbs, not all subjective syntaxemes demonstrate the ability to actualize an attribute in order to limit the scope of fairness of judgment. This property is observed in the following proverbs: *Drunk is worse than a rabid dog* (UPP: 319); *Drunk fights, jumps, but when wakes up – cries bitterly* (UPP: 319); *Drunk will not light candles* (UPP: 319); *The drunken mind takes away* (UPP: 319); *Drunk is as small child: what is in the mind, the same is in the tongue* (UPP: 319); *A drunkard seems brave, but when he falls asleep, he is afraid even of a pig* (UPP: 319); *Drunk is as a child: tells the truth even reluctantly* (UPP: 319); *A drunkard will drink even from a lamp* (UPP: 319); *A drunkard will sleep of a binge, but a fool will never* (UPP: 319). In the proverb *Drunk is brother to a fool* (UPP: 319); *Drunk and thief are brothers* (UPP: 319); *Drunkard and pig are the same titles* (UPP: 319); *Drunkard: he drank his pants and bragged* (UPP: 319); *A drunkard is the last man* (UPP: 319), actualization of the sign does not take place [4].

There are 12 examples of *age signs*, of which 7 proverbs contain the substantivized adjective *old* and 5 proverbs – *young*: *The old knows a lot, but forgotten even more* (UPP: 209); *The old man thinks about the old* (UPP: 209); *Young people are bending on all sides* (UPP: 208); *The young man will overcome everything* (UPP: 208) [4].

In the given examples, it is possible to state existence of processes of actualization of an attributive seme which becomes means of restriction of fairness of judgment. Cf.: *If a person is old, he knows a lot but has forgotten even more; If a person is old, he thinks about the old; If a person is young, he bends in all directions; If a person is young, he will survive everything*. Proverbs with age-marked subjects are characterized by the opposition of subjects *old* and *young*. For example: *Old people spin while young people learn* (UPP: 209); *The old man wants to sleep but the young man wants to go for a walk* (UPP: 209); *The young may die, but the old must* (UPP: 208, 218); *When young people quarrel, they rejoice, when old people quarrel – they go ape over* (UPP: 339) [4].

In these complex sentences, we observe the mutual actualization of attributive signs, which testify to the synonymous convergence of these proverbs with the sentences in which the sign finds explication.

4 Discussion

Large groups include prepositional nouns to denote the *subject's wealth* (11 examples). Among them, the word forms *rich, wealthy* predominate, the prepositional word form *poor* is recorded only in the proverb *Poor is Karmalyuk's brother* (UPP: 365), which demonstrates synonymous connections with complex sentences containing subordinate clauses: *If a person is poor, he is Karmelyuk's brother*. In most cases of the prepositional use of the word form *rich*, it is possible to state the actualization of the attributive seme, which acquires restrictive functions. For example: *Rich edges all in the small pieces* (UPP: 24); *The rich man complains that he has little* (UPP: 24); *The rich say what we will eat, while the poor say whether we will eat* (UPP: 24); *The rich eat when they want something, and the poor eat when something happens* (UPP: 24); *The rich eat better on Wednesday than the poor on Easter* (UPP: 24); *The rich do not like to give* (UPP: 24); *The rich whisper with the godmather, but the poor with the bag* (UPP: 24); *Rich as a horned bull: does not fit in a narrow gate* (UPP: 24). Only three proverbs do not actualize, as evidenced by the impossibility of explicating the attributive seme: *The rich wonder what the poor eats* (UPP: 24) *If a man is rich, he wonders with what the poor eats*; *Rich as he wants, and poor as he can* (UPP: 24) *If a man is rich, he is as he wants, and the poor as he can*; *The rich man does not praise another rich man – he glorifies him* (UPP: 24) If a man is rich, he does not praise another rich – he *glorifies him* [4].

A relatively small group (6 examples) is formed by subjects united by the sign of education: *Literate is seeing everything and is intelligent* (UPP: 237); *Literate can read lines and between lines* (UPP: 237); *Illiterate will not read even with glasses* (UPP: 237); *The educated man walks, but the ignorant stumbles after him* (UPP: 238); *The literate leads, while the ignorant wanders after* (UPP: 239); *The literate sees more at night than the illiterate during the day* (UPP: 240) [4]. All of them reveal the actualization of the attributive seme.

Designation of the subject by the pronoun *inside* are also widespread in proverbs (7 examples): *Inside is always worse* *than alien* (UPP: 198); *Inside man, if doesn't bite, will pinch* (UPP: 199); *Inside man is better than devil: though he overthrows, he does not oppress* (UPP: 199); *Inside man will shake his own over the vortex, but will not throw into the water* (UPP: 199); *Inside man sees his relative from afar* (UPP: 199, 327); *Inside man at least through people pokes disaster in the chest* (UPP: 199); *If inside man does not cry, he will at least grimace and make it easier* (UPP: 340) [4].

The peculiarity of this pronoun subject is that in all registered cases of use it demonstrates the actualization of the attributive seme affiliation, which outlines the limits of fairness of judgment. This is indicated by the regular presence of synonymous equivalents, in which the attributive seme is explicated in the form of the predicate of the subordinate conditional part: *If someone is inside man, he is always worse than alien man*; *If someone is inside man, if he does not bite, he will pinch*; *If someone is inside man, he is better than the devil: although he overthrows, he does not press.*

According to three examples of substantivized adjectives, there are subjects that characterize a person on the grounds of *arrogance, speed*: *Proud one is a brother of stupid* (UPP: 289); *Proud and stubborn are worthless* (UPP: 289); *The arrogant is a brother to foolish* (UPP: 290); *Quick one will not warm up place, and sitting man feels cold even in place* (UPP: 306); *The quick will not warm the place, and the lazy will not die in one place* (UPP: 306); *The quick will not warm the place, and the lazy die even on one place* (UPP: 114) [4].

In the above examples, the actualization of the attributive see is observed in the noun *quick*, which in compound sentences contrasts with other nouns to denote persons. This, in particular, confirms the presence of synonymous equivalents: *If a person is fast, he will not warm the place, and sitting and feels cold even sitting on one place*; *If a man is fast, he will not warm the place, and the lazy will not die in one place*; *If a person is fast, he will not warm the place, and the lazy will die even on one place.*

Two examples of substantivized adjectives have been recorded to denote persons who are carriers of the traits *timid, patient, full, hungry, sweet*: *Coward dies a thousand times, but brave only once* (UPP: 310); *Cowardly is afraid even of fleeing man* (UPP: 310); *Patient person starves to death* (UPP: 44); *The patient beats the strong* (UPP: 312); *The full does not understand the hungry, the old – the young, the rich – the poor* (UPP: 28); *The full is not a friend to the hungry* (UPP: 29, 332); *Hungry is not afraid even of a stick* (UPP: 43); *Hungry and the dog does not woof* (UPP: 43); *Dear girl has been crying for seven years for her dear one* (UPP: 164); *Cute and unwashed white* (UPP: 164) [4].

From the above list of proverbs, only the penultimate does not actualize the attributive seme, which is indicated, in particular, by the impossibility of transforming a proverb into a complex sentence with a contracted conditional part: *If a woman is sweet, she cries for seven years for her loved one*.

Substantiated adjectives, denoting the bearers of the signs of the *unbeaten* are used only once (*Unbeaten is silver, beaten is gold*) (UPP: 238), *sly* (*Sly, seeming wise, still is entangled in his webs* (UPP: 289), *capricious* (*Capricious only boils water* (UPP: 297), *envious* (*Envious dries up of someone else's happiness* (UPP: 298), naked (*Naked does not call the hungry* (UPP: 30)), *strong* (*Strong and rich are never guilty*) (UPP: 33), *stubborn* (*Stubborn is worse than a pig* (UPP: 295), *good* (*Good to hell for money* (UPP: 158), *angry* (*Angry is never full* (UPP: 268), *bald* (*Bald man sees another bald man from afar* (UPP: 158), *rescued* (*Rescued dies twice, but the unsaved only once* (UPP: 218), *drowning* (*The drowning man grabs a sword* (UPP: 367), *a horseman is not a comrade on foot* (UPP: 332). This also includes the example of the substantivized adjective (*Stinged by a snake is afraid even of rope* (UPP: 310) and ordinal number (*The first is incomplete, the second is incompetent, the third is weedy, the fourth – without a quarter, the fifth is without heel, the sixth – without honor, the seventh is the same, the eighth is short, the ninth is without a house, the tenth is with a mustache, give me away, my mother!* (UPP: 172) [4].

In all the above proverbs, except the first and last, we observe the actualization of the attributive feature, which limits the scope of fairness of the judgment that contains the proverb.

In addition to the designation of a person, substantivized adjectives in proverbs can also be a means of naming inanimate objects and abstract entities. The number of such word forms is relatively small – they are fixed in 17 proverbs. The most common are word forms that reflect their sign *own – alien*, it is fixed in five proverbs: *The own dear, though rotten* (UPP: 340); *The own is better than devil: though he overthrows, he does not oppress* (UPP: 340); *The own puts on feet, but the alien underfoots* (UPP: 340); *Own will follow even fist, but alien does not want to follow even soft roll* (UPP: 340); *Alien will bite in the ass* (UPP: 341). Slightly lower frequency is characteristic of word forms that reflect the opposition of *good* and *evil*: *Good is remembered for a long time, but bad for even longer* (UPP: 262); *Evil does not love the good* (UPP: 267); *Evil will not perish like oil on top of water, it will flow* (UPP: 267); *Evil will not die, although his happiness will leave* (UPP: 267). Other word forms of this group occur once: *Stolen first sweet and then bitter* (UPP: 303); *Taken by force is not useful* (UPP: 307); *Borrowed is not eaten, everything must be given* (UPP: 346); *The things belonging to rich and the lord will never perish* (UPP: 24); *Boyish – saddled, maiden – waited* (UPP: 154); *Judged – not spoiled* (UPP: 174); *Small is cute, but bigger – worse* (UPP: 194) [4].

5 Conclusion

Thus, the analysis shows that in the composition of proverbs, nouns in the nominative case get the ability to develop a determinant function. This property is inherent primarily in substantivized adjectives and is associated with the actualization of the attributive seme. The regularity of the processes of semantic “splitting” of the word into components shows certain symmetry of the laws of the language system. It forms the means of expression not only by condensing of semes, as demonstrated by the processes of substantivization, but also by disintegrating and actualizing of semes. The latter gives the word form rather exotic syntactic properties, which, however, are widely established in the Ukrainian paremy fund. Actualized attributive semes, acquiring determinant functions, serve as a means of limiting the scope of fairness of paremic judgment. Given the universal logical nature of this technique, we can assume its applicability to the formation of paremias in other languages.

Linguocultural analysis of paremias allows, on the basis of accumulated information of cultural and historical nature, to identify existing value-significant ideas of the ethnos, especially about man in the set of certain properties, qualities, activities, his attitude to the world, his understanding of important categories of the world. The relevance of the study is determined by the growing interest in studying the interdisciplinary problem of the relationship between language and culture, which in the last third of the 20th century led to the emergence of a new scientific paradigm – linguoculturology. In addition, the relevance of this area of research is due to the need to study the role of language in shaping the personality traits of a particular linguistic and cultural continuum, as well as insufficient study of language units such as paremia as a means of verbal representation of basic categories of the world, including the subject category.

The paper contains a description of the composition and semantic content of paremiological units within the linguistic and cultural approach. The role of paremiological formations in the categorization and representation of the psychophysical world of ethnocultural personality, as well as ideas about the spatio-temporal continuum is shown. Thus, the work makes a certain contribution to the study of the relationship between language and culture, in particular, secondary semiosis, the peculiarities of the formation of concepts that reflect the content and cultural and historical connotations of paremiological meanings.

The study shows that man in the categorization and conceptualization of the real world historically appeals to a wide range of linguistic means, acting as a secondary nomination of objects, phenomena of the real world, that determines the need for further deepening of studies in this field.

The limitations of presented study include small size of the considered samples, while the main limitation still is the narrow focus on one language of non-international nature and the absence of comparisons. However, the scope of article did not allow conducting full-fledged comparative study, thus it will be the topic of our further studies in the field.

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PECULIARITIES OF THE FUNCTIONING OF METAPHORS IN THE TEXTS OF THE INTERNET PUBLICATION “UKRAINSKA PRAVDA”

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Abstract: In the article, to study metaphors in the language of the online publication “Ukrainska Pravda” in the early 21st century, method of observation and descriptive method are used as the main ones. At different stages of the research, the method of functional analysis was applied, which became the basis for determining the semantics of words and stylistic load of lexical units. Modern texts of the online publication “Ukrainska Pravda” often contain metaphors associated with the emergence of different types of transmission. The analyzed nominations make it possible to reproduce people's appearance, character traits, behavior, etc. clearly, vividly, emotionally, serve as a productive means of disguising information and reveal deep psycho-emotional content. It is worth noting that the negative connotation mainly applies to famous politicians, oligarchs, parliament members, celebrities of show business, and so on. Often analyzed tokens vulgarize the text. Although the metaphor is a widely studied layer of lexicology, stylistics, new formations need to be studied in detail. We consider the study of groups of metaphors in other mass media to be promising, and their study will make it possible to comprehensively study the processes of metaphorization in the language of the media.

Keywords: Language of mass media, Lexical and semantic processes, Metaphor, Online publication “Ukrainska Pravda”, Stylistic role.

1 Introduction

The use of metaphors in the texts of newspaper periodicals, their types, directions of metaphorization and meaning - a topical area of modern linguistic studies. Metaphorical transfers in language are subject to rigid laws and occur in certain directions from one semantic sphere to another. V.G. Gak remarks: “Metaphor is a universal phenomenon in language. Its universality is manifested in space and time, in the structure of language and in its functioning. It is inherent in all languages and all epochs; it covers various aspects of language and is manifested in all its functional varieties” [6, p. 11]. The formation of metaphors reflects the picture of the world of native speakers, the concepts of which constitute a certain system, hierarchy, and, consequently, the process of formation of metaphorical meanings is subject to this system. This means that metaphorical transferences are grouped into certain types, forming a hierarchical system of regular directions of metaphorization.

In the article, for the study of metaphors in the language of the online publication “Ukrainska Pravda” of the early 21st century, method of observation and descriptive method were used. At different stages of the research the method of functional analysis was applied, which became the basis for determining the semantics of words and stylistic load of lexical units.

2 Materials and Methods

Linguistic scientists call this type of metaphors in different ways: zoomorphic, zoonymic, zoometaphores; in our opinion, they all reflect the essence of the denoted phenomenon and can be used as synonyms. Many researchers studied metaphors in the vocabulary of languages [13, 14, 17, 19, 20, 21, 23, 25] and zoometaphor in particular [7, 15, 16, 18, 24].

Researchers present their classifications, describe different groups of metaphors, for example, F.A. Lytvyn distinguishes between the existence of two terms: zoonym (zoosemism) as a genus and zoomorphism (zoomorph) as a species. The zoonym means the name of the biological animal on the basis of which the metaphorical meaning develops. Zoomorphism (in ancient religions – the image of the gods in the image of animals) acts as a figurative characteristic of man [10, p. 81].

Most, if not all, zoonyms can be used for figurative characterization and social evaluation of a person on certain traits and properties. This is quite natural, because animals that have their own habits, represent the closest environment of man. That is why zoosemantic metaphors are often used to express certain social types and standards of human behavior, with their help one can assess both the external features of man and his internal properties.

Some aspects of the use of metaphors of this type in the texts of Ukrainian newspaper and magazine periodicals are considered in [1-3].

3 Results and Discussion

Emphasizing the functional parameters, there are reasons to identify several subgroups of zoomorphic metaphor, attested in the texts of the famous online publication “Ukrainska Pravda”. At the heart of these formations, we distinguish various semantic modifications:

1) The name of the animal → similar in character, behavior, intellectual development of man. The studied material made it possible to distinguish the following subgroups:

a) Zoometaphors with the names of animals. Such language units give additional characteristics to a person, in particular, in relation to his external signs, age, peculiarities of behavior, etc. Among them, we fix the following tokens:

- *pig*, e.g.,: “*Kyivzelenbud launches “Pig at the wheel” campaign*” (general) (Ukrainska Pravda, March 23, 2010); *Kivalov called journalists and political scientists pigs* (general) (Ukrainska Pravda, January 25, 2007). The Great Explanatory Dictionary of the Modern Ukrainian Language offers the token *pig* in the following meanings: “1. An even-toed ungulate mammal of the pig family, the species of which is bred for meat, lard, bristles, skin; female boar. 2. Figurative: Sloppy man // Dishonest, rude, ungrateful man. 3. The order of formation of troops in the form of a wedge. 4. The kind of card game” [9, p. 1106]. Journalists in the materials call *pigs* drivers who litter the car window on the road. The politician Kivalov, in turn, called with this word political scientists and journalists who provide unreliable, distorted information. We come across an example: *A pig for Yanukovych. Produced on Bankova* (general) (Ukrainska Pravda, March 4, 2004), which actually means the meaning recorded in the dictionary to put a pig to harm someone, to act insidiously against someone [9, p. 1106]. Thus, in the language of modern mass media, the analyzed token refers not only to untidy people, but also to those who tell and write lies. Let us note that the metaphor used in the given context of the pig has expanded its meaning compared to those presented in lexicographical works. The authors thus negatively characterize the heroes of the publications, mainly by their behavior, emphasizing this mostly in the headlines of the publication.

- *a monkey*, for example: *Tymoshenko compared Yanukovych to a monkey* (Ukrainska Pravda, 24.24.2010), noting that she has not considered him a politician for a long time, that he is uneducated, has lost his authority, etc. Although the Great Explanatory Dictionary of the Modern Ukrainian Language gives only the following meanings: “1. A highly organized mammal of a number of primates, which is closest to humans in body structure. 2. Figurative: About a person who blindly imitates other people's habits, actions, etc. 3. Figurative, Despised. About a very ugly person” [9, p. 502]. In the analyzed context, it is about an uneducated person who has lost credibility and does not fit the position.

The phrase “a monkey with a grenade” with the meaning “a person who has something dangerous but does not know how to handle it” has become popular in the language of “Ukrainska Pravda”. In the language of the online edition “Ukrainska Pravda”, journalists compare not only with the person, but also with the country, political party, etc., cf.: Tymoshenko: “*My judge is a monkey with a grenade*” (Ukrainska Pravda, July 29, 2020); *Monkey with grenades: how Ukraine from the “Upper Volta with missiles” turned into a country without missiles* (Ukrainska Pravda, 05.12.2020); *Yatsenyuk compared the Party of Regions to a monkey with a grenade* (Ukrainska Pravda, August 23, 2011).

When journalists describe politicians, they even present transformed versions, so they call the President of Belarus not only a stupid monkey, but also with a lot of fears, cf.: *Vadim Prokopyev: Lukashenko is a great stupid monkey with a lot of fears* (Ukrainska Pravda, 04.08.2020), and politician Yulia Tymoshenko calls competitor a monkey with a banana, but not in order to reproduce the direct meaning, but rather to emphasize short-sightedness, hopelessness, etc., cf.: *Tymoshenko considers her competitor a monkey with a banana* (Ukrainska Pravda, 11.12.2009). In addition to the fact that such phrases characterize individuals, in this case politicians, negatively, they give the journalism an emotionally expressive color.

- *a horse*, for example*: Poroshenko warned Europeans about the Kremlin's “Trojan horse”* (Ukrainska Pravda, August 10, 2018).

Although the mentioned dictionary gives three meanings: “1. A large domestic ungulate animal that is used to transport people and goods. 2. Chess piece with the image of a horse's head. 3. Leather upholstered log on four legs for gymnastic exercises; mare” [9, p. 430]. In the online edition “Ukrainska Pravda”, the authors of the token horse use the Trojan horse in the phrase, which means a mythical building in the form of a horse, with which the Greeks cunningly won the Trojan War. In a figurative sense – cunning actions, insidious means of struggle [4]. It is figuratively used by journalists, cf.: *In Russia, it was stated that the Pentagon is preparing a “Trojan horse”* (Ukrainska Pravda, March 2, 2019).

- *mare*, e.g,: *Where will the lame mare of the opposition take us?* (Ukrainska Pravda, April 23, 2010); *Position is as the light bulb for Yatsenyuk. Deputies cannot decide on a mare and a cart* (Ukrainska Pravda, October 29, 2018).

Lexicographic work gives the meaning of the token: “1. Female stallion; foal. 2. Figurative, Vulgar. About a high-cut fat woman. 3. The same as a horse. 4. In pre-revolutionary Russia – a bench on which convicts were physically punished” [9, p. 437]. In online publications, the *mare* is called the opposition, but with a sign of weak, calling them lame. In the second sentence, the author obviously uses the transformed compound *old mare for the new cart*, which indicates the inconsistency of the old to the new. In this situation, it is a question of compliance with the position of Arseniy Yatsenyuk and uncertainty of people's deputies in certain priorities.

- *stallion*, e.g.: *The country needs a new stallion: the heroes of the Game of Thrones are “going” to the polls* (Ukrainska Pravda, October 19, 2015). In the dictionary, the token has two meanings: “1. Male mare. 2. Figurative. About a man who resembles this animal in some way” [9, p. 274]. The publication is about the person the country needs for effective and efficient governance, it is about youth, education, ambition, fullness of strength and more.

- *dog*, for example: *Kuzma Scriabin: “I am a dog who does not want to and does not jump on others*” (Ukrainska Pravda, August 6, 2008). Dictionary of the Ukrainian language in 11 volumes gives only the token of the male “female, dial. Vine basket” [5 IV, p. 200]. We consider the token *dog* Russianism, in the Ukrainian language there is a corresponding *mammal (mammals)* – “A class of highly organized animals of the vertebrate subtype, whose owls feed the baby with their milk” [9, p. 1184]. In the analyzed sentence, the well-known phrase “Dog female does not want, dog male does not jump” is transformed. The author of the words, using Russianism and transforming phraseology, gave the expression an expressive and emotional color. Russianism stands out against the background of Ukrainian words, giving the expression vulgarity, looseness.

- *a goat*, for example: Lukashenko accused Yanukovych of lice, and called Barroso a goat (Ukrainska Pravda, April 26, 2011).

The following values of the analyzed token are recorded: “1. Wild ruminant of the hollow horn family living in the mountains. 2. The same as a goat” [9, p. 438]. In the online publication “Ukrainska Pravda”, the author uses a token meaning: “Figurative About a man who resembles this animal in some way” [9, p. 274]. The publication talks about a person who is not needed by the state and the world because of inefficiency or a different position than other politicians, it is about respectable age, poor education, unscrupulousness, lack of strength, and so on. Ukrainian networks often give the phrase old goat, noting the age characteristics of the person. In “Ukrainska Pravda”, we did not notice this phrase in a figurative sense. But in previous years, the authors of the publications compared the former Minister of Education Dmytro Tabachnyk with this animal, cf.: *Tabachnyk will be greeted “with a goat” on the day of knowledge. Actions entitled “From the Tabachnyk of Reforms Like Goat's Milk” are planned in Kyiv, Donetsk, Cherkasy, Drohobych, Lutsk and Vinnytsia* (Ukrainska Pravda, August 29, 2011). Dmytro Tabachnyk's reforms in education are also described as ineffective. In addition to the expression “goat's milk”, the Ukrainian language also uses a phrase-synonym as “milk goat”, so they say about a person in any case completely useless, who vainly takes a place of work and so on.

Continuing the theme: “Tabachnyk is a *goat*”, the authors of “Ukrainska Pravda” continue the theme of the then President Viktor Yanukovych, cf.: *for Yanukovych, a goat was brought to the Bankova – in memory of Tabachnyk* (Ukrainska Pravda, September 1, 2011).

There is a connection in the subject of show business. Actress Nina Matvienko describes her ex-husband as follows, for example: “*Like a goat's milk*”: Nina Matvienko admitted that she divorced her husband after 50 years of marriage (general) (Ukrainska Pravda, November 1, 2021).

- *dinosaur*, e.g.: *Harry Kasparov: Putin's Russia is a dinosaur with a huge body and a small brain* (Ukrainska Pravda, 08.02.2021). Comparison with the “giant plant reptile of the Mesozoic era” [9, p. 222] is applied for President of the Russian Federation Vladimir Putin by Soviet and Russian chess player, world chess champion, chess writer and politician Harry Kasparov. Chess player compares both physical and mental properties. Dinosaurs in the imaginary native speakers are sluggish, cumbersome, sprawling, cold-blooded, though large in size, but are distinguished by special mental abilities.

- *calf*, for example: *“Gentle calves” in a gas store (general). Of course, the role of “gentle calf” for the president is not difficult. But where will he get the same gentle “mothers”, except for payers of utilities, all sorts of tariffs and taxes?* (Ukrainska Pravda, September 25, 2009). The token does not pay so much attention to the meaning: “Baby cows // Baby moose, deer and some other large ungulates. 2. Figurative., in speech, despise. About the young. Inexperienced or clumsy // About someone who has a calm disposition; humble” [9, p. 1237], but rather functions on the background of the transformed compound *gentle calf suck two cows* (*humble calf suck two tits*). Its meaning is very simple: an obedient calf in one cow stood, the udder sucked. Then, as if by accident, “shyly” approached another cow, stood, stomped on the ground, rubbed and is already near the other udder. Figuratively speaking, the proverb says that people skillfully avoid conflict, wisely use their ability to delicately negotiate with anyone and find their benefit everywhere. In the publication “Ukrainska Pravda”, the author compares the President of Ukraine with an animal, but will the payers for gas and utilities in general be humble “calves”?

- *bull*, for example: *Straw bull in "Minsk Trap"* (Ukrainska Pravda, October 12, 2017). In the Great Explanatory Dictionary of the Modern Ukrainian Language, the token *bull* is interpreted as: "1. Large domestic animal, male cows. // Male of some breeds of wild cattle. 2. Name of the workforce; ox. 3. pl. <•••> Name of a subfamily of large ruminant mammals, which includes tur, bison, bison, buffalo, etc." [9, p. 77], but the online publication "Ukrainska Pravda" mostly gives the phrase *straw bull*, which in Ukrainian folklore is a character of the fairy tale of the same name. A toy figurine of a small bull or calf is made of straw and tarred. According to the content, made by grandfather as a toy to amuse grandmother; became a trap for forest animals, forced them to bring great wealth to grandparents. In fact, the hero serves as a talisman and amulet of the family, brings happiness to all. It is a manifestation of animistic beliefs associated with sacrifice. It is similar to the straw goat in the Scandinavian countries, which, according to pre-Christian beliefs, brings protection and happiness at Christmas. Among the world's analogues, there is the ritual of the Indian kondga caste, according to which the best bull was sacrificed to the field in the spring. The first Ukrainian cartoon, The Tale of the Straw Bull, was created based on a story about a straw bull. Cf.: *The hybrid war breeds a straw bull* (in general) *In the Russian-Ukrainian war, Ukraine is increasingly playing the role of a fairy-tale character, in which aggressive neighbors are tightly imprisoned. And for Ukrainians it is no longer very important whose plan it is. Important is what are its consequences?* (Ukrainska Pravda, December 11, 2009). The author compares Ukraine to a fairy-tale hero during a hybrid war in which aggressive neighbors, the Russian Federation, are involved.

- *a lioness*, for example, *Tabachnyk says that when he spoke about the "socialite lioness", he did not mean Sobchak* (Ukrainska Pravda, December 28, 2013). In the dictionary, lioness meabs "female lion" [9, p. 482], lion "1. Large carnivorous animal of the feline family with short yellow fur and long lush mane in males // Sculptural image of this animal // Figurative. About a very brave, fearless person. 2. Figurative, old, and irony. A person who attracts attention with fashionable clothes, manners, etc." [9, p. 482]. In the online edition "Ukrainska Pravda", the analyzed token is mostly used in combination with the adjective *socialite*. We conclude that in media texts the token *lioness* functions in the second sense, if addressed, it is "a young woman who attracts attention with fashionable clothes, manners", etc., being at social events, which are mostly famous actors, politicians, writers, businessmen, etc.

- *a cow*, e.g.: "*Whose cow would moo*": *Lukashenko stated that Zelensky had lost the trust of the people* (Ukrainska Pravda, November 13, 2020). The dictionary records: cow "1. Large even-toed ungulate domestic dairy animal; female bull // Female of some breeds of cattle (elk, deer, etc.). 2. Figurative, Despised. About a clumsy, fat or stupid woman" [9, p. 456]. In the language of the journalistic publication, the author calls the *cow* the President of Belarus Alexander Lukashenko, who, criticizing the President of Ukraine Volodymyr Zelensky, forgot about his "authority" in the country. Again, the use of the token *cow* is a consequence of the transformed Russian compound "Whose cow would moo, and yours would be silent", which means the requirement to remain silent, stop talking to an incompetent person, and may be a requirement not to blame others for those shortcomings that the speaker himself has: it is not up to you to judge, to speak (it is said in response to the accusations of someone who has denied something, defiled himself).

Such tokens vulgarize socio-political texts, but at the same time give the expression of simplicity, accessibility, and emotionally expressive color.

- *a sheep*, for example, *A pigeon that is disgusted, and a "stupid sheep". How is the big information war of PR people against journalists going on* (Ukrainska Pravda, August 20, 2019). The mentioned dictionary captures the meaning of the analyzed token: "1. A small pet that provides wool. Meat, milk; female sheep. 2. Figurative, Despised. About a humble, timid person" [9, p. 123]. In the language of Ukrayinska Pravda, the token *sheep* is mostly used with the adjective stupid, cf. *Maksym Buzhanskyi, a deputy from the Servant of the People, called Novoye Vremya journalist Olga Dukhnych a "stupid sheep"* (Ukrainska Pravda, August 20, 2019). For the most part, the authors negatively characterize journalists, politicians, etc., conveying contempt for the people in question.

- *fox*, for example, *Budget 2019 for farmers - a continuation of the fairy tale "Fox and Crane". What should be the "agricultural budget" for 2019?* (Ukrainska Pravda, October 19, 2009). The author compares the budget for farmers (fox), which offers subsidies to cranes (farmers), as if given, but cannot be used. This is based on the story "The Fox and the Crane": at first the fox invited the crane to a party, but decided to cheat – she spread the porridge on a plate so that the guest could not eat it. Then the crane invited the fox to visit and decided to repay her – he poured porridge into a jug with a narrow neck. The fox tried to reach the porridge and got stuck. Explanatory dictionary, in addition to the meanings: "1. A female fox. 2. Figurative. The same as the fox. 3. Frozen pattern on the window panes or frozen part of the window pane. 4. only plural, dial., Various types of wooden devices, vices, etc." [9, p. 486], does not fix other variants of meanings when it is a question of "the person who by tricks, lies, unreliable information substitutes others".

We come across in the language of "Ukrainska Pravda" the token *fox* (diminutive): *Yushchenko painted Tymoshenko a fox with "sly eyes and teeth". So, while Viktor Andriyovych was listening to her, in the meantime, he drew a fox with a big tail on a piece of paper, such a mouth – with a smile, with teeth, such eyes - cunning "*(Ukrainska Pravda, September 23, 2010). Victor Yushchenko compares politician Yulia Tymoshenko to a fox, given her intrigues in the socio-political sphere, Ukrainian politics in general.

- *ram*, e.g.: *About us – rams and new gates* (Ukrainska Pravda, 23.11.2021). Although the token *ram* in the language of "Ukrainska Pravda" functions in the third sense: "1. Male sheep. 2. Wild herbivore with long hair and curved horns, living in open mountainous terrain. 3. Abusive: About a stupid weak-minded person. 4. Everyday speech: Crest of snowdrifts, ice // Meaty middle of watermelon" [9, p. 37], but at the same time it is transformed from an idiom as a *ram* to a new gate (usually in combination with verbs - looks or stares) is well known and used. This is usually said of a person who is stunned by what he saw, which was something very unexpected for him. Also, this idiom is used to describe a not very intelligent person who is slow-thinking, stupid, uneducated. There is a belief among people that sheep are such stupid animals that they do not even recognize their own yard, if a new gate is installed, they look at them in surprise, afraid to enter. This article deals with the associations that arise when analyzing the state of affairs around the mass debate on the future, prosperous, dreamed of Ukraine.

b) zoometaphors with the names of birds that characterize the behavior of persons, in particular, the unpredictable behavior of the Russian leader, political activity, etc.:

- *hawk*, e.g.: *Kremlin hawks can give the command to shoot down drones - Russian media* (Ukrainska Pravda, January 29, 2018).

Although the dictionary gives only the direct meaning of the token: "A bird of prey with a short hooked beak, sharp curved claws, found in different parts of the world" [9, p. 1425], but in our example this bird is compared to the predation, hostility of Russian politicians. And because of the bird's appearance, journalists call it helicopters, cf.: The Taliban reportedly published photos of US Black Hawk military helicopters, but Sullivan said the Black Hawks were handed over to the Afghan National Security Forces so they could defend themselves, not the Taliban (Ukrainska Pravda, August 18, 2010).

In addition to the token *hawk*, the word *dove* is used in one sentence, e.g.: But power is heterogeneous. And it has different currents and wings. As each team has its "pigeons" and its "hawks", so they are in the support group for Yanukovych (Ukrainska Pravda, November 13, 2018). The authors thus emphasize that a political force has members of a team of polar views and different behaviors. The glossary gives several meanings of the token pigeon: "1. A bird of a number of blue-like with multicolored feathers and a large ox. 2. Everyday speech. Gentle name of a man. 3. old. Decoration made of paper, wax or other materials that has the appearance of such a bird. // Product from the dough in the form of such a bird" [9, p. 190]. In the analyzed example of the token, the dove characterizes the party member as an obedient person, one who listens to the opinions of others, shows a kind attitude to like-minded people.

- *crow*, e.g.: "*White crow": how individuals survive in the team* (general) (Ukrainska Pravda, 23.09.2021). The token *crow* is often used with the adjective *white*. The dictionary gives the following meanings of the token: "1. A bird of prey with black or gray feathers that lives in trees near settlements. 2. Figurative sense, despised. About an inattentive person; gava, yawn" [9, p. 158]. And in combination with the adjective, such a phrase *white crow* denotes a person who differs from others in behavior, attitudes, attire, and so on.

In the language of the online publication "Ukrainska Pravda", we come across the phrase *black crow*, for example: *"Black Crow" as a cure for the syndrome of acquired Little Russia* (Ukrainska Pravda, 19.09.2020). In the mentioned lexicographical work, crows: "1. A large bird of prey with shiny black and blue feathers that lives away from homes. 2. Kind of a game in which the attack of a crow on chickens is imitated, which is protected by a hen" [9, p. 158]. In the analyzed sentence, the author mentions the book of the same name by Vasyl Shklyar, also named the main character Ivan Chornous at his place of residence. He hid in the woods, secluded and careful. Namely on these characteristics, the hero of the book received such a nickname. In the following sentence, the candidate for leadership evaluates himself not as a white crow, but as an owl, cf.: *Candidate for DBR leader Mathios: I am not a "white crow", I am an owl* (Ukrainska Pravda, August 4, 2021). Here the token *owl* characterizes a person as one who does not stand out among others, who will be equal among subordinates. The dictionary gives two meanings of the word: "1. A nocturnal bird of prey with a large round head, large eyes and a short hooked beak. 2. About a person whose period of creative activity falls on the afternoon and evening" [9, p. 1157]. In the second meaning the token *owl*, we fix in such sentences, cf.: *13 reasons why to be a "night owl" is harmful* (Ukrainska Pravda, May 27, 2018); *Not a lark, but an owl? The reason may lie in a gene mutation – scientists* (Ukrainska Pravda, 04/15/2017). As an antonym to the word *owl*, the token *lark* is used, for example: *Scientists: "lark" people get tired faster, and "owls" snore more often* (Ukrainska Pravda, October 23, 2021). In the language of the publication "Ukrainska Pravda", we fix a figurative meaning: "About a person whose phase of the highest physiological activity occurs in the first half of the day" [9, p. 271]. Sometimes, we come across a token in the literal sense: "Field or steppe songbird of a number of sparrows" [9, p. 271], cf.: *Ed Sheeran's concert in Germany moved to another city for the sake of larks. The organizers of the concert of famous British pop star Ed Sheeran moved his performance to another city so as not to harm the larks* (Ukrainska Pravda, March 7, 2018).

- *eagle*, e.g.: *A rare eagle was found in the Chornobyl zone. Dwarf. A rare dwarf eagle was spotted in the Chornobyl Reserve near the abandoned village of Benivka* (Ukrainska Pravda, April 21, 2021). The online publication gives a token in the literal sense: "1. A large bird of prey of the hawk family, found in the mountains or steppes of different parts of the world" [9, p. 679]. The token has a figurative meaning recorded by the dictionary: "3. About a strong, courageous man" [9, p. 679]. In the language of the Ukrainian online edition, we come across mainly the word *eagle* with the adjective *young*, naming the so-called rector, businessman Mykhailo Poplavsky, cf.: *Vynnyk, Bobul or "Young Eagle": The network is looking for a new Eurovision contestant; "Young Eagle" Mykhailo Poplavsky leads a very rich and active life, the brightest moments of which he captures in his photo blog* (Ukrainska Pravda, August 21, 2017); On November 28, on his birthday, the legendary "Young Eagle" presented a fresh author's book "Rector" at the Warsaw University of Management, which he dedicated to the 25th anniversary of the head of the country's top art university. This was reported by the Polish news agency Centrumprasowe (Ukrainska Pravda, November 8, 2021). Although the secondary nomination appeared by analogy with the hero of the song "Young Eagle", performed by Mykhailo Poplavsky. In this way, journalists somewhat ironically reproduce the situation, given the vocal "abilities" of the performer.

The token *chicken* has fixed meanings: "1. Poultry, which is bred for meat and eggs; female rooster. // Meat of this bird. 2. Chicken dish. 3. Special. The common name of birds of the chicken family" [9, p. 474]. In the language of Ukrayinska Pravda, journalists called the well-known politician Volodymyr Lytvyn a chicken, describing him as one who, for his own benefit, agreed to unite politically, even with his opponent. The author gives the token *chicken* in the connection *chicken-Lytvyn*, cf .: *Chicken-Lytvyn, which is rowing from itself, ready to unite with Yushchenko* (Ukrainska Pravda, 02.02.2011).

An analyzed token with the adjective fool is recorded, e.g.: *We will put up with what we have, just so that nothing worse happens. And seemingly chasing all the screensavers, we will invariably continue to forgive ourselves for all the "extortions" of power. After all, those who do not take care of themselves are only a stupid chicken robs himself. And even then, digging in the rake* (Ukrainska Pravda, 02/01/2012). Stupid – "1. Mentally limited, stupid // Mentally limited, stupid person. Unintelligent, unpredictable, unpredictable. // Everyday speech. Stupid, uneducated, naive (translated about young people and young creatures)" [9, p. 252]. The phrase *stupid chicken* describes a person who does not use his participation in power for his own benefit.

The token *crane* in the language of online publications is used as a secondary nomination for the name of a group led by criminal authority Viktor Zhuravl, for example: *"Vikha" or "Crane": Avakov told about 13 new detainees due to the shooting in Brovary. Avakov's direct speech: "Brovary: 13 more people were detained in Kyiv, Brovary and Irpen, led by the criminal authority "Vikha" or "Crane"'* (Ukrainska Pravda, June 2, 2020). In this case, the name of the group does not come by analogy with the bird. The meaning is transformed as follows: "bird's name → last name → group name".

c) zoometaphors with the names of fish that constitute a quantitatively limited group. In the studied texts, the secondary nominations of the analyzed variety are represented by tokens:

- *pike*, e.g.: *Poroshenko, Crab and Pike, or who is superfluous in the CEC* (general). *At least once at the session, Speaker Andriy Parubiy announces that it is time to renew the Central Election Commission, faction leaders say it is "really time", candidates are introduced, lists are announced, political quarrels flare up and fade away*… (Ukrainska Pravda, July 5, 2018); Swan, Pike and Cancer of President Zelensky's Judicial Reform (Ukrainska Pravda, January 16, 2020). The secondary nomination is formed from the *pike* – the hero of the fable, which pulls into the water, it is arbitrary, original. And clutter does not bring the desired result. Thus, the authors of the publications ridicule selfish people who do not show the traits of unity for a positive result, but only for their own benefit or the interests of a group of people.

d) zoometaphors with the names of mollusks. In the analyzed journalistic texts, the token *snail* was found, which according to the meanings: "1. Zool. The mollusk, which has a turtle, moves very slowly and lives in the swamps. 2. Old. The genus of leather posts" [9, p. 1010]. E.g: *All "snails" were released on bail of deputies (*general*). If the participants moved quickly, they would not get into trouble* (Ukrainska Pravda, June 12, 2015). The publication is about the participants of the event, who are characterized by their movement – very slowly.

e) zoometaforms with the names of insects with a negative second meaning, fixed by the dictionary – *drone* – "1. A male bee that does not work. 2. Figurative, everyday speech: A person who lives at someone else's expense, someone else's work; idler; parasite" [9, p. 1273]. E.g.: *These "orange drones" will bring us all to disaster!* (Ukrainska Pravda, June 7, 2016). The token *drone* in the language of Ukrainska Pravda is used with the adjective *orange*. The analyzed sentence refers to lazy, unprofessional politicians who came to power after the events of the so-called Orange Revolution.

The token *bdzhilka* (*little bee*) is derivative of the *bee* – "1. Honey insect that collects honey nectar and processes it into honey" [9, p. 39]. In the publications of Ukrayinska Pravda, the word is not used to mean "about a hard-working person", as journalists call the singer Alina Grossa, who sang the song "The Bee" at a young age. For example: *"The Bee" is no longer the same: Gross sang her childhood hit in the style of hip-hop* (Ukrainska Pravda, June 7, 2016); *26-year-old Alina Grosu decided to give new life to her children's hit "The Bee"* (Ukrainska Pravda, June 20, 2018); *It turns out that the most famous "bee" of the Ukrainian stage, singer Alina Grosu is madly afraid of bees, and she still can't ride a bike. The artist named 12 little-known facts about herself, two of which are false, in her Instagram* (Ukrainska Pravda, January 20, 2022). The meaning is transformed: "the name of the bird→ the name of the song → the name of the singer".

2) the name of the group of animals, birds → the name of the group of people:

- *pack*, e.g.: *Wolf pack OASK. One evening in the life of scandalous judges* (Ukrainska Pravda, February 5, 2021); *A pack of Enkavedists burst into the apartment and rummaged around the house, sorting through every piece of paper, flipping through every book, confiscating the family archives, father's awards and diplomas. The search lasted until the morning* (Ukrainska Pravda, February 4, 2021).

In the language of "Ukrainska Pravda", the token *pack* – "1. A group of birds, animals, fish, etc., held together 2. Figurative. A crowd of people united by a common idea, a common occupation. 3. Figurative., despised. A group of people who carry out shameful activities; gang" [9, p. 359] – are used mainly in the third sense, where there is a clear contempt for those in question: dishonest judges, law enforcement officers of different years, and so on.

Close in meaning is the token *herd* – "1. A group of animals (predominantly of one species, age, etc., united for a specific economic purpose (for keeping, feeding, fattening, etc.) 2. The total number of farm animals of the same species. 3. Figurative, despised: About a large, usually disorganized group of people" [9, p. 1186]. In the language, online publications use a token in the third sense, especially for voters and political parties:

- *herd*, for example: *From the "herd of voters" to the people* (Ukrainska Pravda, November 15, 2018); *Who here is a xenophobe, or "herd of bloodthirsty baboons"* (general). *The European Parliament decided to call on "pro-democracy parties in the Verkhovna Rada not to cooperate, support or form coalitions" with the Svoboda party, recalling that "racist, anti-Semitic and xenophobic views contradict fundamental EU values and principles". This amendment of the Bulgarian socialist Christian Vigenin was supported by the majority of deputies* (Ukrainska Pravda, December 20, 2016)

We record the use of the token *herd* – "1. A group of ungulates (horses, deer, camels, etc.) // Clusters of fish, marine animals. 2. Figurative, everyday speech: About a large, usually unorganized group of people" [9, p. 1227], in particular in the second meaning of the special unit "Golden Eagle":

- *tabun*, for example: *The war has finally begun. No laws are in force anymore. An hour ago, I filmed the distribution of grenades to the Berkut tabun, approximately 20, on my mobile phone* (Ukrainska Pravda, 19.01.2014).

Most of the above mentioned nominations with figurative meanings are to convey an additional negative and emotional connotation;

3) the name of the animal body part → the nomination of the human body part. This area is implemented by the language units 'certified' in the Ukrainska Pravda online publication:

- *fangs*, e.g.: *Her whole body is covered with tattoos. Maria implanted fangs, as well as titanium plates in the forehead and temples in the form of horns, according to TSN. "The horns on her head are a symbol of strength and were inserted without anesthesia", she boasts. – I made fangs because I loved vampires as a child. I also changed the color of my eyes to the one I always wanted". So far, her transformation is not complete: Maria wants to put implants on the back of her head* (Ukrainska Pravda, September 27, 2019). The analyzed word in the literal sense, although it functions to denote human teeth, is connected only with a certain variety of them: "Fang. 1. Tooth between incisors and pre-root teeth in each half of the upper and lower jaws of humans and mammals" [5, IV, p. 15]. In addition, the Dictionary of the Ukrainian language gives another meaning of this token: "2. Large tooth protruding from the mouth (in some mammals); tusk" [5, IV, p. 15]. We believe that the linguistic unit of the secondary nomination of the canine, used in the above sentence, is formed on the basis of the second meaning and denotes artificial teeth that stand out against own teeth. In this case, denoting the external signs of man, it denotes an additional negative connotation.

4) the name of the animal's home → the name of the place of residence of the people:

- a *nest*, for example: *Singer Alina Grosu, who seriously thought about the family nest and children, bombarded the network with candid photos in an unusual way. The singer posed in a corset and with extended hair, pretending to be a doll* (Ukrainska Pravda, February 3, 2022); *Ostapchuk and his happy wife announced the creation of a family nest* (Ukrainska Pravda, September 20, 2021); *The woman who broke the Symonenko family nest then?* (Ukrainska Pravda, January 31, 2019). An online publication usually captures the analyzed token with the adjective *family*. The phrase is mostly positive, associated with comfort, tranquility, family warmth, although used in the context of negative characteristics.

The dictionary gives the token *gnizdechko* as a diminutive-pestle form to the nest – "1. In birds – arranged or adapted place for laying eggs and hatching chicks. 2. Figurative. Hearth; home. despised A place where people with criminal and other bad intentions gather" [2, p. 186]. In the sentences given above, the token is used with the second fixed value. The following examples from the language of the online publication "Ukrainska Pravda" are highlighted by the negative connotation of politicians, celebrities who have huge fortunes that are not always legally acquired, cf.: *Another member of the "family nest" Pshonka received a "warm" place* (Ukrainska Pravda, December 20, 2016); *Nest for $1.65 million: Penetieri sells the house where she lived with Klitschko* (Ukrainska Pravda, August 10, 2018); *About 20 deputies have their "nest" in Turkey* (Ukrainska Pravda, June 7, 2015); *The issue of not-so-clean relations between Deputy Prime Minister Oleksandr Vikul and some local media seemed to have a point of no return. After all, to save the image of the high-ranking official, who relatively recently changed the Dnepropetrovsk nest to the capital, a lot of energy has been thrown. First of all, Vilkul himself admitted on Facebook that this was a mistake of his press service* (Ukrainska Pravda, September 5, 2018).

It is worth noting that the use of the token *nest* by Ukrainska Pravda journalists has been going on for years, i.e., we are tracing the longevity of trends.

We fix the word *kublo* as close in meaning – "1. Deepening in the ground, often under the roots of trees, where animals and reptiles live and breed; den. 2. Figurtive., everyday speech: Human housing; House. 3. Animals of one offspring; brood. 4.

Place of concentration, refuge of anti-social or immoral criminal elements // despised. A group of people engaged in anti-social or criminal activities; flock" [9, p. 470]. Examples from the texts of "Ukrainska Pravda" use the token *kublo* with a negative, contemptuous assessment of politicians of different years of government:

- *kublo*, e.g.: "*Opposition kublo" is preparing a lawsuit. Ukrainian culture goes on the asphalt* (Ukrainska Pravda, March 13, 2019); *Tymoshenko's Committee is trying to dissolve the parliamentary "kublo"* (Ukrainska Pravda, March 30, 2017); "*Today, betrayal has become a key feature of the Verkhovna Rada. The parliament has become a hotbed of political corruption", the document reads. The blockade of the Kuchma kublo will continue. Yushchenko is preparing to make his diagnosis public* (Ukrainska Pravda, December 8, 2016).

In some places, we record the use of the token *lair* – "Deepening or other place in the ground where the animal lives // Poor housing or human bed" [9, p. 489]. The authors of "Ukrainska Pravda" denote the lair of enemies or various ideological groups:

- *lair*, for example: President of the Czech Republic: civil war in Ukraine, Maidan – "lair of Bandera" (Ukrainska Pravda, August 27, 2018); Russia's invasion of eastern Ukraine remains a serious risk, so it would be desirable for NATO to take "precautionary measures". Kuchma is not going to go to the lair of enemies… does not plan and did not plan to visit Lviv on December 19 (Ukrainska Pravda, December 16, 2019).

5) actions of animals → actions, processes performed by humans, in particular:

- *to scatter*, which transmits movement, for example: *The video was shot in the warm season, because it shows the green crowns of trees. But it was published on January 3. The video quickly spread on the Internet* (Ukrainska Pravda, January 4, 2022).

The dictionary gives the following meanings of the token *to fly* – "1. Fly away from any one place in different directions (about birds, insects). 2. Figurative, disperse: travel to different places; stop being together. 3. Everyday speech: Disintegrate into pieces from impact, explosion, etc.; break. 4. Figurative. Disappear without a trace; evanesce. 5. Gain acceleration during the flight; start flying at an ever-increasing speed. // Everyday speech: Run, gradually gaining speed; to disperse, to run away" [9, p. 1059]. The texts of the Ukrainska Pravda online publication mostly talk about the rapid distribution of various items by people: videos, ammunition, as well as people moving to different places, cf.: *On October 29, 2015, a fire broke out in a military warehouse due to sabotage. It caused the detonation of munitions that exploded and hit the specified military equipment* (Ukrainska Pravda, November 8, 2021); *The first security crisis of the new government in 8 months. And in it, Zelensky's government demonstrated irresponsibility, incompetence and cowardice. You flew around the resorts of the world and did not even provide a mechanism for how to gather in the event of a crisis situation* (Ukrainska Pravda, 14.01.2020).

The token of crawling is sometimes close to the one analyzed above, because it also expresses movement, movement and other dynamic signs ("1. Crawling, getting out of somewhere <•••> 2. trans. from somewhere, somewhere" [5, I, p. 456]), in the construction: A two-meter python crawled out on one of the Kyiv lanterns (Ukrainska Pravda, July 17, 2018) used in the literal sense. At the same time, we are recording portable use, we are talking about politicians who have to leave cozy places, cf .: Lutsenko wished that all those who harm the state crawled out next year Yuriy Lutsenko wished journalists a Happy New Year. According to journalist Mustafa Nayem on his Facebook page, Lutsenko called him personally (Ukrainska Pravda, December 31, 2019).

The primary meaning of the word kick – "Fight with one or both hind legs (about ungulates)" [5, I, p. 235]. In the analyzed context, the modified token expresses the stubbornness of people, their resistance:

- *kicking*, e.g.: Yushchenko warns Yanukovych that he will "kick" (Ukrainska Pravda, September 6, 2019).

Or a semantically modified token through the image of a horse expresses Ukraine's reluctance / non-reluctance towards European aspirations, cf.: For many years, Ukraine's foreign policy has been a struggle of two illusions. The first is that Ukraine's membership in the EU is a matter of the near future. The second is that it is better for a Ukrainian horse not to "kick" with its European aspirations and quietly return to the Russian stall, with free oats, that is, gas. This is exactly what Medvedchuk once again offers (Ukrainska Pravda, March 12, 2018).

Token to play "1. Playfully run or stomp, jump on the spot (about horses). 2. Figurative. Empty, run, jump" [9, p. 174] in the language of the online edition is used in the second sense for children who played role-playing stories, for example: we kill each other (Ukrainska Pravda, May 8, 2017).

- *to graze*, for example: "And Tymoshenko is shouting and shouting, because she is just worried about herself in the local elections. She saw that other small parties would graze on her electoral lawn and eat her electoral weed," he added (Ukrainska Pravda, August 29, 2019); "However, if we remain silent, the rating will continue to fall, and imaginary allies will fall on our electoral field", Skoryk said (Ukrainska Pravda, November 15, 2019); The people will continue to "graze peacefully", their "call will not awaken honor", so they will be constantly fooled, they will continue to vote for buckwheat, and the election results will be grossly falsified, because the people will remain in power. The country will slowly slide into the abyss of nothingness (Ukrainska Pravda, June 7, 2018). In the "Great Explanatory Dictionary of the Modern Ukrainian Language" grazing is interpreted only as "to be in the pasture, feeding on pasture (cattle, birds, wild herbivores" [9, p. 892]. parties, election processes, voters in particular.

- *to skin*, which represents a negative emotional state of a person, in particular, expresses dissatisfaction, anger, etc., e.g.: And then on the podium appears the god, creator and culprit of this action Alexei Zalevsky. The maestro looks through small round holographic glasses, gets tanned and returns "to the garden" (Ukrainska Pravda, March 19, 2021); Benin the rat began to skin. About Zelensky (Ukrainska Pravda, January 19, 2019)

In the dictionary of the token leather to be recorded with the following meanings: "1. To become visible, naked with parted, parted lips (about the lips) to peel. // trans., ed. Stand storch. 2. Spreading lips, open, show (teeth) // trans. Speak, respond to someone very sharply, showing irritation, anger" [9, p. 1398]. The analyzed examples convey the dissatisfaction of individuals, but not necessarily during speech, and behavior, convey certain conditions.

6) sounds of animals → sounds, pronunciation of people, in particular:

- *growl*, e.g.: Kiva with a growl plunged into the icy water (Ukrainska Pravda, January 19, 2018); I crossed the road at the crosswalk. I saw two guys riding scooters on the bike path. I stopped to miss them. Because they rode well. And as far as I could see, they didn't slow down. The first one passed me. When the other compared himself to me, I shouted at him, "Pass the pedestrians". That's how it all started (Ukrainska Pravda, April 21, 2021). In the dictionary the analyzed token is interpreted as: "1. Make low threatening sounds (about animals). // Sound low, menacing, as if roaring. 2. Figurative., Ed. He grumbles angrily, expressing dissatisfaction. 3. Figurative. Create low sounds with grind, rumble, etc. during shocks or friction (on metal objects). // Create such sounds during the action (about instruments, mechanisms, etc.)" [9, p. 174]. The language of the online publication "Ukrainska Pravda" is about the negative assessment of ordinary people, as well as often about politicians who are distinguished by their behavior.

- *thunder*, which emphasizes the value of the content, conveys a pejorative, ironic and contemptuous attitude to the behavior performed by the person and the person himself, eg: Lutsenko: Lyashko slammed the door and left the meeting with the president (Ukrainska Pravda, 06/18/2015); "Marina, come here! Marina!" He shouted at his wife, who stood behind him in a few seconds and stood there calmly for 15 minutes without any attempts to get in front of the camera (Ukrainska Pravda, January 20, 2022).

In the "Great Explanatory Dictionary of the Modern Ukrainian Language" the token grimace is fixed with the following meanings: "1. Knocking hard, hitting something. // Create loud, sharp sounds, crash, acting on something. // Create or emit a loud knock, noise, etc. 2. Loudly scold, reproach someone for something" [9, p. 198]. If in the first sentence the token is used in the direct first meaning, then in the second - in the figurative with the second fixed value.

- *snort*, e.g.: Once I was riding in a taxi with a very talkative driver. There was talk of charity, and of course I made a reservation to set up a foundation to help children. The driver was extremely outraged to learn that I, like other employees of the fund, receive salaries. "How? Aren't you volunteers?" He snorted (Ukrainska Pravda, February 5, 2022). The dictionary captures the following values: "1. Make intermittent sounds, releasing air from the nostrils, mouth (about animals). // Make such a sound, panting, breathing, etc. (about a person). // Figurative. Laugh, making intermittent sounds of the nose and mouth. 2. Intermittently emit air, steam, exhaust gas, etc. with noise. (about a car, motor, locomotive, etc.) 3. trans., ed. Get angry, express dissatisfaction [9, p. 1320]. Like the previous secondary names analyzed, the proposed nominations also convey a pejorative-evaluative meaning, marking emotional states of indignation, anger, hatred, etc.;

- *twit*, which in semantic terms conveys courtesy in media contexts, kind communication with the interlocutor, e.g.: I have no special hugs with the authorities, the only thing I remembered was one day after my fruitless castings for the chronicler in the daily "Shuster. Live "I was picked up by Olena Bondarenko, who is close to the government. I tweeted something to her about book balls, she told me about books she takes on vacation" (Ukrainska Pravda, July 22, 2011).

From the known fixed values: "1. Publish Twits. 2. Figurative: Speak, talk fast, lively (mostly about women and children). // Kindly show, say something, preventing someone" [9, p. 1413]. in "Ukrainska Pravda" an example with the second meaning is singled out.

In the media texts of "Ukrainska Pravda", we sometimes come across metaphors – nominations that denote the names of plants. In the case of figurative use, such names convey the behavior or characteristics of people. Such metaphors are called phytomorphic. Compared to the previous ones – zoomorphic, they are much smaller in number. The noun group consists of secondary nominations, created according to the schemes:

generic, species name of the plant → name of the person. The metaphor built on this basis is represented by the token *narcissus*, e.g.: *Daffodils use a watchful eye or intimidation to force others in themselves. It gives them a sense of strength and control*. 7. Ways to set boundaries with narcissistic people (Ukrainska Pravda, July 5, 2020). The adjective narcissistic, which gives features to a person, is also used in the recorded sentence. In general, the modified value is given by the dictionary: "2. Ironically. About a narcissistic man, a young man who admires himself" [9, p. 1320]. with. 579], thus the nomination realizes both ironic and superficial content.

The smallest variety of natural metaphor is a landscape metaphor, which is based on the correlation of the names of objects of the environment and the appearance or internal characteristics of people. In the online publication "Ukrainska Pravda", such secondary names are underused, but gave grounds to distinguish several analyzed tokens:

- the name of the object, including clothing and the actual object → the name of the person. Such language units include the word:

- *quilted jacket*, e.g.: *How "quilted jackets" become "Benderites"* (Ukrainska Pravda, August 20, 2021); "*I was recognized as a quilter, a separatist and a Little Russian*": Bardash told how he was bothered by Ukrainianness in himself (Ukrainska Pravda, 27.2021); *In Chernihiv, a man was tied to a pole with a sign "I am a quilted jacket"* (Ukrainska Pravda, July 20, 2018). Although the dictionary does not provide these meanings, due to the spread of the token in the language of the media does not require interpretation, it has become clear to the general public. In 2008-10, the *quilter* began to convey negative characteristics, so-called empty people in terms of civil position, losers who promise a lot, but do not keep their word.

At the heart of the mythomorphic metaphor, there is is the transfer of signs of mythical images to human. Secondary nominations of this variety usually function to name people with low moral and ethical qualities, pejorative behavior, unattractive appearance, and so on. The tokens in this sphere are attested:

- *vampire*, e.g.: *How to recognize an energy "vampire" and make sure that you are not one of them* (Ukrainska Pravda, November 28, 2021); *Energy "vampires" are people with toxic behavior, from communication with which others become ill* (Ukrainska Pravda, 08.011.2020);

- *vovkulak*, e.g.: *Do you really think that your statements, wringing of hands, threats of Santa Claus, Azarov, simultaneous repentance and again threats of vovkulaks are your indulgence and shield? You don't have to be so self-confident* (Ukrainska Pravda, December 1, 2018).

Recently, due to the war that Russia has imposed on Ukraine, the constant pressure on our state, the manifestation of aggression, the token of a *monster* in the language of the Ukrainian online publication has intensified on the behavior of politicians, bandits, etc.:

- *monster*, e.g.: "*Monster is you, go away from Ukraine", – Mosiychuk accused Saakashvili of corruption and attacked him with a crutch* (Ukrainska Pravda, February 11, 2017); *Monsters will not change their methods, in the 90s of the last century on the "disobedient" soldering irons, and fists of pansies worked well, so why change such effective tools? Monsters will commit violence. Beat kidneys, heads, hands, knock out teeth, false confessions, knock out faith. It fits perfectly into their matrix, they know that in the near future they will not be responsible for it, and then they do not see, are not used to see beyond one day* (Ukrainska Pravda, January 12, 2019).

In the texts of the publication "Ukrainska Pravda" of the early 21st century, the periphery of language use are fairy-tale metaphors, which arose as a result of the transfer of signs of fairy-tale characters to people. The following nominations are fixed in the subject of descriptions of famous people, etc.:

- *ugly duckling*, for example: *DJ Nana remembered how she was an "ugly duckling" and was ashamed of her breasts. It's hard to believe, but once the sexy girl DJ Nana considered herself an "ugly duckling". And she was ashamed of the forms given to her by Mother Nature* (Ukrainska Pravda, March 13, 2018).

Secondary names of people, their emotional state, etc. associated with the *metaphor-synesthesia*. Among the research material, they constitute small number. Such a semantic transformation is reproduced by the scheme "spatial characteristics of the object → human feelings". The secondary nomination reproduces the accompanying negative connotation:

- *burn*, for example: *Recently he was ill. But he did not lose his strength of spirit, sense of humor and had big plans - not only the development and restoration of the Odessa Art Museum. He recently submitted documents to the ministry regarding the restoration work. And he was burning with the idea of creating a* *museum of contemporary art in Odessa. We all have to make his dream come true now. In his memory* (Ukrainska Pravda, August 8, 2021). The metaphor of burning is built on the scheme of "burning → human feelings", convey a state of pleasure, joy, delight.

4 Conclusion

Thus, modern texts of the online publication "Ukrainska Pravda" often contain metaphors associated with the emergence of different types of transmission. Most often metaphors structure the following hierarchical series: natural morphological metaphor, mythomorphic metaphor, artifact metaphor, fairy-tale metaphor. The analyzed nominations make it possible to reproduce people's appearance, character traits, behavior, etc. clearly, vividly, emotionally, serve as a productive means of disguising information and reveal deep psycho-emotional content. It is worth noting that the negative connotation mainly applies to famous politicians, oligarchs, parliament members, celebrities of show business, and so on. Often analyzed tokens vulgarize the text.

Although the metaphor is a widely studied layer of lexicology, stylistics, they need a detailed study of new formations. We consider the study of groups of metaphors in other mass media to be promising, and their study will make it possible to comprehensively study the processes of metaphorization in the language of the media.

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Primary Paper Section: A

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IDENTIFICATION OF UKRAINIAN ART DURING ACTIVE TRANSFORMATIONS OF WORLD ART SPACE

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Abstract. International status projects have enriched the experience of Ukrainian galleries and centers of contemporary art. The visual practices of Ukrainian artists, thanks to successful participation in the world Biennale and art fairs, have entered foreign contexts. Leading art institutions create exhibition projects for the international presentation of artists and art associations, allowing the world to demonstrate contemporary Ukrainian art, the high potential of Ukrainian artists, and promote the recognition of the contemporary Ukrainian culture. Traditionally, the international exhibition activities of Ukrainian galleries take place in two ways: in one case, the art institution independently presents the project in a certain exhibition space on a commercial basis or a welcoming gallery abroad; otherwise, the art institution participates in the programs of well-known art fairs and festivals (which merely are working only with galleries and not with independent artists), presenting the worthiest works of artists with whom it collaborates. Transformations of the cultural and artistic process marked the formation of new vectors of development in the 1990s and 2000s. They are related to economic, technical, and socio-cultural transformations in various fields. In particular, it forms the coordinates of contemporary Ukrainian art's artistic image, merging into one powerful wave of art development, which has its trends, genesis, and features. This renewal was significantly influenced by the entry of Ukrainian art into the world's cultural arena, that is, its revival in the world cultural field.

Keywords: Art fair, Art festival, Art project, Cultural and artistic process, Cultural practices.

1 Introduction

In recent years in, the world of art has been formed into a new global art space, which has a certain logic and operates in its coordinate systems. Art theorist M. Sheps states that "the expanded globalization of art has taken place over the past two decades" [13, p. 16–20], but this still takes place today. He writes that since 1980, art entered an era of "global presence," manifested in increased mobility of artists, exhibitions of non-Western artists in the West, and the development of world art institutions in non-Western countries. M. Sheps concludes that art has become integrated into the symmetrical world cultural network. In addition, since 1989, the "global dialogue of art" has accelerated, which is possible only with the help of a new visual language, i.e., with the help of new media and new forms of art practice, such as video art, computer graphics or installations [13, p. 16–20]. One of the leading art critics, Kate Kravagna, believes the bright changes began in the late 1980s, and they are associated with the widespread involvement of artists from both hemispheres in the global space of art. The researcher notes the rapid transition from the insignificance of non-European artists to the overweight of their works at international exhibitions, where the works of all artists are exhibited side by side, under the sign of global art [9, p. 98–104]. With the growing prestige of world art fairs, a new territory is gradually formed, where all participants of the art process meet, and market research, trends, search, and acquisition take place simultaneously and in one place [11, p. 110] – we define this territory as the "world art market."

As a tradition, the Western world dictates the rules of world art, but the unusually exotic nature of everything that has currently come from the North and East is of interest to art connoisseurs and professionals. In addition, the increased public awareness of "non-Western" art is associated with the prevailing neoprimitivist impulses in world culture, which, in contrast to Western rationality, elevate imaginary, irrational, "otherness." As a result, the inclusion of non-Western artists in the structure of the global art space is often limited to old structures and inequalities. It is until now still a "cultural game," a cultural policy, but this process is inevitable institutions will have to coexist with it.

2 Materials and Methods

The article aims to study the role of art fairs and festivals in contemporary Ukrainian culture, particularly their impact on the transformation of contemporary Ukrainian art. The primary methodological approach in determining the state of research on the selected topic was the methods of analysis, verification, and systematization. The analytical method is designed to determine internal trends and prospects for development, as in sociology, it is used to analyze economic and other social changes and phenomena.

2.1 Theoretical Foundations of the Research

Contemporary Ukrainian art, in general, is characterized by: the development of artistic institutions and the social vector of artistic pursuits. Victor Sydorenko characterizes this tendency as a dynamic component of the art of the XX-XXI centuries, when "the conversation about universalization moves from the zone of aesthetic studies or biopolitics to the space of life," and "collision with art" enhances "not just an aesthetic experience," but an "ontological adventure, "Where an art project is able to demonstrate its effectiveness as a social sculpture, as a tool in public space, as a means of transformation and communication" [14, p. 112].

Aver'janova N. considers one of the peculiarities of contemporary Ukrainian art to be its entry into the world art space, as foreign exhibitions prove the fact that it has its own features of Ukrainian postmodernism and quickly overcomes the world artistic development and are actively involved in the world art space [3, p. 57]. According to Oksana Chepelik, contemporary Ukrainian art is in tune with Western European art: "The theme of political, social and cultural identity came to the fore as the main concept of actual art practice. Modern aesthetic search can be combined with political, racial, or territorial identity. This topic acquires considerable significance against the background of Ukraine's consistent intentions to fit into the European format, given that the characteristic feature of European theoretical thought is close attention to the art associated with topical reflection" [7, p. 119–120].

Curator Oksana Barshynova, about the emergence of Ukrainian art in the world, pointed out that "in the mid-2000s, a new generation came to contemporary Ukrainian art, actualizing the experience of avant-garde and conceptualism, which are gaining new significance in today's context. However, debate with the avant-garde, analysis of the cultural and historical past, rethinking the principles of creativity through the prism of freedom of expression, and, most importantly – analysis of reality remain the most important and most difficult for art [4].

3 Results and Discussion

3.1 The Leading World Art Fairs as New Platforms for the Functioning of the Art Market

An essential aspect of the rapid dynamics of cultural development was its involvement in the economy of first industrial and then post-industrial society in the twentieth century, which led to the reorganization of cultural meanings, transforming them according to the logic of "marketability" [5, p. 116] and commercialism. According to S. Kropotov, Doctor of Philosophy, "modern art with its eternal variability and complexity of artistic language reflects the inevitable escalation of differences in the capital of post-industrial civilization, presenting different ways of thinking as an indicator of the complexity of society." [10, p. 14]. Consequently, modern art, more than in previous times, becomes dependent on the leading consumer – the public; it is transformed and changed following the demands of society.

Nowadays, there are more than two hundred art fairs for contemporary art in the world. A feature of the world's oldest fair, "Art Cologne," is the absence of conceptual themes and cultural programs of contemporary art. In 2018 the "ST-H Gallery" presented Ukraine in a parallel program representing the art of photography and urban art "Kölner Liste" the gallery showed the works of Sergei Hai and Vladimir Boguslavsky. Moreover, in 2018 during the "Kölner Liste" "V Gallery" presented works by Tanya Vasylenko, Dmytro Grek, Yegor, and Mikita Zigura. The project of the Ukrainian gallery demonstrated to the world community abstract painting, formal and stylistic sculptures, and conceptual art objects.

To take part in the Art Basel art fair is difficult for Ukrainian galleries; however, it has several parallel satellite fairs – youth Art Statement, fashion Scope, conceptual Volta, and others. Ukrainian artists and art institutions are systematic participants in these events. For example, in 2010, Ukraine was represented at the Scope by Tatiana Mironova's gallery, which featured works by current artists – Victor Sydorenko with the project "Levitation," Zhanna Kadyrova with sculptures of tiles from the series "Planets" and "Oranges," Roman Zhuk with the picturesque series "The Indigo," Arsen Savadov with works from the series "Commedia dell Arte." Excellent quality and relevance to the world community ideas of Ukrainian artists promoted the emergence of Ukrainian art on the world stage. International experts praised the golden fund of works by Ukrainian artists of different generations presented in the gallery booth.

In 2014, "Dymchuk Gallery" presented Ukraine at the "Volta Fair." The gallery featured works by classics of contemporary Ukrainian art: Igor Gusev, Vasyl Tsagolov, and Arsen Savadov. Igor Gusev showed paintings from the series "Platforms of Eternity" and "Knights of the Revolution" (2014); Vasyl Tsagolov – projects "Ghost of the Revolution" and "Ukrainian X-Files" (2014), and Arsen Savadov – spectacular photos from the series "Donbass-Chocolate" (1997). As "Volta" positions itself as a mobile fair open to experimentation and new art with an emphasis on the high quality of the works presented, the works, which in some ways reflected the current events of the Ukrainian Revolution of Dignity, were received by the world cultural community with special interest and positive feedback.

In 2018, at the "Volta Fair," "Mironova Gallery" presented Artem Volokitin's conceptual painting, Roman Mikhailov's online game and graphic drawings, photos of the behind, the scenes of Leica Awards winner Serhiy Melnychenko's Chinese nightlife, and collages in the style of pop art by Alina Pivnenko and Bohdan Tomaszewski – bright representatives of the young generation of artists. The gallery brings together artists who work in contrasting styles and techniques but are equally sharp and thoughtful about reality and create non-standard philosophical works.

In 2017–2018, "Voloshyn Gallery" represented Ukraine at "Pulse Miami Beach," a fair whose main priority is to support young art galleries and artists. The Ukrainian Gallery presented a solo project by Zhanna Kadyrova "Market" (awarded the "Perez Art Museum Miami"). In addition, for the second time at the international fair Voloshyn Gallery presented a group project of artists Alexei Say, Mikhail Deyak, and Igor Gusev. Oleksiy Sai presented part of his project "Excel-Art," in which he used Excel as a visual language resource, visualizing the monotonous life of office workers, Mikhail Deyak presented minimalist landscapes from the series "Space," Igor Gusev showed works from the series "Mister Nobody" – miniatures sculptures created on a 3D printer.

The periodic practice of participation of Ukrainian artists in world art fairs is the presentation of their works on the stands of foreign art galleries. Thus, in 2019 in one of the sections of Art Basel, a platform for presenting large-scale projects, large installations, video art, monumental sculptures, and performances called "Unlimited," the Italian gallery "Continua" indicated the famous works of a Ukrainian artist Zhanna Kadyrova, made of tiles.

The participation of Ukrainian galleries in the Pulse and Volta fairs is a significant and responsible event for Ukraine, as it is believed that the appearance at the art fair in Basel and the exhibitions of related satellite fairs approve the success of the gallery owner and artist on the world art stage and is one of the leading factors influencing the further acquisition and commercial success of his works.

In the mid-2000s, the model of the fair as an art event was consolidated. According to art critic A. Arutyunova, this model is based on a modern strategy of "global expansion" [2, p. 51]. If earlier, the main task of the fair of contemporary art was to support local authors, bring them into the international context, attract new galleries, collectors, and professionals to its territory, since the 2000s, the emphasis has shifted to finding new markets and audiences, which is expressed in active politics – "colonization" of new territories. In the early 2000s, the largest and most prestigious fairs opened "branches" in different parts of the world.

In addition to the above, there are many equally popular professional art community art fairs in the lower price range. Broadly, they can be divided into two categories:

- So-called "satellite fairs" that operate at one time and in parallel with large-scale world fairs;
- "Middle-level" fairs that take place on other dates in other cities and form their audience, according to a certain concept of choice of art that they offer to their audience.

Founded in 2009, Art Vilnius has enhanced one of the most prestigious fairs in Eastern Europe. The organizers focus on the quality of the presented art and the content of the exhibition and invite world museums, galleries, and centers of contemporary art to participate. Art Vilnius has been in contact with Ukrainian artists for many years: "Art 14", "Ra," "Karas Gallery," "Shcherbenko Art Center," and "Ya Gallery" took part in the exhibition. Art Svit space, etc. [1]. In 2015, Anton Logov's installation "Reference Point" greeted the guests of the fair at the entrance to the exhibition center, and the inner work of the entire exhibition was the work of Nikita Shaleny "Siberia," which eventually won the nomination "Best Installation." After the fair, he acquired this work in his collection "Museum of Contemporary Art in Krakow." And the work of Roman Mikhailov from the series "Burns of the Real" was purchased in the collection of the organizing committee of the fair.

In 2020, "Mironova Gallery" presented Ukrainian art at two prestigious fairs: "Photo La" and "Cadaf." It should be noted that the gallery is one of the few art institutions that systematically represent Ukraine in the world cultural field. "Photo La" has an excellent reputation for experienced photographers and has established itself as a source for the discovery of innovative art photography. In 2020, the forum took place online, which opened up even more opportunities for public world photo presentations. "Mironova Gallery" has selected a star cast of artists of various styles and creative methods, but undoubtedly iconic figures in contemporary photography – the most titled Ukrainian photographer Borys Mykhailov, American Roger Ballen, who rightfully holds the title of the star of modern photography and promising young Ukrainian photographer Serhiy Melnychenko. "Mironova Gallery" became the first and only Ukrainian gallery to present its photo project at a prestigious forum. The authors presented at the gallery stand each testified to the current and global demands of human development in their unique style.

The world's first art fair, which combines contemporary and digital art, "Cadaf," worked online during a pandemic in 2020, providing participants with a virtual platform to attract artists and sell digital art during quarantine restrictions. At the art fair, "Mironova Gallery" presented the works of artists, different in artistic handwriting and unique in their genre. Stepan Ryabchenko, a prominent architect of digital universes in the art world, presented work from the series "Virtual Mythology" – architecturally designed utopian worlds in which the artist recognized absolute freedom; Maria Kulikovska presented a video performance, "Lustration," dedicated to a woman in the modern world, personal experience of the traumatic consequences of war; and Victoria Pidust exhibited her art using generative design at the intersection of photography and digital technology. The selected "Mironova Gallery" authors highlight important issues of the world agenda in their work, and the presented works accede to global demands so much that they further stimulate interest in Ukrainian contemporary art in the world community.

The emergence of new art fairs in separate parts of the world increases the global interest in cultural development and transformations of visual art in particular. Such a push is not so much due to the mixed format and the opportunity to witness new and different artistic manifestations on gallery stands in one exhibition space as due to the comprehensive intellectual, educational and cultural program component that "overgrown" these events [11, p. 110]. Unfortunately, however, a minority of Ukrainian gallery owners, who have a development strategy in the local and international context, start selling the works of their artists only after several years of stable annual presence at the fair.

3.2 Contemporary Ukrainian Art Fairs and Festivals: Features of the Ukrainian Art Market

The renewal of the cultural and artistic process in Ukraine at the beginning of the XXI century and dynamic changes in the social system became the basis for the emergence of independent city festivals and art fairs on both regional and national scales. Ukrainian art fairs and forums – are:

- The format of events to implement exhibition programs with educational and Ukrainian events;
- Logically appearing in the context of the modern cultural process;
- Setting a vector for developing communication and promoting art at both local and Ukrainian levels.

One of the most historic Ukrainian festivals, which includes new media experiments in its program, is "Non-Stop Media" (NSM), held in Kharkiv since 2003 in the format of the Biennale. The leading organizer of the festival is the Municipal Gallery. Initially, "NSM" was organized as an opportunity for young artists and art critics, curators, and culturologists to prove themselves in the first professional search, but over time, in response to requests from the cultural sector, it was supplemented by professional discussion and educational platforms to date, the structure of the festival. Moreover, over the years, the geographical boundaries of the festival have expanded: launched as a local event, it has gradually become national, and today is already international [16]. The "NSM" created like modern world festivals is today a platform for creative experiments and interaction of recent artists with the cultural community.

Along with traditional visual practices, the art of animation is confidently developing today. The largest and only centralized show of unusual animation in Ukraine for several years in a row is part of the International Festival of Animation and Media Arts "Linoleum," which since 2013 has united an international circle of the most notable industry promoting professional cultural exchange. The festival aims to demonstrate the practically unlimited potential of animation, which makes it a universal tool of any cultural communication. The first "Linoleum" in Ukraine took place at the "Lavra Gallery" in Kyiv in 2013, bringing together the fascinating authors and studios not only from Ukraine but also from around the world. The organizers of the festival offered participants and visitors a variety of visual works, exciting VJ networks, and an interesting show program for all tastes - from traditional documentaries and cartoons to science fiction and experimental video art.

Develop the current vector of the festival movement in the media sphere "Carbon Media Art Festival" created by the art platform "Carbon" and the Ukrainian Association of Vijay's "VJ UA." This art event combines all kinds of new media art in a specific format that straddles the line between art and technology, showing the audience mapping, music, light, and audiovisual performances, parametric and interactive art installations, kinetic and interactive media exhibitions, projects, virtual and augmented reality installations, 360-projections and an academic program from media art professionals. Deliberately not defining thematic or conceptual direction, participants and curators show the art process of search and experiment: "If the goal of modern art – media art – is to reflect the realities of today by technology, the festival organizers certainly succeeded. Nothing is clear in the pavilion; in modern life, you move from object to object in search of meaning but discover nothing" [6].

However, "Carbon" is today one of the few Ukrainian media art festivals which combines new means of generating an image in Ukrainian culture in new media projects. The art of innovative technologies is increasingly conquering the global art market, its visual tools are becoming increasingly clear in modern society, and creative dialogue with new gadgets and interactive construction of modern exhibitions change the perception of visual art by the public, updating the perception of new media art.

Along with media festivals in Ukraine, annual art fairs of the classical format are being developed. In the early 2000s, the annual international art fair "Art-Kyiv Contemporary" (AKC) was launched, which for more than ten years was one of the most large-scale projects of this scale in the Ukrainian cultural arena. "AKC," created in the European tradition of global fairs of contemporary art, performed a wide range of professionals, curators, critics, theorists, collectors, and art connoisseurs a broad perspective on current trends in Ukrainian and the world art. For more than ten years, "AKC" under Natalia Zabolotna has been improving the quality of the Ukrainian art process, being an open contextual field for active international cooperation.

Simultaneously with these events, the idea of combining professional theoretical review and demonstration of contemporary art, as well as various presentations, lectures, fashion shows, and exhibitions in the format of an international festival open to both the art community and the public [12]. Therefore, the logical continuation of the fair format initiated within the framework of "AKC" was the annual "Kyiv Art Fair," a separate large-scale event that is part of the "Kyiv Art Week" (KAW) festival, with a program that includes audiovisual shows and presentations of significant projects. The art fair aims to promote the work, concepts, and ideas of current Ukrainian and world artists and cultural institutions to a wide audience. One of the key trends of "KAW" is the focus of participants and organizers of the festival on the active search for new meanings and new places of modern art objects in space, both internal and external [8], taking into account the global cultural context. The fair houses exhibitions of both Ukrainian and foreign galleries. Many foreign gallery owners, who have been participating in the "Kyiv Art Fair" for several years in a row, have successfully collaborated with Ukrainian artists, representing Ukrainian art abroad, becoming partners and cultural ambassadors of Ukraine (according to fair curator Yevhen Bereznytsky) [8].

Several gallery exhibitions, art events, and academic events at the fair are traditionally dedicated to architecture, urban planning, and public art, as one of the goals of "KAW" is to develop and study the artistic infrastructure of the Eastern European cultural region. Thus, the festival "KAW" is the initiator of diverse interactions in the cultural field and a platform for demonstrating various trends in contemporary world art [8].

3.3 Other Volumes of the Ukrainian Art Market

Regrettably, many festivals and fairs in Ukraine experience a brief history due to the precarious status of culture at the level of national policy. Demonstrative in this sense, the only pre-festival exhibition, "Freira" of the planned Odessa festival "Freierfest

2016" was presented at the "Lavra Art Gallery" in 2016. Curators of the project were Roman Gromov and Dmitry Ehrlich, artistic director – Anatoly Hankevich, and coordinated curator Julia Nuzhina. The project proposed to the Kyiv public represents an attempt to move away from "criminal" romance and look at the concept of "guy" in a slightly different dimension - cultural and aesthetic. The curators presented the guy's image as an independent artist who actively broadcasts himself and his art to the public. The festival was attended by both renowned Ukrainian artists and talented young artists. Bringing together artists from various backgrounds and generations in one exhibition space, the exhibition has become a platform for cultural and intellectual discourse between artists and, spectators, professionals in the field of cultural art management.

The modern Ukrainian art market, considering its constant addition of innovative techniques and technologies, is developing in all forms and manifestations of creative directions. Thanks to the introduction of new modern technologies, the first decade of the XXI century was marked by the growth of a broad range of private jewelry companies, primarily geographically occupying the country's entire territory. In a relatively short time, the Ukrainian jewelry market was filled with a large amount of jewelry of various assortments and a wide range of typological structures. Among the participants in the cultural and creative process of this industry in the forefront are jewelry companies, distinguished by the exclusive performance of jewelry using innovative, creative design techniques, where the processes of interaction of artistic and technological components form compositional concepts with deep philosophy. It should be noted that the active competition in the circle of recognized jewelry brands fully stimulated the appearance in the Ukrainian and world jewelry art market of new works of senior artistic level, distinguished by perfection.

The modern artistic space of Ukraine was constructed by a complex layering of artistic searches of masters who not only started from reflections on social issues but also filled the national artistic field with other mental metaphors. Thus, the Odessa artistic environment in the second half of the twentieth century was enriched by bright, expressive images of the Armenian Valery Geghamyan. According to the master's paintings and memories of friends and students, there was no throwing, torment, or ambivalence inherent in the artistic environment. Inspired by the mountains of Armenia, he carries this monolithic through his work, imparting a taste of sculpture, statics in painting, and especially, graphics.

Connoisseurs of his art are attracted by the author's deep philosophy, which he shared in his paintings and in his manuscripts. Naturally, the cost of such a master's work is growing every year. His name is becoming known among domestic collectors and foreign connoisseurs [17, p. 129–134].

V. Geghamyan's paintings are presently becoming high-value lots of domestic auction houses – "Corners," "Golden Section," and others. Thus, Lb.ua reported in 2011 that Valery Hegamyan's painting "African Woman" was sold for UAH 240,000. At that time, it was a record amount for the auction of "Ukrainian Alternative XX." Such sales success in the auction house "Ducat" was explained by the excellent quality of the canvas - this is modern but time-tested art. According to art market analysts, such investment indicates a steady increase in post-war and contemporary art demand. Interestingly, the works of these periods are associated with successful bidding at the world's leading auctions, Sotheby's and Christie's. [15].

Mythopoetic language, which embodies the system of sacred meanings of a certain ethnic group, is gaining considerable relevance in the field of contemporary Ukrainian art. The myth grows out of society's cultural and linguistic existence, in which the central image symbol is the world tree. Over the millennial history of this symbol, it has acquired several meanings: fertility, the connection between the worlds, the cycle of time, destruction and reproduction, and spiritual fulfillment. Nevertheless, the East Slavic tradition still preserves the sacredness and grace of the tree. The "eternal tree" symbolism is widely used in decorative and applied arts and design, where the semiotic series must be recognizable and associative. Well-known Ukrainian artists, like Maria Pryimachenko, also used motifs related to the world tree. Thus, in the work "Lezhen lay down under an apple tree," the artist identifies the whole world with a sprawling apple tree with red ripe fruits. However, more often, the artist embodied the image of a tree through huge flowers-bushes, which filled the compositional space, which corresponds to the reproduction of reality in amateur and naive art.

In the work of our contemporary, young artist, Oksana Fursa, there are the same signs of artistic narrative, involving the richness of folklore images and ancient Ukrainian symbols. In her paintings, elements of native nature are intertwined with fairy-tale characters, united by decorative lace, which sounds like an echo of Ukrainian embroidery. The reinterpretation of the tree symbol is one of the themes of her work on silk, canvas, and cardboard. The names of two of her personal exhibitions are eloquent: "Flowers of Ukraine" and "Apple and Honey Tale." By the way, the apple tree is most often celebrated in the Ukrainian tradition as a fairy-tale tree and a dream tree. The paintings of the young master suddenly gained recognition in the Ukrainian art space and later abroad. In addition to the relevance of the content, the popularity of paintings is added by a unique author's technique: Oksana Fursa uses a porcelain mixture and egg yolks. As follows, the artist's design experience prompted the solution of the volume on the plane and emitted a significant glow to the paint. This day, the artist's trees adorn several galleries, private collections, and modern apartment interiors.

4 Conclusion

According to their specifics, art festivals and art fairs, as part of cultural practices, directly or indirectly reflect the most important social life processes and the main reference points of public consciousness: rapid globalization, transformational processes in international economic and political relations, features of interaction – problems of environmental protection and other aspects of human existence in the modern world. Comprehension of the surrounding realities in various manifestations and spheres by means of the artistic language of art is currently a common global goal of all world festivals and fairs of contemporary art.

The result of globalization processes manifested in large-scale art projects has been the rapid expansion of art geography and an increase in the number of artists and art institutions participating in such events. In this regard, world festivals and fairs of contemporary art should be considered as a model of a mega-exhibition, in which, by means of various independent authorial manifestations, there is an expositional metaphor for problems and demands of the global world.

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Primary Paper Section: A

Secondary Paper Section: AL

COMING OF AGE NOVELS IN THE ERA OF "NEW SINCERITY": TRAUMA AND PERSONALITY DEVELOPMENT OF A TEENAGER (BASED ON THE NOVELS "BLACK SWAN GREEN" BY D. MITCHELL AND "TIME TO SPEAK" BY K. KLIMOVSKY)

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Abstract: Trauma and Personality Development of a Teenager are investigated within multidisciplinary paradigm, based on the novels "Black Swan Green" by D. Mitchell and "Time to Speak" by K. Klimovsky. Postmodernism and irony are distinguished as underlying concepts of the vector of research.

Keywords: New sincerity, Personality development, Postmodernism, Trauma.

1 Introduction

The era of 'new sincerity' was introduced into literary criticism in the late 1980s-early 1990s. A long period of postmodernism with its total irony was gradually replaced by new concepts which expressed different needs and set new demands to literature. With the need to fight for survival and 'daily bread' weakening significantly, the reading and writing humanity appealed to their feelings and emotional experiences and started talking about the human soul.

Many psychoanalysts, used to treating wealthy strata clients, now remarked on the stunning growth of the middle-class and poorer-off people in need of their consultations. An increasing number of men and women, seeking awareness of the psychological processes taking place in their lives, wanted to be heard and understood. This process can be attributed to the undeniable influence of the Internet with its open access to the vast audience that anyone can receive at the touch of a button, the audience, potentially ready to absorb anyone's problems.

The new reality required a new style, and this style had to be more humane, more sincere, and spiritually enriching. This point was made clear by the Russian poet and painter Dmitry Prigov who predicted the return to the "traditionally established lyrical and confessional discourse", to the problems of "a non-exclusive person in a non-exclusive state" [4].

Almost similar ideas were expressed by an American writer D.F. Wallace who wrote in 1993: "The next real literary 'rebels' in this country might well emerge as some weird bunch of 'anti-rebels,' <…> who dare to back away from ironic watching <…> to endorse single-entendre values. Who treat old untrendy human troubles and emotions in U.S. life with reverence and conviction. <…> These anti-rebels would be outdated, of course, before they even started. Too sincere. Clearly repressed. <…> The new rebels might be the ones willing to risk the yawn, the rolled eyes, the cool smile, the nudged ribs, the parody of gifted ironists, the "How banal". Accusations of sentimentality, melodrama. Credulity" [8, p. 193].

But the rejection of the postmodernist irony was inevitable. The new era wanted sympathy and empathy, which irony obviously abstained from. Irony maintained the distance and helped to objectively analyze the situation. It actually created a barrier between a reader and a character. Postmodernists accumulated enough irony to give birth to the term 'irony poisoning' and it often degenerated into the cynicism that threatened to justify real aggression.

2 Materials and Methods

The characterological trait of the personality of the third highest mental level is the accumulation of a large supply of potential energy (what experts in science call "psychic fund"). There is a spiritual richness of the individual, the diversity and differentiation of individual manifestations, characterized by a high degree of intensity.

In fiction, there is a noticeable desire to create similar types that amaze the imagination with their efficiency, breadth of interests, high mental potential, ability to grasp details and make deep generalizations from isolated facts.

Thus, if individuals, as a rule, poorly adapted, belong to the lowest mental level, the average level represents those who have adapted, people of the third mental level, with their inexhaustible supply of energy and high mental potential, are never limited to what they have achieved. They continue to discover and methodically develop their active qualities, truly extraordinary abilities and talents, even in adverse and extreme conditions.

In the works of fiction writers, one can find a considerable number of examples in which lyrical characters correspond to all three indicated mental levels. But the works of realist writers were acceptable to a much greater extent for the present study. The transfer of the phenomenon of the world and the motives of the individual's behavior in images is a vivid characterological feature of literature: a work of art in that case sounds the most convincing, strongly and comprehensively affects the reader when the author's thought is contained in perfect artistic images-characters. The versatility and multidimensionality of personality is most clearly highlighted in the author's creation of a typical character, which will be considered in this article.

3 Results and Discussion

In the article "Cultural and anthropological conditions for the possibility of psychotherapeutic experience", F.E. Vasilyuk develops M. Foucault's concept of a "homo psycho-logicus (psychological persona)," [1, p. 516] as an individual absorbed in the inner world and focused on its research and inner comfort, a reflective person. "First of all, a "psychological persona" (to use M. Foucault's term) must have a basic sense of unconditional significance of his personal life, which is regarded as having a socially self-evident significance that does not need validation, although perhaps it does need protection. My private existence, my life is inherently valuable, it does not require justification and confirmation by any higher values or by any institution. The significance of my life is in its original value as a gift, it is not the reward for merits [7, p. 88].

Defining a 'psychological persona', F.E. Vasilyuk focuses on a number of characteristics. A psychological person, in his opinion, treats life as a possession he can dispose of on his own will, that's including its premature interruption. He perceives happiness as a norm of life, and any inconsistency with this basic idea of happiness is regarded as tragic, extrinsic, and transcendent. He interprets the desire for a better quality of life as a process that can be controlled/managed and so has an active attitude to life as opposed to "non-action, waiting, patience" [7, p. 89]. He focuses on problem solving.

A 'psychological man' is rather a product of the 20th century. The post-traumatic effect, first among those who survived World War I (with the representatives of the "lost generation" taking an important place) and then World War II, forced those outsiders, overwhelmed by the sense of futility of life, to analyze their minds and souls in search of the reasons for this feeling. Post-traumatic states became the subject of particularly serious research in the United States after the Vietnam War. This explains numerous stories with a 'psychological persona' as a hero-protagonist in fiction of the second half of the 20th century.

So, the era of 'new sincerity' can be defined as a personal acquisition of a psychological voice and courage to speak about the innermost, about obstacles that stand on the way to achieving harmony with oneself.

A psychological person realizes his need to solve the accumulated problems and, gaining the voice, gets the chance to confess and find a comrade in misfortune, a virtual interlocutor who is ready to listen, understand, and advise. And, while talking aloud about their worries and experiences, one often finds a key to overcoming these problems.

In such a way people become more sensitive to their state of heart, make an effort to recognize the sources of certain sensations, suffering, mood swings. In this context, the broad appeal to the concept of ‘psychological trauma’ and its use beyond the boundaries of psychological science proper becomes understandable.

New sincerity presupposes new sensitivity, which, in turn, entails a new interpretation of psychological trauma. Traditionally this term was used to define extreme situations which negatively affect the mental health of an individual and threaten his life or physical safety. In the era of ‘new sincerity’, however, virtually all life situations and stressful events fall under this concept. People become more susceptible and scrupulous as regards their psychological state and the reasons that affect it.

There comes a time when anyone can talk about their problems openly, it becomes possible and fashionable to discuss them. Being a victim ceases to be shameful. The status of a victim becomes a point of a cult in society. Therefore, both journalism and fiction initiate new themes – relevant but never discussed previously. Family conflicts, intimate problems, betrayal, financial discrepancy as ‘an apple of discord’, demarches of teenage children, and other situations that used to concern only a narrow circle of close people – now become a subject for discussion of thousands of Internet readers and an object of research by authors of fiction.

Highly accomplished and wise adults with great life experience openly talk about the innermost, often aiming at creating a certain image and even gaining popularity. When the teenagers of the pubertal period, however, face unbearable problems, as a rule, they close themselves, absorb their sufferings and dare not tell even the closest people about them, cannot ask for help.

The desire of the ‘liberated’ adults to work with their current psychological problems (often with the assistance of professional psychotherapists) leads them to the analysis of the conditions of their own development, for most traumas come from childhood.

Hence the increased attention to the period of childhood and adolescence, both in special scientific research and in journalism and fiction. Teenage literature has its own goal: to protect teenagers from problems that have piled up, to lend a helping hand at a time of difficult socialization, to catch them “in the rye.”

The new conditions trigger new literature, which comes out at the turn of the 20 and 21 centuries. A number of novels and short stories written by authors of different national cultures talk about the formation of an adolescent’s personality: “Black Swan Green” by D. Mitchell (England), “The Perks of Being a Wallflower” by S. Chbosky (USA), “Difficult Age (Permafrost zone)” by E. Moldanova (Russia), “Time to Speak” by K. Klimovsky (Israel) and many others. It is a 13-16 years old teenager who is the narrator of these works, going through problems, suffering and reflecting in front of the reader, forcing us to empathize with the new teenage sincerity.

Actually, the reading public has already encountered similar precedents. Take for example Russian classics. Leo Tolstoy’s protagonist in “Childhood”, “Adolescence” and “Youth”, novels written in the 1850s, reflects over his life and grows up right in front of readers’ eyes. Tolstoy's famous “dialectics of the soul” is evident in the abrupt mood swings of Nikolenka Irtenyev. The boy actually lives in his anxieties and troubles, which succeed one another, analyzes them, and, experiencing them, learns about the world. Yet, the hero is never depicted in a situation where he needs daily socialization in a group of peers.

J.D. Salinger's novel “The Catcher in the Rye”, published in the 1950s, became an instant bestseller not only due to the author’s skill and talent. The concerns of the restless personality of a teenager who did not fit into the surroundings, his painful discord with the world – these problems were acutely perceived first by the American and later by the world readers as new insights on the teenager’s process of socialization in the modern world. But until the era of ‘new sincerity’ of the late 20 and early 21 century, such works were rare.

Besides, time dictates its own rules. In the new psychological teenage literature of the turn of the century, the young protagonist-hero is shown in relationships (more often in conflict) with the environment of other teenagers that surround him every day, and who, no doubt, form a part of a new society. The new reality associated with incredibly rapid technological development, globalization, the process of reassessment of values forces a person to face a new moral choice.

School bullying, which becomes a very common problem, lack of response from adults to the moral oppression of individual adolescents, complex family relationships, and sometimes domestic violence, a huge increase in the number of divorces, the gadgetization of society, which has given rise to various forms of psychological impact, and many more facts like that have expanded the concept of psychological trauma that seriously affects both health and the social comfort of a child.

Teenage diary, or rather confessional, prose, which offers a glimpse into the soul of a protagonist, is designed precisely to show a whole host of problems that overwhelm the young storyteller, who, as a rule, comes from a seemingly intelligent, absolutely auspicious and respectable family. In D. Mitchell’s novels “Black Swan Green” and K. Klimovsky’s “Time to Speak”, the narrators are a boy and a girl of similar age, Jason Taylor and Michelle Aronson, who live, respectively, in England and Israel and go through a complex process of personality formation, socialization, initiation into the adult world with its often cruel laws. D. Mitchell’s novel focuses on the early 1980s, K. Klimovsky describes the late 1990s-early 2000s. The authors create a diegetic narrator who is both the subject and the object of narration. These are deep, intellectual, reflective personalities who perceive (cognize) the world through their emotional experiences – a vivid manifestation of psychological personas who care about their inner world and strive for personal growth and self-realization. The character of each protagonist is influenced by a number of psychological traumas. And the first of them is a split in family relationships, which affects the protagonists in different ways, but equally strong.

Michelle, the protagonist of the novel “Time to Speak,” having learnt of her father’s infidelity to her mother, feels that her world is collapsing. The father's betrayal brings pain to the girl's soul for the deceived mother, who has already been in severe depression for a long time. The girl fears for her mother’s mental and physical health: what if her broken soul cannot stand this trial and she will die of grief? The author makes the girl face a difficult moral choice: should she tell her mother about what has happened or leave her in happy ignorance? The dilemma induces a severe stressful state: the girl endlessly analyzes what has happened and what caused it, examines her own feelings. Michelle understands that her father finds an alternative for a reason. For many years, the girl’s mother has been feeling depressed with only rare remissions.

From the stories of her father’s sister, the girl learns that it was her, Michel’s, birth that triggered the depression. And the reasons for the family disaster take on a fairly clear outline for her: it is she who is to blame for everything, her birth. If not for her, the mother would be the same as she used to: beautiful, bright, tidy, cheerful, and nothing like this would have happened. The girl is ready to any sacrifice for life to come back to normal (she behaves well, improves mathematics, reads her father’s favorite “Karamazovs”), but she understands that it is beyond her power to rectify the situation, which soon resolves with her father's leaving the family. She can express discontent with her parents only in her dreams. In reality of the day, the stormy childhood fantasy, fueled by an impressive number of books read, makes her experience the fear of potential orphanhood in an asylum in case the conflict ends tragically. In addition, the emotional and amorous Michelle firmly rejects love, regarding it as a transient feeling that brings pain. It is significant that the heroine fights her problems alone. Adults are too preoccupied with their own problems to see their daughter's state, and if they do, they do not make any attempts to help her (mother – due to her illness, father – due to selfishness and the complexity of the situation): "'Mishka, what has happened?' – I didn't know what to answer, and muttered that my head hurt, but my mother didn't believe me, and my father didn't notice anything: he was thinking his own thoughts" [2].

Jason Taylor, the hero of the novel «Black Swan Green», also has to deal with his problems alone. His seemingly happy family is far from a castle for the 13 year old teenager, it is not a place where he can feel protected. Nervousness that reigns in the house is evident in the tense relations between his parents, which the boy feels most acutely. His father, who is obsessed with his career and, as it appeared later, has an affair with another woman, shows disrespect to the boy's mother and sees her only as a housewife. Feeling humiliated and suspecting her husband's infidelity the woman tries to assert her rights in daily skirmishes.

Preoccupied with themselves the parents do not know what is happening in their son's life, what problems he is having and how psychologically traumatic they are for the boy. Meanwhile there are a lot of causes for concern.

Jason is a thoughtful, well-read and romantic boy, who writes poetry published in a local newspaper under a penname but he keeps it secret from his classmates realizing what it may be fraught with. An ordinary school in a small British town is depicted by the author as a source of misery for the teenager. Rigid hierarchy predominating in the boys' relations makes any manifestation of humanism impossible. Boorishness, brute force, direct aggression as well as ability to insult and humiliate are highly revered. As a result decent intelligent children get dependent upon primitive, vulgar, dim-witted boys forming packs to increase their power.

Some victims become pariahs other children are ashamed to communicate with as the representatives of the lower levels of the existing hierarchy. Any sign of humanity is viewed as a shameful weakness, intellectual development is not encouraged. Flourishing bulling (insulting nicknames, verbal and physical humiliation etc.), among whose victims we can see Jason, goes absolutely unnoticed by the teachers. For that matter some of them can afford to ridicule students mincing no words, with no thought for the consequences and the possible effect of their words on the teenager's standing in class.

The hero's sensitive soul cannot bear the strain. The boy develops progressive stammer which he finds more and more difficult to cope with. Realizing that his speech defect will lead to his classmates' sneers and result in his losing as little authority as he has, the boy is trying to hide it carefully. When Jason feels the stammer attack coming while he is answering a teacher's question, he just stops speaking. The teenager prefers to look stupid and unable to answer a simple question rather than make his stutter evident to the class.

The hero of the novel has a sensitive soul and a subtle mind, he is prone to reflection, continuous analysis of his own and other people's behaviour and their assessment. Jason's visual thinking makes him distinguish several alter egos in his personality. When against his will he commits some unseemly acts, caves in to the primitive majority making the rules of existence in a school community and the criteria to assess its members, Jason discerns Maggot in himself, of which he is ashamed and which he tries to eliminate. Unborn Twin makes itself evident much rarer, it symbolizes self-sufficiency, independence and the ability to act boldly – the qualities Jason is unable to show as often as he wanted because of dominant influence of Maggot whose characteristic traits are cowardice and weakness.

Another image appearing in the boy's mind is Hangman, choking him and making him unable to speak during the stammer attacks. It is another peculiar component of Jason's personality reacting to irritants. Hangman suppresses the boy, tortures him, makes him weak and submissive almost like the cruel and brazen top of the schoolboys' community. Jason does not expect any support. His mother is worried about the stammer and even makes her son see a speech therapist, but she is absolutely unaware of the reasons underlying the ailment. It is significant to mention that people supporting Jason, helping him to overcome his complexes and regain self-confidence are strangers. Among them is a speech therapist saving the boy from reading aloud of which he is terribly scared as the moment of his exposure. She understands how traumatic it is for the boy and calls the teacher asking him not to aggravate the situation. Another person playing an important role in the boy's development is Madame Crommelync who gets interested in his poems. A few meetings they had were enough to make the boy believe that he is talented, self-sufficient, that he shouldn't cave in to the opinion of the majority, hide his name behind a pseudonym no matter how poetic, that he should grow, develop his personality and intellect. But Jason has a long and difficult way to go in order to make these ideas come true.

There is no doubt about the fact that actions of people in teenagers' surrounding greatly influence the development of their personality, sometimes this influence is so profound that it causes a psychological trauma. That is just what happens to Michelle, the heroine of the novel "Time to Speak", who is strongly affected by a suicide of her close friend Ronnie. (It is worthwhile noting that on the next day after the suicide a psychologist comes to school which the girl attended in order to speak with her classmates about the situation and save the children from a severe psychological trauma).

The process of the heroine grasping the horror of the situation takes a long time; it evokes sharp memories about their common experience, definite shared moments, some words and given promises. The realization of her friend's deep loneliness making her commit suicide because she couldn't tell anyone about her problem hurts Michelle and causes her to conduct her own investigation in order to find out what has really happened. Together with Ronnie a problem of sexual violence enters the stage. Ronnie kills herself because of the sexual abuse by her elder brother. The author includes into the novel a legend from "Easter Haggadah" about four brothers that Michelle gets to know and tries to interpret drawing parallels with her own life. Out of the four brothers – righteous, wicked, naïve and the one who doesn't know how to ask questions – she likes the latter most of all and compares herself with him. But the talk with her mother ruins the girl's conception.

Mother sees in her daughter the wicked brother, who is showing doubts, asking awkward questions, trying to get to the heart of each situation and eventually appears to be the engine of progress. It is the desire to get to the heart of the matter that gives Micelle strength not only to get over the tragedy of losing a close friend but also to draw the right conclusions from the situation. Analyzing the legend her mother says that it is doubtlessly good to be a righteous brother but such people are rare. And Michelle understands: Ronnie was a righteous brother, which actually killed her. She endured all the hardships with dignity saving face, she "closely followed the rules, didn't let anyone down, was loyal to the family code to the end", "was saving face in the best Japanese traditions, and when it became unbearable she committed suicide like a Japanese samurai. The righteous son Ronnie took an overdose of pills without telling anything to anyone, showing no doubts about her own decision. Silently and fearlessly" [2]. The realization of the essence of Ronnie's tragedy helps Michelle to cope with the psychological trauma and live on.

The novels that are analyzed here definitely possess the features of Bildungsroman (coming of age novel) in which the hero faces a difficult moral choice. Having conducted her own investigation Michelle understands what made her friend commit suicide. But Ronnie's parents are "keeping up appearances" and even after the tragedy do not let anyone doubt the decency of the family. Michelle can keep silent and not interfere into their lives which one of her friends strongly recommends her to do. But she is a whole honest person who always speaks her mind. Ronnie has a younger sister and Michelle understands that if she doesn't tell anything to Ronnie's parents, doesn't make them face the truth and admit that there is a big problem in their family it can lead to another tragedy and the girl cannot let it happen. This act demands from her spirit and courage, which she shows in a very difficult and mature beyond her age conversation with her friend's parents.

Jason Taylor also finds himself in a situation where he faces a choice. Moreover during one year depicted in the novel such situations happen in his life very frequently. The boy's social position being rather low he intuitively looks for the ways to get higher in the school hierarchy and gain respect of the high and mighty of the school world. At every turn Jason becomes more and more aware of the fact that the ways of achieving this position as well as the criteria defining it are essentially immoral and inhumane. The teenager rises in the unwritten rating for a short time and wins respect of other boys when he shows ingenuity and courage in a prank against Mr. Blake (though not a nice man, hated by most pupils, but still a human being). As a reasonable person Jason fully realizes that his status grew due to his moral degradation, desire to fit the environment.

The boy is always acutely aware of the situations when he is caving in to the majority, feeling how Maggot is moving to the leading positions in his inner personal rating. Against his will he joins the leaders of the school hierarchy in their favourite game aimed at humiliating physically weak pupils. This clever, well-read, thoughtful, humane teenager subconsciously starts speaking like the representatives of the narrow-minded school community only to remain within the accepted context. He never uses poetic or other bookish forms of speech at school so as not to be considered gay (homophobia is one of the leading features of those who set communication rules). He is very careful about every step he takes, thinks over all the details trying not to become an object of physical and mental humiliation. In order to fit in the boy accepts the invitation to join the Spooks group and is ready to go through the initiation procedure testing his courage, agility, and, to a certain degree, insolence. And here Jason is faced with a choice. While going through a series of obstacles together with his friend Dean Moran, who is not a popular boy at school, Jason has to decide whether to help his friend who got into trouble, which is forbidden by the rules, or to follow the rules, become one of the Spooks and to improve his standing. Humanity and goodness prevail in this situation; Jason helps his friend and completely ruins his reputation.

Psychological traumas often play crucial role in the personality formation of a teenager. The effect produced is not always the same, much depends here on the depth of the trauma itself as well as the ability of the teenager to overcome it and live on. This idea is reflected in the psychological notion "post-traumatic growth" that is understood as "positive change that occurs as a result of the struggle with highly challenging life crises. It is manifested in a variety of ways, including an increased appreciation for life in general, more meaningful interpersonal relationships, an increased sense of personal strength, changed priorities, and a richer existential and spiritual life" [6]. It is noteworthy that the heroes of the analyzed novels who experience post-traumatic growth emerge victorious from the traumatic situations that did not break or suppress them. Having grown up and made conclusions from the situations they went through both Michelle and Jason reach a new higher level of their existence.

It must be said that the resolution of the traumatic situation was far from easy for Jason Taylor. A short-term rise of his status is quickly followed by a downfall. His visit to the cinema with his mother, which contradicted the unwritten code of the boys' community, leads to another wave of bulling by the classmates. Money extortion and physical abuse make Jason commit an emotional act: during the shop class he deliberately crushes a very expensive new calculator belonging to his main abuser Neal Brose. When accused of property damage Jason is trying to defend his name telling the headmaster the reasons for his behaviour and destroys the image of Neal Brose as a golden boy student (seen as such by the school administration).

In that situation Jason behaves bravely and with dignity. At the same time he is haunted by the thought of being "a snitch". It was only a strict punishment of the teenagers terrorizing Jason and other schoolboys together with the unexpected general respect by the pupils treating him as a hero rather than a snitch that make Jason realize that he has done the right thing. And here one can clearly see the author's message. When touching upon a very difficult issue of bullying, which is practically ubiquitous at present but which used to be hushed up for a long time, D. Mitchell gets across to his teenage readers the idea that it is very important to end the violence by whatever means available. A false sense of honour shown in silence and patient suffering of the victim should not be viewed as a sign of strength or decency, it leads to self-destruction.

Jason who gives away his (and other children's) abusers is shown in the novel as a strong personality, capable of responsible decisions and courageous actions, the one who puts an end to the criminal behavior of a group of bullies harassing a large number of teenagers with impunity. As a matter of fact this action of the hero is a manifestation of post-traumatic growth. The boy goes through numerous difficult situations in his life, which teaches him many bitter lessons, but he stays true to his moral highly humane choice. At the end of the novel we learn that the boy's parents get divorced but Jason manages to reunite with his father who feels guilty that his son did not tell him about the bullying at school. The boy also sees a good example of his mother who copes with her life crisis: she starts working and quickly realizes her highly creative potential.

Besides Jason reconnects with his sister with whom, as he understands, they have always been very close, but grew apart due to the problems of the previous year. Jason grows much more confident in his relations with girls and at school in general. It is interesting that Hangman that made his life even more unbearable backs off. Naturally the boy's speech becomes softer and more fluent owing to mental stabilization and lack of stressors. In addition he now can use all the vocabulary range he possesses and sentence structures that correspond to his level of a well-read and deep personality not trying to conform to the criteria established by the primitive narrow-minded school top brass. He accepts his mother's, his father's and his sister's choices and looks to the future with hope.

Michelle grows up as well. Her way also lies through acceptance. This way is as long and difficult as Jason's. Her father's betrayal causing her mother's severe depression prevents the girl from communicating with her father for a long time. She hates his new wife and blames her for their family breakdown. It was very difficult for the girl to make a decision to visit her father after a long pause in their relations. She is preparing herself mentally for the meeting, thinking of the way to ignore his wife. And it is a kind of trauma for the girl. But Gilly appears to be a clever self-sufficient young woman, whose personal charm Michelle is unable to resist. She accepts her father's new family and their new born baby. Really traumatic for the teenage girl was her first true love to her classmate's brother, a soldier called Tomer. Bright emotions are depicted, as well as sincere letters where she expresses her feelings, shares her innermost thoughts and worries, end in pain when she sees Tomer with another girl, his fellow soldier.

However when some time later Michelle reads in a newspaper about Tomer's military feat she tries to justify him and explains his behaviour by the fact that his life is fraught with constant danger, therefore he is simply sparing her, protecting from worries and sufferings. Besides she is now ready to accept the idea that she needs Tomer more than he needs her (though when they meet later the guy admits that he misses her letters). Prone to analysis and reflection Michelle has learnt to understand and accept, learnt to see life in its complexity and diversity. She accepts Tomer with his choice. She accepts her father who is still unable to take responsibility though he is having a new family. She accepts Gilly who leaves her father because she has outgrown him and is eager to move on, accepts her mother's personal choice, which is strange and unexpected to Michelle, but it is a choice her mother has a right to.

The girl is growing increasingly aware of the fact that the world is not just black-and-white. In the final part of the novel a 16 year old Michelle realizes that there is a person in her life who all this time has been faithful and loyal, understanding her without words, supporting her in the most difficult situations and never betraying her. It was Bentzi whose love she once rejected not to experience additional pain. When she realizes that their relations are love itself, it makes her stronger and more mature and her life becomes full.

4 Conclusion

The heroes of both novels experience post-traumatic growth. The psychological traumas have not broken them. The teenagers become winners in difficult life situations. Clever and sensitive, they are trying to understand their own inner world.

Michelle and Jason are real examples of the psychological persona, whose image is emerging in contemporary young adult literature. They want to speak about themselves, talk aloud about their problems, live out their experience; they need an interlocutor, a listener that is granted to them by their creators in the form of a reader. It is extremely important that both literary works are highly optimistic. They not only touch upon difficult issues often turning into real psychological traumas faced by teenagers in modern society – they also show that these problems can be solved and traumas can be overcome.

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MENTALITY AS A MEANS OF ENRICHING THE NATIONAL LINGUISTIC PICTURE OF THE WORLD

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Abstract: The relevance of this study is determined by the powerful development of linguoculturological methodology in the system of humanitarian knowledge, which explores the concept sphere of the national language as a symbolic and semantic space of the mental originality of the subject of culture, the being of the spirit of people. The linguoculturological paradigm allows not only to study the "linguistic personality", but also to carry out the reconstruction of the mental-cognitive picture of the world, typical for the collective subject of national culture. A feature of linguoculturological methodology is the pronounced anthropocentric orientation of the research method, which reflects the general paradigm reorientation of humanitarian knowledge, as well as a specific problem field that arises in the space of interaction between language and culture. The specificity of the linguoculturological methodology also lies in the approval of the cultural-creative possibilities of the concept sphere. The study of mentality by analyzing its semantic presentations in the concept sphere of a language requires an integrated approach, a synthesis of methods of conceptual and contextual analysis, cognitive modeling, and etymological and component approach to linguistic phenomena.

Keywords: Linguistic personality, Linguistic phenomena, Linguistic picture, Mentality, Socio-cultural behavior.

1 Introduction

Problems of linguistic mentality, various ways of linguistic representation of the world are among the most relevant and discussed issues of modern linguistics. Consideration of problems associated with semantic processes inevitably confronts language researchers with the eternal problem for theoretical linguistics of the relationship between language, thinking, and culture. What is the relationship between thought processes and language? To what extent do patterns of a semantic nature influence the evolution of thought? Are the facts of linguistic semantics representing resource of culture? The answers to these questions have always been and are of concern to language researchers today.

Language acts as a link between mental and socio-cultural life and at the same time as an instrument of their interaction. Problems of linguistic mentality, various ways of linguistic representation of the world are among the most topical and discussed issues between linguists, philosophers, culturologists, and psychologists.

The concept of mentality is widely applied in modern science; it has become the property of public consciousness, the subject of philosophical and sociocultural reflections. Meanwhile, both this concept and the term itself are among the indefinite ones, changing their subject relatedness depending on the understanding of the nature of thinking, consciousness and, especially, ways of representing the structures of thinking and consciousness. The researchers rightly note: "Apparently, the well-known vagueness of the concept is due to the very nature of the phenomenon: mentality is omnipresent, it permeates all human life, is present at all levels of consciousness and behavior of people, and, therefore, it is so difficult to define it, to introduce it into some kind of framework" [3].

The principles of modern linguistics, along with anthropocentrism, cognitivism, pragmatism, ethnocentrism, include mentalism [2, 8, 9, 27]. Research in psycholinguistics, the theory of speech activity, cognitive psychology, communication theory (including intercultural) made it possible to correlate the picture of the world as reality (material and ideal, real and imaginary) reflected in the human psyche and the linguistic picture of the world as a set of knowledge captured in units of language, in knowledge representation structures. The picture of the world, including cognitive, axiological, norm-setting components, is a common field of activity for ethnographers, psychologists, linguoculturologists.

At the same time, mentality is a way of seeing the world, the level of public consciousness, "a minimum of spiritual unity of people, without which the organization of any society is impossible." Mentality represents a deep structure of consciousness, depending on socio-cultural, linguistic, geographical, and other factors [1].

The key category that holistically fixes the entire set of national and cultural characteristics is mentality as an integrated characteristic of a subject of culture, fixing the type of thinking and mental order characteristic of a cultural community, a specific picture of the world and images of the national "Self". Mental matrices act as the foundation of a cultural system, fixing its stable value dominants, models and stereotypes of world perception, which underlie cultural differences, become a factor of intercultural misunderstanding and cause conflicts. The mentality reproduces deep psychocultural features, which, on the one hand, are fixed in the structure of the self-consciousness of the ethnocultural community and in the linguistic picture of the world, and, on the other hand, are found in the communication system, behavioral models, stereotypes and scenarios. Mentality is the most important identification resource of the nation, the destruction of which leads to a split in society, an existential vacuum and the loss of the meaning of human existence, accompanied by anomie (i.e., the absence of norms, the inability of culture to fulfill its value-normative functions) [13].

In the anthropological dimension, the deformation of the mental basis becomes the main cause of the global identity crisis, which, in turn, is accompanied by a surge of various kinds of deviations and the expansion of the social base of deviant behavior. In this context, the problem of understanding and taking into account the specifics of the national-cultural mentality acquires special significance. The cultural processes of the last decades show that the deformation of the foundations of the national-cultural mentality entails the intensification of crisis-catastrophic phenomena in society (and in extreme cases leads to the failure of the entire civilizational program) [10]. In the situation of reforms in society worldwide, the problem is exacerbated by the aggressive expansion of the ideology of total consumerism, which contradicts the basic values of the national cultural ethos. Namely this worldview paradigm of a "bright future" has played a key role in today's "anthropological crisis", which is "ideologically rooted in total economism, consumerism and utilitarianism (the cult of wealth, power, prestige, careerism, physical strength, etc.)" [18].

Understanding mental characteristics can be the key to a successful exit from the spiritual crisis of society: it can help to recognize and accept one's own historical and cultural uniqueness, to see the "zones" of divergence of deep mentality traits and to correct the model of economic and political transformations. Characterization of the mental matrices of national culture and understanding of the mental foundations of the world will allow: a) to predict the nature of interaction with carriers of a particular mentality within the framework of intercultural communication; b) to design optimal models of the cultural future and carry out transformations taking into account the deep and historically stable factors of people's life; c) predict zones of intercultural (interlingual) discrepancies and develop conditions for their minimization in a situation of dialogue of cultures.

2 Materials and Methods

Phraseological conceptualization of the mental foundations of culture is carried out with the help of stable units of language linguoconcepts as linguized mental "units of consciousness" containing significant sociocultural meanings and concentrating a multi-level structure stored in the collective consciousness and objectified in various linguistic forms of multidimensional culturally significant sociopsychological formations. The concepts that form the basis of mentality participate in the formation of the value "picture of the world", acting as a kind of semantic and value "cells of culture" that exist in the forms of the national language in the form of concepts, associations, stereotypes, attitudes, experiences (according to the researcher D. S. Likhachev) [17]. The verbal symbolism of the national language culturally marks "us" and "them", establishes communication standards within "our" and "alien" cultural space. The basic concepts of various national and cultural mentalities, revealing a common space of meanings, have their own specific content, which is found in the linguistic picture of the world. In this regard, the study of the specifics of the semantic content of the basic concepts of mentality in various cultural and linguistic environments is of particular relevance.

The theoretical and methodological basis for the study of the concept sphere of national-cultural mentality has the following features [3, 4, 14]:

a) It is based on the understanding of the culture of a self-developing system of human supranatural activity, the "psychophysical" carrier of which is the mental sphere of the human individual, and the structural unit is the meaning it produces; moreover, it is based on the theory of language as "ergon" and "energy" (W. von Humboldt, L. Weisgerber, E. Sapir and B. Whorf), on the interpretation of the cultural-creative functions of the national concept sphere (D. S. Likhachev, Yu. S. Stepanov), on the concept of "linguistic worldview" and the linguistic picture of the world, a significant element of which is phraseology (N. F. Alefirenko, Yu. D. Apresyan, Yu. N. Karaulov, O. A. Kornilov, E. S. Kubryakova, V. I Postovalova, B. A. Serebrennikov, E. S. Yakovleva);

b) It is built on the basis of ideological universals of culture, accumulating historical social experience, with the help of which a person evaluates, comprehends, and experiences the world; fixing and defining the most general ideas of the subject about the main components and aspects of human life: about the place of a person in the world, social relations, spiritual life and values;

c) It takes into account the results of linguistic and cultural studies of the role of language in the formation of the national picture of the world (W. von Humboldt, L. Weisgerber, L. Wittgenstein, E. Sapir, B. Whorf, E. Cassirer, Yu. M. Lotman, M. M. Bakhtin, V. N. Toporov)

d) It organically includes the principles of the unity of the mental and linguistic and cultural space as the basic representatives of culture, ideas and principles of structural and cognitive linguistics.

The characterization of the semantic fields of the concept sphere of national mentality, represented at the phraseological level, was carried out based on: patterns of influence of the language picture of the world on cultural dynamics, mechanisms of the relationship between cognitive and linguistic structures.

3 Results and Discussion

The category of mentality was introduced into scientific use in the French-speaking school of Annales (F. Aries, M. Blok, J. Duby, J. Lefebvre, L. Febvre). General theoretical aspects of the study of stereotypes and national character traits that form the basis of mentality are presented in the works of a number of philosophers and psychologists: E. Durkheim, G. Lebon, M. Heidegger, C. G. Jung, Z. Freud. E. Fromm, L. Fevre, as well as in works that deeply analyze the mythological component of culture (R. Bart, A. A. Potebnya, A. F. Losev, N. I. Tolstoy, V. N. Toporov, O. M. Freidenberg, C. G. Jung). The methodology of studying mental matrices was the basis for anthropological studies of primitive cultures (L. Levy-Bruhl). The study of mentality in the context of ethnic identity and national and cultural specificity was undertaken in the fundamental works of foreign culturologists and anthropologists C. Levi-Strauss, J. Duby, F. Graus, J. Lakoff, P. Dinzelbecher, A. Dupron, R. Reinhardt, 8 G. Tellenbach, as well as in the works of humanity researchers: A. Ya. Gurevich, S. V. Grineva, I. G. Dubov, S. V. Valtsev, V. P. Vizgin, G. D. Gachev, T. S. Korneeva, L. N. Pushkareva, E. Ya. Tarshis, N. S. Yuzhalina. A significant layer of research is associated with the interpretation of language as a form of cultural existence, a way of preserving national characteristics and a means of presenting cultural and ethnic dominants that determine mental matrices, national stereotypes and worldview models (works by L. Weisgerber, W. von Humboldt, E. Sapir; studies of Slavic linguists A. N. Afanasiev, F. I. Buslaev, A. A. Potebnia).

An analysis of the literature of a philosophical, cultural, and linguistic orientation testifies to the fundamental study of the problems associated with the study of linguistic pictures of the world as the worldview foundations of national cultures, the characteristics of the specifics of individual mentality traits. Significant material has been accumulated on a comparative analysis of the semantic fields of concepts that are key ones to understanding the specifics of culture. At the same time, there are no linguoculturological studies of the national-cultural mentality as an integral phenomenon represented in the figurative-symbolic system of national phraseology.

The idea that the world is seen by a person through the prism of his language, of course, is not new. The ideas about the decisive role of language in human thinking, about the connection of language with the mental and spiritual life of the people, its culture belongs to Humboldt, who considered language to be the creator of reality, forming social consciousness. According to Humboldt, everything in the language is the reincarnation and reflection of the national spirit.

Humboldt laid the foundations for the theory of language as a product of developing human spiritual power and as a phenomenon of human society, thus indicating to future generations of scientists a promising direction of linguistic research aimed at penetrating the complex mechanisms of the linguistic, intellectual, spiritual, cultural and historical activities of the people. The ideas of Humboldt created a fertile ground for the emergence of various concepts, which are based on the idea that the elements of a language express a certain mental content and differences between languages are considered as a manifestation of the peculiarities of the thinking of the speakers of these languages or as the embodiment of a special ethnic culture.

The desire to interpret all the features of each particular language as features of the thinking of its speakers found the most complete form in the concept of Weisgerber and in the hypothesis of linguistic relativity, which went down in history as the Sapir-Whorf hypothesis. Weisgerber, like Humboldt, considers language to be a mental "intermediate world", which is the result of the interaction of the world of things and the world of consciousness. After such interaction, the language itself creates the surrounding world. Language is an image, a picture of the world, a worldview of the people. The difference in languages is a manifestation of the difference in views of the world, and for people who speak different languages, the world looks different [7].

Let us now turn to the Sapir-Whorf hypothesis, without taking into account which reasoning on the topic of the relationship between language, thinking, reality and culture would obviously not be complete. The main provisions of the Sapir-Whorf hypothesis can be reduced to the following: language determines the nature of thinking, its logical structure. The formation of thoughts, according to B. Whorf, is "not an independent process, strictly rational in the old sense of the word, but part of the grammar of a particular language and differs among different peoples in some cases slightly, in others very significantly, just like grammatical the system of the respective peoples" [15].

The nature of cognition of reality depends on the languages in which the cognizing subjects think. "We dissect nature in the direction suggested by our native language. We single out certain categories and types in the world of phenomena not at all because they are self-evident. On the contrary, the world appears before us as a kaleidoscopic stream of impressions, which must be organized by our consciousness, and this means, as a rule, by the language system stored in our consciousness. We dismember the world, organize it into concepts, and distribute meanings in this way and not otherwise, mainly because we are parties to the agreement that prescribes such systematization. This agreement is valid for a certain language community and is fixed in the system of models of our language" [21].

Human knowledge does not have an objective, universally valid character. Only the similarity, or at least the correlation of language systems, can create a similar picture of the universe. This is the principle of relativity.

Thus, according to Whorf, language is a tool, a means of thinking, it "sculpts" human consciousness, and, therefore, the thinking of every nation has purely national features, entirely predetermined by the immanent development of the national language. As a result, a native speaker does not know objective reality, but only the language of which he is a native speaker. These ideas have also been developed in neo-positivist philosophy, which believes that people who speak different languages have different cognitive abilities.

A decisive influence on the processes of thinking and their reflection in the language is made bu extralinguistic reality. The conceptual world reflects the ideological ideals prevailing in society. For example, the very idea of any progress was alien to the worldview of medieval man. The public consciousness was dominated by religious views on the vicious nature of man, deprived of God's mercy as a result of his fall. Probably, faith in human progress entered the public consciousness only in the 17th - 18th centuries thanks to the efforts of philosophers who proclaimed the future kingdom of reason. The history of the semantic development of the word 'progress' reflects the dialectic of this concept (the original meaning of the word is "physical movement in space; a journey made by a royal person", and the word gets the meaning "development for the better, the process of improvement" only in the 17th century).

The interpretation of mentality in the linguoculturological context as an integrated characteristic of the subject of culture determines: a) the existential matrices of the cultural system, which find their expression in the semantic fields of the basic concepts corresponding to cultural universals; b) criteria and grounds for national and cultural identity; c) models of self-determination of the community "we" and the nature of the images of "they"; d) behavioral scenarios and life strategies specific to the subject of culture. Mental matrices are the basis of worldview and world picture, they largely determine the cultural ethos of the people, act as the basis of national and cultural identity. The epistemological dominants of mentality, fixing the type of thinking characteristic of a cultural community, underlie the formation of a specific picture of the world. They determine the formulas of national consciousness, the commonality of states, experiences, views, assessments and judgments of the collective subject of culture, his ideas about the basic existential values concerning freedom, justice, the meaning of life, happiness, etc. Mentality carries out its linguistic objectification in the phraseological field of culture. Therefore, the characterization of the content and specifics of mental matrices involves the study of national phraseology, which reflects the structure and hierarchy of the value dominants of national culture and captures the originality of the axiological dominants of mentality.

One should also note the characterization of national phraseology as a linguocultural phenomenon that reflects and forms the mental matrix of culture. The figurative and symbolic component of phraseology, being objectified in the mental manifestations of the subject of culture, ensures the reproducibility and stability of mental matrices, therefore, the analysis of phraseological material makes it possible to identify the national and cultural specificity of mental concepts that concentrate the results of the cultural experience of the people and the meanings typical of culture that form the picture of the world of native speakers. Associative-figurative and semantic fields of phraseological units are a key source of national character formation, a value-oriented bank of humanitarian culture, which performs the most important functions of understanding, interpreting, and evaluating a person and the world. Phraseology not only reflects cultural specifics, but also reproduces the mental originality of the subject of culture, fixing the vector of activity from text to reality.

The phraseological fund makes up the deep semantic fields of concepts due to its national orientation, the ability to store value orientations and models of perception of the world that are specific to the subject of culture. In the language space of national phraseology, mentality is presented as a set of concepts that are significant for the subject of culture, associated in the text of culture and national self-consciousness. Concepts of mentality deeply characterize the collective subject of culture and act as a source of formation of the repertoire of phraseological meanings. The basic characteristics of mentality are manifested in the figurative and symbolic composition of metaphors, conceptualized in the "scenarios" of interpersonal relationships and communications, in the sensory-emotional coloring of life strategies. Identification of the semantic layers of phraseological units frequently nominated by the phraseological fund of the language makes it possible to understand the value dominants of the culture of the people, to clarify the worldview and moral and ethical principles that form the basis of national mental matrices.

At the same time, the conceptual sphere of mentality is made up of basic macroconcepts belonging to the group of "cultural universals": freedom, justice, happiness, love, friendship, which concentrate the results of the cultural experience of the people and form a specific picture of the world of native speakers, fix the ethos of national culture, typical models of meaning and life strategies of its subject. The national-cultural mentality is formed by the natural habitat of the ethno-cultural community, religion, humanitarian culture, history, events significant for the national life, forming the historical memory and the "spiritual gene pool" of the nation. However, the mentality not only reflects, but also creates the cultural reality, reproduces the value-normative model of culture, represents its source and cause, forming and preserving the "anthropological model" typical of the national culture in a large historical time [8].

Mentality is also considered as an explanatory model. The conceptual system of an ethnic group is inseparable from the conceptual system of the language in which this ethnic group speaks; it reflects the mentality of the people, the past state of the language, its history [18]. Namely through the semantic content of concepts, the national-cultural mentality acts as an anthropological expression of cultural specificity. Mentality carries out its linguistic objectification in the phraseological field of culture, therefore, the characterization of the content and specifics of mental matrices involves the study of national phraseology, which reflects the structure and hierarchy of the value dominants of national culture and captures the originality of the axiological dominants of mentality.

There are different approaches to understanding the content and specifics of the concept sphere of national-cultural mentality. The most productive one is the linguoculturological methodology, which is based on the anthropocentric paradigm of understanding language and culture, considering it the key principle not only of linguistics, but also of all other human sciences [9].

Linguoculturology is interdisciplinary in nature, initially arising at the intersection of linguistics and cultural studies, but its main task is to "comprehend culture through language"), which is considered as the most important factor in the preservation and manifestation of national-cultural mentality [20]. The language preserves and fixes the deep anthropological matrices of culture, determines its axiological basis, as well as the specifics of the worldview of its bearer, namely: the image of the national "Self", including ways of self-consciousness of oneself as a representative of the nation, culture, foundations and models of national and cultural identity, possible behavioral projections of the image of "Self", fixed in the language; a system of basic values specific to a given culture, fixed by semantic oppositions of the concepts "social-individual", "material-ideal", "good-evil", "present-past-future"; "models" and the specifics of the meaning of life, formed by the semantic fields of the concepts of happiness, love, death, eternity, fate; the nature of the "us-they" opposition.

Within the framework of linguoculturological methodology, the essential connection between the language (the semantic fields of its concept sphere, grammatical forms and features of functioning) and the sociocultural experience of its speakers is noted. Mentality, being a natural form of perception of the world, is based on the categories and forms of the native language. The basic unit of mentality in the language is the concept: "the mental genotype, the prototype of the essence, given in the content of the concept through the verbal sign" [4]. The objectification of the mentality occurs in the language based on the context of cultural traditions. Each separate individual has his own picture of the world, in which mentality is manifested [15]. Language, as one of the most important factors in the formation of national mentality, has an impact on acts of consciousness, stereotypes of thinking, and the level of the unconscious. At the same time, the language takes into account not only the verbal way of transmitting information, but also the very quality of this information.

In cognitive linguistics, mentality appears as a specific way of perceiving and understanding reality, determined by a set of cognitive stereotypes of consciousness that are characteristic of a particular individual, social or ethnic group of people. Linguistic and cultural studies, analyzing the relationship between language and culture, consider as a priority the identification of national and cultural specificity in the concept sphere of language, which makes it possible to look at the national linguoculture in its integrity, consistency and originality, as well as to analyze individual fragments of the language picture of the world from such positions. Through the analysis of cultural connotations and the symbolic reading of the figurative basis of language units, the linguoculturological approach makes it possible to justify the choice of language images, to discover in language units both specific features of the mentality of a particular people, and universal meanings due to human nature. Linguistic and cultural methodology affirms the relationship of language, thinking, and culture, reveals the nature and mechanisms of their mutual influence.

Culture is a product of human social activity, and language, in turn, is a component of culture, its tool. In the very matter of language, in the essential features of its structure, the biological nature of man is reflected. Language as an integral system of means reproduces the complex world of human consciousness spiritual culture is fixed in linguistic forms, including the entire set of ideas, beliefs, customs, traditions, and habits. Therefore, the analysis of the peculiarities of the mentality of different peoples is necessary for understanding and interpreting the problems of intercultural communication.

Representatives of different linguistic cultures perceive the world differently, through the prism of their own picture of the world. At the same time, it cannot be said that the picture of the world is its mirror image. Language explains the content of this conceptual picture of the world, creates certain linguistic images. In ontogenesis, the interaction of mentality and language shows that each new member of society and each new generation, entering into life, assimilates knowledge about the world through the prism of their native language. In the conditions of modern globalization, transformational processes in national languages are accelerating; in such a situation, the mentality performs a cultural and protective function.

The linguoculturological approach implies that the linguistic picture of the world covers the entire linguosphere and its core the conceptosphere [1]. "The gene memory of the people", as Kolesov calls the mentality, has been developing for centuries, being thoroughly fixed in the language and word [12]. The verbal sign "serves" native speakers in accordance with their level of intelligence: for children, it finds its manifestation through fairy tales, for the unintelligent in the proverbial fund of the language, it can store information in separate words, but this is only for people who are sensitive to understanding the language [17].

4 Conclusion

Linguoculturological methodology synthesizes the existing directions for the study of linguistic pictures of the world, considering the linguocultural concepts unique for a particular language, which are "key" for a given culture from the point of view of understanding its features and characteristics of mental matrices, as the subject of its analysis. A feature of linguoculturological analysis is the pronounced anthropocentric orientation of the research method, as well as the analysis of various kinds of phenomena that arise in the space of interaction between language and culture.

In this regard, linguocultural and cognitive conceptology are becoming significant areas of humanitarian research, the central subject of study of which is the linguocultural concept "a complex mental unit that fixes the uniqueness of culture and is objectified in verbal units necessary to meet the communicative needs of members of society. It is obvious that further research in this area can contribute to the comparative study of national mentalities, allow outlining promising areas of linguoculturological research aimed at studying the features of national mentality explicated in the language picture. Comparative studies of phraseological units of different languages, based on the generalization of numerous studies of national language pictures of the world, help to expand the understanding of the historically established and rooted patterns of behavior of carriers of national mentalities, thereby contributing to intercultural understanding and dialogue.

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THE ESTABLISHMENT OF THE NATIONWIDE CONCEPT OF AGRICULTURAL RESEARCH AFFAIRS IN THE CONTEXT OF THE ACTIVITIES OF THE HORY-HORETSKI AGRICULTURAL INSTITUTE

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Abstract: The practice of organizing research at the Hory-Horetsky Agricultural Institute of Mogilev Province has received national recognition as an example of the first steps of sectoral research on a long-term basis in a domestic institution of higher agricultural education. The study of this issue is local and of general scientific importance, taking into account the direct impact of this agricultural free trade exercise on the development of sectoral research in Ukrainian lands. Using the method of historical reconstruction, the interconnected history of the two first institutions of higher agricultural education of the Russian Empire was restored, the Institute of Agriculture and Forestry in Marymont and the Hory-Horetsky Agricultural Institute. In the conditions of rigidity of the centralized system of public administration, the experience of the functioning of the only agricultural institute in Marymont in 1816–1840 affected the organization of the educational institution in Horki. The interconnected history of the two oldest agricultural Higher Education Institutions is presented in the same direction as forming the national system of higher agricultural education. For the first time, a comparative analysis is made for the constituent documents of the Hory-Horetski Agricultural School from 1836 and the Institute of Agriculture and Forestry in Marymont from 1840 to reflect in them the objectives of the field research. It is shown that the Regulations on the Hory-Horetski Agricultural School of 1836 defined the directions of experimental work in much more detail than the Statute of the Institute of Agriculture and Forestry in Marymont of 1840.

Keywords: Agricultural research, Hory-Horetsky Agricultural Institute, Marymont Institute of Agriculture and Forestry, Research field, Research zootechnical station.

1 Introduction

The chronology of the work covers the period from 1836 to 1864. The lower limit is determined by establishing the Hori-Horetsky Agricultural School in Orsha County, Mogilev Province, in 1836. The upper limit is due to the closure of the Polish uprising in 1863 and its inclusion in the Horki St. Petersburg Agricultural Institute in 1864. At the same time, the modernization of the Russian Empire, initiated by the abolition of serfdom in 1861, led to a new economic and sociocultural reality and significantly influenced scientific and educational processes and the development of research in the empire.

Historiography of the topic includes a range of works, the authors of which from different angles considered both the policy of the Russian government on agricultural education and some aspects of the emergence of research. Among the scientific works of the pre-Soviet period, there are the works of M. V. Ponomarev [35], I. I. Meshchersky [28], S. V. Rozhdestvensky [46]. The historiography of the Soviet period includes the works of prominent representatives of the research work Wiener [63-66] and M. M. Pelekhov [33], whose conclusions on the initiation of branch research at the school in Horki at the same time determine the methodological principles of the study. The history of the Hory-Horetsky Agricultural Institute and the Institute of Agriculture and Forestry in Marymont is fully covered in the works of S. G. Tsitovich [59] and J. D. Fursenko [11]. Opponents of the chronology of higher agricultural education, these researchers have introduced important factual material into scientific circulation and raised the history of agricultural institutes in Horki and Marymont to the level of independent scientific problems. Peculiarities of formation of scientific and organizational bases of agricultural research in Ukraine in the second half of the 19th century – at the beginning of the 21st century were studied by NAAN Academician V. A. Vergunov [63]. He also presented the author's periodization of the history of higher agricultural education [62]. In the post-Soviet space, the complete history of agricultural research institutions is presented in the works of researcher Elina. In particular, the researcher considered some issues of the formation of professional training in agriculture [10]. Essential aspects of the origin of research in Horki are covered in the works of Belarusian historians – a collective monograph edited by Gusakov [20] and scientific articles [25, 34, 47, 48, 58, 60].

The source base of the publication consists of printed and archival documents. Important printed sources include orders on the organization of an agricultural school in Gorki, presented in the “Complete Collection of Laws of the Russian Empire” [12, 13, 14, 16, 62, 66]. These documents provide an opportunity to trace both the legal aspects of the formation of the educational institution and the formation of the foundations of scientific research. In addition, much factual material on the development of higher education and research is contained in documentary collections published by the relevant Ministry [2, 31]; printed reviews of the Imperial Moscow Society of Agriculture (from now on – IMSA) [20] and the Free Economic Society (from now on – IFES) [9]. The " Agricultural Gazette " reflects the initial history of the formation of scientific and organizational foundations of research in the Hori-Horetsky educational institution is reflected in the “Agricultural Gazette”. Its publication was initiated by the Department of Agriculture under the Ministry of Finance in 1834, and during 1838–1905 and 1913–1917, it was published as a publication of the Ministry of State Property / Ministry of Agriculture and State Property. An important source of research is the “Agricultural Journal” – a printed edition of the IMSA, which was published in 1821–1840. An alphabetical index of articles published in the “Journal of the Ministry of State Property” in 1841–1856 is given by the editor of this magazine Zablocki-Desyatovsky [2].

Of fundamental importance for our research are the “Reports…” on the activities of the institution in Gorki and the scientific tests carried out there. During 1842–1846, three Reports were published in the Ministry of State Property Journal. They were also published in separate editions to acquaint agricultural producers with the activities of the Higher Education Institution [7]. During 1852–1857, the reporting information was submitted by the “Notes of the Hory-Horetsky Agricultural Institute” [45]. In addition, important sources of intelligence are the printed works of scientists whose research was a breakthrough in the history of research – M. Pavlov [32], B. Cellinsky [8, 9], V. Krause [23], O. Bazhanov [4, 5], E. Rego [37–41], F. Zhebenko [68], V. Wiener [63–66], M. Pelekhov [33], and others.

The task of comparative analysis of the development process of the Institute in Marymont and the educational institution in Gorki led to recourse to the statutory documents of the Polish educational institution. These documents are stored in the State Archives of the Kharkiv region (from now on – SAKR).

2 Materials and Methods

The methodological basis of the work is the principles of historicism, objectivity, systematic scientific analysis, and synthesis. The principle of historicism allows studying the genesis and evolution of research as a process that has developed over time in a set of historical relationships and interdependencies. The principle of objectivity allows analyzing the development of industry research in the aggregate of the full range of specific historical circumstances, highlighting the potential of research for the domestic economy.

General scientific and unique historical methods are used in work. The study of printed and archival sources led to the use of analysis, synthesis, generalization, classification, and systematization methods.

3 Results and Discussion

Hory-Horetsky Agricultural Institute occupies a special place in the history of domestic research. The first Russian research field was born in this institution. Namely, this region undoubtedly belongs not only to the formal but also the ideological superiority in reforming the agriculture of the empire on a scientific basis and the creation of a domestic agronomic school and domestic research [25, p. 1]. This is where the first Russian specialists in agronomy and branch research came from, among whom Professor Stebut (1833–1923), who led the research field in Horki from 1854 to 1864 and is known as the founder of the system of higher agricultural education and organizer of a vast network of research institutions in Russia in 1894–1904 [67, p. 7]. Professors of the institute, together with students, conducted extensive research – the so-called agronomic travel; in 1844–1862, there were 17 of them [20, p. 47]. In particular, these trips extended to the Ukrainian provinces – Kyiv, Chernihiv, Poltava, Kharkiv, Ekaterinoslav, Tavriya, Kherson, etc., which had their unique soil and climatic features [61, p. 34].

The educational institution in Horki was opened as a result of the activities of a Special Committee for the Improvement of Agriculture in Russia to disseminate theoretical knowledge and train a particular group of specialists who were to engage in the science of advanced agriculture [43, p. 1; 16, p. 1140]. The head of the Committee, Count Mordvinov, proposed the creation of five agricultural schools in the empire in different soil and climatic conditions. It was planned to open schools with experimental plowing in educational districts, which corresponded to the division of Russia into agricultural strips, namely: in the St. Petersburg educational district – for the northern strip; at Moscow – for the middle lane; at Kyiv and Kharkiv – for the south; in Belarus – for the west; at Kazan – for the eastern strip. At the same time, it was envisaged to create an agricultural institute in the center of the middle agricultural strip, near Moscow, as an institution of higher branch training [59, p. 40]. Mordvinov's project was the first government plan to create a higher agricultural education system. However, the Minister of Finance Kankrin, given the country's financial condition, considered it possible to create only one agricultural school in the upper and lower ranks. The educational institution was founded on state lands in Horki, Mogilev province, although the possibility of opening it in one of the state estates of Chernihiv or Kyiv provinces was equally discussed. Authors of the "Report on the Hory-Horetskaya Agricultural School for 1842" [43, p. 6–8], as well as modern researchers Tsytovych, Sharshunov, Tsyganov, and Livshits, noted that the barren, sandy, waterless, and wooded lands of the Mogilev province needed much more attention in terms of creating an improved economy, while in the Kyiv province the demand for exemplary farms on infertile soils was not so great [59, p. 45, 17, p. 56]. In addition, the University of Kyiv had a department of technology, agriculture, forestry, and architecture, on which the government had high hopes for the dissemination of agronomic knowledge [12, p. 98–103].

Under the institution's organization, five filwarks were separated from the Hori-Horetsky state estate – Horetsky, Ivanivsky, Puplovsky, Nikodymovsky, and Natalinsky with a total area of 1,250 acres, including 1,022 acres of arable land and 228 acres of meadows and pastures [64, p. 11].

The Hory-Horetsky Agricultural School was founded by the Decree of Nicholas I of May 6 (April 24) 1836 and was inaugurated as part of the first and second categories on August 27, 1840. According to § 3 "Regulations on the Hory-Horetsky Agricultural School" from May 6 (April 24) 1836 in the first (junior or lower) category for three years studied "agricultural students" (state and landlord peasants), who had to obtain sufficient theoretical and practical knowledge to perform work on special plans to improve rural economy and maintaining the achieved level of perfection. In the second category, the curricula were aimed at training practical agronomists who are able to manage large estates and implement improved farming in their programs [55, p. 436]. The school taught people from different provinces of the empire [7, p. 2–3]. In the "Regulation" of 1836, probably for the first time at the level of state documents, agricultural science was defined as agronomy, which was to be studied by second-graders (§ 22) [55, p. 438].

According to the "Additional Resolution to the Regulations on the Hory-Horetsky Agricultural School" of February 29, 1842, the second category was reorganized into a higher one, equated to an independent agricultural higher educational institution [21]. According to the general "Regulations" of June 9 (May 28) 1841 on the establishment of training farms, which were created "in order to spread improvements in all sectors of the economy as an example of exemplary farming and practical training of farmers" [56, p. 407], in 1844 an educational farm with a four-year term of study was established at the educational institution in Horki. It was created for the practical training of state and landlord peasants of the western and southern provinces of the empire, namely: Mogilev, Vitebsk, Minsk, Grodno, Kaunas, Vilnius, Pskov, Smolensk, as well as three Ukrainian – Kyiv, Podolsk, and Volyn [68, p. 9–10]. Also, the training farm was to provide all frillworks belonging to the Hory-Horetsky Agricultural School with skilled labor in the conditions of the state village reform carried out since 1839 by the Minister of State Property P. D. Kiselyov (1837–1856) and the transfer of state peasants from the serfdom of the meal [45, p. 9–10].

According to the "Regulations on the Hory-Horetsky Agricultural Institute and the Agricultural School and Training Farm available at it" of July 12 (June 30), 1848, the higher category of the Hory-Horetskyi Agricultural School was reorganized into the Hory-Horetskyi Agricultural Institute, while the lower category – in the Agricultural School [16, p. 455].

In the literature, the Hory-Horetsky Agricultural Institute is often called the first free agricultural farm in the Russian Empire. Such a contradictory statement not only devalues the experience of the Institute of Agriculture and Forestry in Marymont but also eliminates the multi-vector process of forming the domestic system of higher agricultural education [15, p. 21]. The Horki Higher Education Institution was the first to be subordinated to the Russian Ministry of State Property. In contrast, the Marymont Institute was subordinated to the Government Commissions of the Administrative Council of the Kingdom of Poland under the Statutes of 1820 and 1835 and under the new Statute in 1840. it was subordinated to the Russian Ministry of Education [14, p. 111].

The discussion about the ordinal place of the Hory-Horetsky Agricultural Institute in the history of domestic agricultural education to some extent continued during the twentieth century. Its results are eloquently reflected in Tsitovich's monograph (1960), in which the author presents the history of the Hory-Horetsky institution as the first higher agricultural school in the Russian Empire. In a correspondence dispute with the director of the Kharkiv Agricultural Institute Dokuchaev, Academician Sokolovsky, the author of the monograph categorically expressed the opinion that the Marymont Institute "by nationality, purpose, the composition of students and teachers should be recognized by the Polish Agricultural High School" [59, p. 21]. At the beginning of the 19th century, higher education was at the stage of its organizational design. Therefore, the standards of higher branch training of the middle of the twentieth century should not be extended to the first educational institutions. Researchers of the second half of the 19th century did not give the question of the "priority" of the formation of agrarian Higher Education Institution in the empire of any fundamental importance. For example, M. V. Ponomarev (1888) [35], I. I. Meshchersky (1893) [28], S. V. Rozhdestvensky (1902) [46], and others mostly reveal the principles of state policy on education and briefly present the history of educational institutions. However, a member of IFES Ponomarev in his work from 1888 noted the chronological superiority of the Institute in Marymont over Hori-Horetsky educational institution, taking as a starting point the history of the Marymont Institute as a higher education institution in 1840, and Hory-Horetsky – in 1848 [35, p. 89–92].

At the beginning of the 21st century, this problem has not lost significance. In particular, this issue is relevant in the monograph of L.L. Bilan and S.O. Bilan (2011) [7, p. 76, 103]; work of Academician of NAAS Vergunov [62, p. 42–43], articles by Elina (2012) [10], etc. Given the existence of existing contradictions, we consider it appropriate to clarify some aspects of this more than century-old discussion using the method of historical reconstruction.

The Hory-Horetsky Agricultural School of the first and second grades was opened on August 27, 1840. In the summer of 1841, it was visited by the Minister of State Property Kiselyov. A similar educational institution with higher and lower (rural) ranks existed in the Kingdom of Poland in Marymont. Kiselyov visited here in 1838, shortly after his appointment as minister. Then a well-known ideologue of agricultural education, translator of "Fundamentals of Rational Agriculture" A.-D. Teyer, one of the founders and secretary in 1833–1879 of the IMSA, S. O. Maslov also authored publications from 1827 in the Agricultural Journal devoted to the institute in Poland: "On the Agronomic Institute in Marymont near Warsaw" and "On the establishment of a rural school for poor children at the Marymont Institute" [26, p. 169]. These works are evidence of communication between S. O. Maslov and the head of the institution in Marymont in 1819–1833, Professor E. B. Flat. Their scientific works "On Threshing Machines" and "Historical Report on the Marymont Agronomic Institute near Warsaw" were published in 1830 in the same "Agricultural Journal" [26, p. 214], and Maslov's awareness of the development of the institute in Poland for a long time.

The Academic Committee of the Ministry of State Property and the Ministry of Labor and Social Policy also included the director of the Institute of Agriculture and Forestry in Marymont in 1835–1853, a student of Teyer Professor Ochapovsky. His scientific works were published in the "Agricultural Journal" ("Classification of Soils", 1824) and "Journal for Shepherds" ("Experience of washing wool", 1840) – printed publications of the Ministry of Agriculture and Food [26, p. 186, 228]. M. M. Ochapovsky is a talented industry experimenter and project developer of the Agronomic Institute with higher and lower schools in Vilno [42, p. 227–228] and draft Statutes of the Institute in Marymont from 1835 and 1840 [17, 18]. These high-ranking officials were like-minded in agricultural education and sectoral experimentation and directly involved in the implementation of state programs for the development of improved agriculture in the empire. Therefore, it seems to us well-founded thesis of historian Fursenko (even though he did not provide arguments to confirm this hypothesis) that 20 years of experience at the Marymont Institute in Poland significantly influenced the formation of scientific and organizational foundations of Hory-Horetsky Agricultural School [11, p. 15].

Studying in one educational institution of representatives of different social groups was recognized as the optimal training model for the agricultural industry by government officials and by recognized representatives of agronomic science. Thus, a professor at Moscow University and the first head of the Agricultural School at the IMSA M. G. Pavlov, in a paper from 1838, submitted a plan to open near Moscow's own Agricultural School with higher and lower levels, with a research field and training farm [32, p. 4–7]. In turn, shortly before the official opening of the Hory-Horetsky Agricultural School on August 27 (15), 1840, the Marymont Agronomic Institute was reorganized following the "Regulations on the Institute of Agriculture and Forestry" of March 26 (14) approved by Emperor Nicholas I. 1840 [27]. By this Regulation, a new Statute was approved on September 12 (August 31), 1840, according to which the division of the Institute in Marymont into higher and lower (rural) schools was preserved (Article 1) [42, p. 2].

A comparison of the founding Regulations of the Hory-Horetsky Agricultural School from 1836 and the Institute of Agriculture and Forestry in Marymont from 1840 concludes that educational institutions had the exact purpose of the activity in the agricultural specialty in higher education levels. It consisted of training experienced agronomists to manage large estates and conduct advanced farming according to self-arranged plans. However, this does not mean that the statutory documents were identical. Thus, the lower (rural) school of the Marymont Institute under the Statute of 1840 (§ 4) provided training for the "lower class of farmers: settlers, village wardens, shepherds, shepherds, distillers, gardeners, etc." [42, p. 2] Instead, in the first (junior) category of the Hory-Horetska school according to the Statute of 1836 (§ 3) trained people with "sufficient theoretical and practical knowledge" to implement the plan of improved agriculture [53, p. 436].

After the catastrophic famine of 1833, the problems of agricultural education were constantly under the scrutiny of the central government [34, p. 64–65]. Given the rigidity of the centralized system of public administration, one cannot even assume that the experience of the only agricultural institute in the Russian Empire in 1816–1840 remained unclaimed under the circumstances of the establishment of a similar institution in the Mogilev province.

Communication between the leaders of the first agricultural Higher Education Institution continued. After the reform of the highest level of the Hory-Horetsky Agricultural School in 1848, the director of the Marymont Institute, Professor Ochapovsky, was elected a member of the Academic Committee of the Hory-Horetsky Agricultural Institute. Ten years later, on December 29, 1857, a new Statute of the Institute in Marymont was approved, developed on the Statute of the Hory-Horetsky Agricultural Institute model of June 30, 1848 [13, p. 22].

There is some evidence to suggest a possible rotation of personnel between the first branch of the Free Economic Zone in the empire. Ukrainian historian S. L. Belova provides information about the invitation to the position of manager of the Crimea estate Karasan belonged to the Rajewski family, "Professor of the Warsaw Agronomic Institute, Yu. Zhebenko, whose practical knowledge of agriculture, forestry, distilling, and beekeeping had no analogs" [68]. In her work, the researcher did not give a chronology of Zhebenko's stay in Warsaw, which can be explained by the general lack of information about the activities of Professor Zhebenko (1825–after 1894). A Pole of ethnic origin, Yuriy (Florian) Yuriyovych graduated from the Hory-Horetsky Institute in 1850, and in 1853 he was appointed professor of this institution [32, p. 172]. In 1862 he published one of the first works on geobotanical zoning of forests of the Russian Empire "On forests and forestry in Russia" [68]. He was released in 1864 from the Hory-Horetsky Institute and exiled to the Perm province [29, p. 14].

"Regulations on the Hory-Horetsky Agricultural School" of 1836 contains a fairly meaningful program for the organization of good farming under the general title "On the arrangement of exemplary plowing" (Chapter V, § 55–67) [55, p. 441–443]. In order to widely demonstrate improved agriculture and certain branches of agriculture, it was planned to create an exemplary large farm, in which "various experiments of a special kind" were to be carried out (§ 55). However, "special experiments" provide for the creation of a research field directly at the school. This research field was to research the cultivation of beets, tobacco, corn, turnips, various breeds of bread, and various industrial dyeing plants – in general, crops growing more in the south, to "introduce them as successful in the neighborhood" (§ 60). The "special experiments" program at the Hory-Horetsky School of Agriculture defined the areas of experimental fieldwork in much more detail than the Statute of 1840 of the Institute of Agriculture and Forestry in Marymont, which contained only a concise report on observations and experiments in agriculture and forestry, which were to be made public for public review" (Article 5) [14, p. 111].

Hory-Horetska Agricultural School was the first educational institution in the empire, in which in 1836 government regulations – at the level of "Zemlerobskaya Gazeta", published by the Department of Agriculture at the Ministry of Finance – regulated in detail industry experimentation [1, p. 361–363]. In fact, the publication in the newspaper duplicated the norms of the "Regulations on the Hory-Horetsky Agricultural School" of May 6 (April 24) 1836 on "special experiments". Together, these documents initiated the institutionalization of research in the school.

At the initial stage of existence of the Hory-Horetskaya agricultural school and research field, their activity was significantly influenced by German agronomic culture due to ethnic origin and education of the administration and teachers of the institution [66, p. 26]. Almost the entire administration and professorship of the agricultural school in Gorki and the head of the research field by ethnic origin belonged to the Baltic Germans. Among them – the director of the School of Agriculture in 1840–1841, Doctor of Philosophy F. F. Stender. For the second year after the opening of the school in Horki, he was fired from the position of director for financial abuse [59, p. 57, 72]. From 1841 to 1842, Colonel Gingling (or Ganglik) was the acting director; in 1837–1838, he was an inspector of students at the University of Kyiv [51]. As a director, he was held in a criminal case for embezzlement [59, p. 72]. In 1842–1843, a retired lieutenant, O. A. Della-Garde, a native of Sweden, held director position. For unsatisfactory work in the conditions of reorganization of the second category of the Agricultural School into a higher one, he was removed from office. From 1844 to 1849, the director was an official of the Ministry of State Property, a lawyer by education Peiker (1809–1894). In 1846 he studied the development of agricultural branches and the state of agricultural Higher Education Institution in Germany. In the conditions of reorganization of the higher category of the school into the M. I. Peiker Institute, he was dismissed from his post in 1849. Little information has been preserved about the first directors of the Free Economic Zone. Still, the available facts show that the “problem of invited foreign specialists” peculiar to all the first Russian Higher Education Institution did not escape the Hory-Horetsky Agricultural School. In addition, the first leaders of the agricultural school had no professional education.

Foreigners were the central part of the teaching staff at the initial stage of the institution's existence. Since 1841, Cellinsky (1812–1886) and Michelson (1812–1887) have worked at the Agricultural School. Graduates of the University of Dorpat in 1834 studied agriculture at the Altkusthof Institute at public expense from 1835 to 1837, and then from 1837 to 1839 at the Tarand Academy of Agriculture in Saxony. Cellinsky's defense in 1841 at the University of Dorpat for his master's dissertation “Analysis of the new main tax cadastre in Saxony” reflected the agro-economic direction of his research interests. Russian researchers note that Cellinsky was the second master after Usov, who defended his dissertation on agricultural sciences in the Russian Empire [46, p. 36]. However, this conclusion is not objective because the researchers disregarded the dissertation on soil science, which was defended in 1812 at the Imperial University of Vilnius M. M. Ochapovsky and which in 1819 was published under the title “Principles of Agronomy, or Earth Science”.

Cellinsky worked in Horki from 1841 to 1864. At the turning points of history, he acted as the director of the institute: in the conditions of the reform of 1859–1860 and during the liquidation of the educational institution in 1863–1864. The most significant work of the scientist is “A Guide to Teaching Agriculture in Theological Seminars”. Initially, the work of B. A. Cellinsky was published in parts, and in 1860 it was published in a separate edition [24]. It was created for seminarians and went far beyond their training and was the first practical guide to agriculture for both the agricultural school and agronomists. However, contemporaries of Cellinsky were more critical of his “Guide”, as evidenced by a review of an anonymous author in “Trudy” of IFES from 1863. The textbook was criticized primarily for lack of attention to agricultural economics and agricultural mechanics and insufficient coverage of the theory of mineral nutrition of plants [8]. Interestingly, in the same year, 1863, Cellinsky's response to Puzanov's work “On Agriculture and Animal Husbandry in Russia” was published, in which a comparative analysis of the agricultural economy of the chernozem zone of Russia (together with the Kyiv province) and Western European countries was presented – England, France, Belgium, and Germany. Made by Cellinsky, it shows the deep involvement of the scientist in the specifics of the Western European agricultural economy. At the same time, this paper outlines the methodological principles of scientific research. Rebutting M. M. Puzanov's thesis about the unsuitability of the achievements of European science for domestic conditions, Cellinsky generalized that the basic principles of science cannot be ethnographic, national, territorial or other distinctive nature, because “science in this concerning the complete cosmopolitan” [7, p. 141].

Practical agronomist, B. A. Michelson, managed the Hory-Horetskaya educational farm. He is also known as the head of the empire's first research field and the author of the first program of its activities. In the “Journal of the Ministry of State Property” published the works of the scientist: “Experiments of sowing winter bread with buckwheat” (1843, vol. IX, chapter IV, p. 154); “Means to improve livestock in the western provinces of central Russia” (1846, vol. XXI, chapter II, p. 105; 1847, vol. XXII, chapter II, p. 1); “Reasons for the unsatisfactory state of animal husbandry in the western provinces” (1847, vol. XXIV, chapter III, p. 2); “Means of preventing the infestation of the rot of potatoes from further spoilage to the time of its consumption for food or animal feed” (1848, vol. XXVII, chapter II, p. 186); “Artificial onion growing” (1848, vol. XXIX, chapter IV, p. 85) [2]. However, these works only partially reflect the directions of the research activities of the scientist.

An independent problem of our research is the history of the research field in Gorki. For the first time, Professor V.V. Wiener noted its importance in the history of domestic branch research (1872–1937). Recognizing for a long time the Poltava Research Field established in 1884 as the first domestic research institution, Wiener more than half a century after the transfer of the Hory-Horetsky Institute to St. Petersburg gave priority to the research field in Gorki, which was organized in 1840 [66, p. 26–27]. During his visit to the institution in 1841, the Minister of State Estates, Count Kiselyov, formulated a more specific program of the research field's activities in comparison with the Regulations on the Hory-Horetsky Agricultural School of May 6 (April 24), 1836. On 20 tenths of the land located along the Smolensk tract, it was planned: a) introduction of correct crop rotations; b) search for fertilizers for fertilizing different soils; c) the use of the most convenient agricultural implements. The research field has always been under the watchful eye of Minister Kiselyov, who visited the institution three times – in 1841, 1846, 1853 – and provided detailed instructions on the desired additions to the program of experiments [66, p. 26].

The Academic Committee approved the research program developed by Michelson of the Ministry in 1842. Almost unchanged, with some additions, it was carried out until 1860. After returning from a business trip, Junior Professor Stebut developed a project to reorganize the research field to a research station of the European type. Unfortunately, the implementation of these plans made it impossible to transfer the institute to St. Petersburg in 1864.

The scientific literature on the initial history of the research field in Gorki contains contradictory statements. Professor Wiener considered the date of creation of the research field to be 1840. On the other hand, an outstanding specialist in research in animal husbandry, Professor Pelekhov, emphasized that the research field began to function in 1842 [33, p. 80]. This conclusion was supported by historian Tsytovych [59, p. 97]. Modern authors – Marchenko [25, p. 6], Trapkov and Skoromna [58, p. 216] – sometimes the organization of the research field in Gorki is also called 1842, and without analyzing the reasons for such a “double” chronology, its history is presented. In our opinion, this question is fundamental in the history of domestic industry research. After all, it was as a result of the approval of the research program of the research field in Horki in 1842 by the Academic Committee of the Ministry of State Property that it became a nationwide research branch institution.

The study of the “Report on the Hory-Horetsky Agricultural School for 1842” provides an opportunity to assess the multifaceted activities of the institution in Horki. “Report…” was published in the “Journal of the Ministry of State Property”

(1843, Part VIII, chapter II, p. 232) [2, p. 159] and simultaneously published in a separate collection. Given that the "Report… for 1842" for the first time presents a detailed analysis of the results of research work, there is a need to refer to the main provisions of this document. It consists of six sections (departments), in particular: the first is devoted to exemplary plowing (p. 11–36); the second – to the research field (pp. 36–80); the third – to the botanical garden (p. 80); the following – schools of shepherds, characteristics of filwarks, providing them with labor (p. 80–95) [7].

In 1842, nine experiments were conducted, seven of which were with fertilizers: 1) studied the effect of burnt gypsum, sulfuric acid, ash and slaked lime on the cultivation of red clover; (p. 37–38); 2) the influence of manure on rye cultivation was tested (pp. 38–40); 3) the effect of crushed alabaster, sulfuric acid, crushed raw bones, crushed bricks, etc. on spring wheat was studied (p. 40–43); 4) the effect of ash on barley was studied (p. 43–46); 5) the cultivation of winter rye sown after plowing spring buckwheat was studied (p. 46–47); 6) the influence on the cultivation of rye of chernozem, which was brought from the banks of the river Kopylka near the school and which contained many limestone inclusions (p. 47–52); 7) experiments were conducted with bush rye using different amounts of compost, ash, manure, lime, burnt clay, etc. (p. 52). Experiments with fertilizers were to compare the yield of plants sown with different fertilizers or to compare the unfertilized area with fertilized. The eighth experiment was conducted with feed for dairy cows, and the ninth – was with the study of potatoes. To understand the essence of the experiments from which the research work in Horki began, we present the results of the first experiment in 1842.

Table 1: Agricultural tests in frames of research works in Horki

1842 year	***Red clover*** (The first experiment was conducted on the tithe, which in 1840 was sown with spring wheat with red clover and from which in 1841 two good mowings were obtained)			
Division of tithes into plots; (one tenth is equal to 3,200 square yards or 1.45 hectares)	*Type of fertilizer*	*The amount of fertilizer*	*Costs (man/hour; horsepower)*	*Result (amount of green fodder obtained from the first mowing; none of the plots gave the second mowing)*
Plot 1 (each plot is 800 square yards or about 0.36 hectares)	Crushed burnt gypsum	5 poods	One person / 45 minutes	89 poods
Plot 2	Sulfuric acid diluted with water in a ratio of 1:800	5 pounds of sulfuric acid and 100 buckets of water	Two people / 30 minutes; one horse	89 poods
Plot 3	Ash	13 poods 8 pounds	1/16 of the men's working day	80 poods
Plot 4	Slaked lime	9 poods 25 pounds	1/16 of the men's working day	79 poods

Compiled on the base of "Report on the Hory-Horetskaya Agricultural School for 1842", 1843, p. 37–38.

The "Report…" for 1842 presents a method of conducting seven experiments with fertilizers to determine their results and economic effect. It was emphasized that the best harvest was obtained using imported chernozem, although this experiment in the first year of its implementation was the least profitable because the delivery of soil was expensive. It is concluded that the use of the area with imported chernozem was to justify itself in the following years [43, p. 51–52].

Early sowings of wheat, yarrow, peas, and vetch, as well as oats, barley, buckwheat, rye, potatoes, and various fodder crops, were observed in the field for good plowing [43, p. 12–15]. In addition to the Belarusian plow and the usual harrow, different plows were used for the work – Smalevsky, Beyleysky, Schwerts, Pavlov, etc. The "Report..." characterizes the technical features of each agricultural tool [43, p. 17]. Today little is known about this technique, but at one time, the testing in Gorki reflected the European search for the best tools for agriculture. For example, in the work of Teyer's "Description of the newest and most useful agricultural implements", the central section of the work is devoted to the features of the Pitch Plow, with detailed drawings of its constituent parts [57].

The "Report…" from 1842 of the Hory-Horetskaya Agricultural School also provides information on research in animal husbandry. Selection work was significantly hampered by the unsatisfactory condition of livestock in the Mogilev province. There were almost no cattle; cattle died en masse from infectious diseases; sheep and pig breeding are poorly developed and represented by unproductive breeds; there was no horse breeding at all, which made the development of agriculture in general extremely difficult. In the short time from the opening of the school until 1842, hundreds of cattle were imported. In 1842, the herd of cattle at the school farms numbered 533 and was represented by breeds: Holmogorsk, imported from the St. Petersburg province; Fokhtlandian, originally from Livland (modern Latvia and Estonia); Lithuanian from the Vilna province; Ukrainian and simple breeds of local Belarusian cattle. So, 35 cows, 12 bulls, 247 heifers, 21 calves, and 62 oxen (377 in total) were brought to Gorki from the Ukrainian steppes. Despite the generally unsatisfactory characteristics of Ukrainian cattle presented in the Report, it was included in the selection work that constant mixing of animals in 8, 10, or even 12 generations are required to improve a large herd. Non-native breeds were poorly acclimatized. It was noted that the breeds of local cattle under proper care should quickly restore the lost characteristics.

In 1842, three dairy cows of the Holmogorsk breed of the same age were selected to test green fodder for cattle breeding. Each cow was fed green rye for the first week; during the second – red clover; the third – plywood, and during the fourth – a mixture of vetch, barley, and oats. The amount of feed was determined depending on the weight of each animal. The results of the experiment showed: 1) from green rye cows lost weight and gave less milk; 2) red clover increased the weight of cows and milk hopes; 3) from plywood increased hopes, but lost weight; 4) a mixture of vetch, barley, and oats cows consumed worse than clover and plywood but gave more milk than when fed clover [43, p. 57–58]. The Report rightly points out that definitive conclusions about using all types of feed can only be made when the cows get used to it, which takes much more time.

Information on the following experiments was published in the "Journal of the Ministry of State Property" as part of the "Reports of the Hory-Horetskaya Agricultural School for 1843 (1845, vol. XIV, chapter II, p. 24, 103, 197; vol. XV, chapter II, p. 33); 1844 (1846, vol. XVIII, chapter II, p. 91, 179); 1845 (1846, vol. XIX, chapter II, p. 151; vol. XX, chapter I, p. 1; vol. II, p. 79); 1846 (1847, vol. XXIV, chapter II, p. 179; vol. XXV, chapter II, p. 19)" [2, p. 177–178].

Printed "Reports" for 1842–1846 provide an opportunity to explore the results of the first systematic and continuous experiments. For example, in 1842–1845, experiments were carried out to fertilize fields with manure. The first experiment was to apply manure in one plow to a double depth (five creams, or about 22 cm), while the second involved double plowing to a standard depth. Ultimately, the result was the same. In 1842 potatoes were tested. At that time, 14 varieties of potatoes were used for comparative experiments – whole and cut into pieces. That year the potatoes suffered from excessive moisture and cold summer (there were frosts in August), and therefore its harvest was very mediocre [34, p. 58–61]. In 1845, 38 varieties of potatoes were subject to study, including seven local types, 13 imported from Vienna, and another 18 sent by the Department of Agriculture. According to the experiment results, a report was made on each of the 38 varieties of potatoes, indicating its name, tuber color, size and shape, eye position, taste, and yield. In 1846, Minister Kiselyov directed the research field program to conduct experiments on crop rotation and crop rotation. The first agricultural experiments were mainly mechanical, reflecting the development of agricultural science.

Curious situations also occurred in the activities of the research field. For example, the “Report…” for 1848 contains information about the "most accurate experiment", made at the request of the IMSA “on the transformation of oats into rye”. The experiment was entrusted to V. A. Mikhelson. He did not believe in such transformations, Michelson, who honestly for two years recorded all the circumstances of this experiment [33, p. 81].

In the conditions of reorganization of the first category of the Agricultural School into the higher staff of the institution in 1843–1845, graduates of the University of Dorpat, adjunct professors: botanist E.F. Rego (1816–1892); chemist Schmidt (1817–1872); mathematician and specialist in agricultural mechanics Bolman (1805–1887); technologist and forester Knyupfer (n.d.) and livestock specialist Krause (n.d.–1867). The last two were also graduates of the Altkusthof Institute. The pedagogical staff also includes Razdolsky, a Moscow Medical and Surgical Academy graduate, organizer of the veterinary clinic in Gorki, a graduate of Kyiv University, and a specialist in economic statistics I. V. Azarevich. Teachers of this generation initiated research in certain areas of agriculture.

Planned work in the field of zootechnics was started in 1843 with the appointment of adjunct professor of animal husbandry V. I. Krause [33, p. 79–94]. The scientist developed a program of experiments on keeping, feeding, and caring for livestock, studying the effect of the nutritional value of feed on increasing milk yield. In March 1855, the “Proposals for Keeping and Feeding Institutional Cattle for Experimenting and Observing All Important Subjects for Animal Husbandry” developed by Professor Krause a year earlier were approved by the Academic Committee of the Ministry of State Property. These “Proposals…”, according to Pelekhov, were, in fact, “the provisions of the Experimental Zootechnical Station and its concise program” [33, p. 90]. The program of experiments “was to apply to all uses of livestock”, namely: general care in stalls and pastures; breeding work; feeding and rearing of young cattle; feeding adult animals with a comparison of feed nutrients; dairy farming (comparison of cows by milk yield, study of different milking techniques, etc.); study of the productivity of meat livestock depending on the methods of keeping and type of feeding; the use of livestock to perform various tasks and the impact of this factor on animal productivity, etc. [47, p. 91]. Shortly after the opening of the zootechnical research station, the publication of official research reports was suspended due to the suspension of the publication of the Notes of the Hory-Horetsky Agricultural Institute in 1857. However, archival documents allowed scholars to conclude the following experiments were conducted: 1) comparative analysis of local breeds of cattle with foreign breeds in terms of feed cost and efficiency; 2) study of the impact of improved feeding on milk yield in cows of different breeds (Aishir, Jutland, Belarus, etc.); 3) comparison of the nutritional value of clover with the nutritional value of meadow hay for feeding animals; 4) establishing the normal weight of newborn calves relative to the weight of calving cows; 5) study the importance of improved feeding for the development of the offspring; 6) the impact on the development of calves of the duration of feeding with calving milk of cows, etc. Despite the understandable incompleteness of research methods, we can conclude that the first state research zootechnical station in the country and in the higher agricultural education system, in particular, was established in Horki in 1855.

The beginning of research on dendrology and the introduction of woody plants is associated with the activities of botanist and breeder Rego. The scientist is to form a collection of plants of the Gorky Botanical Garden, founded in 1841. In 1847, under the leadership of Rego, a “wood nursery” with a total area of 14.5 hectares was created, which was one of the main parts of the botanical garden and which in 1863 had about 900 species of shrubs [20, p. 62]. Agronomic trips of Rego in 1851 and 1853 were aimed at studying horticulture and botanical gardens of the central provinces of Russia, Ukraine (Chernihiv, Bessarabia, Kherson, Tavria, Ekaterinoslav, Poltava) and Mogilev province [47, p. 127]. The work of the scientist “On the damage and various diseases of fruit trees” (1852), devoted to the problems of phytopathology, was one of the first in this field [40]. The scientist claimed that the main cause of all diseases is improper care, the influence of weather and climatic factors, as well as various mechanical damage. Such a simplified list of causes of fruit tree diseases reflected the then level of development of phytopathology, microbiology, mycology, and other branches of biology. In the autumn of 1858, Rego established a seed depot at the Hory-Horetsky Agricultural Institute and training farm. His collection collected 800 samples of crops, including spring wheat – 56 varieties, winter rye – 20, oats – 33, peas – 26 varieties [20, p. 65]. The funds of NNSGB NAAS of Ukraine contain works by Rego: “Practical guidelines for growing garden vegetables, fruit trees and berry bushes” (1854) and “Guide to the study of horticulture and gardening” (in 3 hours; 1866) [39]. The last work was published in 1853, 1858, 1866, and 1871.

The beginning of experiments in the field of agricultural mechanization is connected with the activities of O.-N. Bolman and R. Knyupfer. In 1844, they tested the light plow, the inventor of which was the Poltava Cossack I. Stetsenko, and in 1845 tested the accelerated plowing by the method of I. Zenovich, using a plow with one (instead of two) horns, is covered with metal [34, p. 48].

The development of chemical and biochemical research is associated with the work of Associate Professor Schmidt. One of the first domestic chemists, he established a chemical laboratory in 1845 to research soils, fertilizers, and agricultural products. The scientist also conducted agrochemical studies to study the effect of gypsum on soil properties. In addition, he completed a biochemical analysis of samples of Chinese sugar cane grown in Gorki and Odesa and noble sugar cane developed on the island of Cuba and Guadeloupe. First, the obtained indicators agree with the current results on the determination of sugar in sugar cane stalks; secondly, scientists have concluded that it is inexpedient to grow this crop in a temperate zone to obtain sugar [20, p. 68–69]. K. D. Schmidt prepared and published “Fundamentals of Chemistry, in its application to agriculture and domestic life” [45, p. 29].

In April 1849, the educated landowner Voyna-Kurinsky (1800–1868) was appointed head of the institute. Under his direction, the Notes of the Hory-Horetsky Agricultural Institute publication began, the first issue of which was published in 1852. Until then, materials on the school's activities and the results of research work were published in the Journal of the Ministry of State Property. In particular, in addition to the annual “Reports…”, this magazine published articles: “Description of smallpox, which appeared on sheep in 1842 on the estate of Hory-Horetsky school and measures taken to stop this disease” (1843, vol. IX , chapter IV, p. 23); “Experiments carried out in the Hory-Horetsky school on artificial washing of merino wool by the method of Preiss” (1844, vol. X, chapter IV, p. 14); “Experiments with a huge clover, ryegrass and sorrel, carried out in the Hory-Horetskaya school” (1844, vol. XI, chapter IV, p. 106); “Observations of livestock diseases carried out at the Hory-Horetsky school” [adjunct professor] Razdolsky in 1843 and in 1846 (1847, vol. XXIII; XXV; 1848; vol. XXVIII); “Exhibition at the Hory-Horetsky Agricultural Institute” (1850, vol. XXXVII, dep. II, p. 141); “Experiments carried out at the Hory-Horetsky Agricultural Institute on the use of various kinds of braids [mowing experiments]” (1851, vol. XXXVIII, chapter II, p. 329); “Indigenous sheepfold at the Hory-Horetskaya educational farm” (1854, vol. LI, chapter II, p. 14); “Notes of the Hory-Horetsky Agricultural Institute”, issued by the Department of Agriculture of the Ministry of State Property (1854, vol. XLIX, chapter III, p. 1), etc. [2, p. 47, 63, 155, 178, 184, 199].

According to the "Regulations on the Hory-Horetsky Agricultural Institute" of July 12 (June 30), 1848, the school received permission for free access to foreign publications and technical devices (§ 81) [54, p. 463]. However, the staffing of the institute library with the works of domestic scientists remained unsatisfactory, and articles in the "Agricultural Gazette" and "Journal of the Ministry of State Property" only slightly met the demand for scientific information on agronomy. The publication of the "Notes of the Hory-Horetsky Agricultural Institute" was to promote the exchange of scientific knowledge and inform domestic farmers at the level of European practice about the development of agricultural education and science. The first issue of "Notes" from 1852 provides information about the state of research work and research field for 1850–1851 [45]. "Notes…' was published until 1857 (six volumes during 1852–1857). According to printed and handwritten reports and the Notes of the Hory-Horetsky Agricultural Institute, the researchers restored not only the program but also the results of its implementation, as well as the reasons for including or removing specific research tasks from the program.

After the reorganization of the Hory-Horetsky Agricultural School into an institute, the teaching staff of the institute was replenished with ten new teachers educated at Russian universities, six of whom were graduates of the Hory-Horetsky Agricultural Institute, in particular, in 1851, agronomist and zootechnician Bazhanov graduated; in 1852, mechanic and architect Kozlovsky graduated; a graduate of 1853 is a native of Chernihiv agronomist Kossovich; graduate of 1850 is soil scientist Sovetov; in 1854, agronomist, specialist in industry research, public figure Stebut graduated. The new teaching staff of the institute replaced the German administration and German professors, who constituted the core of the institute's team at the beginning of its existence.

After graduating from the Hory-Horetsky Institute, O. M. Bazhanov taught agriculture at the Moscow Theological Seminary. In 1852, the Journal of Agriculture published his work on Young Cattle's Care (No. 10, 11; separate edition – 1853). In 1853, based on the materials of French and German works, Bazhanov compiled a textbook for seminarians, "Initial Fundamentals of Botany, or Lessons Containing: Anatomy, Physiology, and Classification of Plants" (in 2 volumes). He defended his master's dissertation on "On the cultivation of wheat with a description of varieties bred in Russia" in 1856 and received a silver medal for this work IMSA. On April 1, 1857, master Bazhanov was appointed director of the Butyr farm of the IMSA. At this time, this educational and practical farm was in decline and did not meet its purpose. Under the leadership of Bazhanov, farm buildings were renovated, crop rotations were introduced, the formation of a herd of breeding animals was initiated, a program of activities was approved, etc. [19, p. 19, 29, 35]. On behalf of the IMSA in 1858–1859, he developed a draft task "on useful systems of agriculture and other sectors of the economy in free labor in different parts of Russia" [19, p. 101, 228]. In 1860 he published "Experiments in Agriculture with Free-Lance Work: With 25 Politipas of Agricultural Tools and Machines" (second edition – 1861). In 1861–1862 he did internships in Germany, England, Belgium, France, and Switzerland, which resulted in the work What Can Be Borrowed from Foreigners in the Field of Agriculture (1863). This paper refutes the erroneous explanation of the reasons for Russia's economic backwardness by poor natural and climatic conditions [4]. In 1863–1864 he taught animal husbandry at the Hory-Horetsky Institute. He translated into the Russian work of the famous German scientist Baumeister's "On the Breeding, Keeping, and Use of Domestic Animals" (1865, 1867; second edition – 1874). In 1867 he published one of the first domestic manuals on animal husbandry, "Guide to cattle breeding, applied to Russia's climatic and agricultural conditions" [5]. In 1882–1883 he was the director of the New Alexandria Institute of Agriculture [18, p. 73].

Deep changes in the institute's development took place per the innovations of 1859. According to the proposal of the State Council approved by the emperor on December 20 (8), 1859, "On the position of Hory-Horetsky Agricultural Institute and its existing Agricultural School" [66, p. 328–340] significantly reduced the number of general education and natural agronomic disciplines in favor of practical classes. During the discussion of the reform, Professor Cellinsky clearly distinguished between scientific and empirical research in terms of their ultimate goal in two areas: 1) those that should show how to get as much profit in a particular area; 2) those that, despite the high financial costs, is the most technically advanced. The scientist stressed the need for separate organization of these two types of practice to avoid confusion in the final results. In general, the reform of the Hory-Horetsky Institute according to the "Regulations" of 1859 had contradictory results: the reduction of theoretical and natural science training affected the decline of the quality of agricultural education.

4 Conclusion

Ukrainian branch research as an independent branch of scientific science originated in the system of higher agricultural education of the Russian Empire as a result of the complex action of various cultural and agricultural traditions, which were manifested in the first special higher agrarian schools. Established in 1840 at the Hory-Horetsky Agricultural School, the research field in 1842 received the status of a national institution for scientific field experimentation, the program of which was subject to approval by the Academic Committee of the Ministry of State Property. In 1855, the Scientific Committee approved the agenda of the zootechnical research station. Research institutions operated until the closure of the institute in 1864. Their activities are reflected in numerous reports published in the Ministry of State Property publications and "Notes of the Hory-Horetsky Agricultural Institute", published in 1852–1857.

Other results of experimental activities were published after the restoration institution as the Hory-Horetsky Agricultural Institute in 1919. The activities of the Hory-Horetsky Agricultural Institute went far beyond the Belarusian territories and were of national importance. The modern system of Ukrainian branch research has accumulated the historical experience of the functioning of the first research institutions at higher educational institutions of the Russian Empire.

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ART PRACTICES IN MUSEUMS OF WESTERN UKRAINE - FROM SUBJECT TO METHOD

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Abstract: The study highlights the dominant strategies and specific practices of museum representation of contemporary art in the museological field, which is still considered marginal in the field of classical art history and traditionally relies on chronological coverage of art history. However, namely the representation in the museum space allows moving from a general historical narrative to local discourses of art at the turn of the millennium, and the methods of representation thus transform the museum from a place of preservation to a place of new art. The relationship between the representation and musealization of current artistic practices of the late 20th - early 21st century as an intervention or collaboration with the museum space, methods of creating new thematic exhibitions, creating alternative institutions with museum functions is highlighted. In this context, ways of representing the latest art, the use of practices as new exhibition methods, institutional transformations are presented on the examples of museums in Western Ukraine.

Keywords: Art practice, Western Ukraine, Museum.

1 Introduction

As in the late twentieth century, in the second decade of the twenty-first century, any domestic museum institutions are experiencing integration processes that force them to expand the field of activity and acquire new functions characteristic of other subjects of the current cultural and artistic process. Socio-cultural, and even more economic situation encourages museums to find originality, creativity, innovation, the need to generate new knowledge, ideas, spiritual values.

In Ukraine, world trends in the representation of contemporary art related to the commercialization of museums, the use of techniques specific to show business, the creation of a hierarchy of art and artists, in national (domestic) realities are presented only in fragments closer to the end of the first decade of the 21st century: Pinchuk Art Center of 2008, Museum Korsakov's contemporary Ukrainian art of 2018. State art museums continue to be forced to be content with rather modest premises given over to institutions in the previous Soviet period. The lack of centralized funding affects the ability to purchase, re-exhibit, present and archive works of contemporary art that go beyond the format of easel painting, graphics or small-scale sculpture. Instead, thematic and ethnographic collections use museological practices that inherit the latest art forms for their own representation.

The aim of this research is to trace the relationship between the representation and musealization of current artistic practices of the late 20th – early 21st century on the example of museums in Western Ukraine, highlighting: representation as an intervention or collaboration with a permanent exhibition, museum space; the use of current practices as a method of creating new thematic exhibitions, the creation of alternative institutions with the functions of museums. The theoretical basis of the study were the works of culturologists and anthropologists Boris Groys “On the Museum of Contemporary Art” (1999) and Claire Bishop “Radical Museology, or Whether Museums of Contemporary Art are so Modern?” (2013).

Boris Groys calls museums “cemeteries of art”, believing that the museum environment neutralizes the relevance that resonates only in society, leaving for the art the fact of art “remote, purely aesthetic,” innocent “contemplation”. The author believes that museification destroys the potential of social influence, turns art into an object of industry, but actualizes the theme of the museum as a place that, beyond questionable chronology, sets a precedent for the representation of the ordinary through artistic concept [8].

Claire Bishop notes that “today, however, a more radical model of the museum is taking shape: more experimental, less architecturally determined, and offering a more politicized engagement with our historical moment” [4, 6] . Serhiy Rudenko (2021) supports the political theory of the museum in the sense of the development of political culture. The author, emphasizing the dynamics of cultural significance of the institution, actively supports the theory of curatorial technologies, which are to establish the configuration of the collision of conceptual frameworks in each case of representation [21].

Kateryna Stukalova in the article “Ukraine: in search of self-identification” was one of the first in the domestic discourse to note the fact of institutionalization of contemporary art in the late 1990s through the presentation of “non-utilitarian” art by museums [27]. Nadiia Babii [2] analyzes the specifics of successful museum cultural and communicative projects on the example of Ivano-Frankivsk. Actual practices are themed by the author in the article “Actual cultural and artistic practices and processes: issues of scientific discourse” [3]. In the context of this study, the museum institution is seen as a project; under art practices, we understand the species set of temporal art (“time based media art”): video art, media installations, performance, as well as artistic practices of spatial and plastic characteristics.

2 Materials and Methods

General scientific culturological, and art methods were used. Systems analysis has enabled to attract the progressive experience of foreign researchers. Formal-stylistic and comparative methods were used to describe and analyze current artistic practices represented through the museum environment. The method of interviewing became important, which allowed determining the state of today's fixation and museification of practices in a specific regional situation. Given the culturological aspect of the issue, the relationship between museum and art practice through the prism of time (1990-2020) is considered. The empirical basis of the study consisted of catalogs, explications of exhibitions of contemporary art, museum reconstruction projects, etc.

For the first time in the Ukrainian national discourse the issues of actual representation of contemporary art and museum institution through the practices of musealization are covered.

3 Results and Discussion

The chronological system of building a museum exposition at the beginning of the 21st century is a controversial phenomenon, where today's art is characterized as eclectic, repetitive, incapable of historical stylistics, so, according to Groys, through the museum exposition it is not possible to present a linear course of art history. However, the situation of likening a work of contemporary art to everyday things requires specific, institutional demarcation, in which the museum is a constant, obliged to “distinguish art from non-art <because> only in the context of the museum individual strategies for the use of technical means of reproduction can be clearly articulated, identified and demonstrated” [8].

Perceiving the exposition of the art museum as an objective chronology, we face the problem of determining this objectivity. History is no longer a whole, but consists of sets of history and narratives. Claire Bishop demonstrates the importance of presenting “modernity” as a politicized method of interpreting historical events, rather than as a tool for chronology. Thus, the relevance acquires signs of a specific locality [4], and the collage method of exhibition, the presentation of old art through the new (both as an intervention and as an exhibition method) – allows creating an alternative world of values other than ideological.

The first proposals of the new representation belong to the generations of the 80's, which were associated with the so-called “non-utilitarian” concept. Consciously avoiding commercialization, artists “balance” on the border between public art and design, trying to define conceptually and medially [27]. However, in contrast to the urban environment of Kharkiv, which resulted in the same period of socially harsh reflections of Bratkov, Solonsky, Makov, "recreational" topography of western Ukrainian cities with preserved "mythological landscape" according to V. Melnyk "provoked" textual and baroque behavior" [14]. As a result, the only consumers of non-utilitarian contemporary art of the era of consumerism and the ephemerality of things were museums and institutions such as media archives.

New artistic strategies have influenced the institutions themselves. The museum is no longer a temple that serves the ritual of contemplation. It tries to involve visitors in the dialogue and invites to a common understanding of the world. In this relationship, the artist acts as a mediator who connects these two worlds and makes them closer. Moving away from the market, the museum, ideally, looks like an objective tool for shaping the current art scene. The context of the dialogue of current artistic practices with the museum exposition is not only to popularize, but also to create a parallel history. The museum space performs both a representative and recycling mission, interacting with contemporary art through curatorial presentation in a separate museum hall or aggressive intervention in the old exhibition, museification of contemporary art and the use of media installations, conceptual art as innovative exhibition methods (Figure 1).

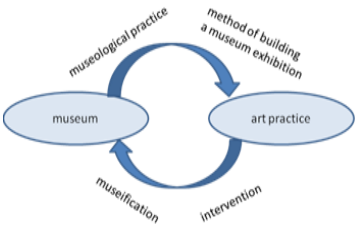

Figure 1 – Scheme of interdependence between the museum and art practices

3.1 Interaction of Old and Modern in the Environment of Classical Museums

The first examples of aggressive site-specific intrusions into museum spaces were the Lviv exhibitions "Invitation to Discussion (1987, Maria Snizhna Church-Museum of Photography) and Defloration (1990, in the space of the newly disbanded Lenin Museum). Their goal was to destroy the ideological hierarchy of art, to equate art with everyday life through publicity. Less radical were the spatial experiments of the Shlyakh Art Society in Lviv - the inclusion of an exhibition of sculptures by Mykola Androschuk in the text of the play "Snow in Florence" by Lina Kostenko (2001); The Italian courtyard (Historical Museum) and the courtyard of the Armenian Cathedral (a branch of the Lenin Museum and the Lviv Art Gallery) became the representative space of the Garden of Unfading Sculptures.

The premises of the Lviv Historical Museum became an ideal place for the situation of a three-day demonstration of "Laboratory Works" by artist Sergei Yakunin (1995) [13]. Media installations raised the issue of attribution of art in the context of psychophysical structure, Buddhist practice of text translation. Despite these separate precedents, the full-fledged institutionalization of contemporary art in Western Ukraine is associated with the International Biennial of Contemporary Art "Impreza" (Ivano-Frankivsk 1989-1997).

The Ivano-Frankivsk Regional Art Museum has been a partner of the Biennale from the very beginning. Exhibitions of program exhibitions were built in its halls; in 1994, the "post-event" sector of contemporary art was created. At the request of the head of the Department of Sacred Art, art critic V. Melnyk from the early 1990s, the museum was conceived in the context of a dialogue between a narrow exhibition of Galician icon painting and sculpture of the 15^{th} – 20^{th} centuries, a large collection of traditional paintings and decorative arts and regional version of contemporary art., which was not allowed then to the spaces of traditional museums.

One of the first dialogues was Rostislav Koterlin's project "Meditation at the Joint" (1995). The action was to introduce provocative installation objects into the artificially museified space of the church-tomb of the middle of the 18^{th} century, the action of which was intensified by verbal tools and video installation. Efforts to emphasize the absurdity of sacralization as a ritual are reinforced by annotations to the event from collected quotations related to baroque prophecies and miraculous events in the temple. The audience's reflection was recorded on TV and video equipment. The action lasts for 40 minutes. Symbolic "sculptures", including a massive TV, were placed in the central nave, endowed with their own voice and text that sounded quiet and neutral, like a mantra from all objects at once, gradually putting the viewer into a trance. The presence of sand in the installations referred to the metaphor of fleeting time. Emphasized geometry of basic objects is as follows: cube ("Nothing returns to Everything"), pyramid ("Fear is the need of our transience"), prism ("Wall") contrasted sharply with the anthropomorphic figure ("Wind blows"), prismatic object with a Kouros image ("Memory wanders the earth") and a bizarre spherical vessel ('Water is desire and excess") [32].

Among the curatorial projects of "Impreza"-1997, in the middle of the museum exhibition of icon painting, there are exhibitions of abstract art of Austria (Salzburg) and Ivano-Frankivsk [19, p. 38]. Other performances and installations were eclectically accumulated here: "2000 has already come", "Wolf is alive" [1, p. 132, Picture 2]. The action "Gentle Terrorism" (2002) in the same space, as part of the All-Ukrainian festival "Cultural Heroes" lasted only 3 hours, canceled under the aggressive pressure of the cultural nomenclature. Anatoliy Zvizhynsky's curatorial project was criticized both at the local level [26] and in specialized publications as "frozen isolation", which lost its relevance due to the deceptive effect of its own "phenomenon" and remained at the level of local context [28].

Experiments with the "invasion" of contemporary art into the museum spaces of Lviv are connected with the new branding policy of the Lviv Art Gallery, as such actions increase the interest of young active audiences. At the same time, the museum declares its readiness for laboratory formats of history viewing.

The first intervention was the project "Integration" (2015) in the space of the Lviv Art Gallery. Using media installations, young artists built associative-communicative pairs with collectible works. The project became the embodiment of dialectical modernity through museological game practice [12]. Kaufman's project "NIMB Biometrics" (Halo biometrics) in the Museum of Sacred Baroque Sculpture of Pinzel became an approximation to the works of John Pinzel at the level of tactile contact [10]. The project does not appeal to the format of the show; it is a kind of performative essay that highlights the problems of historical heritage, Baroque philosophy, the hierarchy of art. Kaufman uses many old quotes; favorite metaphors he used in previous actions are the following: materialized time, fish, the opposition of place and hero, the illusion of thinking (Figure 2).

Figure 2 – Vlodko Kaufman. NIMB Biometrics project at the Pinzel Museum of Sacred Baroque Sculpture. 2018. Photo reproduced from: https://zbruc.eu/node/84146

Experiments with the “weaving of a new voice” in the exhibition have become characteristic and traditional for the modernized Lviv institution. In 2020, exhibitions-collaborations of Vlada Ralko were held in the exhibition halls of the Potocki Palace and the Museum of Sacred Sculpture. If only photo-fixation was shown in the Potocki Palace, in the Pinzel Museum - the famous “Kyiv Diaries”, which were represented as a road that ended in the Crucifixion of Pinzel. Other presentations in the same space were as follows: an exhibition of sculptures by Vladimir Semkiv “Homo”, a media installation “Hide and Seek for Light” by Vladimir Budnikov, works by Tiberius Silvashi in the context of the project “Angels”.

Claire Bishop, analyzing the significance of works of art in terms of temporality, notes: “Didi-Huberman puts forth the idea that works of art are temporal knots, a mixture of past and present; they reveal what persists or “survives” (Nachleben) from earlier periods, in the form of a symptom in the current era. To gain access to these stratified temporalities, he writes, requires a shock, a tearing of the veil, an irruption or appearance of time, what Proust and Benjamin have described so eloquently under the category of ‘involuntary memory” [4, p. 20]. In this context, interventions in old expositions can be seen as a means of mobilizing a new understanding of the present through dialogue with the past.

3.2 Museological Practices

The appeal of Western Ukrainian museums to the theme of alternative art is associated with the period of the 1990s, first of all – the ideological assertion of their own heritage through the representation of the interrupted length of modernist art. The expositions were surprising with the novelty of the names, while the exposition methods remained in line with the existing chronology.

Another form of museological research was represented by curatorial exhibitions-projects that presented artifacts through their integration into the cultural context. In such a presentation, the museum, using performative means, designed creative stories about contemporary art in the modern world. The new task of the museum was to avoid collecting, focusing on the present moment: works selected from temporary exhibitions, replenished the collection, and the moment of the action was documented through the format of internal description.

“Memoria'94” by photographer Pavel Drobyak (1994, Ivano-Frankivsk Art Museum) was the first event in Ukraine to install analog photos in a multimedia exhibition. Based on the author's concept, which focused on the emotional perception of memorial tombstones in their environment [15], the curator of the exhibition V. Melnyk enhanced the emotional perception of photographs using interactive methods: small halls were lined with fallen leaves, colored from the museum's funds, in one of the halls “Mozart's Requiem” sounded, performed by violinist L. Deichakivska.

Surprisingly, the catastrophic situation with the reduction of museum budgets since 1995 did not stop museum searches and gave rise to a number of unconventional ways to attract patronage funds. Thus, in 1997 Melnyk together with journalist V. Zanyk started a series of publications in the newspaper “Western Courier” – “Save the Picture” [7], as a kind of flash mob action for museum exhibit’ obtaining a personal philanthropist.

An important long-term museum innovation, the only one of its kind in Ukraine, was the research and restoration project “Let's save the treasures together”, organized by the restorer of the Ivano-Frankivsk Regional Museum of Local Lore V. Tverdokhlib. This is one of the most successful examples of creating a relevant museum sphere, the introduction of consistent museum marketing, which closely links museums with educational institutions, research, analytical, information, consulting, coordination centers, tourism, public organizations, foundations, libraries, etc. [29]. The Ivan Honchar Museum and national TV channels are involved in the project, and cultural figures express their support publicly. To enhance the effectiveness of the exhibition, it included unrestored works as well as posters, which on a larger scale clearly demonstrated all the stages of conservation.

The first photographic fixation of the exhibits led to the appearance of the accompanying independent project of the photographer Yuri Bakay “Images of the Light”. Due to his impartiality, the artist was able to separate himself from the primary goal of the project extra and created unique artistic photo images [29, 49]. In parallel, a series of creative bookmarks, postcards, etc. was created. The audience was expanded by the All-Ukrainian Youth Festival “Up of the Heart’, 2012, which took place on the market square of Ivano-Frankivsk. This project, which began as a rather aggressive “messy” expansion of the young generation of citizens, positioned itself as an environment for professing values of morality and goodness, which opposed the parasitic society, and the active audience of benefactors changed both in age and social – while at the beginning they were mostly citizens related to the rank or business, people of the older generation, later among the active participants there were many of those belonging to student “informal” youth [29, 95]. In the exhibition halls of 2017, in the middle of the restored icon painting, the works of the participants of the children's exhibition “I create the best for God” with thousands of artifacts were demonstrated. At the same time, children's plein competitions were organized in the exhibition space [5].

New forms of interaction between the museum and society are becoming increasingly popular. Through interactivity and online interest, there is an important contact with the distant visitor; there is a sense of involvement and mutual responsibility of museum workers and the wider community. Thus, a positive image of the museum is formed among contributors from Ukraine and abroad.

3.3 Current Practices as Effective Methods of Exposition Construction

Changes in the exhibition activities take place in accordance with new functions and roles, changes in the relationship “art – spectator – critic”. Contemporary art actualizes such a function of perception as certifying the grounds for communication [18, p. 12], which is a prerequisite for the emergence of a discursive common field. The work of art exists in the time of communication, it becomes present, creating the opportunity to participate in non-alienated existence with others [18, p. 16]. Consequently, the presentation of works of art in a museum or gallery space requires somewhat different approaches, concepts, understanding of these features. Researcher I. Yakovets is also right that the museum in a broad sense is seen as a means of expanding information and cultural horizons, a channel of intercultural and interpersonal communication and a kind of tool that forms in the historical context processes of communication and interaction of different cultures and subcultures [33, 25]. In view of this, today the museum exposition is considered not as a frozen constant, but as a dynamic structure that can change, transform to be interesting and relevant.

This is probably the first time that a new vision of the museum space in Ukraine has been demonstrated in the museum's updated exposition devoted to the heroes of Kruty in the village Pamjatne of Chernihiv region (author of the memorial is A. Haidamak). The artist proposed a number of symbolic installations: a hill with a 10-meter red column, a cannon on the open railway platform, which begins the museum exhibition, and 4 halls, wagons stylized from the outside of the early twentieth century cars, which consistently reveals history national liberation movement of the time. The museum reveals the importance of the battle of Kruty for the further development of the national liberation struggle in Ukraine and the education of Ukrainian patriots [17].

A similar latest vision has been represented since the formation of the Demyaniv Laz Memorial Museum-Complex (1998) on the outskirts of Ivano-Frankivsk, where the remains of more than

500 victims of the communist regime were found during 1988-89. The complex includes a chapel with a museum, a sculpture of the Virgin, and a park with information stelae and graves of reburied victims of totalitarianism. In the basement of the chapel, on an area of 92 square meters, there is a permanent exposition of the museum, which tells about the repressions of the communist regime in Prykarpattia in 1939-41, the history of the search and excavation of burials, the mutilated fate of individual patriots, who were identified by found objects and documents. The design concept of the exhibition was developed by the conceptual artist R. Koterlin (Figure 3).

Figure 3 – Rostislav Koterlin. Joint Meditation Project. 1995. Ivano-Frankivsk Art Museum. Photo by IFHM. Ivano-Frankivsk. In the photo: in the exposition near the object №3 "Wind blows" (from left to right: J. Yanovskii, sitting V. Naidenova, V. Melnyk, standing: unknown, R. Koterlin)

An important place in the formation of the museum's exhibition environment is occupied by the activities of designers. In this museum of design, in accordance with the author's vision of R. Koterlin, as well as the necessary technical work, were performed by designers and employees of the company Advertising Center (Figure 4).

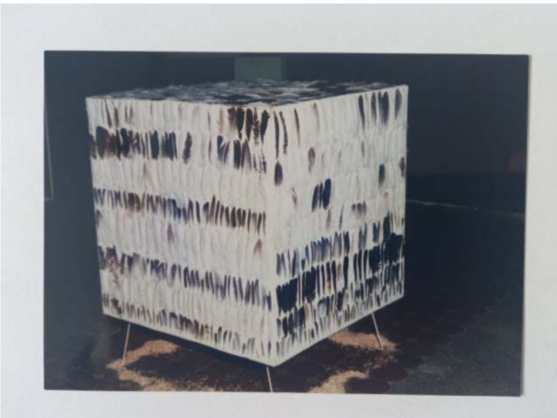

Figure 4 – Rostislav Koterlin. Joint Meditation Project. 1995. Ivano-Frankivsk Art Museum. Ivano-Frankivsk. Photo by IFHM. Object №4 "Nothing returns to Everything" (cardboard, feathers). Photo by IFHM

From a design and technological point of view, they used the latest advertising materials: transparent and acrylic plastic for information ceilings, shop windows in which artifacts and documents are placed, spotlights, printing on a black background with milky texts – all this gives the exhibition space modern visually expressive features [6, p. 58].

The central part of the museum exposition is a large art panel “Demyaniv Laz – an echo of the “golden” September" (its size is about 2.5x7 m), authored by Kyiv artists L. Voedilo and O. Solovey (Mykola Storozhenko's workshop). The culmination of the exhibition is a large stele with written names and photos of tortured Galicians. A special emotional experience is added by the installation of a symbolic grave in the form of a cross under the stele, at the bottom of which there are scattered shoes, barbed wire, remnants of clothing and documents.

Installations as important elements of the museum exposition were successfully used for zoning the premises in the historical and memorial museum of Stepan Bandera in the village Old Uhryniv, the first exposition of which opened in 2002 in a modern, specially built building (2000, architect O. Kozak). Artists A. Haidamak and B. Hubal, who worked on the project together, were invited to develop the general concept of the exhibition space. Artists M. Tkachenko and N. Babii were involved to help. Specially, furniture, photos, antiques of the early twentieth century were purchased. In his part of the exposition (2009), Bohdan Hubal used a lot of hidden symbols – exhibits are placed on bars resembling UPA hideouts from underground times, prospective illusions are created – Siberian tracks (reminders of those taken to camps), skillfully executed hideout model, installation showing Bander combatant with a weapon in the woods. For the first time among the Carpathian museums, the solution of a multimedia excursion was proposed [2, p. 94].

Spatial installations, collages and abstract things allow filling the exposition with new semantic accents. They shift the focus from artifacts to the creation of an art environment, which is a key aspect of post-avant-garde time, where the dominant role is played by the concept, idea embodied by a talented artist, designer.

Subject installations, multimedia, materials used for outdoor advertising (acrylic plastic, banner printing, lighting) are now actively used in the museum environment not only in large museums but also small regional ones, which makes the museum space bright, interesting, and unique. Installations, photo collages activate the space in the local lore museum “Boykivshchyna” in Dolyna. The museum was founded in 1997, and the newest exposition, which became the first bold experiment of B. Gubal, opened for inspection in 2003 in the newly built museum at the expense of the charitable foundation of Tatiana and Omelyan Antonovich from the USA [2, 92] (Figure 5).

Figure 5 – Bohdan Gubal. Installation "Ways of migrants". S. Bandera Historical and Memorial Museum. The village of Stary Uhryniv, Ivano-Frankivsk region 2009. Photo of B. Gubal

According to the author himself, the idea of a plastic solution of the exposition was to unite all the halls, individual windows and exhibits into a single module - a kind of stylization (an element of Boyko's chest, bowler, etc.) [2, p. 92]. Thus, the museum has spatial installations in the form of Boyko's house, Boyko's yard, a fragment of the iconostasis, etc. Portraits of historical personalities were painted for some halls by artists Fedor Mike and Freshin [2, 93].

The work at the Regional Literary Museum of Prykarpattia in Ivano-Frankivsk was somewhat different in terms of the principles of the approach to the exposition. The authors of the new exposition, opened in 2006, were the head of the museum V. Smirnov and B. Gubal – the author of the design concept, I. and A. Gavriliva – decorators (Figure 6).

Figure 6 – Bogdan Gubal. Installation in the exposition of the history section of the Ivano-Frankivsk Regional Museum of Local Lore. 2011. Ivano-Frankivsk. Photo b. Guball

As the redevelopment of the museum was impossible due to the fact that the museum is a historical monument, the exhibition was combined with spacious booths, illustrating the main theme: the development of the literary process in the region from ancient times to the present. This was the first in Ukraine bold experiment in the use of computer photography and printing on aracal film [2, 93].

Photo collages were later used in the following museums: Hryhoriy Kruk in Bratyshev, Vasyl Kasiyan in Sniatyn, Vasyl Stefanyk in Rusiv (author of the projects B. Hubal). They create the necessary optical illusions, allow for better visual perception, fullness of space, and, accordingly, memorization.

A radically different, non-standard approach to the museum exposition was demonstrated for the first time in Prykarpattia in the renewed exposition of the Ivano-Frankivsk Art Museum (now the Prykarpattia Art Museum, established in 1980). It was developed by a museum employee, above mentioned art critic Viktor Melnyk, who proposed a review of the collections not on the traditional principle (from left to right), but from the altar, from the center. After all, the former purpose of the building where the museum is located (the collegiate church of the Potocki magnates) has a direct impact on the placement of exhibits. Thanks to the professional work of museum workers, here it was managed to find a balance of representation of secular genres of fine arts and icon painting, sacred sculpture, as well as unique examples of various types of decorative and applied arts from the Carpathians and the Carpathian region. A separate department of marketing, development, and investment has recently opened in the museum.

During M. Deinega's directorship, the museum turned into an interesting experimental site. Participation of young artists, mostly graduates of the Faculty of Graphic Arts, who joined the art group “Forums”, their actions, performances, including “Night at the Museum”, workshops and exhibitions helped to promote museum activities, establishing communication with the public .

The museum is actively developing inclusive projects. Thus, cooperation with the John Paul II Catholic University of Lublin in 2021 within the framework of the international grant project “Invisible Heritage: Exchange and Implementation of Best Practices in Access to Culture for the Visually Impaired” under the Poland-Belarus-Ukraine Cross-Border Cooperation Program has been fruitful. The project partners were the John Paul II Catholic University of Lublin (Poland) and the Vasyl Stefanyk Precarpathian National University (Ukraine), as well as city guides. As part of the cooperation, a number of events for the blind were held and copies of individual art artifacts from museum collections were created for a touch view of museum exhibits. It was also possible to get acquainted with the experience of such work in the Republic of Poland and see what has already been done in this direction in the city of Lublin and, in particular, in the National Museum of Lublin.

The work of the Ivano-Frankivsk Museum of Local Lore (opened in 1940) is surprisingly fruitful. Despite the fact that the museum unites several autonomous departments (history, archeology, nature, numismatics, etc.), storage and display of such works in one museum space is also a problem that is solved by the staff. It is important that the museum's collections are fully represented in the permanent exhibition. The project of the renewed exposition of the museum was developed and carried out by the artist and designer Gubal. A significant part of the museum space is dedicated to the already mentioned unique art project “Let's save the treasures together”. The opening of the town hall observation deck (which houses the museum) has slightly increased the number of visitors to the museum, as well as enhanced the opportunity to use the museum's locations for commercial purposes.

An important component of the Museum of Local Lore is its communication with other institutions. Thus, exhibitions of individual artifacts are held outside the museum, cooperation agreements are signed with other institutions, which gives the opportunity to promote own collections, exchange exhibits for exhibitions, learn from other museums, while valuing own heritage. An official website with interesting topical information content, visualizations, photos and videos has been developed and is functioning for the museum, where a significant part is dedicated to the project “Let's save treasures together” in its retrospective. The museum is also active in social networks, disseminating current events.

Inter-museum communication has a positive effect on the development of the museum industry. Thus, in May 2021, an exhibition dedicated to the work of Modest Sosenko was held jointly with the Ivano-Frankivsk Museum of Local Lore and the Andrei Sheptytsky National Museum in Lviv. This was preceded by a large-scale exhibition at the Lviv Museum, which retrospectively and most fully presented the artist's work (several monographs on the artist were published, photographs of surveyed sacred buildings were exhibited, which preserved monumental paintings of the artist, etc.). The same exhibition was organically supplemented by exhibited works in Ivano-Frankivsk, where in addition to exhibiting icons, drawings, preparatory cardboard, there was a performance organized by artist J. Stetsyk, when simultaneously from different locations, to the museum, large 10-meter banners with printed sketches were carried, and they later became part of the museum's exposition and were located on the 3rd floor.

An important aspect of establishing communication with potential visitors, conducting advertising, career guidance work of museums, etc., is the coverage of their activities on official websites and activity in social networks. In fact, for the last 7-5 years, each museum has developed its own website, has its own pages on social networks. Sometimes, such pages are created for a certain event (say exhibitions). For example, a Facebook page: Sosenko ‘Know Understand Save’ [25], which was created to acquaint with the creative heritage of the artist specifically to cover the events that preceded the presentation of monographs on Sosenko's work and the above exhibition, as well as to draw attention of a wider audience to the exhibition itself.

One of the largest in number of unique artifacts of various kinds of decorative and applied arts in Ukraine is the National Museum of Folk Art of Hutsul and Pokuttya named after J. Kobrynsky in Kolomyia (founded in 1926, opened to visitors in 1935). In recent years, the museum's exposition has undergone a number of changes. This museum was one of the first in Ivano-Frankivsk region to develop a professional website and a virtual tour [31], which is the first stage of creating a virtual museum. The technical equipment in the form of showcases was updated in order to compactly place and protect the artifacts from dust and damage. Recently, the virtual tour has audio accompaniment. The developed site and pages on social networks help to track the news of museum activities, including exhibitions, conferences, the results of search expeditions, etc.

The way to renovate the museum is also to include elements of interactivity, augmented and virtual reality in their environment. Thus, in early 2021, the Kosiv Museum of Folk Art and Life of the Hutsul Region opened an Interactive Museum, where visitors are invited to touch the exhibits, look in drawers, play games and complete quests, thus being researchers and interacting with the latest exhibits. In addition, for the first time in Ukraine, the exhibition of ceramics became available to blind visitors [9].

The activity of museums at the present stage confirms the opinion of researcher T. Mironova that “the use of new technical and technological means, interactivity, communication, participation of the audience in creating a work of art are the main features of art in the second half of the twentieth century” [16, p. 113]. This is not only about art in general, but also about the museum industry in particular. Namely the interest of the audience in cultural forms of leisure determines the fact that some sites still become successful, receive support from business and government agencies [16, p. 114].

3.4 Alternative Institutions with the Functions of Museum Spaces

The historical and political conditions that have developed at the turn of the millennium have led to the intensification of the processes of national self-identification in Ukrainian society, among which there is a growing interest in folk art. Nevertheless, classical museums, as the main amulets of cultural values, remain out of the attention of the majority of the population. Instead, collecting activities are becoming popular and widespread in communities – museums are being set up at schools, folk houses of culture, private collections are appearing, which multiply samples of different types of folk art. Their activity is largely to find household items and preserve them. Issues of representation, and especially the identification of exhibits are not dominant and often depend on the subjective vision of the organizers and their financial capabilities. Nevertheless, such museums and collections have a visitor, and books of reviews testify to the demand for the institution in society and an important educational role [23].

Ukraine's independence (1991) led to a new phenomenon - one of the main national symbols in the public consciousness is embroidered clothing as an almost mandatory attribute in rituals associated with public celebrations and private life. Its mass popularity led to the spontaneous development of embroidery, the emergence of kitsch patterns [22, 65]. This was also facilitated by the availability and wide choice of embroidery materials offered by numerous stores. An important role was played by the purchasing power of the population, most of whom preferred cheap, decorated with machine embroidery products as opposed to much more expensive, which are embroidered by hand. The compositional imagery of such things often depended on the customers and the performers themselves, whose aesthetic preferences were not always based on awareness of the artistic features of ethnographic clothing complexes of Ukrainians, their local differences. [24]. At the beginning of the 21st century, the market of goods and services was oversaturated with cheap offers, sometimes with signs of intervention of random elements, uncharacteristic of Ukrainian folk embroidery.

The political changes that have taken place in Ukraine since the beginning of the new millennium, including the manifestation of active citizenship in 2005 and 2014, have exacerbated the consolidation of all social strata of Ukrainian society around folk cultural and artistic traditions. There is a growing interest among the population in authentic clothing embroidery, the samples of which are in full in funds of state museums. However, the ways in which they are represented offer passive contemplation. Society needs a deeper understanding and feeling up to the demonstration of performance processes and direct participation in them.

Symptomatic self-organization of interest groups, associations in the form of workshops, studios, as well as on the basis of shops with materials for needlework has become an alternative to classical museum institutions. Within the limits of commercial activity, master-classes on performance of embroidery techniques are offered, schemes of the embroideries characteristic of local centers are developed, etc. Promoting traditional features (technique, ornament, color, system of placement) of embroidered clothes of different ethnographic regions of Ukraine, new formations use a scientific basis for this, offer professional literature. In this aspect, an important platform for their communication are social networks (Facebook, Instagram) and photo services (Pinterest), which help to find original patterns of embroidery, share them and clarify information about origin and life, in particular, in chronological terms. Also, one of the main directions of their development is collecting.

Accumulating the national idea by their activity, separate communities boldly leave the narrow commercial plane (execution to order) and are organized into multi-vector communication spaces, claiming to be the leading regional art formations.

The Magda Dzvin Workshop research space was founded by Oksana Pecharska in 2014 in Lviv. The reason for its emergence was the “civil response” to the tragic events of the Revolution of Dignity for the Ukrainian people [11]. Over the years, the art space has attracted a wide audience and now plays an important educational role among various segments of modern Ukrainian society. Within the framework of the workshop, master classes are organized, a series of educational thematic classes on making so-called “replicas” based on authentic clothing, artistic and research projects are implemented, as well as children's creative studio, etc. An integral part of this artistic space is the large collection of folk costumes of different regions of Ukraine collected by its co-owners, which serves as the main source base for learning, enlightenment, contemplation, and creation of new art at the same time.

At the beginning of 2022 in Ivano-Frankivsk, the opening of the art house “Tobivka” took place, which, according to its co-founder Lyuba Drohomyretska, is based on a family collection of photographs, embroidered clothes [20]. This event was of interest and wide media coverage among the citizens and the creative community of the region [30], because in the Ivano-Frankivsk region such an artistic space is almost the first of its kind. Its history began in the last years of the twentieth century with the creation of a shop with goods for needlework. Since 2007, in addition to the sale of embroidery materials, services for embroidery and sewing of finished products have been offered. Namely then, with the creation of the Ukrainian embroidery workshop “Lyubava” among its founders (Lyuba Drohomyretska, Lilia Kohutyak, Olena Yatsynovych) the question of reproduction of authentic clothing embroidery arose. An important goal was the promotion and reproduction in the works of embroidery techniques, color, and ornamental features of embroidery of local centers and the cut of folk costumes. In this aspect, active collection activities began, as well as the study of the artistic differences of clothing embroidery of different ethnographic regions of Ukraine on the example of purchased exhibits. Today, in addition to authentic embroidered clothes, the collection of the Tobivka art house contains samples of other types of folk art: ceramic plates, metal irons, wooden chests, sideboards, tables, benches, baby carriages, etc. The collection of sewing machines is indicative. A prominent place is occupied by a large collection of professional literature, which consists of textbooks on embroidery, scientific works of famous domestic art critics, researchers, albums with photos of embroidery, and more.

Tobivka Art House is located in a rebuilt three-storey building in the center of Ivano-Frankivsk. The project is based on a synthesis of different activities from executive and technical to artistic and educational. The breadth of its offerings ranges from materials for needlework, embroidery and tailoring to master classes, thematic lectures and up to the representation and museification of exhibits of collections. The marketing strategy is based on close interaction between the viewer, who becomes a direct participant in the action, and the objects of his contemplation art product created by him independently.

In fact, such a commercialized project is a clear result of the successful transformation of the sphere of artistic goods and services demanded by modern society in alternative and relevant forms today.

The importance of educational activities of artistic communities and spaces is obvious. Their open, in particular, Internet activity, contributes to the formation of adequate artistic and aesthetic sense and understanding of folk tradition and its value by the general public in contrast to market offers. Interested researchers and representatives of various branches of science (art critics, ethnographers, historians, etc.) join the discussion, which strengthens this understanding. An important aspect of such publicity is the acquaintance of the general public with professional literature, coverage of new publications and their distribution.

United by common interests and the idea of revival and popularization of folk art, being open to Ukrainian society, such communities compete with each other in terms of collecting. It also contributes to research efforts, the discovery and publication of original photographs of traditional embroidered clothing samples lost over time. However, the issues of adequate identification of products found by them still remain relevant and require the involvement of the scientific and artistic community, qualified museum staff.

4 Conclusion

Thus, the form of interaction between modern art and museum institutions at the beginning of the 21st century varies between the representation, the dialogue of the new with the old and the involvement of current practices as a method of creating a new exhibition. The incorporation of new art into the old exposition allows accumulating a frozen history, actualizing the past through modern reading. Involvement of relevant cultural, artistic, economic, social practices is the key to creating successful museum projects.

Regional classical museums in the conditions of "network" society, insufficient material support have changed the priority of the directions of their work. We note the development and implementation of both their own and joint integration socio-cultural projects in exhibition activities, mass cultural and artistic events, national cultural programs, educational and integration projects with social institutions of culture, education, science, government, civil society.

Private and public analogues are more flexible to innovations, carry out significant promotional work, involve the broadest layers of the network space. Instead, fascinated by interactive forms of activity, they pay little attention to the quality of the exhibition and its scientific study, cataloging. The described art and museum projects, established by separate initiatives in the 1990s, today resemble a well-planned mutually beneficial corporation, similar to Western models of the existence of research institutions.

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Primary Paper Section: A

Secondary Paper Section: AL

IMPROVING THE QUALIFICATION OF SOCIAL WORKERS IN THE CONDITIONS OF TRANSFORMING THE EDUCATIONAL PROCESS IN PANDEMIC

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Abstract: The research aims to investigate the quality of education in the mode of distance learning on the basis of SHEI "Vasyl Stefanyk Precarpathian National University" in the process of training specialists in social work and social protection. The assessment of distance learning of scientific and pedagogical workers by social workers on the basis of the survey is considered and their digital literacy is determined. The peculiarities of the formation of professional competence of social workers in the process of professional development are highlighted. The results of the experimental study showed the positive aspects of digital competence of research and teaching staff in the pandemic COVID-19.

Keywords: Advanced training, COVID-19 pandemic, Digital literacy, Social workers, University

1 Introduction

Improving the education system at the current stage of development of Ukrainian society in the process of integration into the international space is to improve the quality of educational services and ensure access to education for all citizens, modernize educational content, continuity of education and training, manifested in the renewal of postgraduate education. A component of postgraduate education in the process of innovative development of Ukrainian education is the system of professional development of employees, in our case social workers. It, in turn, consists of continuous self-education, raising the level of qualification in accordance with the requirements of society and the state, improving professional skills and competence, acquiring additional knowledge and introducing innovative technologies.

The transformation of the educational process in the minds in the conditions of COVID-19 pandemic has contributed to the transfer of learning into distance and mixed learning, resulting in the development of information technology. This issue has been considered by a number of scholars, including C. Bonfield, M. Salter, A. Longmur, M. Benson, T. Adacha [3], R. Watermeyer, T. Creek, K. Knight, J. Goodall [18], R. Ellahi, A. Khan, M. Shah [5], R. Zozulyak-Sluchik [21], K. Ovusu-Forjur, K. Kumson, D. Henson [13], T. Zhu [20].

Transformation of worldviews, standardization of education, European integration processes have contributed to the fact that continuing education has become a conscious need, a means of competitiveness, a criterion of professionalism, interpreted by scientists as a willingness to continue their careers, deepen knowledge, skills, improve skills through active participation in the development of the field of specialization and experimentation with innovations aimed at improving practice [1].

The importance of postgraduate education in the system of continuing vocational education is to eliminate gaps in basic education, supplement new knowledge in connection with the intensive development of social work as a science, comprehension of practical experience, achieving a higher level of constant change in social practice through constant professional self-improvement. Professional self-improvement of personality is a conscious professional activity in the system of continuing education, aimed at improving the professional level of the specialist, his professional self-realization, further development of professionally significant qualities and includes four stages: awareness of the necessary work; definition of the program of self-improvement; search self-improvement; awareness and purposeful change of self [16].

This issue has been considered by a number of scholars in their works: continuity of professional education was analyzed in the works of S. Arkhipova [1], N. Tzygan [17], analysis and content of professional training is presented by O. Budnyk [4], A. Zagorodnya, N. Dichenko, N. Chobitok, M. Voznyk, L. Honchar, M. Petrova [19], G. Mykhailyshyn, M. Dovha [11], problems of modeling and formalization in a higher education institution were covered by I. Linde, M. Petrova [7], teaching technologies were paid attention to by M. Petrova, I. Buzko, Y. Dyachenko [14], competencies were considered by V. Koval, Y. Polezhaev , A. Bezkhlibna [6], M. Kuzkin, O. Protas, T. Fartushok, J. Raevska and I. Ivanov [9], changes in the educational process – by O. Baklanova , M. Petrova, V. Koval [2], motivational aspect in modern conditions – by M. Petrova, V. Koval, M. Terpavicharova, A. Zerkal, A. Radchenko, N. Bodnarchuk [15], and so on.

Professional development is the professional training of employees, which aims to increase the level of their theoretical knowledge, improve practical skills and abilities in accordance with the standards of education, that are updated and the requirements for which are constantly growing. Further training of social workers is carried out by educational institutions, including postgraduate education institutions, having the appropriate license issued in the prescribed manner [17].

The form of professional self-improvement of social workers is advanced training courses for social workers conducted by state and public organizations, including higher education institutions. In the period from November 25, 2021 to November 26, 2021, advanced training courses for social work specialists and employees of the social protection system were held on the basis of the Vasyl Stefanyk Precarpathian National University.

Transformational processes in education during the pandemic have led to various problems, in particular, Yu. Malyovanyi (2020) highlights: lack of previous experience and knowledge of remote process management, incomplete provision of educational equipment and lack of quality Internet communication [8]. Of course, evidence of this is the improvement of the education system to meet modern requirements of society, which will consist primarily in improving the digital literacy of providers and recipients of educational services. In this context, the purpose of our study the assessment of distance learning by social workers on the basis of SHEI Vasyl Stefanyk Precarpathian National University in the process of training specialists in social work and social protection workers.

2 Materials and Methods

The following methods were used to achieve this goal:

1. Method of analysis and synthesis (determining the basis of the problem of continuity of vocational education and training of social workers, their scientific justification, transformation processes in education);
2. Quantitative and qualitative analysis (analysis of experimental results);
3. Abstract-logical (the results of the study were theoretically summarized, conclusions were given and formulated on training of social workers in the transformation of the educational process in a pandemic);
4. A survey of social workers in the process of professional development of social workers on training courses for social workers and social protection workers on the basis of SHEI "Vasyl Stefanyk Precarpathian National University" was conducted;
5. Mathematical and statistical processing for the analysis of the obtained results.

3 Results

To establish contact between all participants in the training of social workers, we used the platform Google Meet, which was chosen by all participants before the course. The following topics and types of classes were used to improve the skills of social workers at the courses of specialists in social work and social protection workers at the Vasyl Stefanyk Precarpathian National University:

1. Characteristics of persons/families with children who belong to vulnerable groups and/or are in difficult life circumstances (l);
2. Features of the work of social workers with young families (l/s);
3. Regulatory and legal support of social services (l/s);
4. Safety of employees during social work. Prevention of burnout (l/s);
5. Methods for determining the needs of the population of administrative-territorial units in social services (l/s);
6. Social support of the adoption family (l/s);
7. Social services and their types, basic social services, provision of social services in accordance with public services (p);
8. The mechanism of interaction of the subjects providing social services, carry out social work (l/s);
9. Ethical aspects of social work (l).

On November 26, 2021, with the help of the Google Survey system, we conducted a survey of social workers to determine the quality of education in distance learning and the specifics of professional competence of social workers in the process of professional development on the basis of Precarpathian National University named after Vasyl Stefanyk. 62 specialists in the social sphere took part in the survey. The questionnaire contained 4 questions with closed-ended answers. The survey lasted about 5-7 minutes.

The process of forming digital literacy of research and teaching staff of educational institutions should take into account modern approaches to the development of the educational environment in today's conditions, as this will be the basis for considering the interaction of teachers with social professionals. Of course, this feature will help shape digital literacy more effectively than it was before the coronavirus pandemic.

In frames of the first question "Social workers' assessment of digital literacy of educational and pedagogical staff of educational institutions", social workers assess the digital literacy of teachers at a high (72.6%) and sufficient (27.4%) level (Figure 1):

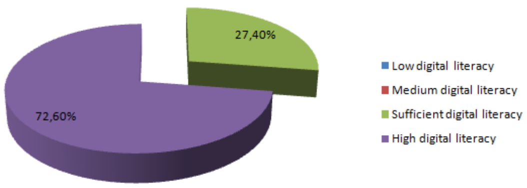

Figure 1 – Social workers' assessment of digital literacy of scientific and pedagogical staff of an educational institution

It should be noted that the digital literacy of research and teaching staff in the phenomenon under study is defined as a necessary condition for the formation of professional competence of social workers and employees of the social protection system in advanced training courses.

The second question "Have you acquired good knowledge, skills and abilities in the process of professional development of social workers and social protection workers at the university" was answered as follows: social workers have acquired good knowledge, skills and abilities (82.26%) and partially (17.74%) (Figure 2):

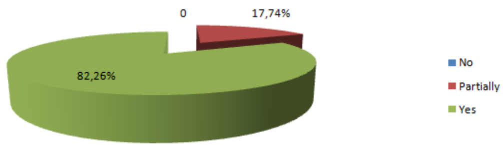

Figure 2 – Have you acquired good knowledge, skills and abilities in the process of professional development of social workers and employees of the social protection system at the university?

Based on this, it should be said that the training of social workers and workers of social protection is a complex interconnected process which results in the acquired knowledge, skills, and abilities that are implemented under certain conditions.

The third question "What form of training on refresher courses at the end of the COVID-19 pandemic do you support", was answered as follows: social workers supported a mixed form of training (54.84 %%), as well as traditional – 32.26% and distance – 12, 9% (Figure 3):

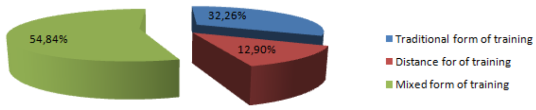

Figure 3 – What form of refresher training do you support at the end of the COVID-19 pandemic?

It should be emphasized that the mixed form of education was supported by the majority (54.84%) among the surveyed social workers, as evidenced by the adaptation of educational services to the informatization of education and the availability of information and communication technologies.

Any training always has the best result in the traditional form of training, where there is communication and contact interaction of the lecturer with students. Given the modern educational requirements faced all of us, the learning society was forced to move to distance learning. As the training of social workers showed, there are some shortcomings: not all social workers have the equipment for video conferencing and stable Internet connection (no camera or microphone). Some of them went to video conferences from mobile devices. The videoconference chat suggested questions that the lecturer answered at the end of the lesson.

To the fourth question "Which of the topics you read are the most relevant in your professional activity?", social workers answered like this: characteristics of individuals/families with children belonging to vulnerable groups and/or are in difficult life circumstances (30.6%), features of the work of social workers with young families (6.45%), regulatory and legal support of social services (12.9%), safety of workers during social work and prevention of burnout (4.8%), methods of determining the needs of the population of administrative-territorial units in social services (8.1%), social support of the adoption family (11.3%), social services and their types, basic social services, provision of social services in accordance with public services (11.3%), the mechanism of interaction of entities that provide social services, carry out social work (6.45%), as well as ethical aspects of social work (8.1%) (Figure 4):

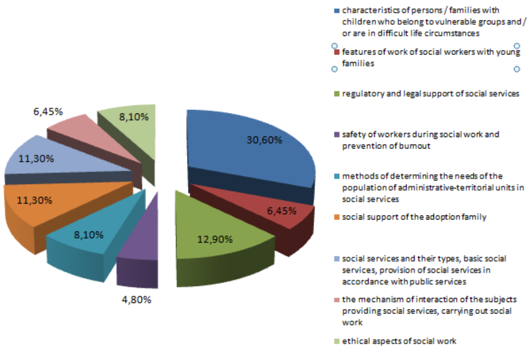

Figure 4 – Which of the topics you read are most relevant to you in your professional career?

According to the results of the answers, the most relevant topic of professional activity of social workers is the characteristics of persons/families with children who belong to vulnerable groups and/or are in difficult life circumstances (30.6%), i.e., the category of recipients of social services work.

The analysis of the survey allowed us to conclude that the professional training of social workers in the process of professional development on the basis of SHEI “Vasyl Stefanyk Precarpathian National University” involves a successful process of forming professional knowledge, skills and abilities with rational use of new technologies in the social sphere, taking into account standards for their professional competence, including self-study and self-development.

4 Discussion

The results of the evaluation of distance learning at the Vasyl Stefanyk Precarpathian National University of specialists in social work and social protection workers as recipients of educational services in the process of professional development showed positive transformations introduced on the basis of the university, appreciated by social workers. This suggests that the elements of distance learning based on the results of respondents should remain after the end of quarantine restrictions caused by the pandemic.

In particular, G. Marinchenko believes that communication between participants in the educational process is an important component of the educational process and socialization of the individual. Namely communication and joint work should be the basis for the organization of the educational process by distance learning or with the use of distance education technologies in educational institutions [10].

According to N. Tzygan, the process of professional development of a specialist is of bilateral interest. On the one hand, the organization and management are interested in the development of professionalism of employees. Continuous professional growth of a specialist contributes to improving the quality of social services, which is the basis for creating a positive image of a social institution, development and employment at a certain level in the market of social services, increasing the prestige of social services. On the other hand, the employee himself is interested in his professional development, because it allows him to more actively address the problems of clients seeking help, enables increasing his credibility among colleagues and clients. Also, professional development represents the prevention of professional burnout of social workers, which is an urgent problem in the social sphere [17].

As we can see, the influence of modern trends in society determines the further direction of the tasks of professional development and updating the content, forms, methods, and technology of teaching social work practitioners – such as the transition of the traditional form to distance learning due to various trends in social work; creation of a proper innovation and educational environment; the orientation of the training program to improve the skills of social workers; updating the system of knowledge, skills, and abilities; promoting the choice of topics in the training of social workers.

Thus, the modern requirements of society demand highly qualified specialists who are able to solve in optimal ways and with proper methods the problem of recipients of social services, as the development of innovative technologies is growing. This is important in the exchange of knowledge and experience in the development of social work skills and the provision of services in accordance with current legislation in an informative society caused by the COVID-19 pandemic.

5 Conclusion

At the heart of the scientific and pedagogical staff in improving the skills of social workers and employees of the social protection system, there is the development of their desire for continuous personal and professional self-development and self-improvement. The reference point in the process of this study at the Vasyl Stefanyk Precarpathian National University is the priority of mastering theoretical and practical experience and forming professionalism in social specialists.

The implementation of professional development of social workers at the university level as an institution of work in all areas of working with entities was carried out through the following elements: partnership and integration; innovative learning for the needs of society; improving the quality of education based on the latest achievements in education and science; compliance of the scientific and pedagogical team with modern requirements. Therefore, the conditions for updating the training of social practitioners are seen in the regulatory and legal and educational and methodological support, observing organizational, pedagogical and social characteristics. The prospect of further research is the development and justification of a structural and functional model of training social workers (practitioners) at the university level in an innovative environment.

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Primary Paper Section: A

Secondary Paper Section: AM

COMPREHENSIVE ASSESSMENT OF ACTIVITIES OF CORPORATE INTEGRATION ASSOCIATION OF SERVICES ENTERPRISES

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Abstract: The integration process content of joint-stock companies is considered. The preconditions for a rational and reasonable selection of potential members of a corporate integration association based on forecasting and evaluating the results of such an association are summarized. Peculiarities of the organization and management of corporate integration associations are revealed (difficulties in obtaining, analyzing, and using information necessary for management; duplication of certain management functions; ambiguity in assessing the effectiveness of certain activities; centrifugal trends within the CIA, risks associated with decentralization of associations management). The necessity of conducting a two-level evaluation of a corporate integration association to solve the problems of the strategic management of the CIA has been proved. The directions of carrying out the complex analysis of efficiency of activity of corporate integration association, which should consist of two blocks, are defined: the general analysis of efficiency of activity of CIA; analysis of the synergistic effect that is formed within the CIA. The composition of the system of indicators for evaluating the activities of a corporate integration association based on the construction of a matrix of basic research is substantiated. Furthermore, the expediency of differentiating the sources of CIA synergies appearing into four main categories is proven: increasing revenues, reducing costs, reducing tax deductions, and reducing additional investments, and based on which, if necessary, conducting of factor analysis to determine the degree of achievement of the strategy, integration goals and if possible, identifying reserves to increase the synergistic effect.

Keywords: Corporate integration association, Integration, Joint-stock company, Performance appraisal, Services sector, Synergy effect.

1 Introduction

In recent years, the problems of intensifying integration processes in the corporate sector of the economy are attracting increased attention from both scholars and practitioners, which is largely determined by the scale of globalization of international economic relations.

The integration of joint stock companies (JSC) is a complex and long process, the deployment of which is influenced by numerous internal and external factors of the business environment. As a result of this process, a corporate association can be created, which should function more efficiently, stably and profitably than each of the JSCs that form the association separately. The key to achieving this goal is a rational and sound selection of potential members of the corporate integration association (CIA), which should be based on forecasting and evaluating the results of its activities.

2 Materials and Methods

Theoretical-methodological principles of planning and evaluation of corporate integration processes were considered in the works of many scientists, in particular: K. Alefi [5], I. Buleev [2], A. Voronkova [16], B. Harrett [3], V. Gorbatov [11], P. Gaughan [4], M. Gruninger [5], O. Hutsalyuk [8-9], P. Dyussozh [6], N. Prokopenko [13], N. Bryukhovetska [2], N. Kalyuzhna [16], M. Kyzym [11], G. Kozachenko [10], I. Ladyko [10], E. Lensky [12], O. Lyashenko [10], G. Malandina [2], V. Otenko [16], V. Pastukhova [13], A. Pilipenko [14], M. Sirover [15], K. Finkelstein [3], M. Fox [5], and some others. Most often, the currently proposed methods for assessing the activities of CIA are based on the use of those indicators that are used in the analysis of the activities of autonomous JSCs. However, the activities of the CIA have certain features that must be taken into account in such analysis.

According to the authors, the main differences that characterize CIA are the complexity of organizational and economic relations of the association members, as well as the presence of a synergistic effect within the corporate integration association, the assessment of which is a scientific and practical task that requires further study.

The purpose of the study is to substantiate and develop theoretical and methodological approaches to comprehensive assessment of the corporate integration association of enterprises in the service sector.

The directions of CIA activity analysis are revealed on the basis of determining the degree of integration of different directions of activity within CIA, such as: integration of production potentials of CIA participants; integration of financial and production potentials of various joint-stock companies – members of the corporate integration association; integration of scientific potentials of CIA participants. The composition of indicators for assessing the depth of integration of members of a corporate integration association is substantiated. An approach to determining the effect of synergies in the formation of a corporate integration association to the constant changes in the economic environment is proposed.

3 Results and Discussion

In the course of operational management of corporate integration associations (CIAs), a number of management tasks arise, that are specific to the processes of corporate integration. The emergence of such specific tasks is more typical of corporate integration associations, which were formed without proper assessment of the need for such integration and the development of an effective organizational structure of CIA. These features include the following.

1. Obtaining, analyzing, and using the information needed for management. Due to the large number of projects, as well as due to the rather complex organizational and economic structure of the corporate integration association (especially – diversified), there is a surplus of information coming from all directions and levels in different measurement systems. It is often almost impossible to compare and interpret the obtained information quite reliably. As a result, there is a need for double, triple, or even more complex, accounting, which creates difficulties in compiling operational balances in areas and, consequently, makes it very difficult to make tactical and strategic decisions.
2. Duplication of some management functions. Due to the multidisciplinary components of the CIA, there is a need to duplicate the function of accounting and control in each business unit of the CIA. Such duplication increases the cost of maintaining administrative and managerial staff, but, as a rule, does not allow implementing most management functions with a satisfactory level of efficiency.
3. Difficulties in assessing the effectiveness of certain areas. The emergence of these difficulties is due to the fact that the activities of a corporate integration association can be quite profitable, even in the case of inefficient activities of individual units (participants) of the CIA, due to a complex system of financial flows within the association. Consolidation of the results of various participants (both profitable and unprofitable) complicates the identification of sources of positive financial results of the CIA, creates difficulties in the decision-making process to improve the efficiency of the association.
4. Centrifugal trends within CIA situation can be quite common when some CIA units try to adhere only to their own (local) interests during operational activities – to the detriment of solving corporate problems. The spread of

such trends can lead to a decrease in the overall efficiency of the CIA as a whole.

5. Risks associated with possible opportunistic behavior of employees of individual units of the CIA, due to the decentralization of management within the association or the possibility of obtaining (on a formal or informal basis) autonomous powers of the heads of these units. The complexity of end-to-end financial control and the large number of divisions can create an enabling environment for the selfish behavior of staff at all levels of the management hierarchy. This situation can lead to internal risks of abuse, which, in turn, complicates both improving business performance and, for example, attracting foreign investment in the development of CIAs.

The formation of corporate integration associations is a rather complex and long process. As a result of such formation, a CIA can be created, which will function efficiently, more stably and profitably than each of the joint-stock companies that form the association separately. However, there may be a situation where the experts who assessed the future integration process, its economic feasibility, underestimated the cost of acquiring a joint stock company, or overestimated the profits from such integration and incorrectly predicted the increase in the value of integration components. This will probably result in the sale of some of the components of the union and return to the original state, and incurring quite large losses. Therefore, the economic justification of the process of formation of corporate associations is a very important stage in the formation of the integration strategy of the company.

In addition, the marginal cost of maintaining the existence of an integrated structure compared to the existence of individual parts may outweigh all the benefits of creating an association. This is largely due to the fact that the process of controlling the integrated structure is a more complex task than controlling its individual parts.

The solution of these problems is possible only on the basis of a comprehensive study of the corporate integration association and determining the mechanism for shaping the results of its work. Therefore, conducting a comprehensive analysis of the effectiveness of the corporate integration association should consist of two blocks: a general analysis of the effectiveness of the CIA; analysis of the synergistic effect formed within the CIA.

The general analysis of efficiency of activity of CIA is carried out by means of system of indicators which structure is offered to be defined on the basis of construction of a matrix of basic researches. The columns of the matrix form the components of the analysis (structure, dynamics, volume, etc.), and the rows form the areas of analysis (shareholder ownership, corporate ownership, products, market, sources of investment, areas of activity, efficiency, synergy, etc.). The matrix of CIA analysis is presented in Table 1.

Table 1: Matrix of analysis

		Components of the analysis		
		Analysis of structure	Analysis of dynamics	Analysis of volume
Direction of analysis	Shareholder property	Structure and composition of shareholders; structure and composition of ownership; structure of property packages.	Dynamics of capital; dynamics of the value of property objects; exchange rate forecast.	The amount of share capital; market value of property.
	Production	Types of products and their share in the CIA product portfolio; cost structure by type of product.	Dynamics of production volumes; dynamics of shares in the product portfolio.	Volume of production and sales; the amount of production costs.
	Market	Market structure, market share; consumer structure.	Sales dynamics; market share dynamics; sales dynamics.	Sales volume; volume of transactions.
	Finance	Structure of receivables and payables; capital structure.	Debt dynamics; dynamics of financial indicators.	The amount of borrowings; volume of assets; capital; volume of investments.

Based on the data of such a matrix, further research can be carried out using the methods of factor analysis and others. Thus, the system of indicators, the formation of which is carried out on the proposed basis, is able to not only monitor but also track the dynamics and structure of indicators. In addition, the system of indicators formed in this way also allows to arbitrarily expand the system of indicators and adjust it for use in different CIA.

It should also be borne in mind that in today's economic environment, which is determined by the deepening of the crisis in the national economies, long-term forecasting of corporate integration can only be based on a comprehensive system of indicators describing various aspects of its activities, diversity of goals, and interests association.

In the analysis of the effectiveness of the JSC and CIA, almost always mostly financial indicators are used, which significantly limits the managerial capacity to regulate the development of the association. In order to solve the tasks of strategic management of CIA, it is necessary to assess a wider range of aspects of the association's activities - both at the local level (within individual JSCs) and on a corporate scale. Therefore, it is necessary to analyze not only the result of CIA, but also to determine the effectiveness of the method of achieving this result, i.e., evaluation and generalization of the results of the JSC strategy. Such an assessment becomes possible only in the case of a clear definition of the strategy, mission, and objectives of the JSC or CIA, their formalization in a clearly defined time frame.

All the above aspects of the problem should be taken into account when conducting a comprehensive analysis of the effectiveness of corporate integration associations. However, it should be noted that many works of scientists are devoted to the analysis of various aspects of JSC and corporate integration associations [2-4, 10, 14, 16]. Meanwhile, it is extremely important to specify and optimize the directions of the analysis, as an unjustified increase in its volume can lead to a significant increase in the time required for such an analysis. Restrictions in its implementation, in turn, can lead to complications or even the complete impossibility of making adequate and effective decisions by the management of the JSC (CIA) on the basis of such analysis. The most optimal, according to the authors, is the list of areas of analysis, which is given in Table 1.

Of particular importance is the analysis of the synergistic effect created within the corporate integration association. The most complex in terms of structure and possibility of analysis is the synergistic effect of a diversified industrial and financial group. In this case, the CIA includes banking institutions and industrial enterprises of various profiles.

The synergy effect raises revenue and increases the cash flow of the corporate integration association. In general, the magnitude of the synergistic effect formed within the CIA has the following form (1):

$$C_n = \left(D(PN)_n + D(PA)_n + (EE)_n\right) - \left(DI_n + DT_n + I_0\right) \qquad (1)$$

where n is the calculation period;

C_n – general synergistic effect;

$D(PN)_n$ – estimated additional income from the expansion of the scope of activities;

$D(PA)_n$ – estimated additional profit from risk reduction due to diversification of CIA activities;

$(EE)_n$ – saving current production costs;

DI_n – additional investments for reconstruction and expansion;

DT_n – increase (savings) of tax payments;

I_0 – investments at the time of acquisition.

The method of calculating the synergistic effect can be adjusted depending on the type of CIA formed and the motives for its formation.

However, this method of calculation has one significant drawback, which in some cases may prevent its use or lead to incorrect conclusions of experts who perform calculations – it is not taking into account changes in the value of money over time. This method of calculating the synergy effect can be used immediately after the integration and the beginning of the operational activities of the CIA. If it is necessary to analyze the synergy effect after a certain period of time, it is necessary to calculate the discount rate. In this case, the total synergistic effect will be calculated using the following formula (2):

$$Ct = \sum_{t=1}^{T} \frac{\Delta CF_t}{(1+r)^t} \qquad (2)$$

where ΔCF_t – the difference up to the moment t between the cash flows of the consolidated CIA and the amount of cash flows of each JSC separately;

r – mathematical expectation of the discount rate, calculated taking into account the planned rate of return on equity of the company, which was not the initiator of the integration process.

The increase in cash flows can be calculated as follows (3):

$$\Delta CF_t = \Delta R_t - \Delta C_t - \Delta T_t - \Delta I_t, \qquad (3)$$

where ΔRt – increase of integration income;

ΔCt – increase in costs;

ΔT_t – increase in tax deductions;

ΔI_t – increase additional investment in working capital and fixed assets.

Based on this approach, it becomes possible to differentiate the sources of synergies into four main categories: increase revenue, reduce costs, reduce tax deductions and reduce additional investment, and on the basis of which, if necessary, factor analysis can be carried out to determine the degree of achievement of strategy, integration goals and, if possible, identifying reserves to increase the synergistic effect.

To analyze the activities of the CIA, it is necessary to analyze the degree of integration of different activities within the CIA. It is expedient to carry out such analysis in different directions of interaction of participants of corporate integration association: integration of production potentials of CIA participants; integration of financial and production potentials of various joint-stock companies – members of the corporate integration association; integration of scientific potentials of CIA participants. The general characteristic of the coefficients offered for such analysis is given in Table 2.

Analysis of the results of the calculation of the above coefficients allows assessing the interaction of certain activities of the corporate integration association. This analysis allows drawing conclusions both from the integration of capital in various areas of CIA, and from the integration of business processes.

Table 2: Characteristics of indicators for assessing the depth of integration of CIA participants

Indicator groups	Indicator name	Symbol	Characteristic
Coefficients of integration of industrial potentials	Internal supply	$K_{industry}^{supply}$	Shows the share of products produced for domestic consumption within the CIA
	Internal exchange	$K_{industry}^{quantity}$	Shows the share of JSC - participants in the CIA, involved in the production of products consumed within the CIA
	Attracting production capacity	$K_{industry}^{prod.facilities}$	Indicates how much of the production capacity is used for the production of products oriented to internal consumption.
	Participation in capital	$K_{industry}^{capital}$	Characterizes the degree of participation in the capital in different participants in the CIA, with the exception of cross-ownership of shares
	Mutual participation in capital	$K_{industry}^{mutual}$	Characterizes the degree of mutual penetration into each other's capital between different participants CIA
Coefficients of integration of scientific potentials	Internal use of R & D	$K_{R\&D}^{part\ of}$	Characterizes the degree of implementation of R & D within the CIA
	The amount of R & D that has been mastered	$K_{R\&D}^{industry}$	Shows the degree of provision of production with internal R&D
	Participation in the capital of the research institute	$K_{R\&D}^{capital}$	Characterizes the level of participation of other participants in the capital of participants who carry out the R & D
Coefficients of integration of industrial and financial potentials	Participation in financial capital	$K_{financial}^{quantity}$	Shows to what extent non-financial participants of CIO participate in the capital of financial participants
	Internal financing	$K_{financial}^{volumet}$	Characterizes the degree of security of non-financial participants of CIA by funds of financial participants of CIA
Coefficients of integration of industrial and financial potentials	Participation of non-financial participants in financial capital	K_{fin}^{f-n}	Characterize the degree of participation of financial and non-financial participants of CIA in each other's capital
	Participation of financial participants in non-financial capital	K_{fin}^{n-f}	
	Internal control	$K_{fin}^{control}$	Shows the degree of control of financial participants CIA by non-financial

Thus, after conducting a general analysis of the CIA and calculating all the above factors, it is possible to draw conclusions about the continued existence of the corporate integration association, the need to adjust the strategy of CIA, change the overall profile, etc.

The complexity of the substantiation process is related to the peculiarities of the formation and operation of CIA, which create difficulties to solve this problem, namely: the need to determine economic benefits and costs, calculate the synergy effect of the integration process; the need to identify both the motives for integration and which of the participants is most likely to benefit from such an association and which will suffer losses; emergence of special tax, legal, personnel and accounting problems during integration; the need to take into account that not all integration processes are carried out on mutually beneficial and desirable terms; hostile takeovers may require significantly more resources than a friendly integration process; the need to analyze the market as a whole in order to anticipate the actions of competitors.

There are many approaches to justifying the formation of corporate integration associations. According to the authors, all of them can be grouped into several main groups that provide justification based on:

1) Consolidated assessment of the book value of JSC - future participants CIA;
2) Estimates of CIA cash flows over time;
3) Strategic analysis of competitive advantages;
4) Forecasting the reduction of transaction costs;
5) Consistency of the formation of CIA with the overall corporate strategy;
6) Estimate according to the modified Z-model of Altman.

The first of these methods of justifying the process of forming a corporate integration association is an example of a situation where such justification is minimized, i.e., the feasibility of integration (acquisition) is determined by the dynamics of the industry (in the industry there should be stable growth) and transaction value. Thus, the justification is reduced to the assessment of the market value of the company and the prospects for its growth and the attractiveness of the industry in which it operates.

However, according to the authors, this way of economic justification of the process of formation of integration associations is not sufficient and covers only one aspect of the multifaceted nature of integration processes.

In addition, it should be borne in mind that the acquisition of a joint stock company, like other ways of forming corporate associations, is an investment of funds for a long period. Therefore, the rationale for such a process should also be considered in terms of estimating cash flows over time. This method of substantiation of the process of formation of CIA belongs to the second group of the above.

Rationale based on the use of this method includes any increase in revenue or decrease in costs due to integration. Then these amounts are discounted and the result is compared with the cost of integration. Thus, the benefit that may be received during the combination is calculated by deducting the cash required for the integration from the discounted cash flow of the integrating joint-stock company and from the benefits that will be obtained through the integration. After the calculations, the result is evaluated and a decision is made on the further need for the integration process. If the result is positive, then integration with the selected joint stock company is appropriate, otherwise it is expedient to refrain from integration. This provision is true for a situation where no other factors influence the decision, or this influence can be ignored.

Thus, according to this approach, the economic justification of the process of formation of corporate integration associations involves the following: forecasting cash flow; determining the level of discount rate or cost of capital to estimate the expected cash flow; assessment of the real value of the joint-stock company (companies) joining the corporate integration association; comparative analysis of data characterizing the financial flows of CIA. The sources of additional income from corporate integration in this approach include the following.

1. The effect of synergy. To assess the synergy effect, the difference between the values of different indicators before the merger and their forecast values after the integration (for example: profitability, liquidity, net present value, etc.) is used.
2. Savings from eliminating duplication of management functions. During the integration, a certain number of workers whose functions are duplicated will be eliminated. The savings due to this will consist of the amount of wages of such workers and the cost of maintaining their jobs (rent, electricity, stationery, etc.).
3. Potential income that can be obtained from reducing the cost of sales. The sales service of the integrated structure is usually smaller than the sales service of individual joint-stock companies before the merger. The savings will consist of the amount of salaries of workers, the cost of maintaining their jobs (rent, electricity, stationery, etc.), the cost of advertising projects, and other activities.
4. Savings that can be gained from increasing the scale of production and more efficient use of resources. Thus, the savings will be obtained by reducing the cost of production, and the effect to be assessed will be the difference between the cost of production before and after the integration.
5. Savings on tax payments, obtained through integration. A joint stock company may merge with an enterprise that has certain tax benefits. Such savings will also be achieved through appropriate taxes and fees that are constant for all, and after the merger, the integrated structure will pay twice as much for these taxes.
6. Savings that can be obtained from the purchase of a joint stock company that produces certain products, compared with the creation of conditions for the production of such products themselves. The effect will be the difference between building a production from scratch and the cost of integration with an existing manufacturer.
7. Potential income that can be obtained from increasing the diversification of the integration association.
8. Additional income that may be derived from the simplification of borrowing through the consolidation of the enterprise.
9. Obtaining additional income from the growth of share quotations after the publication of information about the merger.

However, it should be noted that this approach does not always give objective results. In such a justification, much depends on the person conducting it. Indeed, the real benefits of forming a corporate integration association can be greatly overstated by an optimistic estimate of future cash flows. On the other hand, the analyst may not see real benefits, and integration will not take place.

The use of this method is characterized by relative simplicity of calculations. It should be noted that for the rapid analysis of the effectiveness of the corporate integration association, there are enough reports on the activities of public companies, which are made public, and no additional economic information is required, which is usually strictly confidential.

The method of using this method is as follows: a rating number is determined for each joint-stock company, which provides for inclusion in the corporate integration association before integration. At the same time, the financial indicators that are part of the calculation formula are calculated. Then the rating numbers are summed. After that, the financial indicators of the corporate integration association formed as a result of the integration are determined and the rating number is calculated. If the rating number of CIA exceeds the value of the total rating number of individual joint stock companies before their integration, the merger is effective; otherwise, the merger is impractical.

4 Conclusion

As we can see, there are many factors that cover different aspects of the activities of joint stock companies, according to which it is possible to conduct a feasibility study for the process of forming corporate integration associations. However, it is very difficult to take all of them into account in such a justification. Also, it should be noted that many of the above indicators are difficult to accurately assess and analyze. Therefore, it is necessary to identify a few that will clearly characterize all aspects of the integration process, but will not overwhelm it and exclude uninformative indicators with a large error.

According to the author, the most appropriate is to choose the option of economic justification of integration processes depending on the purpose of their implementation. However, the most effective and universal is the use of financial management tools to forecast cash flows over time. An important point to consider when using this method is the correct assessment of synergies that may arise in the future corporate integration association and the selection of specialists to assess future synergies. Indeed, the real benefits of forming a corporate integration association can be greatly overstated by an optimistic estimate of future cash flows.

Carrying out of the complex analysis of activity of corporate integration association should consist of two blocks: the general analysis of efficiency of activity of CIA; analysis of the synergistic effect formed within the CIA. The general analysis of efficiency of activity of CIA is recommended to be carried out by means of system of indicators which structure is offered to be defined on the basis of construction of a matrix of basic researches.

To analyze the activities of the CIA, which has already been formed, it is necessary to analyze the degree of integration of different activities within the CIA. It is expedient to carry out such analysis in different directions of interaction of participants of corporate integration association (integration of industrial potentials, scientific potentials and integration of industrial and financial potentials of JSC) by means of the system of indicators offered by the authors. To clarify and simplify the analysis of the results of such analysis, it is recommended to use the integration profile of the JSC, which allows assessing clearly the degree of integration in different areas.

Areas of further research in this area are related to the development of guidelines for modeling the optimal capital structure of a corporate integration association, which would maximize the financial performance of CIA.

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PEDAGOGICAL INTERNSHIP AS A MEANS OF FORMING PEDAGOGICAL SELF-IDENTIFICATION OF FUTURE PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS IN THE PR CHINA

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Abstract: Vocational knowledge is the basis of the competencies of primary school English teachers and provides a foundation for further work with children aged 6 to 10 years old. Primary school English teachers should possess knowledge of the theory of teaching the aesthetic cycle and physical education, psychological and pedagogical foundations of professional activities, development of cultural and historical foundations of teaching, knowledge of medical and biological foundations of physical activity of junior students, knowledge of safety rules. Practical knowledge includes implicit knowledge, which consists in gaining pedagogical experience, skills and abilities that students acquire through many attempts and research in a real learning situation. Practical knowledge helps students prepare for future teaching activities not as interns but as teachers. Methodical knowledge is closely related to professional internship and promotes effective interaction with students, understanding of their physical and psychological characteristics, teaches to take effective measures to solve problems that may arise during teaching and develop their own style of work. The article reveals gaps in training English teachers in PRC and considers conditions and possible ways for organizing effective pedagogical internship for future primary school English teachers in PRC.

Keywords: Methodical knowledge, Pedagogical internship, Practical knowledge, Primary school teachers, Vocational knowledge.

1 Introduction

The main purpose of pedagogical internship of students of pedagogical universities is spelt out in the "Law of the PRC on Higher Education", "Law of the PRC on Education" and "Report of the State Commission on Party Administration on the State of Education", "Instructions of the Ministry of Education of the PRC on strengthening the pedagogical internship of students in the field of pedagogical education" and the works of leading Chinese scientists. Summarizing these documents, we can conclude that in the course of the pedagogical internship, students in particular in the field of "education in primary school" should acquire the knowledge, skills and abilities necessary for future professional activities, learn professional ethics and identity. Regarding the knowledge that students must master after passing pedagogical internship, there are such types of knowledge as:

- Vocational knowledge;
- Practical;
- Methodical [13].

The documents emphasise that an important goal of pedagogical internship of students-future primary school teachers is also the development of students' professional and methodological and research abilities [11, 18]. These abilities will help students to develop plans on various educational topics, choose the most effective teaching methods, improve their own professional skills. Acquisition of such skills helps to study and analyse the problems that exist in the field of education, to anticipate the difficulties that may arise during the teaching of sports. In addition, a modern teacher must be formed critical thinking, that is impossible without implementation of research activities [21].

Passing a pedagogical internship also contributes to the formation of professional ethics and self-identification of students-future teachers of primary school in the profession. Professional ethics is defined as norms and rules that teachers must follow in the organisation and implementation of pedagogical activities because it is during this type of work that students first get acquainted with real pedagogical work and gain a deeper understanding of the teaching profession, which in turn affects their formation self-identification, the emergence of respect for the profession and forms an understanding of whether they will be able to work in this position. That is why it is important to choose experienced teachers as student mentors who will help to form the right professional ethics and identity in students, which will help keep beginner teachers in school for a long time and minimize the outflow of young teachers from the profession [14].

This issue is all the more so relevant for English teachers in PRC. The modern education system requires professional training from English teachers. Professional training is understood as the comprehensive development of future primary school teachers not only in perfect command of English, but also in aesthetic, intellectual, and moral terms, formation of the desire to improve throughout life. At the same time, the tasks of professional training of future teachers include the following:

- Creating a solid foundation of professional competence;
- Comprehensive development of the future primary school teacher;
- Formation of the desire for professional self-improvement and self-development throughout life;
- Encouraging of inclination to the researched activity in the field of education [3].

In China, the teaching profession is subject to a number of requirements set out in the PRC Compulsory Education Act, Chapter 4, paragraphs 28-33: “Every teacher must be faithful to his or her work; it is the duty of society to honour and respect the teacher, who, in turn, must respect the student, give him the opportunity and motivate him. The teacher is not allowed to humiliate the student and use any corporal punishment. The teacher must have a qualification determined by the state, etc.” [2].

The same requirements apply to an English teacher.

There is a shortage of English teachers in China for primary school, which will start in 2011 from the first grade. For those who are going to teach English in kindergartens and primary schools, it is enough to graduate from a pedagogical college or advanced training courses in English by correspondence. Secondary pedagogical schools began to develop rapidly, the purpose of which was to train pedagogical workers. However, training in these schools was very low and did not satisfy the Chinese government. The Ministry of Education has repealed the provision that primary school teachers must have a diploma of incomplete higher education or a bachelor's degree.

Pedagogical colleges teach English teachers for 3-4 years. Future educators study the following disciplines: "Marxist Philosophy", "Deng Xiaoping's Teaching Theory", "Chinese Language and Literature", "Higher Mathematics", "Modern Science", "Computer Theory" and "Physical Culture" and profile disciplines: "Integrated English", "Speaking, Reading and Writing", "Practice of Translation", "Phonetics", "Oral Practice and Text Narration", "Theory and Practice of Research", “Second Foreign language". Students choose which foreign language to study (Korean, Japanese, French or Russian). An important role in teacher training is given to the methods of teaching English in primary school. At the Faculty of English, there are elective courses, namely: listening to English radio, business English, English shorthand, English in international trade, basics of Anglo-American culture, local lore, Anglo-American literature, Anglo-American culture, travel resources, English in advertising, etc. During their studies at pedagogical universities, starting from the second year, students take qualification tests for English language skills SET (College English Test) for any specialty, as well as TEM (Test English Major) for future teachers of English [9]. Teaching practice lasts only 6 weeks, after which 4th year students write a thesis for 10 weeks. After graduating from the Pedagogical College, one can continue studies at the Pedagogical University.

Education at the Pedagogical University lasts 4 years. The vast majority of hours are devoted to lectures. Seminars make up only 5% of the total study time.

Training in advanced training courses can be with and without work interruption. Those teachers who have already graduated and work at the school, are certified twice a year – they take an English language exam. For further teaching of English, the teacher must have successfully passed the PET test and have high knowledge of oral English. Teachers who have not passed the exams do not have the opportunity to continue teaching in educational institutions.

Today in China there are a lot of foreign teachers working not only in schools in large cities, but also in small provinces and villages. In a rural school, approaches to choosing a teacher are not so strict. Those who speak a little English and have a lot of European appearance are hired. The salaries of these teachers are not great. Schools not only lack qualified teachers, but there are those who studied English on their own, without graduating from either colleges or pedagogical technical schools. In addition, teachers do not know child physiology and psychology, so it is difficult for them to take into account the developmental features of children who are faced with a misunderstanding of the teacher. All this leads to a loss of interest in learning English.

Although there is considerable interest in the education of English teachers, the level of qualification is very low, which is a major problem in China. Meanwhile, the teacher must use the latest technologies in teaching, create effective resources in the future, and therefore play the role of a multifunctional teacher; use an activity approach. To get a positive effect from learning, the teacher must improve methods and apply a variety of techniques and techniques. Unfortunately, those teachers who complete advanced training courses do not have a methodology of teaching English. Meanwhile, as the main goal of training in a pedagogical educational institution, professional competence is largely formed in the course of teaching internship; this form of organization of university or college education for future teachers is especially important for the formation of professional skills, which are based on such types of competencies as language competence, speech and communicative competence, and methodological competence of students. Accordingly, lack of due efficiency of the third component of the system (methodological competence) lead to lack of effectiveness (in fact, entropy) in the whole system of English teachers training in PRC.

Thus, the problem of organizing effective pedagogical internship for English language teachers in PRC is extremely acute.

2 Materials and Methods

The main tasks of pedagogical internship during undergraduate studies in the speciality "pedagogical activities in primary school" traditionally include:

- Formation and development of professional knowledge, skills and abilities;
- Development of the need for pedagogical self-education and continuous self-education;
- Creating interest in the profession of primary school teacher;
- Education of personality qualities necessary for the profession of primary school teacher;
- Acquaintance with the experience of more experienced colleagues to use it creatively during teaching;
- Study of the organisation of the educational process in primary school to ensure the principle of continuity and minimize the psychological load and stress that arises in students in the transition from a single-teacher system (typical of primary school) to work with a large number of subject teachers (typical for secondary and high school);
- Formation of a creative approach to the implementation of pedagogical activities [17].

Based on the analysis of programmes in a pedagogical internship, it is possible to generalise the competencies that should be formed in students-future teachers of primary school after its completion. In particular, the programmes highlight general professional, professional and general cultural competencies.

The general professional competencies that should be formed in students-future teachers of primary school include:

- Ability to conduct lessons in basic subjects taking into account the characteristics of students based on the provisions of didactics and teaching methods in primary school;
- Ability to reproduce educational activities taking into account the characteristics of students based on the provisions of the theory and methods of educational work in primary school, the requirements for standards of general training and didactics;
- Ability to cultivate socially significant qualities in primary school students, which include diligence, responsibility, citizenship, purposefulness, tolerance, organisation, etc.;
- Ability to assess the physical abilities and functional state of students and the class as a whole, their situational infusions, etc. to choose the strategy and model of the learning process in both short and long term;
- Ability to perform refereeing functions in-game sports, which are included in the standard curriculum in primary school;
- Ability to plan and implement methodological support for lessons in basic disciplines taught in primary school;
- Ability to form a responsible attitude of younger students to learning as a special and independent activity, to form the values of students and the desire to lead a healthy and socially active lifestyle;
- Ability to use spiritual values, knowledge of the peculiarities of personal development for the education of patriotism, citizenship, prevention of deviant behaviour of primary school students.

Professional competencies include the following:

- Ability to use the basic provisions and principles of pedagogy, methods of pedagogical control and quality control of education when working with primary school students;
- Ability to use modern didactic technologies in working with students aged 6-10 years;
- Ability to develop curricula and programmes for classes in the main subjects studied in primary school;
- Ability to conduct classes in physical culture, foreign language, art and other subjects with different age groups of students;
- Ability to organise extracurricular and educational work of primary school students;
- Ability to use means and methods of motor activity to correct the physical and psychological condition of primary school students, taking into account their age and gender characteristics;
- Ability to promote a healthy lifestyle;
- Ability to apply methods of collecting and summarizing information on student achievement;
- Ability to use communication techniques while working with both the class and individual students.

The general cultural competencies of students-future primary school teachers, which are provided in the programmes of pedagogical internship, include the ability to work in a team, to be tolerant of social, religious, cultural and ethnic differences of students [13].

The significance of the results of the study lies in the scientific substantiation of the role and place of pedagogical internship as a means of developing professional competence among students – future teachers of the English language. From the standpoint of a system-targeted approach, the conditions are determined under which pedagogical internship, based on innovative approach of volunteering providing diversity and cross-cultural skills comprehension, acts as a leading factor in the formation of a teacher's professional competence, which makes a certain contribution to the development of the theory of vocational education. The practical value of the study also lies in the fact that the results obtained can be used for scientific and methodological support of the process of forming the professional competence of future teachers of a foreign language in a teacher training in PRC and other countries, in the Asia-Pacific region.

3 Results

Based on the analysis of the documentation on the internship of students-future primary school teachers, it can be concluded that the content of this type of work differs slightly in different universities. For example, Wuhan University does not define student research as a separate component of internships, and Hebei Pedagogical University pays little attention to the development of physical education skills of future primary school teachers, as in this province physical education is taught in primary school. sports teachers, not primary school teachers (the right of provincial autonomy to organise educational activities is exercised).

At the same time, summarizing the content of programmes in a pedagogical internship, we can identify its main types of work and their content, which are present in almost all pedagogical universities in the country (private and private, including students) at the bachelor's level. The results of the generalisation are presented in the Table 1.

No	Type of work	Content of activity	Reporting form
1	Organisational work	1. Participation in the constituent lesson, methodical classes, consultation, pedagogical councils; 2. Acquaintance with the teaching staff of the school on the basis of which the internship is conducted; 3. Acquaintance with classes and stories of children who are not included in the general groups of physical education; 4. Acquaintance with the material and technical base of the school, sports and music hall, medical office, etc.; 5. Acquaintance with the documentation on planning and conducting educational, health and educational work of the primary school; 6. Drawing up of the individual plan of the passing of internship and preparation of the reporting documentation	Individual internship plan; diary of pedagogical internship
2	Educational and methodical work	2.1. Attending lessons in basic subjects taught in primary school by experienced teachers; 2.2. Development of a thematic lesson plan; 2.3. Development of lesson plans; 2.4. Study of normative documents on providing educational work in the primary school of a specific educational institution;	Diary of pedagogical internship, thematic lesson plan, lesson notes taken
	Cultural work	4.1. Working out of the script of a cultural event and its carrying out; 4.2. Development and implementation of measures to improve the health of primary school students and promote a healthy lifestyle 4.3. Holding a meeting with parents (similar to parent meetings) on socially significant aspects of educational activities of primary school children at home	Diary of pedagogical internship, the script of the event
	Scientific research work	3.1. Timing of classes; 3.2. Analysis of the physical and psychological condition of students and the class as a whole during the period of internship	Timing protocol, diary of pedagogical internship
	Summing up	Preparation of a report on the internship	Internship report [2, 3, 5, 6, 7]

So, as we can see, during the pedagogical internship students are required to show not the results of their own knowledge of basic subjects, but the ability to work with children, teach them to perform exercises correctly and follow step-by-step instructions, work in a team and more.

4 Discussion

It is evident that the level of English proficiency in students primarily depends on the qualifications of teachers. A teacher who does not know how to teach English cannot fully organize the educational process, especially for elementary school students. The low level of psychological, pedagogical and methodological knowledge of teachers is due to the incorrectly constructed structure of curricula, which, in turn, leads to the imperfection of their professional skills and abilities [9]. It will be very difficult for children to achieve a high level of language proficiency in secondary school, which means they will pass exams successfully.

Thus, the organization of such a system of professional training of future English teachers in PRC, which would develop their creative abilities, is relevant. In the process of pedagogical practice during internship, it is particularly relevant to create the necessary conditions for the development of the creative abilities of students of pedagogical universities and pedagogical colleges, for them to make a conscious choice of profession in accordance with their own abilities, the level of training achieved and personal motivation.

In the process of pedagogical internship, conditions arise for the development of creative abilities, students acquire the necessary skills and abilities and holistically perceive the experience of educational work. Accordingly, they can properly comprehend and form an effective methodology for teaching English, including on the basis of constant self-reflection, and not discrete performance appraisals.

Modern pedagogical higher education in PRC, being on the path of change according to global processes in the world education system, sets itself the task of socializing students, while it is necessary to take into account the conditions of a changing society. Therefore, it becomes necessary to pay special attention to the development of the creative abilities of future primary school English teachers in the process of internship, since namely during this process future teachers get the opportunity to apply and justify the acquired knowledge, skills, and abilities, to correlate their own value system with the requirements and norms of the professional environment, to consolidate and develop personal motivation for self-realization in real pedagogical activity.

Pedagogical internship as a system-forming component is the most important stage in the professional training of a future teacher in the system of public education. It contributes to the consolidation of the knowledge gained by the student during theoretical training, the formation of the skills and abilities of his practical activities as a specialist, which form the basis of pedagogical skills.

The goal of pedagogical internship is to form students' personal readiness to work as a primary school English teacher and the ability to creatively organize educational work with younger students.

The pedagogical internship allows students-teachers of primary school to form their own pedagogical self-identification (because during it they receive methodological support for classes and improve methodological knowledge and skills), understand the need for knowledge of mental functions, basic human needs, emotions and feelings, motivation behaviour, socio-psychological characteristics of different groups of people, psychological and pedagogical means of organizing and managing an individual or group of people.

According to Chinese educators, to effectively organise pedagogical internship that will promote the formation of pedagogical self-identification of students of future primary school teachers, it is not enough to simply entrust students to schools but to create conditions for their independent learning under the guidance of experienced teachers who love and understand. It is emphasized that the organisation of pedagogical internship should be approached no less carefully than the organisation of classroom forms of work of students of any speciality. It is also necessary to integrate pedagogical internship with other disciplines taught at the university [8].

As a rule, the organisation of pedagogical internship in China is the responsibility of the departments of the university and school educational work, however, the main role belongs to the university, which should decide on content and activities to be included in a pedagogical internship, including future primary school teachers. Traditionally, these include:

- Study and analysis of the experience of development and reforms of pedagogical internship of Chinese and foreign universities;
- Development of curricula for a pedagogical internship, taking into account the specifics of the school on the basis of which it will be conducted;
- Definition of the model, forms and content of pedagogical internship;
- Choice of the base of the pedagogical internship;
- Definition of requirements to heads of pedagogical internship and development of the corresponding methodical recommendations;
- Creation of a management system for pedagogical internship and certification of the quality of its organisation [5, 8].

One of the mandatory requirements for the organisation of pedagogical internship of future primary school teachers in China is the personal and professional interest of all participants in this process. The content of the pedagogical internship should be related to the modern needs of society and meet the directions of education reform in the country [5].

Before the pedagogical internship, the representatives of the universities must agree with the director of the school on the basis of which the internship will take place. After that, the school is provided with work plans for pedagogical internship and projects. At the same time, internship leaders from the university are identified, including methodologists, teachers of relevant disciplines, teachers of pedagogy and psychology, as well as school leaders. Then there is the division of students into groups and the attachment of students to one of the bases of internship, their acquaintance with the timing and objectives of pedagogical internship. It should be emphasized that during the pedagogical internship in schools, universities provide constant feedback to students and teachers for timely identification of problems that may arise and their effective solutions. Based on the results of the pedagogical internship, students should provide reports and diaries of internship, generalization of work experience and recommendations of teachers-leaders of internship on improving and improving approaches to pedagogical activities in the future [8].

According to the document "Thoughts on strengthening the pedagogical internship of students in the field of pedagogical education", universities should provide double guidance to students, i.e., each student has both the head from the university and the school. Such a system helps, on the one hand, to provide methodological recommendations to students and adjust their pedagogical activities, and on the other hand, to establish a close link between the university and the school. The responsibilities of the head of the university include acquainting students with the content of internship, assessment methods, providing initial guidelines, together with students developing an individual plan of internship, clarifying with school teachers specific information about the school, schedule, physical and psychological development of students, division of students into groups for the study of individual subjects (usually – foreign language and physical education) [12].

During the direct internship, the curator from the university controls the quality of students' work in the classroom and the implementation of all tasks assigned to them, monitors the educational process and, if necessary, adjusts the activities of students. There are also regular group discussions to get feedback from students and help solve problems that arise during their teaching internship.

After the internship, the task of the curator from the university is to monitor and evaluate the package of documents that students must provide to the university: curricula, internship diary, attendance protocol, the results of their own observations of student achievement.

The responsibilities of the head of the internship from the school include:

- Providing recommendations on the specifics of working with a particular age group of students;
- Joint planning of trial lessons;
- Assistance in planning a series of lessons and defining relevant tasks and goals;
- Assistance in the development of extracurricular activities, which is a necessary element of the pedagogical internship;
- Interaction and transfer of information on the results of pedagogical internship to the head of the university [12].

During the internship, students develop skills for a deeper understanding of the complexity of the teaching profession and ethical behaviour in the implementation of professional activities. It is established that pedagogical internship contributes to the formation of several clusters of skills that can be divided into cognitive, dispositional, motivational, reflective, social and performing skills. Passing a pedagogical internship also contributes to the formation of students' philosophy of work in primary school and with children of this age category as such.

At the same time, there are special knowledge and skills that need to be developed during the pedagogical internship of future primary school teachers. Methodists at Beijing Pedagogical University emphasize that trainees need to be taught to use timing and heart rate during physical education and sports classes in primary school. With the help of the method of timing, trainees need to learn to determine the density of the lesson, i.e. the ratio of mental and motor activity of students. Methodists determine the density of the lesson as a percentage of the ratio of time spent on various elements of educational work during the lesson and use this indicator to assess the quality of the lesson. Mental actions include observing the activities of other students, receiving instructions from the teacher, evaluating the activities of students, and so on. Motor actions include performing physical exercises, preparing for exercises, moving equipment, preparing a place for classes, etc. Time and rest time are also taken into account. It is proposed to distinguish between total density (HD) and motor density (MS). To determine each of them, it is suggested to use the formulas below:

TD = (PJT: TLT) x 100%, *where*
TD – total density;
TLT – total lesson time (in minutes);
PJT – pedagogically justified time (in minutes)

and

PJT = MA + MeA + R, *where*
MA – time spent on motor actions;
MeA – spending time on mental actions;
R – rest.

Normal values of total density are 98-100%, and motor density should be 30-80%. Fluctuations in motor density are determined by the tasks to be performed by students (learning new movements, complex repetition, etc.) and the section of physical education being studied (athletics, gymnastics or sports). Total density is an indicator that summarizes the indicator of rational use of time [7].

According to Hebei University Primary Education Methodists, teaching in higher education is a social process, and the concept of "being a teacher" is socially legitimized through the interaction of teachers with other teachers, parents and children. Thus, the process of becoming a person as a teacher involves much more than acquiring a certain set of knowledge and skills. Ba Wei, a professor of physical education at the Shenyang University School of Sports, argues that teaching skills are not just about decontextualized skills or mirroring predefined images; the ability to teach is a time when the past, present and future are set in dynamic tension. Learning to teach – like learning itself – is always a process of formation: a time of formation and transformation, a test of what someone is doing and who they can become. This transformational process is better understood and supported through an understanding of theoretical approaches to identity development [19].

However, according to some Chinese educators, there are still many problems in the organisation of pedagogical internship in Chinese universities. The main ones are:

- Misunderstanding of the goals and role of the pedagogical internship by its participants, as many internship curators from both universities and schools pay attention to the skills of professional knowledge and professional competence but do not pay enough attention to the formation of professional ethics and creative abilities of students. Some teachers are not ready to provide methodological support to students and believe that conducting classes by trainees destroys the discipline and standard course of the class. On the other hand, students with insufficient pedagogical self-identification or with negative pedagogical self-identification also formally approach classes, do not listen to the methodical advice of supervisors and consider passing pedagogical internship as a necessary degree for obtaining a diploma;
- Is one-sided and not always correct content of pedagogical internship, which includes only the design of work plans, preparation for lessons and their attendance, but almost does not include issues of preparing students to work as class teachers, conducting research. It is emphasized that most universities do not have step-by-step goals and objectives of the pedagogical internship;
- Management of the pedagogical internship is not always carried out on a scientific basis. The formal approach to pedagogical internship, where each student has two leaders (from the university and the school) is well thought out, but in practice, in most cases, the management of the internship is only by universities;
- The formality of the evaluation of pedagogical internship by school teachers is also a disadvantage of the organisation of pedagogical internship because in most cases schools provide only high marks, not taking into account the shortcomings that were in the work of students.

Despite certain shortcomings, the pedagogical internship remains one of the most effective methods of forming pedagogical self-identification of future primary school teachers, as it is established that pedagogical self-identification increases with experience in school, interest in performing professional duties [14, 19, 22].

Another type of internship in China, which influences the formation of pedagogical self-identification of future professionals, is a social internship, which has recently received increasing attention. Increasing attention to this type of internship is associated with the programme of China's reform of teacher education. Today, in all pedagogical universities in China, public internship complements the course of classroom classes and is held during the summer or winter holidays. The Standard for Teacher Education Curricula, published in 2011, emphasized the need for guidance and attention to practical activities in the training of teachers [1].

As for future primary school teachers, the active involvement of students in various types of internship and their practical immersion in the profession will also contribute to the formation of their pedagogical self-identification and vision of themselves as teachers. In addition, conducting public internship helps to broaden the horizons and talents of students, foster a sense of social responsibility and self-confidence in the implementation of pedagogical activities.

In contrast to a pedagogical internship, which is conducted under the curriculum of a particular faculty with students of one course (usually in the seventh semester), a social internship is conducted by students of different faculties, specialities and courses. As a rule, social internships for prospective primary school teachers are organised and coordinated by the Association of Prospective Teachers, which facilitates internships not only at the university location but also in other provinces and regions of the country, and sometimes even abroad. primary schools operating in Chinese diasporas in Asia and Africa. The association forms "teams of teachers" who carry out pedagogical activities in remote regions of the country. To improve each lesson, students work together to develop lessons, make presentations, and think about how to use playful teaching methods for younger students to help students better understand the material.

For example, teams of students from Beijing Pedagogical University in 2019 underwent social internship in cities along the regions of China, where the strategy "One Belt, One Road" is being implemented. Teams of trainees planned the internship taking into account the requirements for the educational process of high school. The trainees were faced with two main tasks: conducting classes in the general course of secondary school education and implementing individual training courses in each discipline. During the first task, the trainees worked with first graders. In total, 24 special courses in 6 disciplines (mathematics, Chinese, Chinese culture, reading, English, physical education, art) were organised and conducted. The trainees held classes on such topics as "Reading makes life wonderful", "Interesting mathematics", "Communication in English", "Fun Starts" [14].

Teachers at Beijing Pedagogical University note that participation in social internships in economically backward regions allows students to improve professional competencies, develop pedagogical self-identification and understand the need for the teaching profession. During the social internship, students learn to perform professional duties, develop and maintain education in the country. The social internship also provides opportunities to explore current issues of basic education and better understand the lives of the people, which is a necessary element of Chinese society [1, 5, 17, 21].

However, during the social internship with students of Beijing Pedagogical University, some shortcomings were highlighted. In most cases, the methodological leaders assigned to each group of trainees did not spend enough time on trainees and providing methodological recommendations for planning and organizing the educational process. Therefore, in many cases, students who came to the place of internship had to adapt to the new environment and learn new activities on their own. In addition, the main criteria for checking the reporting of internship documents were the availability and quality of paperwork for internship and generalized results of internship. However, this does not correspond to the real state of affairs and does not provide an effective assessment of the experience, skills, and abilities that students have acquired during social internship [14].

Pedagogical universities in China develop and implement programmes to modernize internships, and in many pedagogical specialities, a social internship is a mandatory component of education. The public internship can be initiated not only by universities but also by the Association of Future Teachers. It should be emphasized that in contrast to the pedagogical internship, the social internship involves students of pedagogical specialities in various fields, faculties and courses. Then teams of students who study in different specialities are formed and peculiar pedagogical teams are formed. While working in teams, students socially develop steps and educational activities, make presentations, use game teaching methods and more.

During the internship, "pedagogical teams" had to solve two groups of tasks: conducting classes in basic school subjects and educational activities. For example, the Dream Class team took into account the fact that they work with social orphans, who are mostly left with grandparents because their parents had to go to work. Therefore, the educational activities of the "teaching staff" were called "Know the world, know yourself." Within the framework of several educational events on this topic, such events as "Dream. Cultural map", "Dream. Psychological help", "Dream. Creation and realization", "The country of my dreams" were introduced. These classes were aimed at developing both students' cognitive abilities and the right attitude towards other people, nations, and the Motherland [14].

To form active citizens, it is necessary to involve students in practical activities on this issue: the provision of social services, involvement in youth cultural sections, participation in the democratic governance of the university, involvement in the Communist League of Youth and student associations. Such active actions will help raise the awareness of young people and form the right views on citizenship and the place of citizens in society [20].

One of the forms of involving students of future primary school teachers in practical activities is participation in volunteer groups and movements. The West China Programme, the Volunteer Teaching Programme, and other voluntary community service programmes involve a significant portion of Chinese youth, with the most active participation typically among college students. According to a survey conducted in 2014 in China, it is students who want to participate in various social projects and volunteer groups. Such interest in participation in social activities is considered by scholars as raising the civic consciousness of students, and political leaders consider participation in volunteer movements an effective form of civic education [22].

Such active involvement in cultural work is connected with the fact that in future professional activity students will use mostly the forms and methods of work in public education that they once experienced. Teachers are convinced that such practical classes allow students to develop the ability to use the latest learning technologies in the teaching of English, as well as methodically correctly explain the theoretical material.

Volunteer groups for teachers of English offer two types of volunteering: international (in poor African countries) and in rural China. Those students who volunteered in Tanzania noted that this country is very different from the PRC because there is a great cultural difference between the two countries and the way of life of ordinary people.

Some students noted that volunteering changed their personal values and ways of communicating with other people, as well as their way of thinking. One of the volunteers emphasized that he saw many things that made him think about his life and the events around him. The volunteer programme contributed to the formation of pride in one's own country and gratitude to society, as well as the formation of a new worldview.

As for volunteering in rural China, the main mission, in this case, is to spread Chinese culture through foreign (English) language, to form a sense of pride for their own country and, at the same time, through the formation of understanding diversity and importance of intercultural skills. Volunteers note that there are still many problems in the Chinese countryside and the standard of living is much lower than in the country's cities, so their main mission is to distribute necessities and promote all things Chinese. Volunteers note that when participating in such missions, they develop a sense of responsibility for other people.

Combined with previous results on the impact of college students' volunteer projects, it can be concluded that these two types of volunteering contribute to the civic education of future primary school teachers, justifying the need for education, self-development, understanding of the laws that govern Chinese society, because only there one can become a conscious citizen of the country. Before leaving for the volunteer centre, they had several exchanges of experiences and meetings to clearly understand the tasks and goals of the volunteer mission. At the same time, the participants of the volunteer missions directly note that in order to achieve the results of their own work, the mission must be at least one month. Otherwise, there is not enough time to transfer knowledge and skills.

Working on volunteer missions also helps to develop a sense of social responsibility, which is an integral part of civic education. At the same time, the sense of social responsibility is more formed in those students who liked to participate in this type of activity than in those who took part in volunteering for a short time. Students also have increased internal motivation for further participation in volunteering. According to the volunteers, the first trip as part of a volunteer mission to the countryside contributes to the accumulation of pedagogical experience in working with children's language teams. At the same time, the second time one is returning to the same area as part of a volunteer mission because of good relations with local children, and the third time – because social responsibility has already been formed for these young citizens of the PRC.

Another volunteer said that this was the first time he had taken part in a volunteer mission because he was interested in looking at life in the countryside, but with each new mission a sense of satisfaction and responsibility for working with children came. To improve the effectiveness of volunteering, Chinese colleges need to standardize the management of volunteering services and provide organisational guarantees to students. First of all, it is necessary to integrate social responsibility into volunteer planning, not only emphasizing the enthusiasm of college students to participate in volunteer service but also helping to determine the purpose of social responsibility of volunteer service, to conduct appropriate training for future mission participants.

5 Conclusion

The school system in modern PRC needs English teachers who have a deep knowledge of their subject, own a variety of methodological tools, have a thorough psychological, pedagogical and methodological training, constantly striving for creativity, cooperation and communication with students. This is possible when establishing a real connection between practice and the study of theoretical courses, updating the theoretical knowledge of students in the process of teaching at school.

Volunteer organisations play a very important role both in the civic education of students-future teachers of English and in their preparation for the implementation of educational activities in this area in the process. Such innovative element of teachers' internship in PRC is expected to allow creating an optimal model of pedagogical practice, based on professionally oriented teaching of a foreign (English) language and the integration of psychological, pedagogical and methodological disciplines.

However, some teachers point out that the current volunteer service in Chinese colleges is underdeveloped and cannot meet the many needs of college students. Currently, the most common forms of volunteering are:

- Volunteering in rural areas;
- International volunteering;
- Teaching on a volunteer basis;
- Helping the poor.

To improve the volunteer movement, China is currently working to coordinate with the government, colleges, and volunteer services. They are also currently working on an interactive platform for volunteer services among colleges, governments, and social services; planning and coordinating all the needs of society that could be solved by volunteers; integration of various social resources and providing opportunities for volunteer services for students-future teachers of primary school [14, 20, 22].

It should be emphasized that pedagogical self-identification is one of the most important factors in the integration of young professionals into the profession because it identifies itself with the teaching profession and the formation of value institutions. A special role in the formation of pedagogical self-identification is played by the correlation of one's own psychophysiological and functional characteristics with the requirements for the teaching profession and the ability to perform professional tasks. The main points of the process of pedagogical self-identification include the formation and development of sustainable interest in the profession, accumulation of theoretical knowledge and practical skills, as well as internship as the practical use of knowledge and skills acquired in university, and their own thoughts, approaches and pedagogical experimentation.

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NEW STRATEGIES FOR PROFESSIONAL TRAINING OF TEACHERS IN THE CONTEXT OF EUROPEAN INTEGRATION

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Abstract: The tendencies and directions of development of teachers vocational education in the EU in frames of integrative processes and concepts are considered. Its system-forming factor is indicated a deep integration of all its processes and subsystems (pre-professional training - secondary specialized education - universities - postgraduate education), the integrity of which is ensured by continuity and advanced education. The concept of transprofessionalism and convergence in the multidisciplinary training of specialists is substantiated. The educational programs of a new type based on this concept are characterized. A logical-semantic model of a modern teacher has been constructed, which can serve as an empirical basis for designing a professional educational platform that integrates socio-humanitarian and natural science disciplines and related innovative technologies for training teachers for a system of continuous professional education. Strategic guidelines for the implementation of such training in EU are noted strategies for transprofessionalism, cooperation / collaboration, advanced, high-speed education.

Keywords: Education, EU, Integration, Teachers training, Transprofessionalism.

1 Introduction

The problem of teacher training has been especially hotly discussed recently. The new requirements of society for a modern teacher, the requirements of the state for the quality of teacher training for all levels of education, the features of the modern digital generation of children and adolescents pose new challenges for teacher education.

Strategies for the professional training of future teachers require systemic changes in the content of educational programs focused not only on the subject area, but also on the standards of general education and on the professional standard of the teacher, in the technological support of the educational process and in the methodological training of scientific and pedagogical personnel implementing these educational programs.

In the current education literature, most researchers define learning strategies as learning models that define clear learning outcomes and aim to achieve them through specially designed curricula. The introduction of the concept of “learning strategy” into the theory and practice of education was caused by the need to emphasize the importance of taking into account the many contextual factors of learning and to identify the most significant changes in the interpretation of the curricular topic.

Based on research in the field of educational strategies, the personal-professional strategy for preparing a future teacher can be defined by us as a target value-semantic model for designing a personal educational trajectory focused on student activity, built on the basis of the principles of flexibility, mobility, variability, the purpose of which is to satisfy educational student deficits in pedagogical activity and the formation of educational results and professional competencies.

2 Materials and Methods

The theoretical and methodological basis of the study are the philosophical theory of knowledge; provisions on the universal connection, interdependence and integrity of phenomena; philosophical provisions on education as a factor in the socio-economic and historical development of society; scientific views on man as the most important value and subject of social relations and development; theory of professional activity; ideas of humanistic psychology and pedagogy in the professional and personal development of a specialist; systemic, activity, personal, culturological, integrative, polysubjective, competence-based and andragogical approaches; concepts of continuous and additional professional education.

The purpose, objectives, and specifics of the subject determined the choice of a set of research methods: theoretical problem analysis of socio-pedagogical and psychological-pedagogical literature, synthesis and generalization of the material.

In the course of the study, the authors were guided by a set of research methods, including comparative and retrospective analysis. One of the main methods used was system-structural analysis, which made it possible to reveal the object of study in relation to other systems and processes.

3 Results and Discussion

Existing studies of educational management processes in the course of European educational integration are usually developed within the framework of one of five paradigms. Cultural studies consider the development of education as a cultural form and cultural value. Their authors are primarily interested in the general laws governing the development of education as a sphere of cultural life [8]. Pedagogical research focuses on new technologies of education, training, and development brought by European integration into the educational process of certain countries [5]. Sociological studies focus on public opinion about the reforms or on the social consequences of the changes [9]. Research within the framework of the economic paradigm tends to quantify and clearly model the management processes of educational institutions and educational systems [7]. Finally, researchers of international relations approach the processes of transnational, interstate and supranational management of educational processes as a form of political cooperation, revealing the consequences of the formation of common educational spaces for states and international organizations [18]. A special place is occupied by major interdisciplinary studies that implement the principle of multiparadigmality and cover various aspects of the development of common educational spaces [20]. However, academic discourse has not developed ideas about the advantages and disadvantages of management systems for common educational spaces at the European level.

It is known that a relationship is only significant when the development of one entity affects the current state of another entity. Meanwhile, in the conditions of a conservative academic system that determines the principles of functioning of the vast majority of educational institutions, it is not necessary to talk about their dynamic development together with economic entities. Secondly, the innovative development of the economy dictates the need to strengthen the research potential of the educational system and the use of innovative educational methods by educational institutions. This requires close integration of education and science. Thirdly, the diversification of educational programs and an increase in the share of non-state educational institutions, as well as the finally emerging trend towards mass education at the highest level, require effective management of educational institutions and the quality of education. Fourthly, the problem of lack of budget funding for classical, fundamental educational programs and the need for affordable quality education for all interested categories of the population require an effective financial policy. Fifth, the rigid structure of the educational system does not always meet the needs of society and the economy. The educational system, the core of which is a series of consistently implemented basic educational programs at different levels for children and youth, and everything else is somewhat divorced from the general core, is not always ready to provide new necessary skills "here and now". The Bologna Process was intended to be the answer to all the above challenges.

The overall management of the Bologna Process is carried out by the Bologna Working Group. It organizes seminars, conducts educational activities, after the London Ministerial Conference in 2007 actively carries out information support of the Bologna process, organizes monitoring of national achievements in reforming higher education in accordance with the requirements of the Bologna process, processes its results, organizes, regulates and coordinates the activities of organizations interested in the progress of higher education in Europe and those involved in the Bologna process (European Student Union, Education International, etc.).

However, in our opinion, the fundamental contradiction of the Bologna process, which made it difficult to implement it from the very beginning, was the uncertainty in its institutionalization.

The specified uncertainty arises from the fact that the implementation of the principles of the Bologna process was initiated by the rectors of universities, who declared the autonomy and independent social significance of the latter, and received institutional implementation not at the interuniversity, but at the interdepartmental level.

The initiative in managing the European integration process in the field of higher education passed to the ministries of education in 1998, when the ideas of the university-initiated process officially received international political support [1]. The Joint Declaration on the Harmonization of the Architecture of the European Higher Education System, signed at the Sorbonne by the Ministers of France, Germany, Italy, and the United Kingdom, formulated key provisions that were subsequently implemented at the state level in the course of building the European Higher Education Area: two levels of higher education, credit units, their recognition and accumulation, the recommendation to students to spend one semester outside the country [6].

Seizing the initiative led to the fact that in the Bologna Declaration, which appeared a year later, the upcoming reforms pursued a completely different goal, different from the original goals of universities: increasing the international competitiveness of the European higher education system, its attractiveness on a global scale. Therefore, the first two years of interaction between universities and ministries within the framework of the finalized Bologna process were devoted to identifying the degree of acceptability for universities of its updated provisions.

Thus, there is no single center in the management of the Bologna Process. With the formal presence of a coordinating body - the Bologna Working Group - the initiative in determining the vector of reforms passes from universities to relevant ministries and vice versa, at the same time additional actors appear here from time to time, such as UNESCO, the Council of Europe or the Commission of the European Communities.

To a large extent, a different picture is observed in the Copenhagen Process, the process of formation and development of the European Vocational Education and Training Area. This process of educational integration is clearly aimed at ensuring the competitiveness of the European economy. It was initiated in connection with the implementation of the Lisbon Economic Strategy of the EU, but is not limited to the countries of the European Union.

Objectively, one of the most relevant areas for the development of the Copenhagen Process is lifelong learning. The objectives of the Copenhagen Process are to develop mutual trust, ensure transparency and recognition of competencies and qualifications in vocational education and training to increase the mobility of citizens, and the availability of lifelong learning. There are not as many tasks as in the Bologna process, and they are not as ambitious. The priorities for international cooperation within the framework of the Copenhagen Process are the development of the European Vocational Education and Training Area, the strengthening of transparency, information exchange and career guidance and counseling systems, the mutual recognition of competencies and qualifications and the development of quality assurance systems [4]. These priorities both correspond to those common challenges for the education of many countries, and largely repeat the principles of the Bologna process, but at a different educational level. This suggests that the priorities are objective and well-defined.

The transition to a post-industrial socio-economic structure and the information society has led to the crisis of education, which is common to the world space. The dynamic development of high technologies and the rapid obsolescence of knowledge have significantly reduced the life cycle of professions and caused profound structural changes in the field of employment. The need of the economy for workers with qualitatively new qualification characteristics – mobile, with meta-professional competencies, capable of solving complex professional problems and ready for innovative activities not only of today, but also of tomorrow – has given rise to the need for a significant update of the vocational training system and its restructuring to create conditions implementation of the formula "learning throughout life" [14]. Solving the problems of education begins with the qualitative training of teachers, since the quality of a future professional – a graduate of an educational organization – primarily depends on the level of their competence.

The effectiveness or productivity of the process of professional training of a future teacher within the framework of the educational paradigm in the EU is achieved by managing the activity of students in order to achieve educational results [21]. Activities can take place also outside the university and include different ways of acquiring competencies. The development of a personal-professional strategy was based on the main provisions of the modernization of teacher education [8, 13]:

- The modular principle of building educational programs, where the module is understood as the main unit for building an independently planned unit of educational activity that helps to achieve clearly defined goals. The modules of the program are built into the individual educational trajectory of the student, the core of which is practice. The content of the modules is determined not by academic disciplines, but by labor functions and stages of the formation of professional competencies;
- Student-centered dynamic organization of the educational program, which implies the satisfaction of the student's educational deficits in mastering labor functions and labor activities;
- Variability and practice orientation of the educational program, when a student is included in the field of professional communications through various forms of interaction with practicing teachers, network informal associations of teachers in the Internet environment, as well as the possibility of mastering training courses in a network digital educational environment through mass online courses;
- Designing the content of the educational program from educational results.

In the European Credit Transfer System BST8, the concept of "learning outcomes" is defined as what a student should know, understand and/or be able to show after completing the educational process [15, 16]. When defining the concept of "educational result", scientific discourse refers to B. Bloom's taxonomy of goals, whose categorization of levels of mental behavior offers a ready-made structure and a list of terms describing educational results. It is stated that educational results should be measurable [11].

An analysis of research in the field of determining educational outcomes has allowed us to define them as a written description of what the student will need to know, understand and demonstrate after the completion of the learning process. The learning process can mean a single lesson, a course/module, or the entire educational program [4].

Thus, the personal-professional strategy of professional training of the future teacher is focused on achieving educational results, focused on the student's activities, flexibly adjusting to his educational deficits.

The main idea of the implementation of the personal-professional strategy is to develop built-in modules of additional professional programs for advanced training and professional retraining aimed at improving and (or) obtaining new competencies necessary for professional activities, and (or) professional development within the existing qualifications. The student is invited to master additional professional programs and receive, along with a diploma of higher education, documents on education confirming the development of a new qualification and / or additional labor functions. Developing the ideology of designing the educational trajectory of a student, the following contexts of the development of modern education is take in into account.

The characteristics of building a personal educational trajectory of a student are the free personal choice of activities that meet his individual needs, the variability of the content and forms of organization of the educational process, and adaptability to emerging changes [12].

The widespread dissemination of info communication technologies has led to the emergence of a new socio-cultural space that integrates real and virtual reality; The development of digital education has given rise to the need to develop a network identity -a new form of identification of a person and social consciousness, which has significantly transformed the system of moral values. The acceleration of the transformations of the socio-technological reality required the development of pre-adaptation in the subjects of educational and professional activities, that is, readiness for the uncertainty of the professional future.

These processes have actualized the discussion of the further development of the vocational education system, which, as it is known, belongs to the most conservative areas: many training programs have not changed for decades. The destructive factors hindering the renewal of the education system include the traditional disciplinary boundaries that have developed in pedagogical thinking and scientific culture, disciplinary disunity; narrow specialization of training; the gap between the content of vocational education and real professional activity. The conservation of experience leads to the stagnation of professional development, professional deformations, a decrease in the motivation for achievements, and the loss of the meaning of professional activity.

One of the most balanced, from the point of view of training a modern specialist, and integrated into a comprehensive innovative professional activity, is the idea of convergence, which attracts the attention of scientists from various fields in modern science. The theory of convergence, explicated in the works of O. E. Baksansky, M. Castells, M. V. Kovalchuk, M. K. Roko and W. S. Bainbridge, and others, means the process of convergence (convergence from Latin *convergo* - “I bring together”, “converge”) and the synergistic interaction of heterogeneous features of humanitarian and natural science knowledge, methods from different fields of activity and their corresponding technologies. Scientists see the possibility of a breakthrough in understanding human abilities, in particular, the ability to know, in overcoming the barrier between the humanities, natural and technical sciences. That is, an alternative to the sectoral orientation of vocational education can be a target orientation towards a more generalized and convergent qualification structure of teacher training - social and professional technologies [12, 13].

The totality of all technologies is a paradigm in which the core is the integrative unity and generalized technological actions, and the differential feature is the distinctive features that the technology of each professional profile has. Thus, the whole variety of technologies can be differentiated according to the following profiles: informational (obtaining, analyzing and processing information), environmental (maintaining an optimal habitat), economic (management, entrepreneurship, business), production (creation of wealth), agricultural (cultivation of cultural plants), social (stabilization and improvement of human interaction), etc. Types of technologies can become the basis for designing innovative educational programs, and their convergence will be considered as a radically new stage in the development of new socio-professional technologies focused on rapprochement, mutual influence and mutual reinforcement.

At the same time, convergence as a methodological concept of professionalism led to the emergence of a new concept – “transfession”, which, as a type of labor activity, is characterized by the use of convergent technologies from different industries and the synthesis of socio-professional competencies [14].

In the field of education, the theory of convergence is associated with overcoming the disciplinary boundaries traditionally established in pedagogical thinking, disciplinary disunity and the search for new concepts and educational practices focused on integration and interdisciplinarity. A process of convergence of different fields of activity and their respective technologies provides a synergistic effect of the interaction of socio-humanitarian, natural science and technical disciplines.

The most effective technologies include the foresight system, which is called “foresight technology” or a technique for staging the “inevitable future” in a specific area [15], since it allows outlining the proposed changes. As V.P. Tretyak notes, “one of the most important results of foresight is capturing the trends of what will dominate in the future, but today is not of interest to others” [15]. Foresight implies not only forecasting, but also agreed decisions about upcoming active actions in the chosen area: “Foresight differs from forecasting in that it involves building communications and networks, an expert environment that allows scenario-based implementation of the constructed image of the future” [16]. That is why it becomes a socio-humanitarian technology. The cornerstone of foresight is the recognition of the uncertainty and variability of activities. This technology is focused on the formation of readiness for change – “pre-adaptation, a new understanding of the motivation and behavior of people in conditions of uncertainty, spontaneity and diversity” [17]. The use of foresight makes it possible to foresee the necessary transformations in any relevant area. The most important result of the technology is the integration of theory and practice and the provision on this basis of the development of priority transfessional competencies.

Finnish scientists offer a new way to confirm the professional qualifications of a graduate of an educational institution - the technology of demonstration exams (“competence-based qualifications”). In contrast to the traditional system of measuring the results of education, the Finnish model evaluates the product of learning not “in an educational institution, in production, but by three independent parties [18]:

- A representative of the employer conducts an examination “from the point of view of the head”, paying attention to the quality of work, the speed of its implementation, compliance with safety regulations;
- A representative of the labor collective carries out a “comparative assessment” (“how would I do it”);
- A representative of an educational institution acts as a coordinator and “keeps everything under control” [18].

It should also be specially noted that, in general, the description of the continuity of professional education at its different levels was carried out based on the process approach. “Continuing prospective professional education consists of the stages of professional development from the beginning of the formation of professional intentions to the completion of professional activity. The process approach is focused on ensuring the effectiveness of education at each stage, at the input of which there are requirements for the preparedness of applicants, and at the output concerns the quality of training of graduates. A university that has resources transforms the input requirements for students into the final product in accordance with the requirements of professional and educational standards [14]. The process approach ensures the consistency of programs and resources, the participation of all actors in transformative activities, and the ability to predict results.

The implementation of advanced professional education programs, the main trends of which are contained in professional and educational standards, requires educational and methodological support. The development of innovative educational technologies by teachers, the introduction of variant learning models (individual educational trajectories) also need program-targeted support.

Obviously, vocational school teachers cannot cope with the increased volume of program and methodological work, the implementation of which requires special qualifications. In this regard, the problem of training specialists in maintaining vocational education who perform service functions, as well as mediation between the labor market and educational organizations, has become particularly relevant.

These include foresight professions of additional education [3]. Professions that support vocational education include developers of educational trajectories, tutors, organizers of project-based learning, coordinators of online educational platforms, startup mentors, etc. [7].

In the conditions of modernization of education, there is an acute problem of restructuring its goals, content, forms, methods, means and its entire organization in accordance with the requirements of innovative national economies. Currently, a new paradigm of higher education, the so-called advanced education, is being established. In this case, the concepts of innovative (advanced) and supporting education are used [20]. Table 1 shows the differences between these two types of education.

Table 1: Comparison of paradigms of supportive and innovative professional and pedagogical education

Components of educational paradigms	Traditional (supportive) education	Innovative (Advanced) Education
Type of socio-professional society	Industrial (technocratic) society	Post-industrial (information and communication) society
Methodological dominant (type of scientific rationality)	Classical type of scientific rationality. The system-forming factor of professional activity is science	Non-classical and post-non-classical types of scientific rationality. Scientific knowledge is the basis for the development of humanitarian educational technologies
Target orientation	Mastering knowledge, abilities, skills and competencies by industry, the formation of professional and pedagogical competence	Development of knowledge, skills, competencies, formation of metaprofessional qualities, humanitarian and technological educational competence
Content of education	Disciplinary organization of the content of training, isomorphic to the specialties of the industry	Interdisciplinary organization of the content of education, isomorphic to socio-professional technologies
Education technologies	Forms and methods of training focused on the transfer of ready-made knowledge, the development of skills, abilities and competencies; solving problems that have unambiguous answers	Forms and methods of teaching, focused on the development of the methodology of educational and professional activities, the formation of innovation and mobility
Means of education	Educational book, learning-spatial environment	Information and communication environment, open professional and educational space
Monitoring and evaluation of learning outcomes	Control and assessment of the formation of knowledge, skills and competencies by the teacher	Self-control and self-assessment of the formation of knowledge, skills and competencies, examination of the quality of professional training by employers

Innovative activity in education is understood as pedagogical activity aimed at introducing the results of completed scientific research and development, other scientific and technological achievements, as well as intellectual property objects into a new or improved pedagogical product sold on the educational services market, into a new or improved educational process, into practical pedagogical activity, as well as additional research and development related to this.
The implementation of an innovative approach in educational practice necessitates the use of high humanitarian teaching technologies. These include developing diagnostics, the case study method, positional discussions, reflexive, role-playing, business games, situation analysis, etc. The introduction of high humanitarian education technologies necessitates a fundamentally new block-modular structure of curricula and programs [10]:

- Methodology of educational and professional activity: invariant, supraprofessional (basic) disciplines;
- Metaprofessional, integrative training: polyvariant, technological disciplines;
- Specialized training: special and branch disciplines;
- Personality-developing training: variable and elective courses.

Innovative education is based on the integration of research, educational, and professional activities. The importance of integrating these types of activities necessitates a revision of the understanding of the fundamental nature of education. The traditional fundamentality is being replaced by a non-classical fundamentality. Disciplined education contradicts the context-based competence approach. Its implementation is possible in the conditions of interdisciplinarity in the construction of educational programs, and the development of interdisciplinary modules in vocational education is becoming a particularly topical issue.

4 Conclusion

In a modern post-industrial society, the transition to the VI technological mode of economic development becomes relevant. The technologies and areas of activity that make up the new way of life include biotechnology, nanotechnology, living design, new environmental management, robotics, new medicine, high humanitarian technologies, future design and management.

Obviously, vocational education should prepare specialists for the realities of the VI Order, and to achieve this goal, innovative teachers are needed, who own high humanitarian educational technologies, prepared for the implementation of foresight technologies for the formation of specialists, the meaning-forming qualification characteristic of which will be a humanitarian-technological personality.

From the widespread supporting education, the core of which is the classical type of scientific rationality, one should move to advanced (innovative) education based on the non-classical and post-non-classical type of scientific rationality, in which the forms and methods of teaching are adequate to the high humanitarian technologies of working with people.

The qualification of a teacher is a changing value, as the educational process becomes more dynamic and technological, on the one hand, and more creative, on the other; technologies, forms and types of educational activities are changing. The question is whether the teacher is qualified enough to solve the problems facing him in the conditions of informatization, growing competition and permanent transformations in the field of education. The competence of a teacher must now be considered from the standpoint of not only the ability to develop technological innovations, but also the readiness to respond to the challenges of a post-industrial society, since past experience often does not help, but hinders in the new reality.

Therefore, along with specialized training of vocational education teachers, it is necessary to carry out multi-channel training of teachers by mastering interdisciplinary psychological and pedagogical modules. Interdisciplinarity ensures the integration of psychological-pedagogical and special education. The main means of its implementation is project-based and context-based competence-based learning.

The educational and methodological association of professional and pedagogical education needs a fundamental structural transformation. The example of EU integration shows that there is a need to combine it with the technological education of pedagogical universities and transform professional and pedagogical education into humanitarian and technological education.

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Primary Paper Section: A

Secondary Paper Section: AM

FORMING OF TERMINOLOGICAL COMPETENCE AMONG THE FUTURE SPECIALISTS OF WOODWORKING INDUSTRY

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Abstract: This article considers the problem of formation of terminological competence in future specialists of the woodworking industry, because the free possession of terminology is the key to successful professional activity of the individual. How to teach students to communicate well in a professional environment? How to systematize their terminological knowledge? How to make students speech correct in terms of language culture in general? Given the current issues in the training of highly qualified specialists, the development of terminological competence plays an important role. The formation of a system of special knowledge, cognitive skills and practical skills that related to branch terminology in Ukrainian universities occurs mainly during the study of courses "Ukrainian language (for specific purposes)", "Professional terminology", "Culture of Ukrainian scientific language". The article provides a scientific and theoretical foundation of the author's methodology for the formation of Ukrainian-language terminological competence of future specialists in the woodworking industry. An algorithm for analyzing the linguistic features of woodworking terms is created: elaboration of definitions of "term", "terminology", formation of the woodworking terms corpus, study of taxonomy of nominations in the language of special purpose, mastering the semantic stratification of terms, formal-structural typology of terms. The article also proposes the optimal methodological tools for mastering woodworking terminology, enriching the terminological vocabulary of students in order to form their terminological competence.

Keywords: Formal and structural typology of terminology, Semantic stratification of terms, Specialists of woodworking industry, Taxonomy of nominations, Terminological competence, Woodworking terminology.

1 Introduction

The key task of higher education is to train highly qualified specialists who are competitive in today's dynamic labor market. As notes O. Khallo and others, "the main goal of professional education is the preparation of a qualified employee, a specialist of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards, ready for permanent professional growth, social and professional mobility" [13]. In modern conditions, Ukraine is modernizing its educational and professional standards, forming an appropriate legal framework, developing an innovative National Qualifications System with the assistance of the European Education Fund. The project "TUNING" (Socrates – Tempus) was also aimed at harmonizing the activities of educational structures in Europe (Tuning). During the implementation of the "TUNING" project, a methodology for developing curricula for each of the educational cycles through a system of competencies was proposed. Taking into account the key positions of this project in Ukraine during the development of normative educational documentation makes it possible to unify the requirements for the training of specialists, serves the academic mobility of higher education seekers. One of the key competencies that should be formed in a university graduates is the ability to communicate professionally. We call this competence as terminological and give it a more detailed definition: "A set of linguistic knowledge about terms, their structure, understanding and perception of professional terminology as an organized system, as well as the ability to operate these knowledges, the skills of normative use of terms in the process of future professional or research activities" [12]. We believe that the development of terminological competence should be based on knowledge of the linguistic features of terminological units (analysis of terms by their structure, methods of formation, origin), understanding of lexical and semantic processes occurring within the specialty, the ability to correctly choose grammatical forms of terminological units etc. Such knowledge will help students to understand the patterns of creation of names of scientific concepts, will be the basis for the development of their professional knowledge and skills. In the future, students will be able to competently use terminological vocabulary in all areas of professional activity. Undoubtedly, effective methodological tools for processing linguistic material are also important.

The purpose of our exploration is the scientific and theoretical substantiation of the methodology of formation of Ukrainian-language terminological competence among future specialists of the woodworking industry. This necessitated the following tasks:

1) To analyze the current state of the problem of terminological competence formation in higher education applicants;
2) To justify the criteria for selection of educational material and to make this selection;
3) To create an algorithm for analyzing the linguistic features of woodworking terms;
4) To determine and test the optimal methodological methods for mastering woodworking terminology.

The hypothesis of the study is based on the assumption that a high level of terminological competence in professional communication can be achieved under the conditions of mastering the linguistic specificity of sectoral terminology.

2 Literature Review

The problem of teaching the terminology of a particular profession is one of the tasks of applied linguistics, because the current trends in applied linguistics "include its application to a particular social, technical, economic or political field" [15]. Also important is that "the content of the educational material is discussed within several subjects which complement one another and analyse professional terms and notions from different perspectives... For example, thematic language material can be discussed at all the subjects which are connected with learning scientific and professional terminology" [17].

This problem is not sufficiently covered in the scientific literature. In Ukraine, these issues are considered mainly in the context of teaching students a foreign language for specific purposes [1, 16-18]. Ukrainian scientists also indicate the advisability of studying the professional terminological apparatus by students in the linguistic aspect. L. Ruskulis, in fact, substantiates the need to study the language of the specialty, which will provide purposeful mastering and enrichment of the active terminology apparatus [22]. L. Baranovska notes that it is necessary for students to learn both terminology and professional vocabulary, because professional communication of specialists is impossible without using the actual Ukrainian words which make up the student's common vocabulary and are widely used as single-word and word-combination names of scientific concepts [2]. As well "important work is the enrichment of terminological vocabulary at the expense of borrowings, an active explanatory activity in this direction not only increases students' appreciation of teaching professional competence but also helps to bring up qualified specialists**"** [8].

We agree with the C. Castellvi's view that "a theory of language, which would describe and explain terminological units, should clarify how new special knowledge is produced and is synthesised in a terminological unit" [5].

According to I. Drozdova [6], mastering the basics of any profession begins with a system of general and professional knowledge, that is, mastering the scientific discourse of the profession, and for the fluency in oral and written forms of professional communication, students must have a sufficiently active vocabulary of professional terminology, they should be able to correctly use special lexical units, depending on the form and conditions of communication. Receptive and productive mastery of terminological vocabulary requires special methodical techniques and special exercises.

Both in a foreign and the Ukrainian language for specific purposes (professional language), the curriculum development should be based on relevant requirements. Such materials "have to embrace linguistic competence and the skills of its use perfectly, and not to concentrate on development of one of the skills; to be based on academic and professional materials; to meet the requirements of the program accurately; to be able to transform easily and to be relevant; to stimulate interaction between students; to be professionally printed and edited; to meet the criteria of authenticity; to help teachers to elaborate individual style of presenting material; to present linguistic units in context" [17].

Despite the previous research, the problem of terminological competence formation in future specialists of different industries, including woodworking, remains actual.

3 Materials and Methods

Terminological competence can be formed by acquiring future specialists of the system of special knowledge, cognitive skills and practical skills that related to branch terminology while studying courses "Ukrainian language (for specific purposes)", "Professional terminology", "Culture of Ukrainian scientific language") in higher education institutions. The author's methodology is based on a logical group of methodical techniques (analysis, synthesis, comparison, opposition, analogy, generalization, etc.) involved in the development of professionally oriented material during various forms of work.

The algorithm of woodworking terminology analysis is based on all logical methodical techniques and consists of the following stages:

- The first – the definition of "term", "terminology", formation of the woodworking terminology;
- The second – taxonomy of nominations in special purpose language;
- The third – semantic stratification of terms;
- The fourth – characteristics of terms regarding to their origin;
- The fifth – formal and structural typology of terminology.

The criterion for the selection of educational material coordinates with the formation of the woodworking terminology, consisting of lexical units, related to processing and conversion of wood. Corpus of terms is compiled from specialized dictionaries, including "Explanatory Forestry Dictionary" [26], "English-Ukrainian, Ukrainian-English Dictionary of Wood Science & Technology" [3], "Woodworking Dictionary" [10]. Some of the terms are selected from specific literature: monographs [14], textbook [4]. In general, the corpus of woodworking terms has around 2000 lexical units.

4 Results and Discussion

4.1 The First Stage

Studying the key theoretical issues of **"**term**"**, **"**terminology**"** is a compulsory component of vocational language education. We interpret the term as a word or phrase that denotes the concept of a special field of communication in science, production, technology, art, in a specific field of knowledge or human activity, that is, a unit of special purpose language. P. Hacken ten notes that in the traditional understanding of terminology, a terminological definition gives necessary and sufficient conditions for a concept. However, natural concepts are based on prototypes. Prototypes are marked by typicality effects with fuzzy boundaries determined by approximate, scalar conditions and preference rules. For a significant part of specialized vocabulary, imposing a terminological definition is problematic, because it is a fairly arbitrary decision to fix precise boundaries in a continuum. The relevant concepts are based on prototypes, in the same way as natural concepts. We only find strict terminological definitions when it is necessary to determine exact boundaries [11].

Sectoral terminology (a set of terms of a particular industry) is considered as a terminological system. We emphasize that the systematic terminology is caused by two types of relationships that provide multiple terms of a systemic nature: logical and linguistic (syntagmatic and paradigmatic). With the help of such methodological logical techniques as comparison, opposing, we analyze the main requirements for the term: systematic, presence of definition, brevity, conformity to the notion, uniqueness, stylistic neutrality, conformity to the norms of language, derivative ability.

We emphasize that **"**terminology is the most mobile, flexible part of national vocabulary; the constant development of society, the advancement of science and technology cause an urgent need for the names of new phenomena and concepts**"** [23].

Formation of woodworking terms corpus is based on dictionaries. Scientists state that in a globalised society, terminological dictionaries – including resources such as knowledge and terminological databases, ontologies, wordnets, "traditional" dictionaries, etc. – should comply with both human and machine needs. Changes regarding information and language processing brought forward by the evolution of society have led to a series of consequences in: (I) the design of terminological resources; (II) the way data and knowledge are represented; (III) the way data are interralated, both within and between resources; (IV) the way users access data; and (V) users` expectations [20]. It is very important to develop the skills of systematic use of vocabulary of different types among higher education students.

In our opinion, the following tasks are also effective at this stage: to define terms in the text and to find out their definitions, to choose terms to the definitions offered by the teacher, to make a vocabulary for the professional text; it is advisable to offer students to compile a mini-dictionary of unfamiliar professional terms.

4.2 The Second Stage

Based on logical methodological techniques of analogy and generalization, we consider the taxonomy of the nominations of the woodworking industry in a special purpose language. Such a taxonomy unites four classes of nominative units that have a branched internal hierarchy:

1) Terms:

a) General scientific terms *(аналіз / analiz (analysis), оцінка / otsinka (evaluation), план / plan (plan), структура / struktura (structure), система / systema (system), метод / metod (method))*;

b) Interdisciplinary terms:

- Technical *(автоклав / avtoklav (autoclave), кран баштовий / kran bashtovy (tower crane))*,
- Mathematical *(кут / kut (angle), круг / kruh (circle), діаметр / diametr (diameter))*,
- Chemical *(антипірен / antypiren (fire retardant), антисептик / antyseptyk (antiseptic))*,
- Physical *(плазма / plazma (plasma), плазмотрон / plazmotron (plasmatron), індуктор / inductor (induktor))*,
- Biological *(волокно деревне / volokno derevne (xylem fiber; labriform fiber), волокно луб'яне / volokno lubiane (bast fiber))*,
- Sociological *(вибірка випадкова / vybirka vypadkova (sampling random), вибірка об'єднана / vybirka obiednana (sampling combined))*,
- Artistic *(декоративний елемент / dekoratyvnyi element (decorative element), мозаїка / mozaika (mosaic))*,

- Military *(пістолет / pistolet (gun), патрон / patron (cartridge))*;

c) Special *(брус / brus (cant), пиломатеріал / pylomaterial (sawn timber), деревина пресована / derevyna presovana (pressed wood), верстат стрічкопилковй / verstat strichkopylkovi (band saw), брикет стружковий / bryket struzhkovyi (chip briquette))*;

2) Terminologised common lexical units *(дошка / doshka (board), деталь / detal (detail), шафа / shafa (wardrobe), стіл / stil (table), тріщини / trishchyny (cracks), зарість / zarist (wood damage), сосна /sosna (pine), дуб / dub (oak))*;

3) Professionalisms – spoken words used by representatives of a particular profession (for example, *горбач / horbach (compass planer), обапіл / obapil (half-beam), відкол / vidkol (splitting), киянка / kiianka (mallet), блят / bliat (tabletop))*;

4) Nomenclature is a set of names to indicate the objects of the industry (for example, *wood-base materials (**"**STRACTUREFRAME**"**, **"**TOUCH-WOOD**"**, **"**ULTRASPEN**"**), boards (МДФ (MDF), ДСП / DSP (chipboard), ДВП / DVP (fiberboard)), saws, machines (SOCOMEC TM-160, TM-220, SOCOMEC TMX-260).*

Among the types of practical work the next one are dominated: tasks for the analysis of terms on the possibility of their use in other terminological systems, search for intersectoral and specialized terms in a professional text, comparing the meanings of common words with similar terms of woodworking. Working with the dictionary of the specialty involves the search for terms that acquire ambiguity in various fields of science, general scientific terms.

4.3 The Third Stage

Working with the thematic (semantic) groups of woodworking terminology contributes to the development of terminological competence of higher education applicants. In thematic sets words are combined not by the linguistic, but by extraleural communications. The distribution of terms is based on the denotative value component. The woodworking terms corpus on the lessons with students is divided into thematic groups, considering different types of paradigmatic relations in each of them.

As a result, semantic stratification looks like this:

- Groups of material *(шпон / shpon (veneer), плахта / plakhta (short half section timber), завилькувата деревина / zavylkuvata derevyna (wavy-grainedwood), лісоматеріали круглі / lisomaterialy kruhli (roudwood), стружкова плита з однорідної стружки / struzhkova plyta z odnoridnoi struzhky (homogeneous particleboard), дошка клиноподібного перерізу / doshka klynopodibnoho pererizu (feather-edge particleboard), екструзійна стружкова плита / ekstruziina struzhkova plyta (extruded particleboard), необрізна дошка / neobrizna doshka (unsquared particleboard))*;
- Production processes and their components *(лісопиляння / lisopyliannia (saw-milling), різання / rizannia (cutting, slicing), прифугування / pryfuhuvannia (straight jointing), кут різання / kut rizannia (cutting angle), кут фрезерування / kut frezeruvannia (milling angle), проварювання деревини / provariuvannia derevyny (wood boiling))*;
- Names of equipment, devices *(лісонагромаджувач / lisonahromadzhuvach (woodbunk), повітряна сушарка / povitriana susharka (air-drier), стрічковий конвеєр / strichkovyi konveier (belt conveyor), верстат для фугування крайки / verstat dlia fuhuvannia kraiky (edge trimmer), розвантажувальний пристрій / rozvantazhuvalnyi prystrii (discharging device), ущільнювач / ushchilniuvach (filling device), пневмовантажник / pnevmovantazhnyk (pneumatic loader), рулонотримач / rulonotrymach (roll lifting device))*;
- Tools *(киянка / kyianka (mallet), фуганок / fuhanok (plane), шпунтубель / shpuntubel (grooving), гембель / hembel (bench plane), струг / struh (shave plane), пилка стрічкова / pylka strichkova (band-saw)); workpieces and their elements (нагель / nahel (dovel / nog), прокладка / prokladka (gasket / laying), крайка / kraika (edge), личкування / lychkuvannia (facing), лиштва / lyshtva (casing moulding / casihg))*;
- Types of joints *(шип зубчастий / shyp zubchastyi (serrated dowel), з'єднання нероз'ємне / z'iednannia neroz'iemne (permanent joint), з'єднання клейове / z'iednannia kleiove (adhesive joint)); manufactured defects (тріщина / trishchyna (crack), дефект шліфування / defekt shlifuvannia (sanding defect), дефект обробки / defekt obrobky (manufactured defect), прогалина в лакофарбовому покритті / prohalyna v lakofarbovomu pokrytti (blank in paint coating))*;
- Wood defects *(заболонь / zabolon (supwood), провушина / provushyna (ear / eye), жолоблення / zholoblennia (warping), тріщини усихання / trishchyny usykhannia (seasoning check / desiccation check), видима вада / vydyma vada (open defect))*;
- Special workshops, sections *(верхній лісовий склад / verkhnii lisovyi sklad (forest log depot), місце складування деревини / mistse skladuvannia derevyny (wood depot), ремонтна майстерня / remontna maisternia (maintenance depot), цех обробки щитів / tsekh obrobky shchytiv (panel department), відділ технічного контролю / viddil tekhnichnoho kontroliu (quality control department))*;
- Types of lumber *(брус / brus (cant), горбиль / horbyl (slab / half beam), пиломатеріал калібрований / pylomaterial kalibrovanyi (graded sawn timber), пиломатеріал конструкційний / pylomaterial konstruktsiinyi (framing timber), бічна дошка / bichna doshka (outer board), обапіл дощатий / obapil doshchatyi (board slab))*;
- Substances, acids *(дубильна речовина / dubylna rechovyna (tanning), клей-розплав / klei-rozplav (hot-melt adhesive), амінокислота / aminokyslota (aminoacid), смоляні кислоти / smoliani kysloty (resin acids), дубильна кислота / dubylna kyslota (tannic acid))*;
- Finishing *(оббивка / obbyvka (lining / slatting), декоративна деталь / dekoratyvna detal (ornamental detail), декоративна деревина / dekoratyvna derevyna (ornamental wood), різьблення ажурне / rizblennia azhurne (fretwork / pierced work), різьблення рельєфне / rizblennia reliefne (relief carving))*;
- Product names *(шафа кухонна / shafa kukhonna (cupboard), шафа комбінована / shafa kombinovana (combined cabinet), крісло-ліжко / krislo-lizhko (armchair-bed), крісло для відпочинку / krislo dlia vidpochynku (lounge chair), ліжко одинарне / lizhko odynarne (single bed))*;
- Persons by type of activity (лісоруб / lisorub (wood chopper / feller), браконьєр / brakonier (poacher), майстер лісу / maister lisu (forest technician), різьбяр по дереву / rizbiar po derevu (woodcarver), мебляр / mebliar (furnisher)), etc.

We offer students the following types of practical work for better remembering semantic stratification of terms: the task of assigning the given terms to a certain thematic group, distinguishing the semantics of terms in a professional text.

Based on our own experience, we can conclude that the acquisition of new terms of woodworking is facilitated by intellect maps as one of the methods of visualization and structuring of large arrays of new concepts, as well as methods of associative and logical organization of new terminology in students' memory. In general, semantic stratification of terms is necessary for students to understand the systemic organization of terms, which promoted the correct use of the terms in future professional speech.

4.4 The Fourth Stage

At this stage, it is advisable to explain the specifics of professional terms regarding their origin. In the terminology of woodworking, both Ukrainian *(дошка / doshka (board), заболонь / zabolon (supwood), лісопиляння / lisopyliannia (saw-milling), плахта / plakhta (short split log)) and foreign terms (автоклав / avtoklav (autoclave), штанга / shtanha (handing rod), шпон / shpon (veneer))* are used.

The questions of the origin of terms and their use in the system of Ukrainian woodworking terminology are actualized by the expediency or inexpediency of using borrowings in any terminology system in general. Students should be explained that borrowings are justified and useful when they cannot be replaced by words in the native language and when they are already in its vocabulary and add a special clarifying tone to the concept being conveyed. It is not advisable to use a foreign term when there is a term of the native language with the same meaning. It is also not advisable to use borrowing if the term is too long and difficult to learn.

In the terminological system of woodworking borrowings come from the following languages: Latin *(прес / pres (press), текстура / tekstura (texsture), орнамент / ornament (ornament), трансформація / transformatsiia (transformation)); Greek (плінтус / plintus (baseboard), тип / typ (type))*; German *(шпала / shpala (sleeper), штабелер / shtabeler (stacker), штапик / shpon (glazingnfillet; glazing moulding), кронштейн / kronshtein (bracket));* French *(сортимент / sortyment (sort log; assortment), паркет/ parket (parquet), фриз / fryz (frieze), фурнітура / furnitura (fittings))*; English (*база технологічна / baza tekhnolohichna (processing datum surface), плита / plyta (plate; board), моніторинг / monitorynh (monitoring), контейнер / konteiner (container)); Italian (інтарсія / intarsiia (intarsia), фестон / feston (festoon), трафарет / trafaret (stencil)).*

An important place in the process of borrowing is occupied by international terminological elements, which include roots and affixes that preserve the unity of pronunciation and semantics in at least a few European languages *(авто- / avto- (auto), мікро- / mikro (micro), прес- / pres- (press)). International terminological elements are mainly of Greek (авто-/ avto- (auto), мікро- / mikro- (micro), макро- / makro- (macro), нітро- / nitro- (nitro)) and Latin origin (вібро- / vibro- (vibro), прес- / pres-* (press)). Less commonly used terms with components of German *(шпунт- / shpunt- (groove), штаб- / shtab- (bead), штамп- / shtamp- (stamp),* French *(брикет- / bryket- (briquette), фрез-/ frez- (milling)), English (блок- / blok- (block))*, Dutch *(шпало- / shpalo- (sleeper))*, Persian *(тирсо- / tyrso- (sawdust))*, etc. origin.

Borrowed term elements can take a different position in the term:

- Are at the beginning of the word (in the preposition), for example: *автоклав / avtoklav (autoclave), автолісовоз / avtolisovoz (timber carrier), автотрісковоз / avtotriskovoz (chip truck), мікрошпон / mikroshpon (microveneer), макроструктура деревини / makrostruktura derevyny (wood macrostructure), монодерев / monoderev (monoderev), нітроемаль / nitroemal (nitrocellulose enamel), нітролак / nitrolak (nitrovarnish), нітрошпаклівка / nitroshpaklivka (nitroputty))*;
- Occupy a position at the end of the word (postposition), for example: *(-бель, -логія, -літ (цинубель / tsynubel (scraper plane), типологія / typolohiia (typology), ламелім / lamelit (lamelit), тирсолім / tyrsolit (pressed woodwaste sheet))*;
- Can be used as independent units *(шпон / shpon (veneer), шпунт / shpunt (groove), штаб / shtab (bead)).*

Understanding the meanings of such terms and its position in the term are essential in the process of mastering professional terminology, as it makes it easier for students to memorize professional terms.

On the whole at this stage students learn to analyze borrowed terms used in the Ukrainian language, remember the meaning of such roots and affixes. Different types of exercises and tasks can help this process, including grouping terms of origin, searching in a special dictionary of terms with certain indefinite components, grouping foreign terms based on their meaning, determining the meaning of terms based on semantics analysis of word-forming components.

4.5 The Fifth Stage

This stage is the most difficult in the formation of terminological competence, since it is necessary to analyze the woodworking terminology on several parameters, which represent their formal and structural typology. Note that, in the Ukrainian terminological system of woodworking industry, the process of naming special concepts is carried out by using both one-word terms: *(деревина / derevyna (wood), сортимент / sortyment (sort log / assortment), трісковоз / triskovoz (wood chips truck), штаб / shtab (bend), прокладка / prokladka (shim plate), штапик / shtapyk (glazing fillet / glazing moulding), лісозаготівля / lisozahotivlia (logging / timber harvesting), пресування / presuvannia (pressing)), and terminological phrases (брикет стружковий / bryket struzhkovyi (chip briquette), порода головна / poroda holovna (principal species), окоренок відрізаний / okorenok vidrizanyi (butt-of / long butt), розкрій пиломатеріалу / rozkrii pylomaterialu (wood cutting / timber cutting), розмір колоди / rozmir kolody (log dimensions), проникність деревини / pronyknist derevyny (permeability of wood), потік лісопильний стрічковопилковий / potik lisopylnyi strichkovopylkovyi (band headrig sawing line)).*

To create one-word terms, a morphological method is used, **"**which is to combine affixational morphemes with the root or derivative part of a word according to the laws of word-formation of the Ukrainian language**"** (Symonenko, 1991). The terminological phrases are also different in their structure, including:

- Simple (two-word, or binominal) *(сировина деревна / syrovyna derevna (wood raw material), склад лісоматеріалів / sklad lisomaterialiv (forest depot), площа пропилювання / ploshcha propyliuvannia (backcut area), гаряче ламінування / hariache laminuvannia (hot-press), ланцюговий лісотранспортер / lantsiuhovyi lisotransporter (chain conveyor), пресування деревини / presuvannia derevyny (wood pressing), устатковання трісокосортувальне / ustatkovannia triskosortuvalne (chip sorting plant))*;
- Complex, which are composed of three, four, or more component elements, for example: three-word terminological phrases *(просочування деревини під тиском / prosochuvannia derevyny pid tyskom (pressure impregnation of wood), кут загострення різця / kut zahostrennia riztsia (tool angle), стрічково-ланцюговий конвеєр / strichkovo-lantsiuhovyi konveier (belt chain conveyor), фреза з вставленими зубами / freza z vstavlenymy zubamy (insert teeth cutter), пилка електромоторна ланцюгова / pylka elektromotorna lantsiuhova (electric chain saw)), four-word term combinations (деревна зола шпилькових порід / derevna zola shpylkovykh porid (softwood ash), робоча поверхня сушильного циліндра / robocha poverkhnia sushylnoho tsylindra (drier-effective area), просочування деревини способом вимочування / prosochuvannia derevyny sposobom vymochuvannia (dip infiltration of wood / steeping impregnation of wood), склеювання деревини гарячим способом / skleiuvannia derevyny hariachym sposobom (hot-gluing of wood)), five-word term combinations (шпон з екзотичним складним текстурним малюнком / shpon z ekzotychnym skladnym teksturnym maliunkom (wild figured veneer), просочування деревини способом тиск – вакуум /*

prosochuvannia derevyny sposobom tysk – vakuum (pressure – vacuum impregnation of wood)).

Attributive-nominative terminological phrases are formed by combining two meaningful words according to the following structural models: **"**adjective + noun**"** *(деревна стружка / derevna struzhka (wood shavings), шип зубчастий / shyp zubchastyi (serrated dowel), стругальний верстат / struhalnyi verstat (planning machine), лущильний верстат / lushchylnyi verstat (rotary-cutting lathe), сировинні рослини / syrovynni roslyny (raw material plants)),* **"***participle + noun***"** *(or vice versa) (механізований склад / mekhanizovanyi sklad (mechanized warehouse), деревина пресована / derevyna presovana (pressed wood), деревина гнутоклеєна / derevyna hnutokleiena (curved laminated wood), деревина металізована / derevyna metalizovana (metallized wood), фанера шліфована / fanera shlifovana (sanded plywood / plywood panel), деревина модифікована / derevyna modyfikovana (modified wood)).*

In such terminological phrases the noun performs the main nominative function while the adjective / participle specifies, indicates additional features of the basic concept, for example: *шпон / shpon (veneer) –* **"***thin sheet of wood***"** [26] *and шпон форматний / shpon formatnyi (full sized veneer) –* **"***veneer of established sizes in accordance with regulatory and technical documentation***"** [26]*, шпон лущений / shpon lushchenyi (rotary-cut veneer) –* **"***veneer of specified thickness, obtained during peeling of peeler block***"** [26]*, шпон просочений / shpon prosochenyi (treated veneer) –* **"***veneer conditioned in the impregnating solution***"** [26]*, шпон струганий / shpon struhanyi (knife-cut veneer) –* **"***veneer obtained during planing of a bar or flitch***"** [26] and others.

To more accurately indicate the functional purpose of the equipment for wood processing, terminological phrases with an attributive component are often used – a compound word *(дрібнотоварне господарство / dribnotovarne hospodarstvo (small-wood forestry), деревообробний цех / derevoobrobnyi tsekh (woodshop), пункт лісонавантажувальний / punkt lisonavantazhuvalnyi (landing), маломірна деревина / malomirna derevyna (small-sized wood), деревностружкова плита / derevnostruzhkova plyta (wood-particle board / particleboard), верстат круглопилковий обрізний / verstat kruhlopylkovyi obriznyi (circular trimming machine), верстат ножогострильний / verstat nozhohostrylnyi (knife-grinder), верстат ребросклеювальний / verstat rebroskleiuvalnyi (veneer composer / veneer strip assembly machine), верстат стрічкопилковий / verstat strichkopylkovyi (band saw), верстат тарно-брусівний / verstat tarno-brusivnyi (squaring machine for box board production), верстат тарно-ділильний / verstat tarno-dilylnyi (recutting machine for box board production), верстат фрезерно-брусівний / verstat frezerno-brusivnyi (chipper canter), верстат фрезерно-пиляльний / verstat frezerno-pylialnyi (chipper edger / flacer).*

A structural model **"**noun + noun in the genitive case of the singular**"** has a high level of productivity in the creation of nominal-nominal terminological phrases in woodworking, for example: *(ширина лісосіки / shyryna lisosiky (cutting area width), конвеєр для лісоматеріалів / konveier dlia lisomaterialiv (wood conveyor), склеювання деревини / skleiuvannia derevyny (wood gluing), виробництво шпону / vyrobnytstvo shponu (veneer-cutting), оброблення деревини / obroblennia derevyny (woodworking), оциліндрування колоди / otsylindruvannia kolody (log rounding), очищення місця рубки / ochyshchennia mistsia rubky (slash disposal), сортиментація лісу / sortymentatsiia lisu (forest assortmentation)).* Often terminological phrases of this type are complicated by an attributive component, for example: *сушіння деревини / sushinnia derevyny (wood drying) and сушіння деревини газопарове / sushinnia derevyny hazoparove (gas-steam wood drying), сушіння деревини комбіноване / sushinnia derevyny kombinovane (combined drying of wood), сушіння деревини конвективне / sushinnia derevyny konvektyvne (convective drying of wood).*

The structural model **"**noun + noun in the instrumental case of the singular**"** has less productivity (личкування шпоном / lychkuvannia shponom (veneering), посадка із зазором / posadka iz zazorom (clearance fit), посадка з натягом / posadka z natiahom (interference fit / force fit)).

The analysis revealed that when creating complex terminological phrases, various types of subordination are mainly used – agreement *(основний брус / osnovnyi brus (sill piece), щільне стосування / shchilne stosuvannia (solid piling), виробництво лісопильне / vyrobnytstvo lisopylne (sawing production / sawmilling), паркетні дошки / parketni doshky (parquet board)) or government (стопа шпону / stopa shponu (veneer pile), вироби з лози / vyroby z lozy (wickerwork), гравірування по деревині / hraviruvannia po derevyni (wood engraving), пониження пеньків / ponyzhennia penkiv (ground level stump cutting)).* Each such term has its own construction scheme and specific lexical content.

At this stage, we offer students the tasks to correct stylistic errors in terminological phrases, the formation of terminological phrases on the core word or on the basis of the proposed pairs of words. Another important task in the educational process is to explain to students that the terms can be words of different parts of speech, and not just nouns. As P. Faber and others point out, **"**another neglected area of study in Terminology involves the specialized knowledge units that are designated by parts of speech other than nouns, such as adjectives or verbs**"** [9].

An analysis of the part-of-speech expression of woodworking terms made it possible to find out that special concepts can be expressed by nouns *(торцювання / tortsiuvannia (trimming), шліфування / shlifuvannia (abrading / grinding / sanding), накладка / nakladka (cover plate / strap), стружка / struzhka (shaving), ущільнювач / ushchilniuvach (packer), гребінь / hrebin (tongue / tenon)), adjectives (довгомірний / dovhomirnyi (about wood) (long-timber), довговолокнистий / dovhovoloknystyi (long-fibered), дерев'яний / derev'ianyi (wooden), напрямна / napriamna (guide fence / guide strip)), verbs, in particular, participles (викривлений / vykryvlenyi (wry), абсорбований / absorbovanyi (absorbed), замкнений / zamknenyi (locked), висушений на повітрі / vysushenyi na povitri (air -dried), обличкований / oblychkovanyi (clad / lined / faced)).*

The above analysis allows explaining to students the structure of professional terms and their belonging to a part of speech, which is very important for development of the ability to determine the grammatical features of the term, and therefore, their normative use in professional speech. In this context, we also explain to students that, as rightly remarks Pitkänen-Heikkilä [19], noun is term that directly refer to concept, an adjective characterizes the referent, while an adverbial tells something about, for example, its state or place, a verb again tells something about the action of the referent. Among the types of practical work for students there are tasks to determine the partial linguistic affiliation of terms, analysis of adjective terms, adverbs and verbs in relation to their meaning.

The peculiarities of terminological word formation **"**is associated with the very specifics of the term as a lexical unit of a limited sphere of use**"** [24]. In terminological word formation, it is important and necessary to use specialized word-formation morphemes to create and designate specific meanings. Without even understanding the meaning of the term, but analyzing its structure, determining word-formation tools, the student can understand what term means, student can **"**find literal meaning from the meaning of the term elements that are part of it**"** [7]. In view of the above, learning and understanding by students of ways and means of creating terms is of particular relevance. The students should be explained that the creation of terms occurs according to the same models as word formation in general, that the morphological features of terms and common vocabulary are identical. However, in the process of terminological word-formation, it is necessary to choose specific means (morphemes) that would meet the requirements for special names and point to specific semantics.

Let us consider in more detail the morphological method of creating woodworking terms. As is known, **"**the morphological method of word-formation combines affixal and non-affixal methods, abbreviation, conversion, stem-formation, word compounding**"** [21].

The most productive in affixal method of creating woodworking terms is the use of suffixes to denote new concepts. In the sufflixal creation of woodworking terms, two word-building patterns are used:

1) "Verbal forming stem + suffixes *-нн- (-nn-), -ач- (-ach-), -ак- (-ak-), -ик- (-yk-), -ник- (-nyk-), -к- (-k-), -івк- (-ivk-), -ок- (-ok-), -ець (-ets')*" (*брусування / brusuvannia (slabbing), брикетування / bryketuvannia (briquetting), затісування / zatisuvannia (sniping / butting / heving), циклювання / tsykliuvannia (scratching), затискач / zatyskach (clamp), притискач / prytyskach (work-engaging member), лежак / lezhak (desk-chair), штапик / shtapyk (glazing fillet / glazing moulding), здимник / zdymnyk (rezin tapper), заготовка / zahotovka (stock), засувка / zasuvka (latch / locking bar), кальовка / kalovka (moulding), шпаклівка / shpaklivka (putty), брусок / brusok (bar), різець / rizets (chisel))*.

2) "Nominal forming stem + suffixes *-к- (-k-), -ак- (-ak-), -ик- (-yk-), -ок- (-ok-), -івк- (-ivk-), -иц- (-yts-), -ец- (ets-), -иль (-yl'), -ач- (-ach-)*" *(пилка / pylka (saw), насінник / nasinnyk (seed tree), жолобок / zholobok (gutter), ножівка / nozhivka (hand saw), полиця / polytsia (shelf), стільниця / stilnytsia (tabletop), стілець / stilets (chair), горбиль / horbyl (slab / half-beam), горбач / horbach (compass planer))*.

The terms with suffixes *-нн(я) (-nn(ia)), -к(а) (-k(a))* often specify the semantics of a term combination, for example: *завантаження / zavantazhennia (loading) and завантаження преса / zavantazhennia presa (loading the press), завантаження лісоматеріалів / zavantazhennia lisomaterialiv (loading of wood), автоматичне завантаження / avtomatychne zavantazhennia (automatic loading); пилка / pylka (saw) and пилка маятникова / pylka maiatnykova (hinge saw), пилка поперечна / pylka poperechna (cross-cut saw), пилка рамна / pylka ramna (frame saw), пилка стрічкова / pylka strichkova (band-saw).*

It is noted that, in a prefix way, only certain woodworking terms are formed in which prefixes *пів- (piv-), напів- (napiv-)* indicate a partial modification of the shape of the *product (півшухляда / pivshukhliada = напівшухляда / napivshukhliada (tray-type drawer)), a part / consequence of the performed action (напівфабрикат / napivfabrykat (semi-finished product), напівмаса / napivmasa (half-stuff / half-stock), півпотемок / pivpotemok (half sunk)) and the specifics of the transport (напівпричіп / napivprychip (semi-trailer)).*

Such terms also become the basis for the formation of terminological word-combination, for example: the term semi-trailer shows its productivity in three terminological combinations – *напівпричіп лісовозний / napivprychip lisovoznyi (logging semitrailer), напівпричіп спеціалізований / napivprychip spetsializovanyi (special-purpose semi-trailer) і напівпричіп трісковоз / napivprychip triskovoz (chip tandem trailer).*

In prefix-suffixal creation of woodworking terms, the following prefixes *(від- (vid-), під- (pid-), за- (za-), на- (na-), під- (pid-), про- (pro-))* and suffixes *(-к- (-k-), -ок- (-ok-), -ик (-yk), -ник (-nyk))* are most commonly used: *(відземок / vidzemok (butt), підніжка / pidnizhka (foot-rest), проніжка / pronizhka (interjacent), заплечик / zaplechyk (shoulder), підголівник / pidholivnyk (head-rest), підлокітник / pidholivnyk (arm-rest), підтоварник / pidtovarnyk (poles), наматрацник / namatratsnyk (mattress cover)).*

When creating these terms, prefixes retain the same function as the prepositions from which they originate, for example: *під головою → підголівник (pid holovoiu → pidholivnyk), під ліктями → підлокітник (pid liktiamy → pidlokitnyk), під ногами → підніжка (pid nohamy → pidnizhka).*

In the course of the study, it was found that with non-affixal creation of woodworking terms, three types of verbal forming stems are used:

1) Prefixal verbal stems of the perfective aspect *(відколоти / vidkoloty → відкол / vidkol (splitting), відстругати ~~ти~~ відструг / vidstruh (planed remainder of a cant or a wainscot), недопиляти / nedopyliaty → недопил / nedopyl (holding wood), недорубати / nedorubaty→ недоруб / nedopyl (undercut), осмолити / osmolyty→ осмол / osmol (resinous wood), поставити / postavyty→ постав / postav (sawing schedule), пропиляти / propyliaty → пропил / propyl (kerf))*;

2) Prefixal verbal stems of the imperfective aspect *(провисати / provysaty → провис / provys (sag), припускати / prypuskaty → припуск / prypusk (allowance), колоти / koloty→ кіл / kil (stake), настилати / nastylaty→ настил / nastyl (decking), приростати / pryrostaty→ приріст / pryrist (annual increment))*;

3) Prefixal verbal stems of the perfective aspect *(скосити / skosyty → скіс / (shamfer / skew)).*

Among the types of practical work that we offer students to perform, tasks for analyzing the structure of terms, correcting errors associated with the incorrect use of prefixes, suffixes, determining the method of creating terms, selection of professional terms formed in a certain way, correct use of grammatical case forms for terms, etc.

Stem-formation and word-compounding in the creation of woodworking terms has poor productivity.

In terms formed by the stem-formation method, most often combined are:

- Indeclinable foreign language stems *(автоклав / avtoklav (autoclave), дендрометр / dendrometr (dendrometer), термопрокат / termoprokat (thermorolling))*;
- Indeclinable foreign language part and actually the Ukrainian stems *(автолісовоз / avtolisovoz (log truck / timber carrier), термообробка / termoobrobka (thermal treatment), лісотранспортер / lisotransporter (log coveyor))*;
- Two nominal stems (*лісозахист / lisozakhyst (forest protection), лісозаготівля / lisozahotivlia (timber harvesting), лісоексплуатація / lisoekspluatatsiia (forest exploitation));*
- Adjective and nominal stems *(лісоматеріали / lisomaterialy (wood products), пиломатеріал / pylomaterial (sawn timber / lumber), пилопродукція / (sawn wood / lumber))*;
- Nominal and verbal stems *(дереворит / derevoryt (woodcut), нутромір / nutromir (inside gauge), лісосплав / lisosplav (timber floating), трісковоз / triskovoz (chips truck), вантажообіг лісової дороги / vantazhoobih lisovoi dorohy (forest road freight turnover))*;
- - Nominal and verbal stems and suffix *-нн(я) (-nn(ia)) (деревооброблення / derevoobroblennia (woodworking), водопоглинання / vodopohlynannia (water absorption), водопроникнення / vodopronyknennia (water permeability), вуглевипалювання / vuhlevypaliuvannia (wood pyrolis / wood distillation), лісопиляння / lisopyliannia (saw-milling), ребросклеювання / rebroskleiuvannia (splicing)), suffix -ач- (-ach-) (лісонагромаджувач / lisonahromadzhuvach (woodbunk), лісонавантажувач / lisonavantazhuvach (log loader), полицетримач / polytsetrymach (shelf clip), колодоскидач / kolodoskydach (log ejector), балансоутримувач / balansoutrymuvach (asset holder)), suffix -ість- (-ist'-) (вологопровідність / volohoprovidnist (moisture conduction), ремонтоздатність / remontozdatnist (maintainability / repairability)), suffix -*

ств- (-stv-) (деревинознавство / derevynoznavstvo (wood science), suffix -ник- (-nyk-) (деревообробник / (woodworker)).

The compounding (word combination) for the formation of woodworking terms is used in those cases when it is necessary to designate one complex concept in which each component retains its lexical and grammatical meaning.

In complexe terms, the designated component is an apposition that assumes additional semantic load: it supplements, refines the meaning of the basic concept, or indicates its additional function *(стіл and мольберт → стіл-мольберт / stil-molbert (easel), стіл and тумба→ стіл -тумба / stil-tumba (pedestal table), стілець and драбинка→ стілець -драбинка / stilets-drabynka (chair step-ladder), крісло and стіл→ крісло -стіл / krislo-stil (armchair-table), крісло and ліжко→ крісло -ліжко / krislo-lizhko (armchair-bed), диван and тахта→ диван-тахта / dyvan-takhta (convertible sofa / sofa-ottoman), шафа and стіл→ шафа -стіл кухонна / shafa-stil kukhonna kitchen base), шафа and перегородка→ шафа -перегородка / shafa-perehorodka (partition unit / room divider), прес-форма / pres-forma (press-die), шпон-рванина / shpon-rvanyna (waste veneer)).*

The complexe terms in the woodworking terminology are mainly used to denote product *(крісло-стіл / krislo-stil (armchair-table), диван-ліжко / dyvan-lizhko (sofa-bed))* and specific transport (*автомобіль-тягач лісовозний / avtomobil-tiahach lisovoznyi (log truck), вагон-зчеп лісовозний / vahon-zchep lisovoznyi (log-transporting coupled car), вантажообіг* лісового складу / vantazhoobih lisovoho skladu (turnover of the wood yard)).

At this stage, we offer students the following exercises: tasks to correct errors in basic and word formation, combining parts of complex words in order to form terms, and so on.

The expediency of working on terminological word combination in the linguistic aspect is conditioned by the fact that students will learn to define the scope of the designated notion and its place in the professional term system, understand the nominative function of complex names, and the fact that the semantics is specified through the use of dependent words.

4.6 The Results of Experiment

Assessment of the level of students' mastery of terminological competence was carried out on the following indicators: high level, sufficient level, medium level, low level. At a high level, the student demonstrates deep systematic language knowledge of industry terms; realizes and purposefully works on constant improvement of own professional speech; skillfully operates with language tools. At a sufficient level, the student generally understands the need to deepen own language skills and systematically works on it; theoretical material is processed using auxiliary literature; sometimes does not follow language norms. At the intermediate level, the student is partially aware of the need to develop systematic language knowledge, practical skills and abilities to apply them, but does not have a stable motivational readiness; speech skills improve spontaneously. At a low level, the student does not consider it necessary to deepen language knowledge and develop new practical language skills; is not intrinsically motivated; makes significant mistakes in theoretical issues; recklessly operates with linguistic means.

To test the effectiveness of the author's method of forming the terminological competence of the student, a pedagogical experiment was conducted, the components of which were the ascertaining and formative stages, the analysis of the results of experimental learning. The selected stages reflected the sequence of the educational process: from understanding the level of initial knowledge of students, the formation of motivation to study to develop a system of professionally oriented linguistic and communicative knowledge, skills and abilities to apply them in practice.

The ascertaining stage of experimental training was conducted separately at the beginning of students' study of the course **"**Ukrainian language (for professional purposes)**"** at the Ukrainian National Forestry University in two groups of students: control (CG) – 25 students, experimental (EG) – 25 students. The purpose of the statement stage was to determine the initial level of formation of terminological competence of students in these groups. Exercises with basic terms of the woodworking industry were proposed. The ascertaining stage testified to a rather low level (56% in EG and 48% in CG) of language knowledge, as well as speech skills and abilities of students of woodworking terminology after studying in secondary school. The results are shown in Table 1.

Table 1: The initial level of formation in students terminological competence (in %)

Groups	High level	Sufficient level	Intermediate level	Low level
EG	4	12	28	56
CG	4	16	32	48

The data of the statement stage confirmed the need to develop an effective method of forming the terminological competence of students.

During the formative stage of experimental training, students studied the course **"**Ukrainian language (for professional purposes)**"** during the year: one group – according to traditional methods in accordance with the prepared educational and methodological complex of the discipline, and the second group – according to the author's method. The control of the level of formation of terminological competence of students after the course **"**Ukrainian language (for professional purposes)**"** was carried out with three blocks of tasks: 1 – test tasks, 2 – editing the text of scientific style, 3 – writing a short essay. Test tasks covered all topics of the course; these were closed-form tests and compliance tasks. The purpose of the text editing task was to identify the level of students' mastery of woodworking terms. The subject of written works was also focused on professional activities, namely: **"**My future profession**"**, **"**Modern woodworking**"**, **"**Eco-products in furniture production: the need for time or a tribute to fashion**"** and others.

Since the main purpose of the experiment was to test the effectiveness of the developed author's methodology for the formation of terminological competence in students, it is advisable to identify differences in performance for the control and experimental groups. The obtained data are shown in Table 2.

Table 2: Indicators of the levels dynamics of formation of terminological competence in students (in %)

Stages		High level	Sufficient level	Intermediate level	Low level
EG	Ascertaining	4	12	28	56
	Formative	20	34	24	22
Dynamics		+16	+22	-4	-34
G	Ascertaining stage	4	16	32	48
	Formative stage	12	24	32	32
Dynamics		+8	+8	0	-16

A comparative analysis of indicators of the levels of formation of terminological competence in students at the ascertaining and formative stages showed that the high level of terminological competence increased by 16% (EG) and 8% (CG), sufficient – by 22% (EG) and 8% (CG). Indicators (in %) of intermediate level are also indicative: -4% (EG) and 0% (CG). Indicators of low level showed better dynamics in the experimental group (-34%) than in the control group (-16%).

5 Conclusion

The development of professional speech is very important for future professionals. The level of his professional communication will depend on how well he knows the terminology of the profession, will be able to use it correctly.

In general, we state that a high level of terminological competence is needed to train qualified woodworkers. In this context, the issue of the quality use of woodworking terminology by students is of particular relevance. The development of a system of terminological knowledge in both linguistic and professional aspects is a complex linguodidactic task. To solve this, it is necessary to comprehend the linguistic specifics of professional terms as educational material. We believe that the compulsory components of students' terminological knowledge, abilities and skills are: understanding of the definition of the terms **"**term**"**, **"**terminology**"**; mastering the woodworking terminology; analysis of the taxonomy of nominations in the special purpose language, mastering thematic (semantic) groups of woodworking terms (groups of materials, types of sawn timber, technological processes and their components, processing imperfections, names of equipment, devices, workpieces and their elements, types of joints, special rooms, sections, finishing methods, product names, etc.); understanding of lexical-semantic processes occurring within the terminological system of profession; ability to analyse terms by their structure, belonging to parts of speech; ability to analyse woodworking terms by the method of their creation; mastering the rules for combining terms into phrases.

Studying the structure and semantics of woodworking terms will deepen students' understanding of the formal attributes of special concepts, will contribute to the conscious use of professional terms by students, and their normative use in professional texts. The development of students' skills to reasonably choose word-formation tools for creating new professional terms is extremely relevant for their future research activity.

Such an algorithm of analysis will deepen understanding of the formal attributes of special concepts, will contribute to the conscious use of professional terms by students in professional texts. It is established that the logical group of methodical techniques (analysis, synthesis, comparison, juxtaposition, analogy, generalization, etc.) is optimal for mastering woodworking terminology. Only consistently organized learning activities will ensure the formation of a future specialist's ability to correctly apply terminological vocabulary in all areas of professional activity.

We believe that the proposed term analysis algorithm can also be used to form a system of terminological knowledge in students of other specialties.

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Primary Paper Section: A

Secondary Paper Section: AM

MOTIVATORS OF COGNITIVE ACTIVITY, ACCOMPANYING EMOTIONS AND FEELINGS IN THE CONDITIONS OF TRADITIONAL AND E-LEARNING THROUGHOUT LIFELONG

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Abstract: The article presents the theoretical and experimental results of the research of cognitive activity, which is carried out with an emphasis on motivators of traditional and e-learning throughout life, as well as the accompanying positive and negative emotions and feelings. During the research, we attributed to the motivators the content of learning, learning process, activities and result. These motivators make a person want to act with a certain intensity and direct his activity in lifelong learning. Accompanying emotions play the role of internal signals of motivators of cognitive activity, situationally regulate the cost of body resources, increase or decrease the intellectual activity of man in the learning process. Feelings indicate a stable motivational significance for a person of a certain motivator of cognitive activity, as well as indicate the emotional experience that a person has gained in previous stages of learning, affect the processes of mutual and self-evaluation. As a result of experimental research, the priority of the components of content, process and result as motivators of human cognitive activity in the period of preparation for professional activity (22-23 years) and in the period of its implementation (30-32 years, 40-42 years, 50-52 years) are considered.

Keywords: Activity, result, Cognitive activity, Emotions, Feelings, Learning content, Learning process, Lifelong learning, Motivator of cognitive activity.

1 Introduction

Human activity is a manifestation of life and a condition of development. N. Bordovskaya and S. Rozum [3] characterize human activity as immanent, i.e., always inherent. Activity is determined by the action of motivating forces, to which scientists include needs, desires, desires, and so on. It is through these internal motivating forces that any external influence is refracted. That is, all external influences always cause, activate a certain need, which becomes a motivating force for action (activity), and the motive sets the general direction of action. Cognitive activity is a necessary attribute of lifelong learning. This is a trait of man, which is manifested in his readiness and desire for activity. This is the implementation of activities [31].

In the context of lifelong learning, cognitive activity is a characteristic of human activity, manifested in its attitude to the content and learning process, the desire to effectively master the knowledge and means of activity in optimal time and mobilize moral and volitional efforts to achieve goals.

In the development of cognitive activity M. Davydyuk [8] distinguishes 4 levels:

1) Zero level (characterized by lack of initiative, lack of independence and the presence of gaps in knowledge and skills);
2) Reproductive level (there is a stimulating and productive initiative, independence at the level of copying, knowledge of program material within the textbook, lack of skills);
3) Search level (characterized by heuristic initiative, independence, knowledge of program material, ability to perform atypical tasks);
4) Creative level (characterized by the focus of initiative, the presence of independence, knowledge and skills to discover the subjectively new or to develop an objectively new).

N. Bordovska and S. Rozum [3] note that achieving or not achieving the goal of cognitive activity, satisfaction or dissatisfaction of cognitive needs is experienced in the form of emotions and feelings. Scientists characterize emotions differently.

K. Izard [11] defines emotions as something that is experienced as a feeling that motivates, organizes, and directs perception, thinking, and action.

According to O. Leontiev, emotions play the role of internal signals and stimuli. They do not contain information about external objects, their connections and relationships, objective situations in which the subject's activity takes place, but express, first of all, the connections between the motives of activity. Emotions perform the function of motivating activities, but they are not motives themselves. They do not subordinate activity to themselves, but are its regulator and mechanism of movement. They give a subjective colour to everything that happens around us [18, p. 164].

Negative emotions determine the mobilization of human resources, while positive emotions minimize the cost of resources [38]. Negative emotions inform a person about unfavourable situation, the need to change it, while positive emotions indicate well-being and do not stimulate action [2].

That is, situational emotions reflect the subjective meaning of objects in specific conditions. Relative stability is inherent in another form of experiencing the satisfaction or dissatisfaction of cognitive needs, achieving or not achieving the goal of cognitive activity. It's a feeling.

Feelings are a form of humans' experience of their attitude to objects and phenomena of the surrounding reality. In contrast to situational emotions, feelings highlight phenomena that have a stable motivational significance.

In ontogenesis, feelings emerge later than situational emotions. Their formation depends on the development of individual consciousness, which is caused by educational influences. The objects of feelings are, above all, those phenomena and conditions on which the development of events depends. These phenomena and conditions are significant for a person and are perceived by him emotionally.

Feelings arise as a result of the generalization of emotional experience. Formed feelings become the leading formations of the emotional sphere and begin to determine the dynamics and content of situational emotions. In turn, situational feelings clarify the content of feelings about a particular situation and encourage a certain activity. In the process of forming a personality, feelings are organized into a hierarchical system.

Some feelings take the lead, while others become potential with unrealized tendencies. The content of the dominant feelings determines the important characteristics of the orientation of the individual. Cognitive activity generates in a person cognitive or intellectual feelings (feelings of the new, feelings of doubt, feelings of satisfaction with the process, the result). Their subject is the learning process itself, its outcome and a generalized sense of love for the truth.

An example of feelings that reflect the emotional attitude to social reality can be a sense of belonging to a particular group, a sense of loyalty to the group (institution). In the context of cognitive activity, social feelings determine a person's attitude to the educational institution, other participants in learning, to himself.

2 Materials and Methods

Motivator is that which causes the desire to act, which, in turn, causes and directs cognitive activity. Thus, understanding the essence of the motivator is not possible without understanding the essence of the phenomenon of "desire to act".

The desire to act is a motive with a clear awareness of the need, its objects and possible ways to meet the need to learn something new. That is, the emergence of the desire to act indicates that the need that was experienced passed into the thought of the possibility of its realization. The possibility of constructing a plan of cognitive activity is explained by the fact that desire has a motivating force and sharpens awareness of the purpose of future action and how to achieve it.

In the research, we focused on such motivators of cognitive activity as: 1) the content of learning; 2) the learning process; 3) activity; 4) the result. We also took into account that the manifestation of cognitive activity can occur during the organization of traditional forms of learning (Learning is organized in a certain audience; participants in the learning process interact directly with each other) and e-learning (Learning is organized on the basis of electronic technologies, especially the Internet. Technologies allow participants in the learning process to learn remotely).

Various methods were used in the research, namely: theoretical (analysis of scientific data, ordering and systematization of selected information, generalization of results) and empirical (testing). The experimental part of the research involved 625 students (future teachers) aged 22-23 years and teachers aged 30-32 years, 40-42 years and 50-52 years for 630 people of each age category.

3 Results and Discussion

3.1 The Content of Learning as a Motivator of Cognitive Activity, Accompanying Emotions and Feelings

The content of education is a translational model of social experience. The content of education in every country of the world is defined as a national heritage [19, p. 255]. The content of education in different countries is an appropriate translational model of social experience. Its construction is based on an information array of quantitative and of qualitative data. The content of education as a translational model of social experience generally reflects reality. It also defines the socio-pedagogical context, which: 1) meets modern needs; 2) meets future demands, which are formed in accordance with the development of society and the transformation of its needs.

The content of education is a dosed and structured presentation of a certain part of the content of education to the participants of the learning process.

The content of learning as a motivator of cognitive activity arouses the desire to act to learn the facts, the essential connections between them, the essence of various phenomena, their origins, rules as generalized methods of action, and so on.

V. Ilyin [10] defines three levels of development of motivation by the content of training: the first level – interest-hobby; the second level – interest-attitude; the third level is the interest-orientation of the personality, which arises on the basis of the formation of a stable dominant system of motives. In the context of ontogenesis, interest-interest (ie the level of development of motivation by content) arises on the basis of reflex-oriented human reaction.

According to the results of M. Morozova's research, cognitive activity is first directed to certain facts and phenomena. As the accumulation of knowledge, cognitive activity goes beyond the descriptive factual content and is aimed at understanding the causal relationships between the phenomena being studied [30].

According to the results of the educational project "AXIA" [23; 24] a person experiences the need to learn something throughout life (Figure 1).

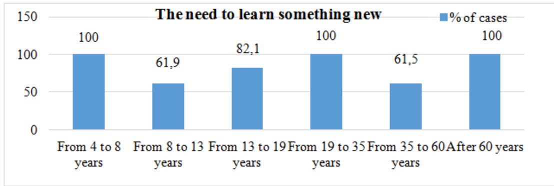

Figure 1 – A person's experience of needing to learn something new throughout life

As shown in Figure 1, the need to learn something new is a cross-cutting need, but dominates in 100% of cases among other needs only at the age of 4 to 8 years, from 19 to 35 years and after 60 years.

It is important to note that the content of learning as a motivator of cognitive activity may fade if the learning does not take into account certain features of content processing.

1. One scientific concept is learned in an average of 1.8 minutes [34, p. 552] only if a person is interested in learning and feels the need for knowledge.

2. One page of the textbook contains an average of 1800 characters, if a person of any age cannot work with information on the page of the textbook (separate primary and secondary information), the content of training "does not work" as a motivator of cognitive activity.

3. As a result of one-time reading of the textbook a person can learn material that does not exceed 20-25% of its content.

As a result of experimental research, I. Pidlasy [34] found that the highest results of mastering the content of the text are achieved when learning, or rather working with a particular text, lasts from 1.5 to 2.5 TORT. The TORT criterion is the time for one-time reading of the text. This criterion allows comparing the cost of time to study different in volume and complexity of the material. Also it enables determining the time required for quality processing of a certain part of the learning content and maintaining cognitive activity at the optimal level.

Formula: ODWopt. = TORTtext + k × TORTtext, where

ODWopt. – optimal duration of work with the educational text;

TORTtext – the time for one-time reading of the text;

k is the coefficient of learning for different groups of people, for groups with a low level of learning k = 1.5–1.6; for groups with an average level of learning k = 1.3–1.4; for groups with a high level of learning k = 1,1–1,2.

To illustrate the process of using the TORT criterion, the scientist gives the following example. Students can read the text of a textbook paragraph in 8 minutes. This means that the TORT of this text is 8 minutes. The text will be read by students with a coefficient of learning 1.4. One has to substitute the data into the formula as follows: ODWopt. = 8 + 1,4 × 8 = 19,2. To ensure the optimal level of cognitive activity, work with the text should last 20 minutes.

Information in itself does not have any impact on the motivational sphere of man and does not cause certain emotions. Accompanying emotions and feelings will arise only when the content of information meets the actual needs of man. If the content of learning meets the existing needs, it finds a response in the mental and emotional spheres of a person who learns throughout life. If the content of education arouses a person's interest, feelings of joy, satisfaction, excitement, etc., we can hope for the emergence of needs and motives, cognitive activity [22].

3.2 The Learning Process as a Motivator of Cognitive Activity, Accompanying Emotions and Feelings

The learning process is a dynamic interaction (cooperation, partnership) of participants in the learning process, which is aimed at active learning of the content of education, personal development.

According to the results of the "AXIA" [25, 26] educational project, the need to learn something new while communicating is most effectively met. In the process of learning communication provides the maximum result, if organized:

- With tutor and teacher – from 4 to 8 years;
- With classmates-friends – in the period from 8 to 13 years and 13 to 19 years;
- With colleagues – in the period from 19 to 35 years and from 35 to 60 years;
- With new acquaintances – after 60 years.

The learning process as a motivator of cognitive activity unfolds differently in ontogenesis. At the beginning of school the child is attracted not by the content, but the process (drawing process, sculpting process, the process of listening to the story, etc.) [14].

In the period of systematic learning, the quality of the organization of the learning process acquires special significance. However, in one class, in the same conditions of quality organization of the learning process, we can observe five groups of students who have different attitudes to learning activities, which is accompanied by different cognitive activity [4, 5, 36].

Group I (more students in the class) are students-performers, in the lesson they are honest and diligent, but show an average level of cognitive activity. Assimilation of knowledge for this group is only a means of satisfying the need: to please parents, to gain authority in the classroom, to earn the praise of the teacher.

Group II (4-5 students of the class) are students with intellectual initiative and a high level of cognitive activity, which is realized in the desire to work independently, quickly find answers to the teacher's questions.

Group III (2-3 students in the class) are students who are constantly in a state of mental stress and a high level of cognitive activity. They come up with interesting puzzles, successfully choose words, are able to find an analogy in life to the studied. These students are not afraid to make mistakes, because they are more interested in the learning process than grades for learning.

Group IV (4-5 students in a class) are students who are guided not by a cognitive motive, but by the desire to be like everyone else. Cognitive activity of students in the classroom is low. They cannot complete the learning task on their own.

Group V (2-3 students in the class) are students with a negative attitude to learning. Mental efforts tire them quickly. They learn only because adults demand it.

The learning process as a motivator of cognitive activity should be organized:

1. Taking into account three levels of cognitive activity:

- Level I – elementary (attractive are the processes of drawing, modeling, listening, reading).
- Level II – active (attractive processes of thinking, reasoning).
- Level III – cognitive (attractive are the processes of cognition, intellectual search and movement to the truth).

2. Taking into account the type of cognitive activity that is inherent in each student (group of students). This can be:

- Executive type of cognitive activity (like to perform tasks);
- Search and performance type of cognitive activity (like purposeful search for information necessary to perform the task);
- Creative type of cognitive activity (to develop new tasks, exercises, tasks, projects).

In the conditions of distance learning the manifestation of cognitive activity is influenced by various phenomena and processes. In particular, these are:

1. The sense of belonging experienced by participants in online learning. As a result of a study conducted by S. Peacock, J. Cowan, L. Irvine, J. Williams it was found that the formation of a sense of belonging is influenced by the actions of the teacher, which are aimed at [33]:

- The organization of interaction between participants in online learning;
- The formation of enthusiasm for the process (passion for the process);
- Adherence to the culture of communication;
- Introduction of didactic and psychological support for each participant.

2. In the conditions of distance learning phenomena and processes influence learning, and in the manifestations of cognitive activity. In particular, these are:

- The feelings of belonging experienced by participants in online learning;
- The feelings satisfaction participants' online learning.

According to the results of the study of the feeling of satisfaction in participants of postgraduate distance learning, R. Andoh, R. Appiah, and P. Agyei [1] formulated the following conclusion: the emergence of a feelings of satisfaction does not depend on age, article or study program, but largely depends on the location of the training centre and study period.

3. The level of self-efficacy and awareness of the value of the task

According to the D. Lee, S. Watson, W. Watson [16] study, students with a high level of self-efficacy were much more likely to choose a strategy of self-directed learning than students with a low level of self-efficacy. Students who assigned high value to the task showed a higher level of cognitive activity and higher learning outcomes compared to students for whom the value of the task was low or medium.

According to the results of V. Onyschuk's [32] experimental research, different ways of organizing the learning process aroused different emotions in students. Negative attitude to the learning process is evidenced by the following considerations of students: I did not like the English lesson, because we worked very little. I did not like the lesson of the native language, because the teacher is in a hurry and you do not have time. I did not like the history lesson because the material was repeated for a long time. I did not like the algebra lesson because I did not solve many examples and problems. Positive attitude to the learning process: The physics lesson was interesting because they solved problems and drew diagrams. According to V. Onyschuk's [32] generalizations, students like the learning process, during which they are active, sufficiently loaded with educational work, independently solve problems, perform tasks (make diagrams, perform experiments, analyze a piece of music, etc.).

The learning process evokes positive emotions if there is:

- Focus on autonomy (maintaining the student's own cognitive initiative, the ability to make choices, involvement in independent problem solving, focus on student perspectives);
- Focus on the structure (the teacher acts as a leader for the student in the educational environment, creates the necessary field for his activities, rationally organizes

cognitive activity, provides feedback on the movement in the field of activity);
- Focus on the student (the teacher gives the student time, attention and gives the opportunity to make subjective discoveries, to express themselves) [41].

Positive feelings in the learning process arise as a result of understanding the processes of "what to do" (elementary level), "how to do" (activity and cognitive levels) and their separation from each other. Decreased cognitive activity is observed in cases where in the learning process there are: excessive attention and insincere praise, unjustifiably overestimated or underestimated, derogatory criticism and disregard for attention.

3.3 Activity as a Motivator of Cognitive Activity, Accompanying Emotions and Feelings

Activity motivation refers to the structural elements of the activity itself. That is, activity as a motivator excites and directs human activity to actions and operations as part of a particular activity.

To motivate the activity, it is necessary to understand the process of the activity (performing a certain type of exercises, solving a certain type of task, etc.).

V. Shadrikov identifies three stages of development of motivation [37]:

- Stage I "I want" (in the choice of activities and activities are determined by the wishes of the child);
- Stage II "possible" (adults begin to limit the child's desires);
- Stage III – "should" (adults ignore the wishes of the child).

Yu. Kulyutkin and G. Sukhobskaya [15] singled out the following motivation strategies for the implementation of activities:

1. Realistic strategy – in the process of choosing an activity a person takes into account the importance of the level of their achievements depending on the complexity of the task and the value of the result. Selects tasks of medium difficulty, which allows identifying the level of their capabilities and probably get a sufficient level of results.
2. Risk strategy – a person motivated by prestige and level of achievement, chooses tasks (tasks, projects) of high complexity, taking into account the probability of low success.
3. Cautious strategy – a person unmotivated or unsure of his abilities prefers those tasks (tasks, exercises, projects), the possibility of solving which is beyond doubt.

The authors of these three strategies of motivation note that the strategy of choice of activity is determined by individual qualities of the individual, and also depends on the conditions of activity. In different situations for a person is characterized by different strategies for motivating activities [15]. For example, a child is interested in the process of solving mathematical problems, he chooses a problem of high complexity, seeking to satisfy their interests and realize their abilities. However, in the literature lesson her motives are others, which, in turn, affects the choice of complexity of the task.

An integral condition of the transition of learning motivation from interest to individual facts to the level of cognitive interest in the laws, causation, nature and origin of objects and phenomena of the objective world, which characterizes the creative level of cognitive activity, is the possession of information. After all, the boundary between reproduction and creativity is conditional and mobile, the qualitative transition from one type of activity to another depends on the accumulated number of elements at the previous stage [13]. The more elements of creativity accumulate in reproduction, the closer the transition to a qualitatively new, creative type of knowledge.

Thus, the main actions of reproduction are: 1) recognition and deep awareness of information; 2) systematization and assimilation of the essential; 3) reproduction and application of knowledge in practice. The main categories of creativity are full or partial independence; search for possible options to achieve the goal; creation of a new (in individual development) product. Creative learning is based on forecasting – predicting possible outcomes. Prediction is possible only on the basis of reproduction of logically ordered information that reflects the relationships between phenomena and objects [13].

If a person seeks to carry out certain activities, then there is reason to talk about the emergence of motivation for this activity. S. Zanyuk [42]. Low level of cognitive activity indicates a decrease in interest in this activity, the extinction of positive emotions in the absence of control by adults. The average level of effectiveness is the presence of motivation in semi-obligatory situations. A high level of effectiveness of motives is manifested if the educational activity takes place, despite obstacles and lack of control by the teacher [7].

3.4 The Result as a Motivator of Cognitive Activity, Accompanying Emotions and Feelings

Motivation as a result is a steady identification of a person's need to succeed in work. This motivational quality of personality is called "achievement motivation" [9] and others. The basis of achievement motivation is: 1) the desire to enjoy the achievement of results; 2) fear of failure [10].

Scientists have developed various theories to explain the motivation to achieve. Weiner's attribution theory [40] is based on the comparison of the explanation of successful and unsuccessful results of activities with motivation. According to the generalizations of the scientist, individuals who are motivated to succeed, explain successful results, internal factors (especially high abilities), and failure – the lack of effort, sometimes adverse circumstances. Individuals in whom the motive of avoiding failures prevails explain success by external factors (luck, ease of the task), and failure – by their inability and excessive complexity of the task.

H. Heckhausen [9] developed the concept of the motive of achievement. The basis of the concept – the following components of the self-esteem system [9]:

- Individual relative norm (the results of the action are correlated with the previous results of the person and there is an improvement or deterioration of his achievements);
- Social relative norm (comparison with the corresponding results of other people);
- Subject (immanent) (evaluation criteria follow from the features of the task). The scientist found that the most favorable impact on the current motivation of achievements in the classroom, on academic performance, the formation of orientation to success and interest in subjects has the application of the teacher's individual relative norm of assessment. Students tend to master the relative norm of assessment, which is followed by the teacher. Students use this norm during self-assessment.

Also the motivator can be to get the result, the opportunity to take a certain position in the team, get approval, and for first-graders to perform the duties of a student [14].

Achievement-oriented behavior implies that everyone has motives to succeed and prevent failure. However, each individual has a dominant tendency to be guided by either the motive of achievement or the motive of preventing failure. The motive for achievement is related to productive performance, and the motive for preventing failure is related to anxiety and protective behavior. The predominance of one or another motivational trend is always accompanied by difficulties in choosing a goal. After completing a series of exercises and receiving information about successes and failures, students motivated to achieve overestimate their failures, and motivated to prevent failure, on the contrary, overestimate their successes.

In the case of simple and well-developed skills motivated to prevent failure work faster. Their results decline more slowly. When performing problem-solving tasks that require productive thinking, these students worsen their work when time is limited, and for students who are motivated to succeed, their work improves.

It is important to emphasize that the result as a motivator of cognitive activity and related emotions and feelings in the context of traditional learning and e-learning are different. In the context of traditional learning, students with average abilities will be much more motivated to achieve results and prevent failure. Neither very smart nor incapable students will have a strong motivation associated with achievement, and experience the accompanying emotions and feelings, because the situation of the competition will seem to them either "too easy" or "too difficult" [39].

Summarizing the work of scientists, we can formulate the following conclusion. During the implementation of e-learning there is:

1. Insignificant influence of the level of motivation on academic success [35].
2. Significant influence on the academic achievements of the depth of perception of what is being studied and the time during which the educational activity was carried out (Relationship between).
3. Significant influence of the competitive psychological climate in the professional team on increasing motivation to learn, cognitive activity and results of e-learning of working people [18].

The result as a motivator of cognitive activity may be accompanied by the experience of negative intellectual emotions, which are associated with the control and evaluation by the teacher of the results of students [30]. Also, negative intellectual emotions arise when there is no success in learning [30]. The lack of a positive result in learning, accompanied by negative experiences, leads to a negative attitude of students to certain subjects, prevents the emergence of cognitive interests [20], and strengthens the desire to succeed, leads to new, rational ways to learn.

We supplemented the theoretical generalizations on the research problem with empirical data. For two years, we studied the motivators of cognitive activity in students (ages 20-22) and working teachers (ages 30-32; 40-42; 50-52) (Figure 2).

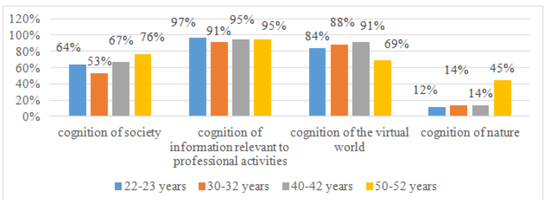

Figure 2 – Components of the content of learning as a motivator of cognitive activity and the priority of their impact on the person during lifelong learning

Based on the comparison of the data in Figure 2, we can conclude that the content of learning as a motivator of cognitive activity has a different direction in the period of preparation for professional activity (22-23 years) and during its implementation (30-32 years, 40-42 years, 50-52 years). For all categories of respondents, content that contains information relevant to professional activities is important. The content of learning, which is focused on both cognition of society and cognition of nature, is beginning to attract the attention of the largest number of respondents aged 50-52. Instead, the content of learning, which contributes to the cognition of the virtual world, causes an increase in cognitive activity from 22 to 42 years.

Analysis of the data in Figure 3 shows that such processes as reading and research of phenomena and processes of the surrounding world cause cognitive activity in only a small number of respondents. Instead, the search for relevant information and discussion of phenomena, processes of the real world, a significant number of respondents attributed to the motivators of cognitive activity. The obtained data indicate that the highest possible level of cognitive activity can be achieved if dialogic technologies are used to organize the traditional learning process and e-learning.

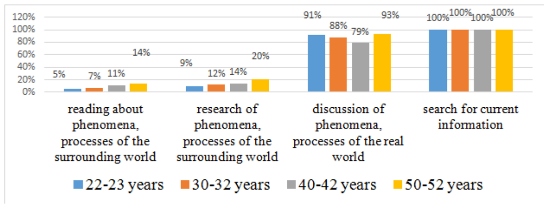

Figure 3 – Components of the learning process as a motivator of cognitive activity and the priority of their impact on the person during lifelong learning

Based on the comparison of the data in Figure 4, we can conclude that self-realization and emotional satisfaction as a result cause cognitive activity in the largest number of respondents.

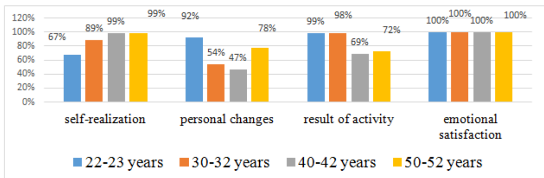

Figure 4 – Components of the result as a motivator of cognitive activity and the priority of their impact on the person during lifelong learning

As a result, personal changes cause cognitive activity in the largest number of respondents aged 22-23 years, and in the smallest number of respondents aged 40-42 years. The result of educational activity is a motivator of cognitive activity for respondents aged 20-22, and the result of professional activity - for respondents aged 30-32.

4 Conclusion

Human activity is a manifestation of life and a condition of development. Cognitive activity is a necessary attribute of human lifelong learning. Accompanying emotions and feelings are a mental reflection of the meaning of cognitive activity.

A motivator is something that makes one to want to act. The motivator of cognitive activity is what causes activity and directs it. Motivators of cognitive activity include the content of learning, learning process, activities, results. The action of motivators of cognitive activity can be observed during the organization of e-learning and traditional (this is learning that is organized in a certain audience based on the direct interaction of participants in the learning process).

The content of learning as a motivator of cognitive activity should arouse the learner's desire to act to learn the facts, the essential connections between them, the essence of various phenomena, their origins, rules as generalized methods of action and more. The desire to act is a motive with a clear awareness of the need, its objects and possible ways to meet the need to learn something new. The content of training "works" as a motivator of cognitive activity if:

- During the training the peculiarities of processing the content of training during e-learning and in the traditional form are taken into account;
- The person shows interest, feels the need for knowledge;

- The content of information meets human needs, relevant to professional activities, provides knowledge of the virtual world and society.

The learning process as a motivator of cognitive activity refers to the dynamic interaction (cooperation, partnership) of participants in the learning process, which is aimed at active learning of the content of education, personal development. For people of different ages, the learning process "works" as a motivator of cognitive activity in different ways. The child is attracted by the process itself (drawing process, sculpting process, listening process, etc.), the student – the organization of the learning process, the adult – the practical orientation of the learning process. The learning process “works” as a motivator of cognitive activity and is accompanied by positive emotions when participants in online learning experience a sense of belonging [33] and a sense of satisfaction [1]. Also, participants in online learning attribute high value to a learning task or task [18]. They are aware of and distinguish between the processes of "what to do" (elementary level) and "how to do" (activity and cognitive levels). Also, participants in online learning search for relevant information and discuss real-world phenomena and processes.

Activity as a motivator of cognitive activity excites and directs human activity to actions and operations as part of a particular activity at the level of reproduction and creativity. One and the same person may be motivated to perform one activity at the level of reproduction and another at the level of creativity. The low level of cognitive activity in the context of traditional and e-learning indicates a decrease in interest in this activity, the extinction of positive emotions when the control of the teacher or teacher is reduced or absent. We can talk about a high level of cognitive activity when the activities take place, despite obstacles and lack of control by the teacher.

The result as a motivator of cognitive activity directs human activity both to achieve success in activities and to prevent failure. In the context of traditional learning, the result as a motivator of cognitive activity in different ways motivates people of different ages and different levels of development of abilities. In e-learning, the depth of perception of what is being studied, the amount of time during which the study material was processed, the emotional experience of a person's competitive psychological climate in the team indicate cognitive activity aimed at academic achievement.

During learning, a sense of belonging and emotional satisfaction have a stable motivational significance for a person. The presence of these feelings enhances cognitive activity during traditional and e-learning. It also has a positive effect on the processes of mutual and self-evaluation and on cognitive activity in the absence of control by the teacher or lecturer.

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DECREASED LEARNING MOTIVATION AS A SCIENTIFIC PROBLEM OF THE CENTURIES

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Abstract: The study aims to summarize scientific data on the prerequisites for reducing learning motivation as a process actively studied by scientists in the last centuries and experimentally prove the changing needs of learning motivation depending on social development and the presence of early formation of a stable cognitive interest in activities that are relevant in the new social environment. Decreased learning motivation can be manifested as a negative attitude towards learning in general, specific subjects, and certain activities. Reducing the motivation to learn can be caused by fatigue, loss of social position, insufficient or excessive mental activity, and the formation of a formal attitude to learning.

Keywords: Interests, Learning motivation, Motives, Motivational sphere of personality, Needs, Preconditions of extinction of learning motivation, Students of 1-6 and 7-8 grades, Teacher.

1 Introduction

"I don't want to study!" "My child does not want to learn!" Unfortunately, these expressions pass from one century to another. Why and where does the desire to learn disappear? More than 50 years ago, in 1971, V. Ilyin and L. Katkova (1971) published the results of a study of the motivation of adolescents who study poorly [9].

As a result of the analysis, three groups of students were identified, who study poorly. In the first group, scientists united students with a negative attitude to learning in general and to certain subjects and certain types of activities organized by the teacher in class. The second group included students who have a positive attitude to learning in general, but do not cope with the study of one or two subjects, which, in turn, creates a negative attitude towards these subjects. In the third group, they brought together students who understand the need for learning in general, the usefulness of learning subjects, but have a negative attitude towards certain activities.

In 1973, V. Onyshchuk published the results of a research of interest as a motive for learning. The scientist found that 55% of students in grades 4-6 and only 25% of students in grades 7-8 want to know about various natural phenomena and processes in society. At the same time, 58% of students in grades 7-8 showed a strong cognitive interest in learning certain subjects and in self-acquisition of knowledge [24].

In 1975, B. Degtyarev investigated the decrease in learning motivation depending on the feeling of fatigue and its appearance in students during the lesson. Based on the analysis of the results of the study, which are described in the book by Yu. Babanskiy (1982), the following conclusions were made: 1. The largest number of students felt tired after completing the task, which did not arouse their cognitive interest (Figure 1).

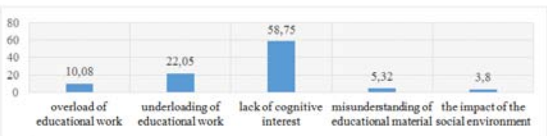


Figure 1 – Factors that cause students to feel tired during the lesson

In 1983, A. Markova attributed to the most important indicators of reduced learning motivation: passivity, indifference, unwillingness to be active and independent [17].

In 1984, G. Schukina explained the decrease in learning motivation for three reasons. The first reason – the redirection of cognitive interest. Adolescents and young people begin to focus on cognitive expectations of the position they will take in society after graduation. The second reason is competition of mass media (radio, press, television) with the school. Adolescents and young people began to satisfy their cognitive interests regarding the expectation of a life position through media reports. The third reason is the lack of purposeful work of teachers to develop students' cognitive interests, insufficient consideration of individual characteristics of students, the wrong style of relations between teachers and students who began to study poorly. The fourth reason – insufficient stock of knowledge, insufficient level of formation of skills, loss of faith in the forces and possibilities, discomfort in relations with the teacher and (or) students [25].

In 1985, according to the results of a study by K. Drozdenko, the conclusion was formulated: the decrease in learning motivation and the formation of a negative attitude to this process is caused by the fact that the student loses his social position. In turn, this fact causes a decrease in intellectual achievement [5].

Based on the analysis of research data, scientists have formulated the following conclusions:

1. In students who study poorly, the motive of coercion by others (teachers, parents) dominates. 2. This category of students does not show cognitive interest. 3. Loss of cognitive interest was caused by experiencing failures in learning. 4. Failures in learning led to dissatisfaction with their position in the classroom, as well as conflicts with teachers and students. 5. Students who do poorly manifest subject-oriented development of cognitive interests, in particular, their interest was focused on the content of the humanities, physical education, and work [9]. 6. The appearance of a feeling of fatigue in students during the lesson. 7. Redirection of cognitive interest in adolescents and young people. 8. Competition of mass media (radio, press, television) with school. 9. Shortcomings (gaps) in the work of teachers and students [25]. 10. Loss of a student's social position [5].

2 Materials and Method

We considered the decline in learning motivation as a scientific problem that took place in the twentieth century and is taking place in the 21st century, based on the generalization of scientific data about:

- The essence of the phenomenon of "learning motivation";
- Motivational sphere of personality;
- The influence of needs, interests, motives on the learning motivation;
- Prerequisites for reducing the motivation to learn according to research conducted in 1985 and 2008.

Scientific data on experimental verification of availability in 2021 are also summarized:

1) Manifestations of needs of learning motivation (motive of well-being, motive of duty to the teacher, motive of self-determination, motive of self-improvement, motive of avoiding troubles, social motives, motive of self-realization, cognitive motives directed to oneself and motives aimed at social and natural worlds);
2) Manifestations of dominant cognitive (general / special) and social needs (bases of formation of stable cognitive interest in pupils of 1-6 grades).

The theoretical part of the study was conducted for two years. The experimental part of the study was implemented during 2021.

624 3rd grade students and 25 teachers were involved in the study of learning motivation. The research of dominant cognitive (general / special) and social needs as a basis for the formation of sustainable cognitive interest involved 638 1st grade students, 641 2nd grade students, 624 3rd grade students, 623 4th grade students, 622 5th grade students, 628 5th grade students, 628 6th grade students and 150 teachers.

The research methodology included the analysis of the concept of interaction of external and internal factors in mental development (H. Kostiuk, 1989; P. Yakobson, 1969 and other scientists). General psychological positions on the essence and development of personality in the process of activity (H. Kostiuk, 1989; A. Leontiev, 1975), of attribution theory explain the motivation of successful and unsuccessful results (B. Weiner); the concept of achievement motive based on different types of self-esteem (H. Heckhausen), theories of cognitive assessment [4] are applied.

We organized research using the following methods: theoretical (analysis, synthesis, systematization, comparison, generalization) and empirical (observations, experiment, conversations, surveys, method of diagnosing conscious learning motives [1]).

The method of diagnosing conscious learning motives consisted of three stages. At each stage, cards were used on which one judgment was recorded. In the first stage, the teacher read the judgments to students who cannot read. The student's task is to say one of the phrases: "I really, really want", "I want", "I do not want".

Depending on the words the student said, the teacher laid out the cards with judgments in three piles in order of importance, starting with the most important. In the second stage, the teacher read to the child judgments from the cards that were assigned to the first pile. The student's task is to say one of the phrases: "I really, really want", "I really want", "I want". Depending on the student's words, the teacher laid out the cards with judgments in three piles in order of importance, starting with the most important. In the third stage, the teacher took the cards of the first stack and read the judgments. The student said "I really want" or I want". Students who can read performed all the steps of the three stages independently. The teacher only recorded the results of the choice of judgments.

Student's words at the first stage – I really, really want or want or do not want; at the second stage – I really, really want or really want, or I want; at the third stage – I really want or want.

2.1 Judgments that were Written on the Cards One by One

1. I want to study well. 2. I want to fulfill the requirements of the teacher quickly and accurately. 3. I want to be responsible for learning in front of the class. 4. I want to finish school and continue my studies. 5. I want to be a cultured and educated person. 6. I want to get good grades. 7. I want to receive praise from teachers and parents. 8. I want my classmates to always have a good opinion of me. 9. I want to be the best student in the class. 10. I want my answers in lessons to always be better than others. 11. I want to have authority among my comrades. 12. I want my classmates not to blame me for poor learning outcomes. 13. I want my parents and teachers not to quarrel with me. 14. I don't want to get bad grades. 15. I want to know something new. 16. I want to solve learning problems in a difficult way. 17. I want to think a lot in class. 18. I want to perform difficult tasks, overcome difficulties. 19. I want to move more. 20. I want to be happy and have fun. 21. I want to tell, read, perform various tasks. 22. I want to train my memory, thinking, imagination. 23. I want to know the world around me. 24. I want to interact with the natural world. 25. I want to communicate with the social world. 26. I want to communicate via the Internet. 27. I want to communicate via the Internet for interests. 28. I want to communicate via the Internet in social communities. 29. I want to create my web page.

During the processing of the results of the introduction of the methodology for the diagnosis of conscious learning motives, cases of coincidence were taken into account. This is when students of grades 1-6 chose the same needs at the I, II and III stages of implementing the methodology. If such a coincidence was not recorded, the student's choice of judgment was considered random.

Using the methodology, the following was determined:

- For 3rd grade students - the needs of the motive of well-being, of the motive of duty to the teacher, of the motive of self-determination, of the motive of self-improvement, of the motive of avoiding trouble, of social motives, of the motive of self-realization, self-directed cognitive motives and motives aimed at the social and natural worlds;
- For students in grades 1-6 - the presence of dominant cognitive (general / special) and social needs as a basis for the formation of sustainable cognitive interest.

3 Results

The authors included the following prerequisites for reducing learning motivation: 1. Failure to take into account during training changes in the content of needs caused by the development of society. 2. Failure to take into account during distance learning the early formation of a stable cognitive interest in activities that are carried out using a computer (for 100% of students in grades 1-6).

Motivation is defined as follows:

- A system of motives that are the motivating causes of human activity. It is a set of factors reflected in the consciousness, which determines a manifestation of a person's volitional activity, it is a set of motives that cause human activity and determine the strength of this activity, it is a certain internal force that forces a person to act in a specific way;
- A set of motivating factors that include the activity of the organism and determine its direction [28].
- Action or set of intentionally planned actions-measures that cause motives [16].

Learning motivation is a set of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities. These are motivating factors (motivators) or (and) purposeful actions of others that cause activity in learning and direct it in the right direction.

S. Moskvichev (2013) [23] identifies such types of learning motivation as:

- Natural motivation (dominated by the need for information and learning);
- Mental motivation (dominated by cognitive needs);
- Microsocial motivation (dominated by the need for recognition by peers and adults).

Learning motivation can be directed: 1) to the subject being studied; 2) to another person; 3) to the person [17].

The formation of learning motivation is carried out: 1) based on what is already the result of previous development of the psyche; 2) in specially organized actions, the implementation of which is accompanied by positive emotions.

Cognitive needs, interests and motives that determine the purpose of learning determine the strength of learning motivation.

3.1 Motivational Sphere of Personality as a Psychological Basis of Learning Motivation

The psychological basis of learning motivation is formed in the motivational sphere of personality. The term "motivational sphere of personality" refers to a system of internal dispositions that motivate, guide and organize human behavior as a subject of life [20].

The motivational sphere of personality is a complex formation, as it includes needs, motives, interests, goals, behavioral patterns, and so on. The motivational sphere of the personality is a significant formation, as the leading motives of life determine the direction of the personality. This is a dynamic formation, because the set of motives is formed and developed throughout a person's life.

3.2 Motivational Sphere of Personality: the Influence of Needs on Learning Motivation

The central component of the motivational sphere is the need. In psychological sources, the essence of the concept of "need" is defined differently, namely: the feeling (awareness of necessity), which is experienced as internal tension, causes mental activity associated with goal setting [8];

- The main driver of behavior that directly encourages activity [3];
- The internal prerequisite for activity, as well as what directs human activity [15];
- A state of dissatisfaction that motivates, directs human behavior and acts as a source of motivated activity [7]; source of activity [28].

S. Melnichenko clarifies that the need determines a person's behavior only when it passes from a latent state to the level of sensations and awareness [20].

E. Deci and R. Ryan formulated the following conclusions: 1. Psychological well-being is directly determined by the process of satisfying basic needs (needs for self-determination), needs for competence (needs to be a professional), needs for meaningful relationships (needs to be patriot).

2. The higher the level of satisfaction of basic needs, the higher the level of psychological well-being of the individual (experience of happiness, a sense of fullness of existence and self-actualization).

In 2000, at the University of Rochester (Department of Clinikal and Social Sciences in Psychology) E. Deci and R. Ryan proved that the basic human needs are a sense of competence and self-determination. Satisfaction of these basic needs in this or that activity activates the mechanism of formation of internal motivation to this activity. In turn, the implementation of activities creates a need for meaningful relationships. Thus, a number of basic needs complement each other in the following order: the need for self-determination (the need to be a person) → the need for competence (the need to be a professional) → the need for meaningful relationships. Scientists have also developed a theory of cognitive assessment [4].

The essence of the theory is as follows: a person in the process of activity evaluates three parameters: 1. Causal (a person seeks to find out what is the cause of his actions - himself or an external cause). 2. Competence (a person seeks to determine own effectiveness in the activity). 3. Social (the person involved in the activity seeks to find out how much his activity contributes to the maintenance of meaningful interpersonal relationships) [4].

3.3 Motivational Sphere of Personality: the Influence of Interest on Learning Motivation

The awareness of cognitive needs and the need for competence [10] indicates interest. Interest as a component of the motivational sphere provides a person's focus on understanding the purpose of the activity, promotes orientation during the implementation of activities, acquaintance with new facts, a fuller reflection of reality. Satisfaction of interest does not lead to its extinction, but causes the emergence of new interest, which corresponds to a higher level of cognitive activity.

There are four stages in the development of interest: interest, curiosity, cognitive interest, theoretical interest. At the stage of interest, the interest is situational. It arises quickly, and disappears when the situation changes. The emergence of interest is caused by the novelty of the object, its appearance, unusualness, brightness, but the desire to comprehensively consider the object or phenomenon, to know its essence is still absent. At the stage of curiosity, interest is characterized by the desire and efforts to learn about the object, accompanied by asking questions, cognitive actions and emotions of surprise and joy for the results. Cognitive interest and theoretical interest is accompanied by a desire to know the essence of the object, to establish cause-and-effect relationships, to plan actions and implement them.

A. Markova identifies the following types of interest in learning: 1) Broad educational interest, which has an undifferentiated nature. 2) Educational interest, accompanied by goal setting, task setting and implementation. 3) Interest in the results of activities (completed tasks, solved problem situations, assessments). 4) Simultaneous interest in facts, ideas, patterns, and their knowledge. 5) Interest in the methods and techniques of learning and the results of educational activities. 6) Interest in improving their educational work [17].

3.4 Motivational Sphere of Personality: the Influence of Motives on Learning Motivation

Motive as a component of the motivational sphere of man satisfies his primary (natural) and secondary (material and spiritual) needs. Scientists characterize the motive as: awareness of objects that a person needs; awareness of the actions necessary to achieve the desired goal; confidence in the possibility of achieving this goal [21];

- Conscious motivation of behavior and activity, which is a property of the individual and arises as the highest form of reflection of needs [12];
- The reason that determines the choice of directed behavior [28];
- This is all where the need is embodied (objects of the world, ideas, feelings, experiences) (Bozhovich, 1972);
- Considerations that the subject should follow (Godfrua, 1996);
- Construct of thinking, i.e., theoretical construction, not a real phenomenon [7].

L. Bozhovich distinguishes two types of learning motives. The first type of learning motives are motives that are related to the content of educational activities and the process of its implementation. These motives embodied cognitive interests, the need for intellectual activity, for mastery of new knowledge and skills. Type II learning motives - motives related to the child's relationship with the environment. These motives embodied the need for communication, evaluation, social recognition (to take a certain place in the system of accessible social relations) [3].

A. Leontiev identified three stages in the development of learning motives. The first stage is the dominance of motives in the minds of students that are aimed at the type of activity which is first evaluated by society. The second stage is the dominance of the motives of relations in school life, the class team, the school team. The third stage - the dominance of motives associated with the dominance of motives from broad social life and related to life prospects [14, 15].

In general, the dynamics of change of human motives during life can be represented as follows: game motives → learning motives → work motives.

Various classifications of motives have been developed in scientific works. We focus only on classifications that are relevant to our research.

Motives are classified into:

1. Broad social motives – arise under the influence of the social context of life and are associated with human relationships with the environment [3]. Broad social motives include: 1) Motives of duty and responsibility (to society, class, teacher, parents, etc.) 2) Motives for self-determination (understanding the importance of knowledge for the future, the desire to prepare for future work, etc.). 3) Motives for self-improvement (to develop as a result of learning) [22]; 4) Motives of social cooperation (predominance of focus on interaction with another person in the process of cognitive activity) [17].
2. Narrow personal motives: a) motives of well-being (desire to get approval, good grades); b) motives of prestige (desire to be the first student, to take a worthy place among comrades); c) motives for avoiding trouble (the desire to avoid trouble from teachers, parents, classmates) [17, 27].
3. Motives of internal and external nature (have respectively internal and external orientation) [27].
4. Cognitive motives (formed in the learning process and directly related to the content, process, and results of educational activities) [3]: motives related to the content of education (motivates a person to learn the desire to learn new facts, master knowledge, methods of action, understand the essence of phenomena, etc.) [27]; motives related to the learning process (motivates a person to learn the desire to show intellectual activity, reason, overcome difficulties in the process of performing tasks, i.e., captures the process itself, not just the results) [27].
5. Cognitive interest as a motive (born against the background of a general positive attitude to activity): cognitive interest in the content of activities [17, 18, 22]; cognitive interest in the process of activity, which consists in the desire to identify intellectual activity [17, 18, 22].

3.5 Prerequisites for Reducing the Learning Motivation in the Context of the Components of the Motivational Sphere of Students

On the basis of the analysis of scientific works, the following preconditions of decrease in educational motivation are defined:

1. Psychophysiological features of the functioning of the motivational sphere of students who begin school. For this category of students, the decrease in learning motivation causes:

- Insufficient effectiveness of motives – the motives themselves do not support educational activities for a long time;
- Instability of motives – motives are quickly satisfied, without the support of the teacher can fade and no longer be updated;
- Partial awareness of motives – students can not name the motives, i.e., what they like in a particular subject and why they like it;
- Weak generalization of motives – motives cover one or more objects that are united by external features.

2. Dominance of the need for learning outcomes in students, which correlates with knowledge, not with the methods of educational activities. In this case, the precondition for reducing the learning motivation is the lack of interest in overcoming difficulties in educational work.

3. Organization of educational activities on the basis of insufficient or excessive mental load of students, which leads to a decrease in interest in learning [3].

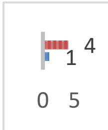
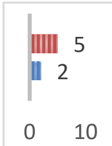
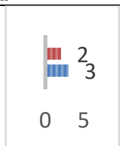
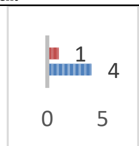
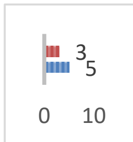
4. The use of low-content and insufficiently emotional educational material during the lesson, which, in turn, does not contribute to the development of cognitive needs, does not cause and does not form stable positive motives for learning [17].

5. Unawareness of external and internal motives makes students' learning activities undesirable, and learning motivation - negative.

6. The emergence of a formal attitude to learning, in the case of considerable attention to the requirements of the teacher, and not to the cognitive needs of students.

7. Failure to take into account the fact of development of the motivational sphere of students, in particular, changes in their needs, interests, dominant motives that are important for the learning process. To confirm this premise of reducing the learning motivation, we present the results of a study published by M. Matyukhina in 1985. The research was aimed at identifying the dominant motives and needs at the beginning of students' learning in 1st grade and after graduation in 3rd grade [18]. We summarize the results of M. Matyukhina's research in Table 1.

Table 1: Changing the dominant motives and needs of students at the beginning of school and at the end of the 3rd grade (developed based on the results of a study by M. Matyuhina; 1985)

The first days of study in 1st grade	Place of motive	The last days of study in the 3rd grade	Place of motive	Changing the place of motives 1st grade students 3rd grade students
Needs of the motive of well-being				
the need to get a good grade (without realizing the connection between the grade and own level of knowledge)	I	the need to get a good grade	IV	
Needs of a motive for duty to the teacher				
the need to quickly and accurately meet the requirements of the teacher	II	the need to fulfill the requirements of the teacher	V	
Needs of the motive of self-determination				
the need to trust adults that knowledge is necessary for the future	III	the need for knowledge that is necessary for the future	II	
Needs of the motive of self-improvement				
the need to be like dad (mom, family)	IV	the need to achieve development	I	
Needs of the motive for avoiding failure				
the need not to get a bad grade	V	the need not to worsen relationships with others	III	

4 Discussion

In 2021, we conducted an experiment to find out the dominant motives and needs of 3rd graders. We summarized the data of the experimental work in the third column of Table 2. In the first and second columns of the table, we added the data obtained by scientists in 1985 and 2008 as a result of studying the motives and needs of 3rd grade students. As a result of comparing the data in Table 2, we formulated the following conclusion: due to the development of society, the needs of students are changing. Some of them are transformed into new ones (such as the needs of the motive of well-being), some of the needs fade away (these are the needs of the motive of duty to the teacher, the needs of the motive of self-determination, the needs of the motive of self-improvement, the needs of the motive of avoiding failure). Some of the needs arise as new (these are the needs of the motive of self-realization; the needs of cognitive motives aimed at themselves and the needs of cognitive motives aimed at the social and natural worlds).

Table 2: Motivations of 3rd grade students in the context of dominant motives with variable composition of needs, for the 20th and 21st centuries (Matyuhina, 1985; Kyrylenko, 2008; our research, 2021)

1985	2008	2021
Needs of the motive of well-being		
the need to get a good grade	the need for good grades; the need to be the best, favorite student	the need for physical activity; the need to experience emotions
Needs of a motive for duty to the teacher		
the need to fulfill the requirements of the teacher	the need to exactly comply with the requirements of the teacher; the need to come to school with completed tasks	-
Needs of the motive of self-determination		
the need for knowledge that is necessary for the future	the need to successfully master new knowledge and skills	-
Needs of the motive of self-improvement		
the need to achieve development	-	-
Needs of the motive for avoiding failure		
the need not to worsen relationships with others	the need for praise and control of the teacher	-
Needs of social motives		
-	the need for constant communication with the teacher, friends, students	-
Needs of the motive of self-realization		
-	-	the need for active mental activity; the need for mental action
Needs of self-directed cognitive motives		
-	-	the need to train memory, thinking, imagination
Needs of cognitive motives aimed at the social and natural worlds		
-	-	the need to understand the phenomena of the surrounding world; the need to interact with the natural world; the need for direct communication with the social world

Based on the analysis of the results of this study, we formulated the following prerequisite for reducing learning motivation:

Different needs determine the activity of students who study in the same class, but in different years of the twentieth and twenty-first centuries. Failure to take into account the fact of the influence of society's development on changing the content of students' needs leads to a decrease in learning motivation.

Also in 2021, we conducted an experiment to identify the dominant cognitive (general / special) and social needs that lead to the formation of a lasting cognitive interest in ICT in students in grades 1-6. The results of the experiment are summarized in Table 3.

Table 3: Dominant cognitive (general/special) and social needs as a basis for the formation of a lasting cognitive interest in ICT in students 1-6 grades

class	Dominant needs					
	cognitive general	%	cognitive special	%	social	%
1	the need to view vivid information on electronic media and networks	100	the need to study the computer as a device (how it works, what can be done)	4	the need to communicate via the Internet	37
2	the need to view interesting information on electronic media and networks	100	the need to learn to use a computer	7	the need to communicate via the Internet	54
3	the need to find the necessary information using the Internet	100	the need to learn to use a computer; the need to learn basic programming	7	the need to communicate via the Internet	89
4	the need to quickly find the necessary information using the Internet	100	the need to improve computer skills; the need to learn basic programming	8	the need to communicate via the Internet according to interests	97
5	the need to quickly and accurately search for the necessary information using the Internet	100	the need to improve computer skills; the need to learn basic programming	8	the need to communicate via the Internet in online communities	100
6	the need to quickly and accurately search for the necessary information using the Internet	100	the need to master various computer programs / technologies for self-realization; the need for programming training	10	the need to communicate via the Internet in online communities; the need to create your own web page	100 12

A comparison of the data obtained by us in 2021 (Table 3) with the work of V. Onyshchuk (1973) [24], who in 1973 found that 58% of students in grades 7-8 showed a strong cognitive interest in learning certain subjects and in self-acquisition of knowledge, allows formulating the following conclusion:

Decreased learning motivation in modern conditions may be caused by not taking into account the early formation of a lasting cognitive interest in: a) activities carried out using a computer (for 100% of students who started learning in 1st grade); b) knowledge of the computer as a modern device (for 4% of students); c) communication via the Internet (for 37% of students). Based on the analysis of the results of this study, we formulated the following prerequisite for reducing learning motivation:

Failure to take into account the fact of early formation of sustainable cognitive interest in children who started school. In particular, 100% of children have a strong cognitive interest in information on electronic media and networks, 37% of children – to communicate via the Internet, 4% of children – to learn about computers as a device.

We have established the following prerequisites for reducing learning motivation:

1. Failure to take into account during training changes in the content of needs caused by the development of society. It is

established that the needs that were recorded by scientists in 1985 and 2008, according to a study we conducted in 2021, have changed. The needs that formed the basis of the motive of well-being were transformed into new needs. The needs of the motive of duty to the teacher, the needs of the motive of self-determination, the needs of the motive of self-improvement, the needs of the motive of avoiding trouble have disappeared. New needs have emerged instead. These are the needs of the motive of self-realization, the needs of self-directed cognitive motives, and the needs of cognitive motives aimed at the social and natural worlds.

2. Failure to take into account during distance learning the early formation of a stable cognitive interest in activities that are carried out using a computer (for 100% of students in grades 1-6). Formation of a stable cognitive interest in communication via the Internet (37% of 1st grade students, 54% of 2nd grade students, 89% of 3rd grade students, 97% of 4th grade students, 100% of 5th grade students). As well as the formation of a lasting cognitive interest in the study of computers as a modern device (4% of students in 1st grade, 7% of students in grades 2-3, 8% of students in grades 4-5; 10% of students in 6th grade).

4 Conclusion

Decreased learning motivation as a scientific problem has been studied by scientists in the twentieth century and continues to be studied in the twenty-first century. Comparison of scientific data obtained over the past 50 years allows:

1. To reveal the essence of the problem.

Learning motivation is a set of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities. These are motivating factors or (and) purposeful actions of others that cause activity in learning and direct it in the right direction.

Decreased learning motivation is a process of extinction of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities.

2. To determine the prerequisites for reducing the motivation to learn with an emphasis on the functioning of the motivational sphere of primary school students.

The motivational sphere of personality is a complex, important, and dynamic formation, the components of which (needs, motives, interests, goals, behavioral patterns, etc.) motivate, guide, and organize human behavior as a subject of life and learning.

Based on the analysis of scientific works, the following prerequisites for reducing learning motivation have been identified:

- The teacher during the formation of educational activities of students who began to study at school, does not take into account (or partially takes into account) psychophysiological features of the motivational sphere of this category of students (insufficient effectiveness of motives, instability of motives, partial awareness of motives, poor generalization of motives).
- During the teaching of students in primary school, the teacher does not form in students an interest in overcoming difficulties in educational work.
- The teacher supports the dominance of students' needs for learning outcomes, which correlates with knowledge, and does not cause the need to master the ways of educational activities.
- The teacher organizes the learning activities of students with insufficient or excessive mental load.
- The teacher shifts the emphasis from the cognitive needs of students to compliance with the requirements during the implementation of educational activities, which in turn leads to a formal attitude to learning.
- The teacher does not take into account the fact of development of the motivational sphere of students, in particular, changes in their needs, interests, dominant motives that are important for the learning process.
- The teacher organizes educational activities without emphasis on preventing fatigue (does not activate students' cognitive interest in educational material or activity, involves students in monotonous work, does not ensure that students are aware of the importance of actions to be performed).
- The teacher organizes educational activities without taking into account the process of forming in students of 7-8 classes of stable cognitive interest in the study of individual subjects and in self-acquisition of knowledge.

Based on experimental work, we have identified the following prerequisites for enhancing learning motivation:

- The teacher must take into account the fact of the influence development of society on changing the content of the needs of students he teaches.
- In the process of organizing distance learning, the teacher must take into account the fact of early formation of a stable cognitive interest in activities that are carried out using a computer (100% of students of 1-6 grades). Formation of a stable cognitive interest in communication via the Internet (37% of 1st grade students, 54% of 2nd grade students, 89% of 3rd grade students, 97% of 4th grade students, 100% of 5th grade students), as well as the formation of a lasting cognitive interest in the study of computers as a modern device (4% of students in 1st grade, 7% of students in grades 2-3, 8% of students in grades 4-5; 10% of students in 6th grade).

If to ignore the process of reducing students' learning motivation, other processes begin to run. It implies the following:

1. The student redirects cognitive interests from the field of study to other areas.

2. The process of forming a negative attitude of three types. The first type – the student begins to have a negative attitude to certain activities. The second type – the student has a negative attitude to the performance of certain activities and the study of certain subjects. The third type – the student begins to have a negative attitude to the performance of certain activities, the study of certain subjects and learning in general.

If there is a process of reducing learning motivation, the teacher should conduct an in-depth analysis of their own pedagogical activities in order to identify the prerequisites for reducing learning motivation, make appropriate adjustments to their work and explore changes that occur.

Limitations of the presented research are the small sample size, simplified research planning and a simple process of processing the results. This approach to the study is explained by the purpose of its conduct, summarizing scientific data on the prerequisites for reducing learning motivation as a process actively studied by scientists in the twentieth and twenty-first centuries, to experimentally prove the changing needs of learning motivation depending on social development, and the presence of early formation of a stable cognitive interest in activities that are relevant in the new social environment. Further research in this area is appropriate and relevant.

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Primary Paper Section: A

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THE PHENOMENON "NATURE" IN SOCIAL AND INDIVIDUAL CULTURE, IN SOCIO-CULTURAL REALITY AND IN SOCIO-CULTURAL EXPERIENCE OF MANKIND AND MAN

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Abstract: The article presents the theoretical and empirical results of the research of the phenomenon “nature” in social and individual culture, socio-cultural reality and socio-cultural experience of mankind and man. The genesis of the phenomenon “nature” in the socio-cultural experience of mankind is seen as a consistent change of leading ideas concerning the attitude of mankind to nature. Social culture is considered as a system of norms and values that influences the formation of ideals, goals of man and his activities in nature. Individual culture is considered as a style and way of human interaction with nature. The basis of individual culture is the socio-cultural experience of man. It has been established that the socio-cultural environment, socio-cultural space and a number of changes caused by the development of human sociocultural experience significantly influence the process of formation of a person’s sociocultural experience. It is established that in the socio-cultural experience of respondents 6 years interaction with nature is a necessary condition for the harmonious entry of the child into society and nature. In the socio-cultural experience of respondents, aged 22-23, interaction with nature is supplanted by interaction with society. In the socio-cultural experience of respondents, aged 40-41, interaction with nature is a means of restoring their energy potential.

Keywords: Culture, Individual culture, Nature, Social culture, Socio-cultural experience of humanity, Socio-cultural reality.

1 Introduction

The genesis of the phenomenon “nature” in the socio-cultural reality, which has changed in accordance with the development of mankind, is reflected in a number of views on the understanding of the relationship between man and nature. Socio-cultural reality was formed as a result of adding the experience of many generations and led to the development of ways of cultural cognition of the world around us.

The genesis of the phenomenon “nature” in the socio-cultural experience of mankind involves a consistent change of leading ideas. This is the opposition of nature and culture→ denial of the relationship between natural and cultural in the development of human civilization → the establishment of nature as the initial premise of culture→ the use of nature for the development of culture → the establishment of the interaction of nature and culture.

From the second half of the twentieth century, the boundary between nature and culture becomes relative [1]. Nature acquires cultural significance and becomes part of culture. Accordingly, culture begins to act as a specific form of human connection with nature.

J. Minkyavichus [15] reveals the consequences of the opposition of culture and nature. For nature, the consequence is an ecological crisis, for culture – a crisis of spirituality.

Y. Davydov [4] considers culture as a manifestation of attitude to the world, to nature. The purpose of modern culture is not only to improve man, but also to harmonize its interaction with nature. A. Schweizer [22] notes that if a culture cares only for the material side and does not work for the progress of the spiritual, then such a culture is like a ship without a steering wheel, which suffers a catastrophe.

According to G. Tarasenko [23], culture acquires a humanistic character when the development of culture is not at the expense of nature, but for its well-being. The activities of modern man are seen as the development of new and new ways of modeling reality for cultural experience. In this process, man creates nature. Under the influence of nature, man creates himself as a subject of socio-cultural experience. Education shapes of the subject of socio-cultural experience. The content of education in a special form reflects the material and spiritual culture of mankind. The modern content of education contains:

- A system of knowledge about nature, society, thinking, technology, methods of activity;
- A system of general intellectual and practical skills and abilities that are the basis of a variety of activities;
- Experience of creative activity, its main features that have been accumulated by mankind in the process of social, scientific and cultural development;
- Experience of emotional-volitional, value attitude to the world, other people, nature.

The modern content of education contains a system of general intellectual and practical skills and abilities that are the basis of a variety of activities [8]; of experience of creative activity, its main features that have been accumulated by mankind in the process of social, scientific and cultural development; of experience of emotional-volitional, value attitude to the world, other people, nature.

The content of education reflects the understanding of culture as a set of practical, material and spiritual assets of society, which reflects the historically achieved level of development of society and man and is embodied in the results of practical activities [5].

2 Materials and Methods

2.1 Research Design

We considered how the phenomenon “nature” is presented in modern social and individual culture, socio-cultural reality and socio-cultural experience of man. The research included the generalization of scientific data about:

1) The phenomenon “nature” in culture, social and individual culture;
2) The process of reflecting the socio-cultural reality in the socio-cultural experience of man;
3) Directions of changes that affect the process of formation of socio-cultural experience of man;
4) The experiment (the aim was to study the phenomenon of "nature" in the socio-cultural experience of people at different ages, including children 6 years old, students of pedagogical institutions of higher education (22-23 years), teachers of schools in Ukraine (40-41 years).

2.2 Study Group

The research was conducted in Ukraine. The research involved 1,000 6-year-old children, 300 students of pedagogical institutions of higher education and 300 school teachers.

2.3 Data Collection Tools

The following methods are used in the research: theoretical (analysis of scientific materials, systematization and structuring of selected information, generalization of the obtained results) and empirical (experiment, conversations).

2.4 Data Collection

The research uses the following methods: theoretical (analysis of scientific materials, systematization and structuring of selected information, generalization of the obtained results) and empirical (conversations, surveys).

2.5 Data Analysis

The research methodology is determined by scientific developments in culturology, in particular the definition of the three components of culture. This is material culture (everything that concerns human interaction with the environment, meets its needs, continued existence, of the technological side of life); social culture (people's attitude to each other, the system of statuses and social institutions); spiritual culture (subjective aspects of life, ideas, attitudes, values and corresponding behaviors) [11].

The culture of society inevitably seeks a way out in human culture [3]. In turn, human culture is synthesized in the culture of the main forms of attitude to nature: theoretical (culture of thinking), practical (culture of activity, behavior), spiritual (culture of feelings) [23].

3 Results

3.1 The Phenomenon "Nature" in Culture, Social and Individual Culture

In the context of the phenomenon "nature", culture can be defined as follows:

1) The total result of all mankind and activities of human, which reflects the possibilities of influencing nature;
2) Qualitative characteristics of the very activities of mankind and man in relation to nature;
3) The process of creative activity of mankind and man to expand the range of human interaction with nature.

The real experience of interaction with nature is generalized in culture. Culture as a system of norms and values influences the formation of ideals, goals of man, and performing various activities in nature. Culture expresses a certain way of man's attitude to nature [12]. Assimilation of cultural norms and values provides human self-determination in the world and activities based on spiritual and practical attitude to nature [2]. Man understands responsibility for the consequences of his activities only when he has realized the humanistic norms of interaction with nature.

M. Kagan [6] believes that nature exists not only outside man, but also in man as his own physical and mental essence as a set of natural and inherited qualities. And the culture of human power over nature is, first of all, power over the physical and mental nature of man himself.

According to I. Rohalska [21], human behavior, which is not regulated by culture, would be senseless actions and unrestrained emotions. Thus, culture appears as a social way of life, which is governed by common values and norms created by individual social groups to establish what is allowed in social life and in attitude to nature.

Culture as a social system is embodied in individual culture. In turn, individual culture as a system of individual qualities becomes an attribute of human individuality, the sphere of realization of abilities, a way of behavior in nature. The culture of man's attitude to nature is determined by the general state of social culture [20]. Individual culture determines the content of human life, style and manner of its activities.

The phenomenon "nature" in social culture, which is a system of universal norms and values, is considered in different contexts. This is a humane way of relating to the world, a high level of responsibility for the consequences of human activities in nature, self-preservation of humanity through the harmonization of interaction with nature, the improvement of man as a natural being and as a subject of culture. The result of the improvement of man as a subject of culture forms the basis for further improvement of man as a natural being.

3.2 The Process of Reflecting Socio-Cultural Reality in the Socio-Cultural Experience of Man

Socio-cultural reality must be reflected in the socio-cultural experience of man. This process consists in the formation of personal experience through the appropriation of social experience, the formation of specific positions, roles and functions that reflect the social structure of society.

In the context of the attitude to nature, the socio-cultural experience of man plays a significant role. The process of forming socio-cultural experience is the internalization of social experience. Interiorization is the transformation of external objective activity into the structure of the internal plan of consciousness. Any function in the cultural development of the child appears twice, in other words in two planes, first – in the social (between people), then – in the psychological (as an internal category of the child) [24]. Social formation and development of personality is a "cultural series of human ontogenesis" [25].

I. Rohalska considers the process of formation of personal experience in three contexts (2008):

1) The purpose of education, which is aimed at mastering the experience of previous generations and further production of new ideals and effective ways of harmonious socio-cultural development;
2) The result of this education;
3) The criterion of social upbringing [21].

The process of forming personal experience is influenced by the following factors [9]: one's own individual practice (successful, unsuccessful); evaluative judgments of authoritative adults (positive, contradictory, negative); evaluations of those with whom a person compares himself.

For the process of formation of socio-cultural experience it is necessary:

1. Positive socio-cultural environment. It is an environment that accompanies a child from childhood throughout life, full of human relationships, the world of moral and spiritual values. A positive socio-cultural environment determines the direction of social development of the individual, creates opportunities for learning and development of the child. In the socio-cultural environment, she learns the values, traditions, cultural heritage of previous generations, joins the symbolic world of national and universal culture, i.e. learns how to form a socio-cultural experience [19].

2. Socio-cultural space. This space is a world of meanings that are transmitted by culture and interpreted by people in their daily lives. Language as an attribute of culture sets the interpretation of meanings (comprehension of reality, analysis, experience of certain events, their ordering) and helps the child to create a new mental reality, a new experience.

According to A. Koretskaya (2003), the basis of socio-cultural space is culture (individual, national, universal), which is based on universal values [10]. The national character of the socio-cultural space is created by language, cultural and historical traditions, customs, rites, morals, religion, politics, law.

Thus, the presence of the phenomenon of "nature" in the socio-cultural experience of the child is determined by the presence of this phenomenon in the socio-cultural environment (opportunities to express attitudes towards nature) and socio-cultural space (attitudes towards nature in social culture).

The process of forming a person's socio-cultural experience should include the acquisition of social information and socially significant skills, patterns of behavior and social roles, socially approved patterns of behavior, social symbols, guidelines and social values, social ideas [7].

The driving force of the process of forming the socio-cultural experience of the child, which is the process of accumulation and expansion of his individual experience, are the processes of special interaction with the world of peers, adults and their own reflective practice [9].

Man acquires socio-cultural experience in the process of gradual appropriation of socio-cultural heritage of society. Man integrates into a new social environment as a result of social and cultural-educational activities. Culture is the background of human accumulation of social ideas and knowledge's of the laws of society. Culture influences the process of forming a person's socio-cultural experience through his sensory-emotional sphere. The process of forming a person's socio-cultural experience is carried out in the process of imitating normative behavior, fulfilling social roles, assimilating positive motivations and values characteristic of society [7].

4 Discussion

In the context of the phenomenon "nature" the formation of human socio-cultural experience is aimed at laying the foundations of interaction with nature based on awareness of the consequences of their activities, responsibility for the consequences of activities in nature, readiness to harmonize interaction with nature.

The process of forming socio-cultural experience is not a permanent process, but is undergoing changes. We focus on the following directions of change:

1. Changing the attitude of society to nature. The section of the monograph "Role of science and education for sustainable development" [13] indicates a change in public opinion about the interaction of man with nature. This change took place in the following sequence: man conquers and transforms nature (1950-1967) → man uses and protects nature (1968 – 1989) → man knows nature, understands its significance for his own life, treats nature with care, protects it (1992 – today).

2. Changing the leading idea of society. The article "Knowledge society in the manifestations of dynamism and sustainability, the paradigmatic dimension of the system "man – nature", the genesis of sustainable development" [14] notes that in the second half of the twentieth century a theory of sustainable development was developed. This theory is the responses of society to the challenges posed by the consequences of human interaction with nature based on the dominance of man-made thinking. The genesis of the theory of sustainable development includes 5 stages [14]:

- *Stage I* (60s of the 20th century) – the emergence of the idea of forming a theory of sustainable development.
- *Stage II* (70s of the 20th century) – the formation of the scientific basis of the theory of sustainable development.
- *Stage III* (80s of the 20th century) – the formation of the ecological basis of the theory of sustainable development.
- *Stage IV* (90s of the 20th century) – the formation of the conceptual basis of the theory of sustainable development.
- *Stage V* (2000-2017) – the formation of educational foundations of the theory of sustainable development.

3. Changing the role of man in society in view of the formation of the labor market. The section of the monograph "Contemporary Issues of Digital Economy and Society Contemporary Issues of Digital Economy and Society" [16] analyzes the formation of the labor market in the context of changing the role of the human-subject of economic life. The change of roles (from man in the sense of "labor force" to man in the sense of "labor potential", and from her to man in the sense of "human capital") has formed and continues to shape the economic background of the phenomenon of "man", characterized by two groups. The first of them consists of demographic, sectoral, professional, qualification dimensions, and the second – personal parameters of the human-subject of economic life, in particular: his attitude to work, cognitive interests, dominant values (including the attitude to nature as a value), behaviors in different situations. Modern man appears as a resource of the production system, and an object (subject) of management, and a person who must harmonize the interaction with nature.

4. Changes related to globalization (a consequence of the deployment of the information society, which is based on systems of creation, dissemination, storage, processing of information and knowledge). The article "Usage of information and communication technologies in foreign and Ukrainian practices in continuing pedagogical education of the digital era" [17] focuses on globalization and the changes that have caused globalization processes. These are:

1) A change in the exchange of information and knowledge (recorded as a transition to the coordination of actions of much greater complexity than the interaction between individual actors or groups of people);

2) A change of information needs, information resources, information structure (fixed as the transition to learning, which contributes to the active overcoming of communication barriers and obstacles of technical, linguistic, psychophysiological, symbolic, semantic, situational, social, etc. that arise in the process of global informatization of society in the digital age).

5. Changes related to education as a specially organized and purposeful socialization and inculturation of man. These processes ensure: succession of generations; preservation of cultural norms with a focus on the future state of culture; creating conditions for the full realization of the inner potential of each person and becoming a member of society [18].

6. Changing the means of organizing the learning process, in particular ICT. The article "ICT as a means of implementing thematic fin-modeling in the organization of training in institutions of higher pedagogical and adult education" [17] states that ICT includes information and communication technologies. Instead, computer, network, digital and mass media digital technologies are technologies that provide expansion of technological characteristics of information, communication and information-communication technologies in case of their use, or are used for a specific purpose as self-sufficient means (Figure 1).

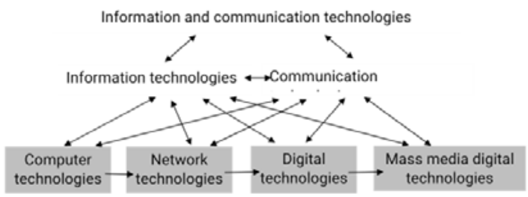

Figure 1 – An essence of information and communication technologies

The research was aimed at experimental verification of the phenomenon "nature" in the socio-cultural experience of people at different ages, including children 6 years old, students of pedagogical institutions of higher education (22-23 years), school teachers (40-41 years). During the research of socio-cultural experience, respondents were asked to supplement the image, which is called "Little man in the big city" (Figure 2) [25].

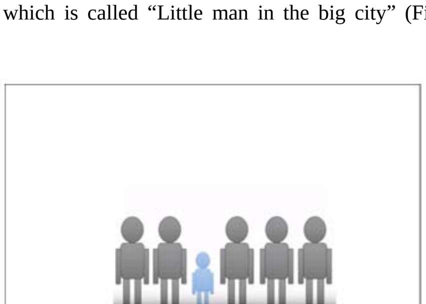

Figure 2 – Images for the research of socio-cultural experience of respondents

Analysis of the results showed that respondents of different ages chose different objects to complete the image. A comparative analysis of Figures 3 and 4 showed that only 6-year-old respondents chose natural objects, including the sun and a bird, to supplement the image (Figure 3).

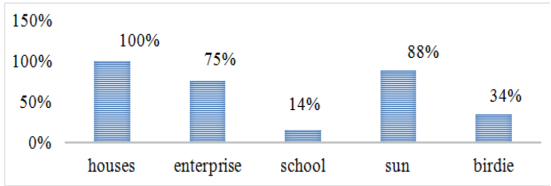

Figure 3 – Selection of objects to complement the image of "Little Man in the Big City" by children 6 years old

Students supplemented the image of "Little Man in the Big City" with houses and their silhouettes, and teachers – silhouettes of houses (Figure 4). During the conversation, it was found out that the use of silhouettes was caused by the desire to reflect the speed of development of large cities, the process of urbanization.

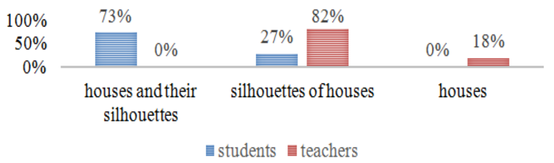

Figure 4 – Selection of objects to complement the image of "Little Man in the Big City" by students and teachers

Respondents were also asked to determine the comfortable place they wanted to be when they were in a good and bad mood. Possible answers: 1) among trees and flowers; 2) in the room at home; 3) another answer.

As shown in Figure 5, a 6-year-old child feels comfortable with his parents.

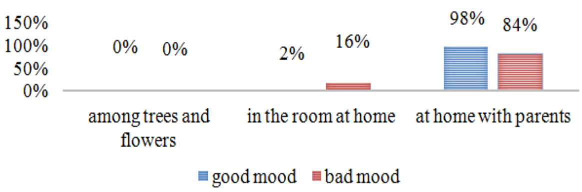

Figure 5 – Choosing a comfortable place for children 6 years old in case of good and bad mood

The data in Figure 6 indicate, on the one hand, the presence of emotional unity with nature, and, on the other hand, the preference for web communication over the desire to be alone.

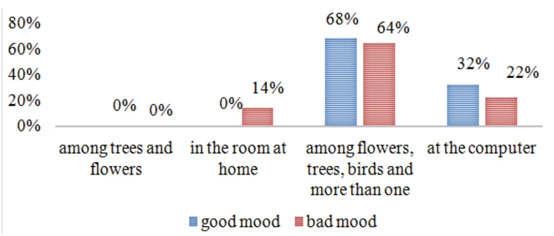

Figure 6 – Data on students' choice of a comfortable location in case of good and bad mood

Teachers identified the natural environment as a comfortable place to stay in a good and bad mood. They also noted that they like to be close to their relatives in a good mood (Figure 7).

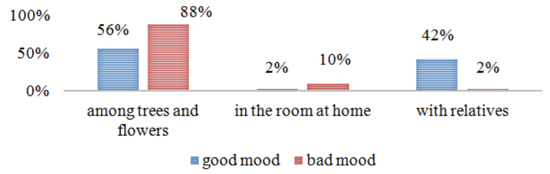

Figure 7 – Data on teachers' choice of a comfortable location in case of good and bad mood

5 Conclusion

Socio-cultural experience of a person is the result of comprehension and appropriation of socio-cultural reality.

Socio-cultural experience of man with an emphasis on interaction with nature contains three components: 1) a culture of thinking that promotes reflection on harmonious interaction with nature; 2) the culture of activity that provides the practical implementation of harmonious interaction with nature; 3) the culture of feelings, which contains the attitude to nature.

Socio-cultural of human experience with an emphasis on interaction with nature is formed using models of social behavior, during the multilevel process of inculturation and socialization in different social institutions (family, different educational institutions, etc.), in different activities.

In the socio-cultural experience of respondents 6 years interaction with nature is a necessary condition for the harmonious entry of the child into society and nature. In the socio-cultural experience of respondents aged 22-23, interaction with nature is supplanted by interaction with society. In the socio-cultural experience of respondents aged 40-41, interaction with nature is a means of restoring their energy potential.

5.1 Suggestion

Education for sustainable development (ESD) is becoming more than a prerequisite for achieving sustainable development (SD), but also its priority-key means. The content of ESD depends on the vision of the strategy being implemented global sustainability, and it is now important to outline a new systemic concept of SD, which will be implemented in education. The transition to SD actually begins with the establishment of ESD, which acts as one of the key tools for achieving 17 global goals for sustainable development, which were adopted at the Summit on SD that adopted the 2030 Agenda for Sustainable Development of the year.

The modern vision of ESD is based on an ecological concept and model of education that takes into account the principles and goals of modern UR model. Meanwhile, now this is no longer enough and new approaches to understanding the future of globally managed development civilization. ESD as a new globalization process must outpace and substantially guide the establishment of a sustainable future in its "full format".

At the same time, social education should be considered as pedagogically oriented and expedient system of public assistance needed by children, adolescents, youth during the period of their inclusion into social life. The main goal of social education is to promote development a person as a person, the implementation of his abilities and capabilities in society in its sustainable development.

5.2 Limitation

The limitations of presented study include small size of the sample and oversimplified research design and results processing. However, we aimed at general outlining of phenomenon "nature" in social and individual culture, in socio-cultural reality and in socio-cultural experience of mankind and man, in the context of school education perception.

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Primary Paper Section: A

Secondary Paper Section: AL, AM

FEATURES OF BANKS` LIQUIDITY MANAGEMENT IN THE CONTEXT OF THE INTRODUCTION OF THE LCR RATIO IN UKRAINE

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Abstract: The article considers the specifics of the introduction of the liquidity coverage ratio in the practice of commercial banks of Ukraine. The practice of liquidity regulation in crisis situations in the financial markets has shown that the old liquidity standards N4 and N5 do not fully meet the need to ensure the stability of commercial banks. At the same time, the application of the liquidity coverage ratio (LCR) to regulate liquidity, provides sufficient financial stability of banks by preventing and reducing liquidity risk. This requires additional research on the peculiarities of the transformation of approaches to bank liquidity management when changing mandatory liquidity standards. The peculiarities of changing the liquidity management tools under the application of the LCR standard are determined. At the same time, the introduction of the LCR standard not only contributes to the overall improvement of the bank's liquidity management efficiency, but also to the overall stability of the banking system.

Keywords: Banking system, LCR, Liquidity, Liquidity management, Liquidity standards.

1 Introduction

Bank liquidity is one of the most important systemic characteristics of banking, which requires study, analysis, and effective management. It should be noted that the issues of ensuring the effectiveness of liquidity management of commercial banks and the banking system, in general, are significant, as the task of balancing liquidity and efficient distribution of free funds of the bank are key to the management of banking institutions.

The main reason for this is that the low level of liquidity creates an additional burden on the interbank market and requires additional regulatory measures by central banks. Instead, the risk of excess liquidity negatively affects the level of profitability of banks, when financial resources are diverted from circulation, ensuring the proper level of liquidity of the bank, but do not bring it a profit, forcing the banking institution to increase interest rates and commissions on active operations loans.

The introduction by the Basel Committee on Banking Supervision in 2015 of the liquidity coverage ratio (LCR) posed a need for commercial banks to ensure a sufficient level of high-quality liquid assets with the overall goal of improving the short-term liquidity of banks.

The relevance of this indicator is of particular importance in Ukraine in terms of the orientation of the National Bank of Ukraine (NBU), which in Ukraine is the Central Regulatory Bank, to the wider implementation of standards of banking regulation, in line with the decisions of the Basel Committee and the provisions of the European Community. In addition, the introduction of new liquidity regulation standards is determined by plans to reform the banking supervision system and introduce new prudential requirements for liquidity in Ukraine.

Therefore, there is a practical need to study the transformation of approaches to the application of liquidity management tools of commercial banks of Ukraine after the implementation of the provisions of Basel III, in particular – the liquidity coverage ratio LCR.

2 Literature Review

Effective management of bank liquidity largely depends on understanding its essence and role in the overall mechanism to ensure the stable functioning of the bank in the market. However, approaches to understanding the nature of liquidity and the principles of its management are currently quite controversial and may be interpreted differently by different researchers.

However, it is necessary to note the significant contribution to the study of practical aspects of liquidity management of commercial banks, which was carried out by such scientists as O. Agres [1], O. Apostolyuk [2], I. Balaniuk [3], O. Binert [4], Y. Chaliuk [6], M. Dziamulych [7-14], V. Granaturov [15], L. Horoshkova [16], A. Hrebennikova [17], K. Kostetska [18], T. Kravchenko [19], O. Rudenok [24], G. Shamborovskyi [25], T. Shmatkovska [26-28], S. Shmitz [29], A. Skrypnyk [30], R. Sodoma [31-34], O. Stashchuk [35-37], I. Voronenko [40], I. Yakoviyk [41], I. Yanenkova [42], Ya. Yanyshyn [43], O. Yatsukh [44], I. Zhurakovska [45] and others.

It is necessary to note the study of the essence of the characteristics of the concept of "liquidity", which is revealed in the works of O. Pavliuk. In particular, as a result of the analysis, he argues that the liquidity of a banking institution is the bank`s ability to ensure timely and full implementation of its financial obligations and to meet part of the economic system`s need for cash in an amount adequate to its resource potential [23]. In our opinion, this approach needs to be clarified in terms of determining the maturity of the bank, as short-term and long-term liabilities provide different approaches to the formation of liquid assets to repay them.

In general, agreeing with the proposed approach, we consider it necessary to note that to understand the specific meaning of the concept of "bank liquidity" must also take into account the fact that it is determined by the bank`s ability to meet the requirements of its creditors and borrowers. That is, liquidity is directly dependent on resources, in particular – financial constraints of banking, which directly affect its management policy.

We should also pay attention to the study of V. Tkachuk, who identified the liquidity of the bank as its ability to timely and least costly meet the requirements for repayment of obligations and be able to meet the needs of its customers in lending [39]. The relevance of this approach is due to the fact that not only the bank itself is interested in providing liquidity, but also its customers and the regulator bank. That is why maintaining the liquidity of each individual bank and its entirety is defined as a priority of the Central Banks.

In addition, it is worth noting the research of K. Larionova and V. Donchenko, who argue that the key to ensuring the stability of the financial institution is not only sufficient capital but also sufficient liquidity. The authors focus on the classical definition of bank liquidity, which is defined as the basis for the effective performance of individual functions of a bank [20].

In our opinion, this approach is debatable, as bank liquidity management is a rather complex process, which must include a number of successive stages of assessment, analysis, forecasting, control, and regulation.

Thus, we determine the need to update approaches to understanding the essence of bank liquidity management in the transformation of regulatory approaches to its provision in the implementation of Basel III.

3 Materials and Methods

For a long time, liquidity regulation of commercial banks was based on the requirements of regulatory banks to comply with mandatory liquidity ratios, which differed in terms and timing of liquid assets included in the calculation. Since the liquidity management of banks is done by forming a certain structure of their assets based on the definition of mandatory liquidity ratios, the difference in the order of their calculation makes it possible to conduct an analytical assessment of changes in approaches to liquidity management. At the same time in Ukraine, instantaneous and current liquidity were regulated by N4 and N5 standards, respectively.

The instantaneous liquidity ratio (N4) characterizes the minimum amount of highly liquid assets that a bank needs to meet its current obligations during one transaction day. The calculation of this standard is carried out by the following method:

$$N4 = \frac{A_{hi}}{L_c}$$

where: Ahl – highly liquid assets;
Lc – current liabilities of the bank.

The regulatory value of the coefficient N4 must be at least 20%, i.e. at any time 1/5 of all assets of the bank must be in the form of money and their equivalents to meet this requirement.

The current liquidity ratio (N5) characterizes the minimum required amount of the bank`s assets to ensure the fulfilment of the current amount of liabilities within one calendar month. Its calculation is as follows:

$$N5 = \frac{A_{31}}{L_{31}}$$

where: A_{31} – assets with a maturity of up to 31 days;
L_{31} – liabilities of the bank with a maturity of up to 31 days.

The normative value of the N5 coefficient should be at least 40% [21].

In accordance with the recommendations of the Basel Committee, the Association Agreement with the EU, and the NBU plans in accordance with the implementation of EU legislation in Ukraine, these standards in the liquidity management system are replaced by bank liquidity risk management using the LCR ratio. This process is based on the norms of Directive 2013/36 / EU (CRD IV), EU Regulation № 575/2013 (CRR), and EU Regulation №2015 / 61 and provides for increasing the resilience of Ukrainian banks to short-term and long-term liquidity shocks.

The calculation of the LCR coefficient is performed according to the following method [38]:

$$LCR = \frac{High\_quality\_liquid\_assets}{Net\_cash\_outflow\_within\_30\_days} \geq 100\%$$

In the process of calculation it is necessary to comply with the following requirements for high-quality liquid assets allocated in the structure of the bank`s assets:

- The assets must be unencumbered within 30 days, i.e. there are no legal/contractual/regulatory/tax or other obstacles to their transfer, sale, or other alienation;
- At any time the assets can be converted into cash without loss of value;
- Assets have a low level of risk, low volatility, their value is easy to determine with the appropriate level of reliability;
- Assets are not issued by the bank or its affiliates;
- For securities additionally – assets are objects of the active market and/or are accepted by the NBU as collateral for refinancing operations.

It should also be noted that according to the requirements of the NBU in Ukraine, the calculation of LCR is carried out in two positions: in all currencies and in foreign currencies in the hryvnia equivalent.

4 Results and Discussion

In practice, the bank`s liquidity management is implemented through a mechanism for the regulatory bank to establish regulatory restrictions in the field of forming a portfolio of assets of a commercial bank in order to ensure its solvency. The bank`s management forms an asset management policy based on established regulatory requirements, focusing on the fact that a certain part of the bank`s available resources will not be directly involved in active operations and will not make a profit, but will ensure compliance with the bank`s obligations to depositors.

For a long time, liquidity management was based on mandatory compliance with liquidity standards, which set specific requirements for various groups of assets, the presence of which to a certain extent was mandatory for the bank in a certain period of time. At the same time, the liquidity management mechanism of commercial banks is focused on solving problems with the fulfilment of their obligations mainly in the short and medium-term.

In general, it should be noted that liquidity ratios are not only mandatory standards but also play an important role for commercial banks themselves, ensuring an adequate level of confidence in them by depositors in times of financial instability in the markets. In addition, compliance with liquidity standards helps to increase confidence in the field of short-term interbank lending, in particular – on overnight loans.

In Ukraine, such standards included the liquidity standards set by the National Bank of Ukraine N4, N5, N6, compliance with which allowed the bank to meet its obligations within one day, one month, and one year [21]. However, this approach was based on the established relationship between the volume of assets and the volume of liabilities [5]. This approach has resulted in two key issues:

1. During periods of market growth, banks did not receive part of the profit from assets that were not involved in operating activities but remained in the bank`s accounts to ensure compliance with liquidity ratios.

2. During the crisis, banks suspended operations, accumulating a huge excess of liquidity. However, the extremely high values of liquidity ratios were no signs of the bank`s overall solvency, as liquidity did not affect the cash gaps in banks` balance sheets. All this distorted the NBU`s liquidity management mechanism for the banking system as a whole.

In addition, the N5 standard did not take into account the fact that not all deposits could potentially leave the bank and, in turn, not all loans will be repaid. Therefore, the specifics of this standard were to take into account the static balances of liquid assets, taking into account their maturity.

Therefore, from 2019, the NBU decided to change the liquidity management system, introducing the LCR and Net Stable Funding Ratio (NSFR) recommended by the Basel Committee on Banking Supervision as mandatory instead of liquidity standards. The LCR ratio was related to short-term liquidity and replaced the standards N4 and N5. The specificity of this indicator is also that the liquidity coverage ratio simulates the liquidity position of a commercial bank under realistic stress, and also operates the expected future cash flows of a banking institution, where different components have different weights depending on their liquidity [38].

If we talk about the liquidity coverage ratio (LCR), its introduction aims to promote the stability of the banking sector by providing the bank with a sufficient stock of unspent liquid assets of high quality, which can be easily and quickly converted into cash. This principle differs from the one on which liquidity regulation was based by short-term standards N4 and N5. Consider the difference using the comparative characteristics of the old liquidity ratios with the liquidity ratio LCR (Table 1).

Table 1: Comparative characteristics of liquidity ratios N4, N5, and ratio LCR

Criterion	Ratios N4 i N5	Coefficient LCR
Time limits	N4 – 1 operating day; N5 – 1 month	1 month
Normative value	N4 – 20%; N5 – 40%	100%
Use of scenarios in calculating liquidity	The system of economic standards does not take into account possible scenarios and sets the minimum liquidity levels of the bank's balance sheet for certain time constraints	The position on the need to take into account possible scenarios is actively presented
Accounting for currency risk	Calculation of liquidity ratios of the NBU in UAH	Calculation of ratios for each major currency (depending on its share in the bank's balance sheet)
Operational regulation of liquidity	It is provided by monitoring the state of liquidity based on the results of the bank's compliance with the instant liquidity ratio	Operational control over the liquidity of banks is not provided at the macro level
Taking into account the level of liabilities components` risk and assets of the bank	Not provided	Provided

* Source: [21]

Thus, it can be argued that the Basel III standard LCR, to a greater extent than standards N4 and N5, is aimed at ensuring the financial sustainability of each individual bank and the banking system as a whole. The reasons for this are the following:

1. Liquidity of banks is assessed not “as a stock” but “as a flow”, which allows to predict and forecast liquidity risks taking into account future income and liquidity needs and thus ensure the financial stability of banks by preventing and reducing liquidity risk.
2. According to the LCR, banks will have to have liquid assets that would cover 100% of short-term liabilities for less than one month.
3. Basel III standards, to a greater extent than liquidity standards, provide for the possibility of ensuring the financial stability of banks by preventing and reducing their liquidity risk.

Thus, it can be concluded that the application of the LCR ratio to a greater extent than the liquidity ratios of banks, allows ensuring the proper financial stability of banks by preventing and reducing liquidity risk.

Therefore, given the overall higher efficiency of liquidity management using the LCR ratio, it is necessary to assess the level of adaptation of Ukrainian banks to the introduction of new requirements (Figure 1).

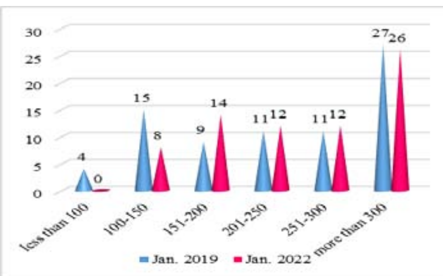

Figure 1 – Distribution of Ukrainian banks according to the level of LCR execution in all currencies at the beginning of 2019 and 2022

Source: calculated by the authors based on [22].

As you can see, in the three years since the introduction of the LCR, as mandatory for commercial banks in Ukraine, there are no banks that do not meet this requirement. At the same time, the share of banks with LCR values in excess of the permissible one increased by more than 50%. This is due to the application of new approaches to the formation of the structure of liquid assets. This was also facilitated by regulatory innovations of the NBU, which introduced a new instrument for emergency liquidity support of banks – Emergency liquidity assistance, which provides coverage of temporary liquidity shortages, provided that other sources of its support are exhausted. In addition, the NBU increased the capacity of banks by increasing the volume of foreign currency purchases on the interbank market from 0.5% to 1% of regulatory capital, which ultimately created the conditions for more effective management of foreign exchange liquidity of banks.

However, to assess the effectiveness of liquidity management with a new liquidity coverage ratio, it is necessary to assess its dynamics both in the banking system as a whole and for key system-forming and savings banks (Figure 2).

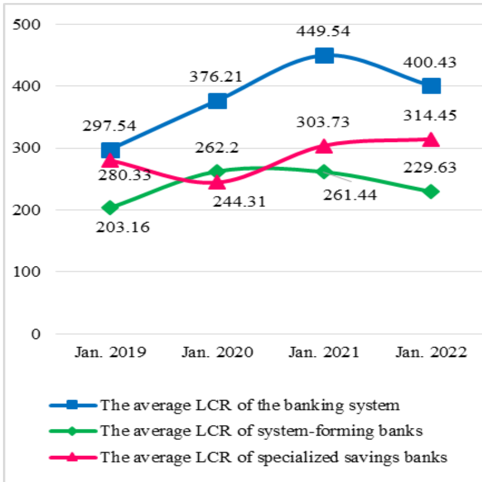

Figure 2 – Dynamics of the LCR ratio in all currencies in the banking system of Ukraine for 2019-2022

Source: calculated by the authors based on [22].

The results of the analysis show that in general, since the introduction of the LCR ratio in the practice of commercial banks of Ukraine, its average value in the banking system has increased by 102.89%. However, it is necessary to note the decline in this value as of January 1, 2022, compared to January 1, 2021. However, this trend is due to hypertrophied imbalances in financial markets resulting from the COVID-19 pandemic, which led to outflows from the banking system during 2021 and resulted in a general change in the structure of assets of commercial banks. An important criterion for the success of the application of the new indicator in the liquidity management system was the positive dynamics of the average value of LCR for systemically important banks in the banking system of Ukraine. In particular, during the analyzed period, the LCR indicator for this category of banking institutions managed to increase its average value to 314.45 percentage points, and the trend of its change is characterized by positive dynamics. Based on this, we can conclude about the stable financial condition of key banks in the country.

The dynamics of the LCR indicator for savings banks need to be assessed separately. As we can see, in the analyzed period it tended to decrease. This is due to the fact that the narrow specialization of savings banks to work with individuals` funds became a problem during the COVID-19 pandemic. These banks suffered the largest outflow of funds due to quarantine restrictions on the economic activity of the population, which forced them to withdraw funds from accounts to cover the current expenditures of households. At the same time, the average value of the liquidity coverage ratio for savings banks is at a sufficient level and more than twice the minimum allowable value.

In general, it can be argued that the introduction of the LCR ratio resulted in the formation of sound management policies for unbalanced liquidity risk by commercial banks in Ukraine, which forced them to expand existing liquidity management tools and adapt them to dynamic changes in financial markets. All this has led to an increase in the overall level of their financial security and its individual components in particular.

In addition, the liquidity management of the bank in the implementation of the provisions of Basel III can be clarified in the sense that the qualitative and quantitative criteria for determining the level of risk and on which the liquidity of banking institutions is assessed can be expanded relative to the basic methodology of regulator.

5 Conclusion

The analysis showed that the introduction of the LCR liquidity ratio in Ukraine significantly contributed to the adaptation of banking regulation and supervision to European standards, and led to increased efficiency of the banking system of Ukraine as a whole by reducing the risk of liquidity loss due to new management methods. At the same time, stress testing took the leading place in the system of bank liquidity management tools, on the basis of which the current analysis of the bank`s sensitivity to liquidity fluctuations in different scenarios is conducted. Adherence to the normative value of LCR = 100% ensures the avoidance of negative scenarios in the short term.

At the same time, the achievement of positive effects from the application of the new liquidity ratio requires the implementation of a set of measures by both the regulator and commercial banks. In particular, the National Bank of Ukraine needs to differentiation the allowable targets for LCR and apply lower values for specialized banks, as well as for the entire banking system during periods of stable growth in order to reduce low-yield assets, which will stimulate business activity of commercial banks. In turn, to improve the efficiency of liquidity management of commercial banks, they need to review corporate governance models, liquidity strategies and tools for measuring liquidity risk through the introduction of internal stress testing and effective cash flow forecasting.

In general, to date, the standards introduced under the Basel III agreement are an important guideline that the National Bank of Ukraine should use in the process of improving and improving the efficiency of the banking system. However, it should be noted that in order to fully implement its main provisions, Ukraine`s financial sector must undergo a number of reforms, including reducing the shadow economy, stabilizing the foreign exchange market and removing problematic financial institutions, which provides grounds for further study of liquidity management trends in the new environment.

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Primary Paper Section: A

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MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DIGITAL ECONOMY IN THE SYSTEM OF ECONOMIC SECURITY OF THE ENTERPRISES

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Abstract: The article considers the features of ensuring the economic security of enterprises in the conditions of intensive introduction of information technologies in their activities in the process of forming the digital economy. It is determined that digitalization creates important advantages for enterprises in terms of implementing a long-term strategy for their development, strengthening economic security, and achieving significant competitive advantages in doing business. It is studied that the system of economic security of the enterprise is an organized set of elements of the management infrastructure of the enterprise, which are focused on ensuring stable and effective development of the business entity, neutralization, and elimination of internal and external threats.

Keywords: Digital economy, Digitalization, Economic security, Information technologies.

1 Introduction

The intensive development of globalization processes together with the digital transformation of the world system of economic relations into the digital economy is increasingly manifested in the growing role of information, strengthening the transformation of financial infrastructure, increasing and accelerating financial flows, increasing competition in financial services. That is why the functional and technological diversity of the spread of digitalization processes in these markets causes a situation of uncertainty in the impact on all components of financial security.

In this aspect, the study of the principles of financial security in the digital economy and the development on their basis of effective mechanisms for improving the financial system, ensuring financial stability, and sustainable economic development become especially important.

In today`s world, financial relations are undergoing constant transformational changes. At the same time, the trends of the modern financial market are characterized by the challenges of the financial environment and the impact of digital transformation, forming new, unpredictable trends in this market. Therefore, it is now urgent to identify new trends, determinants, and digital models that can ensure the safe development of the financial market based on the principles of the digital economy.

At the same time, as practice shows, the use of digital software products for processing financial and economic accounting information greatly simplifies the management, analysis, and control of enterprises, institutions, and organizations. Thus, the financial security of all entities involved in business processes can counteract the potential risks and threats to financial stability and development success of both individual enterprises and the financial market as a whole.

Therefore, the effective development of the digital economy is possible only if the forecast and expected development of the situation in financial markets, which with their resources and ensures global digital transformation.

2 Literature Review

Research on financial security is not new to modern economics and addresses a wide range of issues – from the stability of financial markets to the financial security of enterprises and specific business processes. In this aspect, it is necessary to note the significant contribution made in the study of practical aspects of financial security as a structural component of economic security of the state and economic entities in particular, which is made by researchers such as O. Agres [1], O. Amosov [2], V. Arefiev [4], I. Balaniuk [6], E. Boichenko [9], E. Dukas [13], A. Epifanov [22], R. Howell [24], Y. Popova [31], R. Sodoma [35-38], O. Stashchuk [39-41], Z. Varnalii [43], I. Yakoviyk [45], O. Yatsukh [47] and others.

At the same time, in the process of development of post-industrial society in scientific publications, there has been a significant deepening of the theoretical foundations, essential characteristics, and categorical features of financial security in the context of the digital economy. This topic is revealed in the works of such scientists as O. Apostolyuk [3], I. Bakhov [5], O. Binert [7], A. Boiar [8], Y. Chaliuk [12], M. Dziamulych [14-21], I. Kolodii [25-26], N. Moșteanu [27], O. Pakhnenko [28], T. Shmatkovska [32-34], Ya. Yanyshyn [46], I. Zhurakovska [48].

In our opinion, it is worth noting the approach proposed by O. Panchenko, who argues that digital technologies can both ensure financial stability and security and threaten these two components. On the one hand, the latest information technologies can be used to disseminate and exchange ideas and strategies to achieve financial security, as well as to implement and coordinate plans and operations to ensure its provision to financial market participants. However, on the other hand, information technologies can be used in such a way as to threaten the financial stability and security of the market as a whole and its individual subjects [29]. The value of this approach lies in revealing the essence of digital innovations implemented in financial markets, as possible benefits and, at the same time - potential threats to financial security.

In terms of disclosing the essence of financial security, we follow the view of N. Pantelieeva, who argues that the signs of financial security differ depending on the subject of economic relations. At the same time, their difference is to clarify the target direction of the resulting action of financial security with varying degrees of detail, but most often it is associated with the state of a subject and emphasizes the influence of external and internal factors, the ability to resist them [30].

With regard to practical approaches to financial security in terms of digitalization of economic relations, it is worth noting the study of B. Carin, who notes that the security of the financial sector in the introduction of new information technologies will significantly expand opportunities to stimulate innovation, use the potential of the digital economy for inclusive global growth and development, modernizing traditional industries and promoting structural reform, minimizing risks to the financial sector and other infrastructure, and ensuring security. in a way that promotes creativity [11].

In general, it can be argued that there is an objective need to update approaches to the financial security of both financial market participants and individual business processes in the context of integration of the financial and manufacturing sectors with digital economy technologies.

3 Materials and Methods

The main method of research was the use of content analysis, which examined the specifics of modern scientific approaches to understanding the essence of such key categories as "digitalization", "financial security", and "digital economy". The concomitant application of methods of analysis and synthesis made it possible to explore the nature and features of the transformations that have taken place in the financial market in the context of ensuring the financial security of its participants under the influence of the global digital economy.

An important aspect of assessing the level of impact of digital technologies on a particular industry or field of activity is to take into account specific indicators of digitalization. It should be borne in mind that such indicators are relatively subjective in nature, so the assessment of the impact of digitalization on financial markets and financial security should be based on the use of a set of individual criteria and indicators. Such indicators include:

- The Digital Economy and Society Index (DESI) is a consolidated index that summarizes the relevant indicators of the effectiveness of digital technologies in the field of digital competitiveness. The data covers five main areas: communications, human capital, Internet use, integration of digital technologies and digital public services [23];
- Global Findex database, which shows indicators of access and use of financial services around the world, based on which new data on the level of use of financial technologies (fintech), including the use of mobile phones and the Internet for financial transactions [42];
- The indicator of the share of traditional credit substitution with alternative online financing (ALTF), which shows the share of alternative online financing in total lending to the entire private sector, including loans raised by businesses and households through online platforms [10].

Based on these indices and data, you can determine the overall average level of impact of digitalization on the financial market of a country using the following formula:

$$DL = w_{DESI} \times DESI + w_{GF} \times GF + w_{ALTF} \times ALTF$$

where DL – level of digitization;
w_i – the corresponding weighting factor *i*-th indicator (DESI, Global Findex, ALTF).

In this case, if necessary, this formula can be adjusted by introducing additional indices that will reflect the desired direction of the impact of digital technologies on the functioning or development of financial markets.

4 Results and Discussion

Serial production, the flexibility of the technological process, the universality of computer decisions promoted a decrease in cost characteristics of products and complexes, adjustment of service, creation of the system of education based on information technologies. The creation and improvement of electronic computing devices contribute to the formation of the infrastructure of information support of almost all sectors of the economy. Applied development and implementation of digital principles of information processing in industry and agricultural production, control devices for technological equipment, in the management of the enterprise unified electronic components, units, software modules of these systems.

It is undeniable that the intensification of digitalization processes has a positive impact on the financial and economic results of enterprises involved in the use of certain tools, and the innovation potential of the state as a whole. However, important to ensure the high efficiency of such processes is to ensure safe operating conditions for both business entities and state institutional and legal infrastructure in the face of exacerbation of information security problems or uncontrolled certain information areas of the global network.

At the same time, the speed of access to information entails another problem – the threat to the information security of the enterprise. In addition, all competitors are free to obtain information from the Internet (pricing policy, activities) and use it to form their activities on the same basis or even better (for example, giving more discount than a competitor; more favorable terms of cooperation, etc.). Peculiarities of consumer behavior in certain highly competitive areas do not allow to avoid the reflection of prices, terms of delivery, or payment in online stores, and therefore competition intensifies and if the company is not able to develop all the time, offering more favorable conditions than competitors, there is a threat loss of market position.

Therefore, the information process at the enterprise should be aimed at obtaining scientific and technical, production, planning, control, accounting, and analytical information in information systems that are unified and based on the implemented digital technology. An important role in the use of information is played by methods of its registration, processing, accumulation, transmission, storage, and issuance in the required form, as well as methods of recycling numerical, graphical, textual, and other information.

As today`s digital transformation of enterprises has undeniable advantages in the implementation of activities, the latest information technologies and corporate software products should be integrated into business processes and provide strategic management of such processes. Accordingly, the development of a digital security strategy of the enterprise should be based on a concept based on the following basic principles:

- Digital and information security of the enterprise must be unique, based on its organizational structure, production specialization, and the availability of digital technologies;
- The functioning of the digital security system of industrial and agricultural enterprises can be ensured only if the comprehensive security of all its functional components;
- Effective digital security of the enterprise is possible only with a well-thought-out concept and appropriate security measures.

Implementation of computerized systems in the management of technological processes and the enterprise requires significant resources. The use of knowledge-intensive tools requires the creation of specialized departments with certain production areas, technical means, highly qualified personnel. Due to the short life cycle of computer systems, the created complexes must be periodically updated. In addition, the components of the information system in complex complexes require additional maintenance, which complements the quantitative and qualitative composition of computer equipment for certain financial resources.

The financial aspect is the main component of security management, covering a wide range of issues on the organization of efficient movement and use of financial resources in the enterprise, which is significantly affected by digitalization processes, from nominal growth of expenditure digitization of accounting and analytical functions in the field of financial management.

In general, modern technologies make it possible to significantly expand the markets in which agricultural and industrial enterprises operate. It is not necessary to be physically present in a particular region, because the Internet allows you to participate in foreign markets, which potentially opens a new market, and various order management and accounting programs and warehousing warehouses allow you to manage the sales process remotely access. Banking technology allows you to get paid also in the country of the physical base of the enterprise.

Thus, it is possible to determine the specifics of resource and cash flows that affect the economic security of the enterprise, in the structure of revenues or expenditures of which a significant share is occupied by information technology (Figure 1).

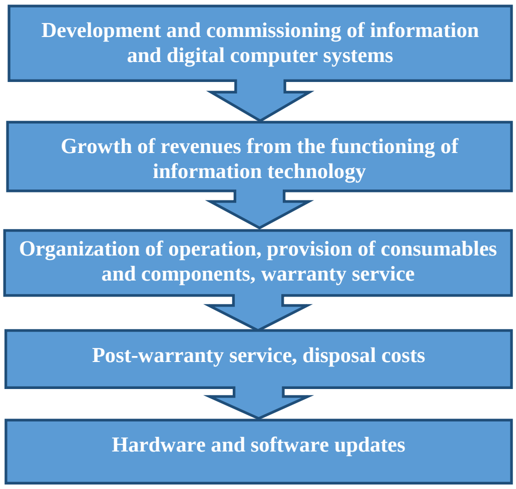

Figure 1 – The main factors influencing the level of security of the enterprise when using information technology [44]

Thus, we can conclude that the degree of penetration of modern technology into business is so deep that it is not limited to information, but also affects other elements of the enterprise, affecting overall economic security in general. Therefore, managers of agricultural and industrial enterprises face additional tasks to control the level of economic security, taking into account current trends. In addition, ensuring the economic security of industrial and agricultural enterprises should be implemented in two ways: eliminating potential threats posed by the active development of digital technologies, as well as – providing opportunities that generate the same digital technologies. At the same time, the economic security of the enterprise can be ensured only with a balanced consideration of all these aspects, which results in the formation of an effective dynamic information protection system with the effective functioning of the digital innovation market monitoring system.

5 Conclusion

As a result of research, it is established that intensive development of information technologies today allows increasing the efficiency of functioning of the enterprise as a whole, to form new opportunities, to increase the efficiency of work of its personnel. Thus, the impact of information technology is present at all stages of the enterprise – from business planning to the formation of long-term development strategy.

However, ensuring the economic security of the enterprise depends on the level of digitalization of this process. At the same time, the expediency of digitalization is determined by the speed and understanding of the state of economic security of the enterprise, the establishment of a system of effective communication networks. Intensification of the process of digitalization of the economic security of the enterprise allows its management to develop strategic forecasts for the future, which specifies the most effective use of strengths and capabilities of the enterprise. Thus, a key factor in the success of the digital security system of industrial and agricultural enterprises is to build an effective strategy for its implementation and operation on the basis of long-term development goals.

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Primary Paper Section: A

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SOCIO-ECONOMIC SECURITY AND ITS INFLUENCE ON UKRAINE`S HUMAN CAPITAL DEVELOPMENT

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Abstract: The article considers the essence and features of ensuring the socio-economic security of the national economy of Ukraine in the period of transformation of the international system of economic relations and the instability of financial markets in terms of ensuring the effectiveness of aggregate human capital. It is determined that the development of human capital largely depends on ensuring the quality of education of the working population, as well as determined by the level of consumption of material and social goods. It is proved that investments in human capital in the modern information economy ensure the growth of the efficiency of the national economy in general and increase financial efficiency at the level of individual enterprises in particular. The need to ensure high social standards for the formation of quality human capital in the country has been identified.

Keywords: Human capital, Investment in human capital, Socio-economic development, Socio-economic security, Social standards.

1 Introduction

Ensuring the socio-economic security of any country is an objective necessity in terms of ensuring the effective development of society and the national economy. This problem becomes especially relevant in the new conditions when under the influence of intensive development of modern information technologies is the formation of a new system of economic relations, which is characterized as a digital economy. At the same time, the economic security of the country largely depends on the quality of its total human capital and the level of efficiency of its use. In turn, ensuring high living standards and consumption of material goods is the basis for the formation of quality human capital and promotes investment in it both by individuals and at the level of enterprises seeking to remain competitive in the digitalization of economic relations.

In general, during the transformation of the entire system of economic, social, political, and cultural relations, the most significant changes are taking place in the field of labor relations. The industrial type of economic growth is being replaced by the humanitarian type, the driving force of which is scientific knowledge, creative and intellectual potential of the individual. All these changes reflect the innovative model of economic development, accompanied by the growing role of man in the socio-economic relations of society.

2 Literature Review

The study of problems of socio-economic security is widely covered in the specialized economic literature. It should be noted that the issue of economic security at all levels of the socio-economic system of the country was actively studied, resulting in the synthesis and systematization of objective knowledge about socio-economic security of specific objects that reveal its essence, explain the laws and causation connections at the levels of the economic system.

Therefore, in the disclosure of this topic, it is necessary to note the significant contribution made to the study of practical aspects of socio-economic security of the state, which was made by scientists such as O. Agres [1], I. Balaniuk [3], O. Binert [7], Y. Chaliuk [9], O. Ivanenko [19], M. Kalnytska [20], T. Kulinich [23], T. Shmatkovska [25-27], O. Stashchuk [32-34], O. Storozhuk [35], T Tokarsky [36], Z. Varnalii [37], I. Yakoviyk [40], O. Yatsukh [42] and others.

1. In addition, research in the field of human capital formation as a key economic category in the system of planning and use of human resources has played an important role in ensuring effective socio-economic development. This issue is fully disclosed in the works of such researchers as O. Apostolyuk [2], V. Baranova, D. Bohynia [6], A. Boiar [8], M. Dziamulych [10-17], O. Grishnova [18], M. Khutorna [21], A. Kolot [22], A. Poruchnyk [24], R. Sodoma [28-31], N. Vavdiiuk [38], Ya. Yanyshyn [41], I. Zhurakovska [43] and others.

It should be noted that research on the theory of human capital is largely considered in the context of ensuring the need for effective socio-economic development of the country. However, the issue of the relationship between socio-economic security and its impact on the formation of the country`s total human capital remains unclear and requires further research.

3 Material and Methods

Analyzing approaches to research and defining the category of "human capital", most researchers still agree on the following fundamental features: human capital is formed or developed as a result of investment and is the accumulated stock of health, knowledge, skills, and abilities used for to obtain a useful result and contribute to the growth of labour productivity and, in addition, its use leads to an increase in income of its owner and stimulates further investment in human capital [6].

When we talk about investing in human capital, we mean, above all, investments related to human education. Therefore, the peculiarity of this form of "investment" in a person is that the investment period (duration of training) reaches from 12 to 20 years, while the investment period of physical capital is 1-2 years. But at the same time, investments in human capital have a significant, long-term, and integrated economic and social effect. Thus, J. Kendrick, analyzing investments in human capital, divides them into tangible and intangible. The first includes all the costs necessary for the physical formation and development of man, and the second – the accumulated costs of general education and special training, part of the accumulated costs of health care and the labour movement. The peculiarity of intangible investments is that, despite their immense nature, these costs, increasing human knowledge and experience, contributes to increasing the productivity of capital embodied in people and is therefore the main [4].

Therefore, in theoretical terms, the concept of "human capital" should be distinguished on three levels:

- At the personal level, human capital is the knowledge and skills that a person has acquired through education, training, practical experience (using their natural abilities) and through which he can provide valuable production services to other people;
- At the microeconomic level, human capital is the aggregate qualifications and professional abilities of all employees of the enterprise, as well as the achievements of the enterprise in the effective organization of labor and staff development;
- At the macroeconomic level, human capital includes accumulated investments in such areas as education, vocational training and retraining, career guidance and employment services, rehabilitation, etc., which is an essential part of the national wealth. This level includes the total amount of human capital of all enterprises and all citizens of the state [5].

4 Results and Discussion

As practice shows, in recent years the intensity of the level and pace of development of the world`s leading economies is increasingly dependent on the level of development of science and education. Thus, the total human capital of an individual country is a key factor in its economic growth and also has a direct impact on the level of socio-economic security. In general, human capital is formed and accumulated by a person a certain stock of health, knowledge, skills, abilities, which is purposefully used in a particular field of social production and promotes productivity, thereby affecting the growth of income of its owner. In our opinion, such a change is due to the growing role of knowledge in human labour and their isolation as a factor in the growth of individual income.

In addition, as is known, one of the main criteria of socio-economic security is the ability of the national economy to maintain or quickly restore the critical level of social reproduction in crisis situations, protection, formation of the social sphere, and the level of social needs. A significant role in this aspect is played by human capital, the qualitative reproduction of which is the main task of the state in the process of ensuring the safe socio-economic development of society. In this aspect, socio-economic security should be considered as a specific set of internal and external factors that contribute to the effective dynamic growth of the national economy, its ability to meet the needs of the individual, society, and state, competitiveness in foreign and domestic markets, resistance to various challenges. Therefore, the objective need is the availability of appropriate research tools that can identify specific threats to socio-economic security.

It is an indisputable fact that the process of forming the concept of social policy on the basis of guaranteeing socio-economic security of the state should focus on improving the level and quality of life, creating appropriate conditions for the middle class, and overcoming poverty, counteracting the sharp stratification of society, and social status, to increase social guarantees and standards, to form a solidarity social structure of society, and requires the development of a number of measures of legal, economic, and institutional nature. The main emphasis should be on the fact that socio-economic security is a certain state of society and the main spheres of its life, which ensures the established social norms of the level and quality of life of man and society, guarantees its protection from external and internal risks and threats conditions for their comprehensive development.

It should be noted that from a practical point of view, the method of assessing human capital is important. Currently, to analyze the conditions of formation and development of human capital in different countries around the world, various indicators are used, the main of which are: Human development index, Quality of life index, and Index of human happiness. However, the practice of socio-economic analysis shows that the most common and reliable indicator that allows you to assess the conditions of formation and development of human capital is the index of human development. This indicator reflects the average level of the country`s achievements in the three most important areas of human development: life expectancy; the level of education of the adult population and the total number of those who entered educational institutions; GDP per capita.

Thus, it can be argued that the socio-economic security of the country reflects the state of its economic mechanism, which is characterized by balance and resistance to the negative effects of internal and external factors, the ability to ensure sustainable and effective development of both economic and social spheres. This is confirmed by the views of Z. Varnalii, who argues that socio-economic security is a system of economic relations based on the mechanism of reconciling the economic interests of economic entities, which allows to resolve economic conflicts with minimal losses and ensures independence, stability, development, adaptability, and inertia of the national economy in interaction with the internal and external environment [2].

Thus, we come to the conclusion that the most relevant and necessary in the context of socio-economic security is the development of health capital, capital of scientific and innovative creativity, as well as intellectual and educational capital in terms of additional education, retraining, and more. There is also an opportunity to systematize the goals of the total human capital of the country in the context of ensuring its innovative development (Table 1).

Table 1: Strategic goals of human capital development in the system of socio-economic security of the country

Component of human capital	Directions of development
Physical capital (health)	- increasing life expectancy; - reduction of mortality, including in working age; - increase the duration of a healthy life; - reduction of loss of working time due to temporary disability
Capital of scientific and innovative creativity	- identification and support of priority areas of innovation; - production of intellectual property for innovative economic development; - financial support for the implementation of innovative projects; - support for the mobility of scientists, lifelong learning, internships, and staff exchanges between research organizations and universities; - establishing international academic ties and partnerships; - learning the basics of innovative entrepreneurship
Intellectual and educational capital	- development of a training system focused on the implementation of international requirements for the training of scientific and engineering personnel; - development of specific professional retraining, advanced training in organizations, workplaces; - elimination of disparities in the educational system in accordance with the needs of the labor market

Source: [35]

At the same time, the assessment of threats to socio-economic security shows a mismatch between the content and understanding of potential threats and risks. Socio-economic risks in Ukraine have certain features of their accumulation and are due to various factors that result in maintaining the low level and quality of life, low productivity and wages, low cultural level of population, workers and managers, psychology of social maintenance, and more. In this aspect, it is customary to highlight the risks of unemployment, poverty, homelessness, social disintegration. Thus, at the present stage of socio-economic development, there is the emergence of new socio-economic risks.

In addition, the problems of socio-economic security are exacerbated by open borders, the outflow of population from developing countries, and the growing number of migrants in developed countries, increasing risks of social inequality, insecurity. Economic security is declining in conditions of complete dependence of the national economy on foreign investment, reducing the complexity of production, global redistribution of production centres with high “intellectual” content, and hence higher motivation to work, as well as raw materials bases with low wages. exacerbates social security problems. Thus, in the context of globalization, the problems of socio-economic security are gaining new importance, and their solution should take place not only at the state level but also at the level of economic entities.

Therefore, based on the above, there is a need to systematize approaches to identifying indicators, risks, and threats to socio-economic security (Table 2).

Table 2: Impact of threats and risks on the state of socio-economic security indicators

Indicator	Type of threats and risks to economic security in the social sphere
The ratio of the minimum pension to the subsistence level	Stratification of the population by income level, deepening poverty among the elderly population
The ratio of the average wage to the subsistence level	Rising poverty and the outflow of highly qualified professionals abroad
Unemployment rate (ILO methodology)	Reducing the level of purchasing power of the population, reducing the number of taxpayers, exacerbating the criminal situation, falling

	labour activity
Availability of housing on average per person	Deterioration of living conditions, their non-compliance with modern requirements of comfort
The volume of consolidated budget expenditures on health care	The growing number of diseases, the health care crisis and the deterioration of the quality of medical training
The volume of expenditures of the consolidated budget for education	Levelling the value of learning outcomes, degradation of society

Source: [39]

It should be noted that these potential threats to the socio-economic security of the state usually arise as a result of exceeding the indicators of their thresholds and, thus, provoke an increase in the level of danger in the socio-economic sphere. At the same time, the national security system involves the use of the concept of "socio-economic danger", which is the end result of the favourable emergence, development, and transformation of risks into threats, and then into dangerous events with negative impacts on socio-economic development.

5 Conclusion

Thus, we come to the conclusion that at the stage of formation of post-industrial society ensuring the socio-economic security of the country is integral to the level of development of its total human capital. This means that the level of physical and mental abilities of a person expresses the level of his human capital. And socioeconomic security is to ensure the possibility of expanded reproduction of functioning human capital, which is expressed in the level of income that an individual receives from the use of this capital. The concept of "human capital" is quite capacious in terms of reflecting the role of man in the socio-economic development of society, as it represents, on the one hand, the level of physical and mental abilities, and on the other – a certain stock of health, knowledge, skills, qualifications, which is formed as a result of investing in a person and affects the growth of income of its owner.

In general, of all the resources for ensuring the socio-economic security of the state, human capital is of key importance. It is determined that in modern conditions the main threats to socio-economic security associated with the state of human capital are the high complexity and duration of the process of reproduction of human capital; strengthening of the migration processes connected with "brain drain"; lack of material and moral stimulation of effective research activities, which negatively affects not only the socio-economic security of society but also the innovative development of the country`s economy.

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Primary Paper Section: A

Secondary Paper Section: AH

EXPRESSIVENESS OF MODAL WORDS IN HEYDAR ALIYEV'S SPEECH

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Abstract: The article is devoted to the study of the linguistic features of the speech of Heydar Aliyev, who won the sympathy of the genius personality of the Azerbaijani people and his political activity on a global scale. This topic is especially important because it is related to the field of political linguistics, which is a new direction in linguistics. Thus, a number of issues related to the teaching of speech culture in our modern world have not yet been resolved. Using the results of the research, it is possible to obtain valuable information about the course of political speech. Descriptive-comparative and analytical methods of linguistics were used during the research. In the end, the results obtained during the scientific research were discussed. It is noted here that the intonation tone and stylistic moments of the modal words used in H.Aliyev's speech are distinguished by special manipulative emotionality in the speech.

Keywords: Heydar Aliyev, Modal words, Political speech, Speech culture.

1 Introduction

Regardless of the grammatical structure of the language, a modality is inherent in most languages as a universal category [4]. In this sense, the modality is still relevant as an object of study. The subjective modality is a modality that reflects the attitude of the speaker to the expressed idea. The modal words represent one of the linguistic tools used to express subjective modality [2, 6, 12].

It is no coincidence that Heydar Aliyev said about the speech development: "...İndi isə, şübhəsiz, bizdə təhsilin tam əksəriyyəti Azərbaycan dilində gedir. Ancaq bir var ki, Azərbaycan dilində oxuyursan, bir də var ki, dilin incəliklərini bilirsən, Azərbaycan dilində yüksək səviyyədə söz deyə bilirsən, fikrini ifadə edə bilirsən, nitq edə bilirsən. Bu, hələ bizdə çox çatışmayan bir sahədir." [1, p. 254] – "... Now, of course, the vast majority of our education is in the Azerbaijani language. One point is that you read in the Azerbaijani language, but another point is that you know the subtleties of the language, you can speak at a high level in the Azerbaijani language, can express your opinion and can make a speech. That is an area where we still lack a lot".

The richness of the content of human speech depends on the level of thinking and language. A speech is a combination of language codes in order to express the subject's personal opinions, a psychological mechanism that allows them to be objectified. The speech is the sum of what people say, the individual combinations that depend on the will of the speakers, and the act of speaking that is necessary to implement them. Therefore, there is no collectivity in speech, its manifestation is individual and instantaneous [15].

A high oratory culture, the ethics of effective use of language can be realized only under the responsibility of language speakers. The Islamic philosopher Hazrat Ali, the great scholar of the Eastern world Ali ibn Sina, the poets and philosophers: Firdovsi, Biruni, Mahmud Kashgari, Sadi Shirazi, and others said instructive aphorisms about the speech, the ethical rules of this process, the science of rhetoric, its regularities, the art of speech, the role of oratory speech in public communication and other things, they have written valuable works on these issues [13].

The problem of text and discourse is still relevant today and is of interest in terms of linguistic research. Most linguists consider both written and oral (including spontaneous) speech creation as the text. The study of modal words in the speeches of political leader Heydar Aliyev, whose speeches took place orally, is once again relevant [3, p. 18]. Modality, which expresses an attitude to reality, is becoming the subject of serious research.

An attention was paid to the distribution of modal words depending on socio-political periods [18]. In the first periods of independence in 1993, the number of modal words reached 48 in his speech of ANAS. The modal words that strongly confirmed the reality were 47.9%, which in itself corresponds to the speech of the resolute head of state. In 1997, the number of modal words in his speech, which had twice the number of signs, was 30, and the number of modal words was 33.3%, which is due to the stability of the socio-political period.

The means of manifesting of expressiveness can be found at all levels of language. We can divide approximately these levels into 4 groups: phonetic, lexical, morphological, and syntactic. A speech culture is to know the oral and written norms of literary language, on the other hand, to use them in different situations according to the content and purpose of speech [17]. Using modal words on the spot, Heydar Aliyev had mobilized the audience.

The main purpose of the article is to study the expressiveness of modal words in the speeches of political speaker Heydar Aliyev and depending on socio-political conditions to investigate the frequency of modal words. In this article for the first time in Heydar Aliyev's speech, modal words were the object of research in a complex way.

The study of Heydar Aliyev's speeches is a great contribution not only to the speech culture of Azerbaijan, but also to the culture of world political speech and at a time when integration is strengthening in the globalized world and the importance of political speech is growing.

2 Materials and Methods

Scientific research directly related to the research topic is a minority. For example, in his scientific article, M. Mahmudov studied the grammatical features of Heydar Aliyev's speeches and made serious analyzes in this area [14]. A.Babayev, in his research on the Azerbaijani language and speech culture, shares his views and opinions on what qualities prevail in the speech of a political leader [4].

The distribution of modal words in Heydar Aliyev's speech and the connection of this process with socio-political periods are highlighted in N.Zamanov's scientific article [18]. The works on the special tone and expressiveness of modal words, as well as their other functions in speech were carried out by F.Dzhahangirov [6], Z.Alizade [2], M.Karimova [12], and others. F.Dzhahangirov studied the logical and grammatical essence of the category of modality, and M.Karimova analyzed the means of expression of modality in languages with different systems, discovered their similarities and differences [12].

Using the considered scientific sources, in this article we will study how Heydar Aliyev used modal words during his historical speeches and what place these lexical units have in his speech. Such scientific research is very important in terms of detecting changes in language in different socio-political periods, as well as in terms of following the rules of correct speech construction.

The research is conducted by descriptive method. Books containing speeches and statements of Heydar Aliyev under the title "Our Independence is Eternal" were taken as materials.

3 Results and Discussion

The main task of modal words is to express modality in different ways. The modality, on the other hand, is a logical-grammatical category that either confirms or denies the truthfulness of a judgment about a different work, event, thing, sign, or quality, and expresses a certain attitude toward the thought being expressed [4, 5, 11].

The study of modal words with logical and grammatical meaning in the speech of the great speaker Heydar Aliyev is no less important than other parts of speech. The diversity of attitudes to reality creates many types of meaning of modal words [9]. The morphological level of expressiveness depends on the role of auxiliary parts of speech in speech, the substitution of grammatical suffixes, as well as lexical-semantic features of lexical suffixes and other problems [7, 10] are investigated.

M.Mahmudov was the first to comment on the modal words in Heydar Aliyev's speeches. The author divided and classified modal words in four groups used in the language of the great speaker: "*güman edirəm ki*" (I think), "*yəqin ki*" (probably), "*şübhəsiz ki*" (of course), "*təəssüf ki*" (unfortunately), "*bəlkə də*" (maybe), "*ən nəhayət*" (finally), "*deyəsən*" (it seems), "*sonra*" (later), "*düzdür*" (it is true), "*ümumiyyətlə*" (in general), "*şübhə etməyin ki*" (don't doubt that) and others are possible to come across in the language of Heydar Aliyev" [14].

The most common modal words in Heydar Aliyev's speech are those that express the degree of attitude to reality, and the decisive affirmative modal word "really" occupies an important place in the speeches of a great speaker. The modal word "*doğrudur*" (it is true that) is an important part of Heydar Aliyev's speech in conveying the truth about the history of Azerbaijan to the audience: "*Doğrudur, Azərbaycan öz tarixinin qısa bir dövründə müstəqil demokratik dövlətini yaratmışdı. Bu, 1918-1920-ci illərdə olmuşdur. Lakin iki ildən sonra, həm Azərbaycanda, həm də bütün Zaqafqaziyada sovet hakimiyyətinin qurulması ilə bu dövlət öz fəaliyyətini dayandırmışdır*" [1, p. 420] – 'It is true that Azerbaijan has created an independent democratic state in a short period of its history. This was in 1918-1920. However, two years later, with the establishment of Soviet power in both Azerbaijan and the entire Caucasus, this state ceased to exist'.

The decisive affirmative modal word "*şübhəsiz ki*" (undoubtedly) is repeated in the language of the great speaker, leaving no doubt in the audience, declaring that there will be no compromises in ensuring our territorial integrity, inviolability of borders, clearing the occupied territories of invaders: "*Şübhəsiz ki, biz bu vəziyyətdən çıxacağıq. Şübhəsiz ki, işğal olunmuş torpaqlarımızın azad edilməsinə nail olacağıq. Şübhəsiz ki, biz sərhədlərimizin toxunulmazlığına nail olacağıq. Biz bunlara nail olacağıq. Müstəqil Azərbaycan özünün bütün ərazisinin sahibi olacaq. Müstəqil Azərbaycan Respublikası öz taleyinin sahibi olacaqdır*" [1, p. 38-39] – 'We will certainly get out of this situation. Undoubtedly, we will achieve the liberation of our occupied lands. No doubt, we will achieve the inviolability of our borders. We will achieve this. Independent Azerbaijan will own all its territory. The independent Azerbaijan Republic will have its own destiny'.

The affirmative modal word "*həqiqətən*" (really) is used to clarify socio-political issues. The modal word "*yeri gəlmişkən*" (by the way) confirms and strengthens the idea said before.

Among the affirmative modal words, the modal word "*düzdür*" (it is true that) has a special weight in Heydar Aliyev's speech. The audience understands the situation correctly with the help of this modal word. The audience concludes that in Heydar Aliyev's speeches the assumptive modal words are unlikely in the end. Heydar Aliyev's "assumptions" are assumptions that will prove true in the future: After the modal word "*güman edirəm ki*" (I think that) Heydar Aliyev tries to prepare the audience for the future by putting the issues he assumes in the definite future.

Among the modal words in Azerbaijan language, complex modal words such as "*təəssüf ki*" (unfortunately), "*təəssüflər olsun ki*" (unfortunately that) are used in Heydar Aliyev's speech when shortcomings in various spheres of society are observed. These modal words match the content of the speech, increasing the impact of the speech on the audience (14). In the speech of the great speaker, the modal word "*təəssüf ki*" (unfortunately) refers to the shortcomings in the publication of works that serve national independence: "*Burada deyildi ki, "Molla Nəsrəddin" jurnalının faksimilesi on iki cilddən ibarətdir. Təəssüf ki, on il bundan öncə onun cəmi bir cildi buraxılıbdır, indiyə qədər qalanları çap edilməyib*" [1, p. 82] – 'It was not said here that the facsimile of the magazine "Molla Nasreddin" consists of twelve volumes. Unfortunately, only one volume of it was published ten years ago, and the rest have not been published yet'.

Hearing the modal word "*bilirsiniz*" (you know) in Azerbaijan language, the audience prepares themselves to fall under the spell of Heydar Aliyev's philosophical thoughts: "*Bilirsiniz, dünyada heç kəs daimi deyil, insan mənəviyyat üçün yaşamalıdır. Mənəviyyatını qoruyan, yaşayan insan əbədi olacaqdı. ...Ola bilər, fiziki cəhətdən ömrü çox olsun, amma mənəvi cəhətdən ömrü olmayacaqdır*" [Aliyev: 1997, p. 49] – 'You know, no one in the world is permanent, a person must live for morality. Preserving his morality one will live eternal. ... Physically he may live a long time, but spiritually he will not live a long time'. The audience perceives philosophical ideas such as "spirituality", "spiritual education" with the modal word "*bilirsiniz*" (you know).

Modal words such as "*əvvəla*" (firstly) and "*ikincisi*" (secondly) (4), showing consistency and contuinity in speech have its special place in Azerbaijan language. In speech situations expressing results and generalizations, Heydar Aliyev uses the modal word "*bir sözlə*" (in a word), "*beləliklə*" (thus), "*nəhayət*" (finally), which he uses at the end of his speeches and gives instructions. Heydar Aliyev's speech coincides with the modal words "*ümidvaram ki*" (I hope). In this case, the audience connects their hopes and dreams with the hopes and dreams of the great speaker: "*Beləliklə, biz indiyədək görülən işləri qiymətləndirməliyik. Biz onlarla fəxr edə bilərik. Biz eyni zamanda əməkdaşlığımızın nə qədər genişləndiyinin şahidiyik. Amma bu da son hədd deyildir. Hələ qarşıda çox böyük imkanlar vardır. Mən ümidvaram ki, Amerikanın Azərbaycanda fəaliyyət göstərən neft şirkətləri ilə bərabər, Birləşmiş Ştatların bir çox digər neft şirkətləri də bu əməkdaşlığa qoşulacaqlar*" [1, p. 212] – 'Thus, we must appreciate the work done so far. We can be proud of them. At the same time, we are witnessing the expansion of our cooperation. But this is not the end. There are still great opportunities ahead. I hope that along with American oil companies operating in Azerbaijan, many other oil companies in the United States will join this cooperation'.

In the oratory art, the modal words "*zənnimcə*" (in my opinion) and "*fikrimcə*" (I think) are expressing the speaker's views and personal opinions on the events in Heydar Aliyev's speeches. The modal word "*zənnimcə*" (I think) refers to the great speaker's personal attitude to various issues. Heydar Aliyev is one of the politicians who is not mistaken in his opinion that the audience hearing the modal word "*zənnimcə*" (I think) believes that the ideas which come after that modal word will come true.

Modal words were more widely used in speeches in the first years of independence. The meeting with intellectuals at the Academy of Sciences of the Azerbaijan Republic on September 21, 1993 is one of them. In this speech, the modal words "*şübhəsiz*" (undoubtedly) and "*şübhəsiz ki*" (no doubt) are used more to express the absolute confirmation of reality.

Heydar Aliyev shows regrets to the groups that put their personal interests and personal goals in the forefront. Sometimes the modal word "*təəssüf*" (unfortunately) plays the role of both a word and a sentence: "*Meydana gündə bir siyasətçi çıxıb, ancaq sonra iç üzləri açılıbdır.* ***Təəssüf...***" [Aliyev: 1997, p. 149] – 'Every day a politician appeared, but then their true faces were revealed. Unfortunately'.

During the difficult period of independence, the speech of the national leader at the Academy of Sciences on September 21, 1993, was compared with his speech on the occasion of the 5th anniversary of the establishment of the New Azerbaijan Party in 1997 (30 modal words). Although the number of speeches at the Academy is less than twice, the modal words have been used in large numbers (48 modal words).

In this speech alone, the word “*təəssüf*” (unfortunately) was used 13 times, and the word “*şübhəsiz*” (undoubtedly) was used 8 times.

The modal word was used 30 times in the public speech at the solemn meeting held on November 29, 1997 at the Republican Palace on the occasion of the 5th anniversary of the establishment of the New Azerbaijan Party. In this case, “*düzdür*” (it is true) modal word was used 2 times, “*doğrudur*” (it is true that), “*şübhəsiz*” (undoubted) and “*şübhəsiz ki*” (undoubtedly) was used five times. Among the modal words denoting conclusion “*nəhayət*” (finally) was used 3 times, “*demək*” (so) 3 times, “*beləliklə*” (thus) one time, and “*beləliklə də*” (in this way) eight times. Modal words denoting assumptions and probabilities such as “*güman edirəm ki*” (I think), “*hesab edirəm ki*” (I assume), “*görünür*” (apparently) were used 4 times. Modal words expressing emotional attitude to the expressed idea: “*təəssüf ki*” (unfortunately), “*təəssüflər olsun ki*” (alas) were found 3 times. Thus, the study of modal words in Heydar Aliyev’s speeches can be considered as a serious step in the field of political rhetoric.

4 Conclusion

In the speech of the great speaker Heydar Aliyev, the modal words of Azerbaijan language “əlbəttə” (certainly) and “şübhəsiz” (undoubtedly) express the firm affirmation of the fact that there will be no compromise in the irreversibility of independence, in ensuring country’s territorial integrity, in inviolability of borders, in liberating occupied territories.

Heydar Aliyev regrets the local, regional conflicts, clashes and fights that took place in the world at the end of the twentieth century with the using the modal word “təəssüf ki” (unfortunately).

In the oratory art, the modal words “zənnimcə” (I think) and “fikrimcə” (in my opinion) express the speaker’s views on events and personal opinions, and in Heydar Aliyev’s speeches express the great speaker’s personal attitude to various issues.

The modal word “bilirsiniz” (you know) is used in the speech of a Aliyev when it is necessary to approach philosophical ideas, political pluralism, or ordinary everyday issues. The modal word “beləliklə” (thus) is more common in Heydar Aliyev’s concluding remarks.

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SIMILAR SYMBOLS AND CHARACTERS IN THE WORKS OF FERDOWSI AND ATTAR

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Abstract: "Shahnameh" is a great work of historical and mythological aspects, which looks simple at first glance, but covers labyrinths of complex ideas and deep meanings. Therefore, symbols are the only way of understanding the rich content of this work. In other words, it is possible to perceive the deep meaning of the work by use of the symbols. It is interesting that although the evil forces related to dualism are associated with Ahriman in Avesta, Ahriman acts as an ordinary character in Ferdowsi's work, and all the evil acts involving him are attributed to Satan. Satan initially affected human soul as greed for power in the figure of Zahhak. Young Zahhak murdered his father under Satan's influence. Later, Satan affected his soul in the form of delicacies. Satan firstly became ruler of kitchen and then ruler of Zahhak's soul. In Sufism, kitchen represents excessive affection for the material world and is explained as a means which takes people to the hell. According to Sufism, the delicacies of the material world are, in fact, poisons, i.e., they separate people from spiritual blessings and lead to destruction of soul. The story called "Hekayati-Rabia and Hasan Basri" from "Ilahinama" of Faridaddin Attar is about the damage caused by overeating to human soul, and here the kitchen is compared with hell. Of course, this comparison is derived from use of the conceptions of fire and burning in both kitchen and hell.

Keywords: Historical and mythological aspects, Human with mystical world, Spiritual development, Symbol.

1 Introduction

Although "Shahnameh" by Abulgasim Ferdowsi, one of the greatest Persian geniuses of the world literature, reflects mythical thinking and dualistic ideology based on "Avesta", this masterpiece is mainly about oneness of God, Islamic mysticism and knowledge. "Shahnameh" by Ferdowsi is a primary source of many metaphors and symbols used in Persian Sufi literature.

Symbols, particularly, poetical ones and allegorical characters serve as a connection between Creator and creatures. In fact, this world, itself, is a symbol of great universe. According to Jül la Bel, the fact that each creature embodies perfection of Creator can be deemed as a natural sign of supernatural reality. As well, the Western researchers call the symbolism as a path from visibility to invisibility ("per visibilia ad invisibilia"). Landrit claimed that symbolism is a science which learns the interaction between creatures and God, material world and afterlife, and the parts of the universe [3, p. 33]. Each work created by mankind is an allegorical expression of reality and symbol of Divinity. Actually, the symbols represent the association of human with mystical world.

2 Materials and Methods

This article deals with similar and distinctive features of the symbols used by Attar and Ferdowsi.

Despite the numerous works describing the specifics of Islamic mysticism in a social, cultural, and philosophical direction, the nature of mystical experiences, which is the main Sufi theory and practice, remains outside the study. Essence. Islamic mysticism, therefore, has not yet been sufficiently studied, as a result of which there are large gaps in the study of this multifaceted problem. These gaps can be eliminated with addressing to the Sufi literature.

In this study, the hermeneutical method is used as a methodological basis, which makes it possible to extract from the original and translated into other languages Sufi texts and mystical works of the past and present, the basis of the system of mystical personality transformation, leading to the generation of positive knowledge about the subject of research.

3 Results and Discussion

The story called "Hekayat-I Rabia and Hasan Basri" from "Ilahinama" of Faridaddin Attar is about the damage caused by overeating to human soul, and here the kitchen is compared with hell. After Satan's kiss snakes appeared on Zahhak's shoulder. These snakes both reflect mythological thinking and refer to mystical symbols. The snakes, which cause very horrible and unimaginable disaster, destroy human brain. In the everlasting struggle between Satan and humankind, Satan has always been trying to destroy human brains and to influence ideas and thoughts. This terrible threat still causes troubles for mankind.

The character of Satan is widely studied in Sufi literature from various aspects. In the literary works of Faridaddin Attar, this character is different from others with originality and specific features. The poet brought Satan to the forefront in many stories of his works such as "Oshtornama", "Ilahinama", "Tazkiratul-Ovliya", etc. and described this character from different aspects. Despite the fact that Satan is presented as vicious enemy of humankind and example of selfishness and arrogance, his devotion to God is praised.

Satan refused to bow down before Adam on the day of creation of man by saying "I will not bow down before anyone except You" to God, and preferred being expelled from heaven to bowing down to anyone else except God. Attar used his behavior as an example against the people who have doubts about oneness of God and gave advice to them as follows:

زابلیس لعین مردی بر آموز

(Learn courage from cursed Satan) [10, p.92].

According to Attar, besides being merciful, gracious, and fair, God also has anger, and Satan deliberately preferred His anger and curse to His mercy and grace, because everyone wants to gain God's mercy and grace, but nobody desires His curse. But Satan accepted this bad fate in a courageous manner. Attar explained this situation as follows, making an example of Ayaz who kisses Mahmud's feet: "There are a lot of people who admire your beautiful face, but nobody cares about your feet."

In his story called "Satan's teardrops", Attar described Satan's refusal to bow down before Adam not as rebelliousness, but as determination:

نمی خواهند طاعت کردن من

کنند آن که گناه بر گردن من

(Firstly I was forced to bow down, and then I was accused) [10, p.104).

According to Attar, Satan is the most courageous one among creatures. Satan stands guard on the road leading to God. When someone wants to approach this road, Satan tries to mislead him. Satan can deceive the ones whose faith is weak and who have strong material desires. But he can not mislead the people who have left material desires.

Satan reproaches the people who expect something in return from God for their prayers: "I worshiped God for thousands of years. But I was cursed just for disobedience of a moment. Now I wonder how you dare to reach the supreme stage by worshiping so little?"

In Attar's literary works, Satan is described as devoted lover. The story named "Satan's conversation with Moses on Mount Sinai" from the work is very interesting in this respect:

کلیمش گفت ای اوفتاده در بند

بود هرگز تورا یاد خداوند

لعینش گفت چون من مهربانی

فراموشش کند هرگز زمانی

همه چندان که اورا کینه بیش است

مرا مهرش درونه سینه بیش است

اگرچه کرد لعنت دلفروزش

از آن لعنت زیاده گشت سوزش

[10, p.111].

Moses asked Satan: “Do you remember God?” And Satan answered this question in this way: “God doesn’t bear a grudge against me. Nor He hates me. How can I forget Him? His curse has increased my love.”

As Satan is cursed by his lover, his pain and misery is endless. According to Attar, his efforts to deceive the people who want to approach the road leading to God are due to his character as qeyrat-i ashiqi (“qeyrat-i-ashiqi” (lover’s pride) is a special Sufi term– note by N.M.). In the story called “A man’s question to Majnun”, Attar explained these mystic meanings very clearly. Although Majnun heard of Leyli’s death, he didn’t rebel at God and said “Alhamdulillah” (“all praise belongs to God”). When he was asked why he didn’t become sad, he said:

چنین گفت او که من بهره از این ماه

نمی بینم طا نبینندهیچ بدخواه

“I couldn’t come together with that beautiful woman,

That’s why I don’t want anyone else to live together with her” [10, p.117].

In this story Attar allegorically described pride of God’s lover. Satan’s efforts to deceive the people who want to approach the road leading to God are due to his pride. He stands guard at the door of God day and night, saying “As I was expelled from heaven, I will not let anyone enter there”.

While describing the character of Satan, Attar highlighted very essential mystical points. Although Satan, at first glance, was described as a character that disobeys God, it is not so, at all. According to Attar, the relation between Satan and God can lead to dualism. As Satan was a devoted Angel of God, he could not rebel at Him. All what happened and all what will happen are will of God, and Satan is just a shade of God’s divine light. When the light is put on, darkness disappears. Light can shine in darkness, but darkness cannot exist in light. On the other hand, Satan serves for trial and spiritual advancement of humankind. In this trial the person struggles against his feelings of passion, jealousy and grudge. Only after winning this struggle, he can reach the supreme divine stage. All of the mentioned feelings are inherent in humankind. But the most dangerous one is selfishness and arrogance. Satan was punished for his selfishness, because he didn’t want to bow down before Adam created from water and soil and was proud of his pure origin, saying “You created me from pure fire and him (Adam) from clay”.

God gifted humankind with mind; with the help of mind a person perceives bad features of his personality, feels shame for them and tries to quit them. But if a person is selfish and arrogant, he will not see any negative feature in his personality, and, therefore, he will not be able to eliminate his faults; on the contrary, he will make many mistakes and commit sins. An arrogant person closes the doors of all ways which lead to God and obeys Satan with his whole soul. However, Satan was created for material and spiritual development of humankind. Without Satan everything in the society would be monotonous, without passion the human species would become extinct, without the desire of gaining money and profit the craft and industry, even science and education would not develop, trade would not exist, and life of society would become dull and static. Humankind should always be on alert, disobey Satan, and should gain a victory over him. The story “Adam, Eve and Satan’s child” written by Attar by referring to Hekim Tirmizi’s works is very protreptical in this respect. Satan asked Eve to care his child Khannas, and Eve agreed. When Adam came home and saw the child, he got angry, chopped the child into pieces and threw the pieces out. Satan brought his child’s pieces together, revived him and asked Eve to keep him with her. This time Adam burnt the child and threw his dash out. But Satan called all particles of his child, united them and brought the child again to Eve. For getting rid of the child forever, Adam roasted his flesh and ate it with Eve. When Satan called his child, the child responded inside of Eve. At last, Satan could realize his dream. He began to live in human soul and forced him to leave God and to commit evil acts and sins. According to Attar, Satan lives in human soul, and humankind should become stronger in the struggle against Satan living inside them, they should not obey him and, on the quite contrary, they should force him to bow down before humankind. God is the only ruler of human kind. The doors of the ways leading to God have already been closed for the ones whose souls are ruled by Satan.

It is clear that the character of Satan in Attar’s literary activity differs from the one in Ferdowsi’s works with his uniqueness and various mystical features. But aims of both poets were to advice people not to believe Satan’s lies and to be on alert and to behave carefully. Besides Satan, in “Shahnameh” snake and dragon also represent evil forces. In many cases, dragon embodies the concepts of time and world. Like dragon, time also swallows up and destroys everything.

Let us provide an example from “Ummal-khitab”, one of the medieval philosophical treatises: “The seven-headed dragon is human nafs (desire for material things). The first head is greediness, the second is envy, the third is lust, the forth is fury, the fifth is jealousy, the sixth is arrogance, and the seventh is dissension” [1, p. 283].

All of these evil features can cause a person to be a dragon. It is useless to struggle against the faults in the character without killing nafs. In the fairytales, when a head of dragon was cut, the new one replaced it. Evil features of human character are like the replaced heads of the dragon. When you try to remove one of them, the new one replaces it.

This conception is symbolically reflected in “Shahnameh”: Satan confronted with Zahhak in various figures such as hunter, cooker, and doctor. Even the wise men and doctors of the time could not find any cure for Zahhak’s terrible disease. Pure, strong, and good persons like Gava were needed to kill nafs and to gain victory over snakes.

One of the symbols widely used in Ferdowsi’s works is number seven. According to Anri Masse, famous scientist of Iranian studies, repeated use of number seven in some stories of “Shahnameh”, including confrontation of Esfandiar and Bahram with seven obstacles in seven palaces, is a defect of the work [13, p. 102]. However, use of number seven for two times in the work is not due to lack of story or isn’t occasional. Although number seven reflects negative aspects of human character in the figure of seven-headed dragon, it is considered a holy and lucky number in the history of philosophical thinking in Eastern countries and in the whole world. This number describes the stages of spiritual development and represents connection of each day with a star and the role of this connection in human destiny.

Ancient Sumerian and Babylonian people considered seven to be a holy number. Seven was also sacred number of Apollo, who was Greek god of medicine, poetry, and art. Indians had seven gods called Aditya. In Zoroastrianism, there were seven angels standing before Ahura Mazda. Resembling ancient Babylonian people, Jews associated seven planets with seven angels and called seven days of week with the angels’ names (Rafail-Khurshid, Jabrayil-Moon, Shamail–Bahram (Marrikh), Mikail–Utarid, Zadkail-Mushtari, Anail–Nahid (Zohra), Sabtail or Kafzail – Keyvan (Zuhal). In the Islamic world, these Angels are called as follows: Rifail, Jabrail, Samsail, Mikail, Sarfail, Annail, and Kasfiyail.

Number seven was also sacred for ancient Sabean people, and their epos “Simurg and Hormuzshah” was written on the basis of group of seven [12, p. 57].

Symbolic use of number seven in Abulgasim Ferdowsi's work is not occasional. In the work, Rustam overcame seven obstacles in order to reach his goal. In seven palaces, he, respectively, gained victory over lion, thirsty, dragon, magician woman, troop, monster, and at last giant white Monster (Divi-sapid). There is no doubt that each of these obstacles is a symbolic character. Lion represents human desire for power, thirsty and spring embody spiritual needs and divine light, dragon personifies nafs-i ammara (desire for material things), magician woman symbolizes the material world, troop represents the obstacles on the way to God, and monsters embody evil forces.

The same words are also valid for the seven obstacles Esfandiar confronted in seven palaces. Esfandiar's victory over mythical creatures and forces of nature are explained as his victory over his own nafs. This group of seven is completed by Rustam's reign of seven years.

After "Shahnameh", number seven and group of seven began to be widely used in Persian literature. "Haft peykar" ("Seven Beauties") by Great Nizami and a lot of naziras (poems written to resemble another poem in form and subject) written for this work can be given as examples.

Afterwards, number seven was widely used in Faridaddin Attar's works. His works "Mantiqut-teyr" and "Oshtornama" were written on the basis of group of seven. As well, salik (follower of Sufism) passed seven spiritual stages. Birds flied through seven valleys called talab (wish), ashk (love), marifat (decency), istighna (self-sufficiency), tovhid (oneness), heyrat (wonder), and fagru-fena (mortality). Naturally, these valleys reflect the stages of spiritual development of salik. Attar generally characterized these valleys as follows:

هست وادی طلب آغازکار

وادیعسقازآن پسبی کنار

برسیم وادی است آن ازمعرفت

هستچهارم وادیاستغناصنت

هست ینجم وادی توهیدپاك

بسششم وادی حیرت صعبتاك

هفتمین وادی فقراست و فنا

بعد ازآن راه و روسنبود ترا

(Valley of talab is the beginning stage of the travel. After it, endless valley of askh comes. The third valley is marifat. The forth is istighna, the fifth is pure tovhid, the sixth is wonder and the last one is the valley of fagru-fena. After that, there is no way for you) [10, p. 228].

Travel begins from the valley of talab. At the second stage, the salik should pass through the valley of ashk. At this stage, salik is burnt so much among the fires of love that he forgets himself. The third stage is the valley of marifat. This valley is endless. At the fourth stage, the salik passes through the valley of istighna. The fifth stage is the valley of tovhid. The sixth valley is hayret. At this stage, salik forgets himself and leaves his own being forever. The seventh valley is the stage of fagru-fena which cannot be described with words. At last, salik finds peace and comfort here.

Attar described these seven stages which salik passed through so detailed and widely that afterwards the part of this work dedicated to the description of the stages was separated from the main text of the work and entered into the list of Attar's works as a separate work under the name of "Haft vadi" ("Seven valleys"). The readers should be informed that this short masnavi called "Haft vadi" which is given in many sources as a separate work, reflects, in fact, the stages of suluk (spiritual development) and seven valleys the birds flied through. This work was changed by secretaries of the subsequent period, some additions were made to the work, and it was turned into a separate work.

The common feature of "Shahnameh" and "Mantiqut-teyr" is that number seven, and character of Simurg (Phoenix) were used as main conceptions of both works.

In Persian literature, Simurg is presented as a mythical image. Name of this bird is shown in Avesta as "Mereghu Saena". Here Simurg is depicted as a bird which has giant wings, lives at the peak of mountains, and has mythological signs. In classical poetry of Azerbaijan, Simurg acts as a mythopoetic character besides other birds such as "falcon", "hawk", "eagle", etc. [12, p.19].

Simurg makes its nest on a tree at the peak of mountain. But this tree differs from others. The tree is a cure for diseases, and it contains seeds of all plants. In classical poetry of Azerbaijan, Simurg symbolizes Ruhi-küll (world of spirits) [7, p.15].

In the work, Sam left his son Zal at the foot of Mountain Alborz. Name of the mountain is shown as "Kaf" in some sources. According to ancient Jewish mythology, name of the treasure of spirits is Kaf, too. Settlement of Simurg in Mount Kaf can be interpreted as Simurg to be ruler of world of spirits. In many sources, name of Simurg is given as Anga.

In this respect, "Risalatut-teyr" by Ahmad Gazali (XI-XII) can be given as an example. In this work, the birds decided to elect a ruler. To find Anga, they began a journey for a long distance. They thought that Anga should be their ruler. Most of the birds couldn't withstand the difficulties of this hard journey and were afraid of dying in endless deserts. The conclusion of the work is that anyone who withstands the hardships of the journey and isn't afraid of the difficulties can achieve to meet with Anga and to be in the same place with Anga. Here the character of Anga personifies God and is used as synonym of Simurg. Simurg is a mythical bird. In "Shahnameh" by Ferdowsi, Simurg is described as a bird of extraordinary abilities. (Saena in "Avesta" is Simurg, too) [13, p. 15-16].

Abubakr ibn Khosrov, who wrote "Munisname", the master piece of the medieval times in the 12th century, narrated "Risalatut-teyr" in short form. He summed up the story as follows: "It should be said to the people who don't understand the meaning of these subtle figurative expressions that they should change their appearance, appear in the figure of bird, live in the bird nest, perceive the features of the world of spirits or Suleyman and learn to speak in the language of birds, because only birds can understand the language of birds" [6, p. 25].

The common feature between Attar's work and Ferdowsi's work is that Simurg is ruler of birds in both works and that the birds fly through seven stages on the way to Simurg. In Sufi literature, Simurg is presented as a symbol of God. Zal's unnatural abilities in "Shahnameh", abandonment of him by his father due to his white hair and adoption of him back after the age of majority, are symbolic.

In this respect, not incidentally, wife of Indian ruler worried about her daughter's love for Zal and said to her: "His aim is to seize the power. Or does he desire the bird nest?" Here the comparison of the symbols "bird nest" and "power" means that spiritual development, praying to God and worshipping contradict the wish for power. "Wish bird nest" and "live there" are Sufi terms. Zal was always protected by Simurg, and when he fired Simurg's feather, the bird appeared. All of these are associated with mythological ideas. In Ferdowsi's work, Simurg is not only a mystical character, but also it is related to dualistic ideas. For example, there are two characters of Simurg in the work. One of them raised Zal and always helped him. The other one encountered Esfandiar in the fifth palace and is presented as a negative character. The poet described this bird as a fearful and powerful creature which had giant wings.

But in Attar's work Simurg personifies only God:

At last, birds began a journey under the leadership of Hudhud. Hardships of the journey tired them out. They began to doubt and complaint. But Hudhud tirelessly answered their questions and explained that they were on the right way. Tired birds gathered themselves up and continued the journey. Some of the birds became exhausted and left the journey. Some lost their way while seeking for food, and some died from lack of water and food. Only thirty birds among hundreds of birds endured the difficulties and hardships of this burdensome journey. At that moment, a messenger brought letter of Simurg. When the birds read the letter, they saw that all of their life was written in this letter. Then Simurg appeared. Simurg's divine light spread around. When the birds looked at Simurg in the mirror, they saw themselves. And meaning of Simurg became clear; it meant "Se morg" ("thirty birds"). As the result of troubles and hardships of the journey, the birds got rid of their physical appearance and their material being and reached the true meaning and essence. Only after removing the physical features, it is possible to see the internal beauty. When the birds were confused, the Simurg began to speak: "You came here and looked as thirty birds. If your number would be more or less, it wouldn't matter. The look would be the same. Here is a mirror" [10, p. 292]. The birds disappeared in the divine light of Simurg and were reflected in its being. In this stage, there is no way, no traveler and no guide".

After hardships and difficulties, the birds got the supreme form of their material being and reached the stage of oneness. The poet wrote on behalf of Simurg:

بی‌زبان آید ازآن حضرت حطاب

کاینه است‌این‌حضرت چون آفتاب

هرکه آید خویشتن بیند دراو

تن و جان‌هم جان و تن بیند دراو

چون شما سیمرغ اینجا آمدید

سی‌دراین‌آئینه پ‌پدا آمدید

گرچهل‌ینجاه‌مرغ‌آیندباز

پرده‌ءازخویشبگشایندباز

گرچه‌بسیاری‌بسبرگردیده‌اید

خویشرامی‌ببیدوخودرا دیده‌اید

محوما گردید درصدعزوناز

تا بمادرخویشتن یابد باز

(It was said that here is a mirror like the sun. When you look at it, you will see your body and soul. As you came here as thirty birds, you were looking as thirty birds. If you would come here as forty or fifty birds, you would get rid of your physical features. If you would be more patient, you would see your own divine light. You can't reach the supreme stage, unless you don't get rid of your physical features) [10, p. 95].

It is clear that in this work the birds symbolize the saliks, Hudhud represents murshid (guide), and Simurg personifies God. This work is completely based on the ideas of Vahdati-vujud (unity of being) and reflects that God is one and only, all creatures are a particle of God, material world is a manifestation of divine meaning and that all particles will unite with God. This work also describes Kull and juz, Alemi-Kabir and Alemi-saghir relations. There is no doubt that both characters of Simurg were described in the work as the symbol of Ahura Mazda and Ahriman, respectively. However, in Faridaddin Attar's work Simurg personifies one and only God. In Ferdowsi's work, the nest of Simurg is Mountain Alborz. And most sources describe this mountain as a synonym of legendary Mount Kaf which surrounds the Earth. Interestingly, immortality and eternity of first Simurg which raised and brought up Zal was stressed for many times by Ferdowsi. However Ferdowsi mentioned other Simurg only in one story, this bird was killed by Esfandiar despite its monstrosity and extraordinary power, and the poet no more mentioned it. But first Simurg was mentioned till the end of the work, it cured Zal's son Tahamtan, and this shows its ability of healing.

Description of two characters of Simurg in Ferdowsi's work is certainly related to Avesta, but not to the poet's own ideas. The poet always promoted the idea of oneness of God, and his views were based on tovhid. According to Ferdowsi, everything in this world has a counterpart, but only Great God is matchless. Although "Shahnameh" brings to forefront the dualist views, struggle of good and evil, and strife between Hormuz and Ahriman by referring to Avesta, the poet was a person that perceived and believed oneness of God:

سخن هیچ بهتر ز توهید نیست

به نا گفنن و گفتن خدا یکست

(There is no better and more meaningful word than tovhid; it doesn't matter whether it is expressed or not, God is one) [2, p. 505].

The character of Alexander the Great described broadly in "Shahnameh" is depicted by Ferdowsi as a ruler that promotes oneness of God. Referring to Ferdowsi's works, Great Nizami Ganjavi described the character of Alexander more broadly and more mystically in his work "Iskandarnama". Alexander's name, his struggle against Yakjuj and Makjuj and the wall constructed by him are mentioned in Holy Koran, and many sources claim that he was a prophet. Therefore, this great person drew Attar's attention, and the poet described him in many stories of his work "Ilahinama". Let us see the story of "Hekayati-Iskandar ve hekim" ("Story of Aleksandr and doctor"):

Iskandar came to a land. As always, he wanted to meet with the wisest man of the country in order to be his student. He was spoken about a clever and knowledgeable man. Iskandar ordered to bring the wise man before him. That wise man refused to appear before the ruler, called him "slave of his slaves" and said that to appear before the ruler was not for him. His words made Iskandar very angry. Iskandar went to the wise man and asked the meaning of his words. The wise man said to him: "You have been the slave of your nafs and desire for life. You have conquered seven countries and began the journey to find water of life. Unlike you, I have made my nafs and desire obey me. That's why I call you "slave of my slaves". After these words, Iskandar moved to tears, his anger went away, and his soul felt relieved:

سکندر گفت از او دیوانَۀ نیست

که عاقلتر از او فرزانۀ نیست

بسی راهت از او آمد بروهم

طمام است از سفر این یک فتوهم

(He was not crazy. There was no wiser man than him. He brought relief to my soul. This finding was enough for my journey) [9, p. 177].

Attar came to the following conclusion:

وجود تو تورا صدٌ است در پیش

تو پیوسته در آن صدٌ مانده با خویش

توی در صدٌ خود یجوج و مجوج

که طوق گردنت بندیست چون اوج

اگر آذاد کردی گردن خویش

برستی زین همه خون خواردن خویش

(Your body is Great Wall (of China) constructed before you. Your soul has been arrested in your body behind that wall. As well, Yakjuj and Makjuj standing in the other side of the wall are you. There you have been tied to your own neck like a loop. If you remove this loop from your neck, you will stop destroying your own soul) [9, p. 180].

In the other story of “Ilahinama”, one philosopher came before the grave of Alexander and began to think deeply. The last journey of the great ruler who conquered the whole world wasn’t like the previous ones. His dead body in the grave was unaware of everything. Subject of the story “Goftar der merge-Iskandari-Rumi” in “Ilahinama” is almost same. According to Attar, as people bring nothing to this material world and lose nothing here, their efforts to seek and achieve something in this world are meaningless. In the story “Hekayat-i Iskandar ve merg-e u”, the poet described Iskandar and his journeys to find water of life, and came to the following conclusion:

اگر تو راه علم و عین دانی

نورا شرم است ز ه آب جاویدانی

(If you would be on the road of science and knowledge, you would be ashamed of finding water of life) [9, p. 192].

Although the plot of the story “Keykhosrow and jame-Jam” refers to “Shahnameh”, this story describes mystical meanings. The glass which reflected the secrets of seven climates and movement of seven stars did not show itself. Keykhosrow could not understand meaning of this mystery. At last, a note appeared in the glass: “How can you see us in our own shape? You can see everything with us, but it is impossible to see us”. This story hints at impossibility of seeing God. Everything in this world that we see is an evidence of existence of God. We see everything with Him and with the help of Him. Jamshid’s bowl is interpreted only from mystical point of view in this story based on the theory of the unity of being (wahdat al-wujud).

In the story called “Priest and Sheikh Abulgasim Hamadani”, most of the characters of Ferdowsi’s “Sahnameh” are described in terms of Sufi symbolism. We are providing the story in short form in order the readers to understand it better:

One priest built a beautiful church. He closed the church and worshipped inside. He had been isolated himself from the world around. While passing by the church, Abulgasim Hamadani called the priest. The priest came out and asked him what he wanted. Abulgasim asked him what he did there. The priest answered: “Oh old man, I saw a dog walking around the city. And I arrested it in this church. I left my family, closed the door and began to bring up that dog. You should chain your own dog, too, and shouldn’t let it walk around others. Afrasiyab of Nafs can suddenly push you into a deep well like Bijan. But a devil called Evgan struggles against you, and it has put a stone on the entry of this well. This stone is so heavy that even the most powerful men of the world can’t raise it. You need Rustam on this way, because only he can take that stone from the entry of the well. And with his help you can escape from the well. He will set you free from the dark well and take your soul to a secret place. So, he will separate you from the dangerous nature of Turan and direct to Iran's Sharia. When Keykhosrow of your soul becomes free, you will take jami-Jam and see all particles under the light of this bowl”. Then, the priest reproached Abulgasim Hamadani: “You should behave in this manner while being friend with God. If you can’t behave so, be friend with cowards. If he is faithful to the idol in his worship, you should be faithful, too, in your worship and prayers to God!”

Sheikh Faridaddin Attar paid special attention to description of God as a most Supreme Being by Ferdowsi, as well as glorification of life and history of Iranian rulers and Iranian people’s pre-Islamic religious-mythological views and Ferdowsi’s belief in oneness of God; therefore, in story “Hekayati-Ferdowsi-Tusi” of “Asrarnama” which is one of the masterpieces of Attar’s literary activity, he gave broad information about this great poet.

This story says that when Ferdowsi died, one of the famous sheikhs of that time, most probably, Abulgasim Hamadani, refused to perform the funeral prayer for the poet. The Sheikh claimed that Ferdowsi had praised arrogant rulers all his life long and so, he had left his religion:

شنیدم من که فردوسی طوسی

که شد او در هکایت بی فصوصی

به بیست و پنج سال نوک خامه

بر می برد نقش شاه نامه

به آخر چون که عمرش شد به آخر

عبو اقاسیم که بود شیخ الاکابر

چنین گفت او که فردوسی بسی گقت

همه در مدح کبر و ناکسی گفت

به مدح کبرگان عمر بسر برد

چو وقت رفتن آمد بی خبر مرد

(I have heard that Ferdowsi Tusi spent 25 years of his life by writing “Shahnameh”. At last his life came to the end, and he died. Abulgasim, one of the renowned sheikhs of that time, didn’t perform the funeral prayer for him. The sheikh said: “Ferdowsi praised shahs and glorified arrogant and dishonest persons. He spent his life for praisal of such persons and therefore, when the moment of death came, he died without knowledge of anything”) [11, p. 79].

After funeral of the poet, that sheikh saw Ferdowsi in his dream; Ferdowsi had green heaven dress and emerald crown. Ferdowsi said crying:

نکردی آن نماز از بینیازی

که مرا ننگ آمد زین نا نمازی

خدای من جهان پر فرشته

همه از فیض روهانی سرشته

فرستاد او ز لطف و کارسازی

که تا کردند بر خاکم نمازی

خطم دادند بفردرسی علی

که فردوسی به فردوس اسد اولی

(When you refused to perform funeral prayer for me, non-performance of the prayer made me shamed. God sent His angels to perform prayer on my grave. I was sent to Ferdowsi-Ala and I was said that Ferdowsi’s place is ferdows (paradise)) [11, p. 80].

It was said to Ferdowsi by God: “although you have praised the rulers all your life long, you have glorified us in a few verses. That’s why we have awarded you with paradise.”

At the end of the story, the poet asks God to award him with paradise like Ferdowsi:

خداوندا تو می دانی که عطّار

همه توهید می گوید در عشار

چو فردوسی به بخشیش رایگان تو

به فضل خود به فردوسم رسان تو

(Dear God, you know that your slave Attar always praises your tovhid (oneness), please, award him with paradise like Ferdowsi) [11, p. 81].

4 Conclusion

Detailed analysis of the research into the issues of our study, selection and systematization of comprehensive empirical data allowed us to draw a conclusion that nominations with negative evaluative colouring prevail among evaluative lexical means. These names were analysed in relation to social-political, social-economic, and other extra-linguistic factors which we associate with the actualization of the existing lexical means and appearance of new ones, mainly of negative connotation to name specific persons, political groups, reflections of different events, phenomena, processes of reality, etc. Evaluative lexis organically enters mass-media space, gives dynamics, relevance, meaningfulness, emotional-expressive colouring to it, contributes to public resonance, increases degree of social tension and serves as a powerful means of manipulating the consciousness of the communication process addressee, forming perception, comprehension of certain phenomena, states, processes of reality, etc., required for the speaker. The prospects of further research may consist in the updated system analysis of actualized and new evaluative lexis on the case study of the wide range of mass-media material (newspaper and magazine periodicals, TV sites, advertising publications, etc.) with the further description of the analysed units' frequency.

Sheikh Faridaddin Attar had great respect and love for Ferdowsi's literary activity and used his symbols in his own works widely. Many stories of "Shahnameh" were used by Attar and other Sufis, and the characters and events presented by Ferdowsi from real and historical aspects were described by them rather mystically and in sufistic manner.

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Primary Paper Section: A

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BRIDGING LEGISLATIVE GAPS THROUGH JUDICIAL LAWMAKING IN CIVIL PROCEEDINGS IN UKRAINE AND EUROPE

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Abstract: Legislative gaps are constantly happening in the law-making process. Therefore, they should be considered a kind of law-making error that significantly reduces legal regulation effectiveness and complicates law enforcement. At the same time, the gap may be justified by the lag of legal science from the dynamically changing social relations, for which it does not keep up. In this case, the gap can be compensated in various ways, the choice of which depends on the type of gap and the specific facts. Analysis of the causes of gaps has shown that the emergence of gaps is often facilitated by insufficient elaboration of the legislative idea and its implementation in specific legal regulations.

Keywords: Lawmaking, Judicial proceedings, International experience, Legal regulation, Legal system, Legislative gaps.

1 Introduction

Gaps in legislation arise for some reasons, both objective and subjective. The reasons for their appearance lie in the field of lawmaking and occur both at the stage of designing rules of law and translating subjective ideas about the nature and objectives of regulation into legal prescriptions, taking into account legal laws and regulations [25]. Therefore, the gap in the legislation should be attributed to lawmaking errors arising from any deviations from the rules of legislative technique and technology. However, it should be recognized that legislative rules do not always provide clear and diverse mechanisms to eliminate or eliminate gaps on time. In addition, the predictability of the law is an objective factor.

As a result of gaps, the quality of the adopted legal act deteriorates, which, in turn, weakens the mechanism of realization of subjective rights and goals set by the legislator, which, in turn, were put forward as a political order requiring legal registration. In a broad sense, the gap is a complete or partial lack of legal regulation in existing legislation, provided that these relations are within the scope of possible and necessary legal regulation. A narrow approach to the definition of the gap can be formulated because legal regulation does not cover and should not cover the whole variety of public relations.

Modern society's complex economic, political, and social processes demonstrate the urgent need to find new approaches to many unresolved issues in law and state education. At present, practice and objective needs must seriously influence future theoretical models. The legal system of Ukraine should be based not on traditional principles of legal positivism, which interprets law exclusively as a product of willful actions and decisions of the highest subjects of state power, but on legal understanding as a degree of freedom of equal subjects, the rule of law, its interdependence with the rule of law [8]. They are not mutually exclusive but as complementary categories.

In Europe, the long-term effectiveness of the Convention for the Protection of Human Rights and Fundamental Freedoms is based on the interaction of its judiciary and the national authorities of the Council of Europe, not least their highest judicial authorities. The European Court of Human Rights emphasizes that the enforcement of its judgments is a shared responsibility of the courts. Indeed, the courts play a crucial role in applying at the local level of national constitutions and the Convention [22].

2 Literature Review

The ambiguity in understanding the essence of such a legal phenomenon as a gap arises from some problems in determining possible and necessary legal regulation and the absence of legal norms in the presence of existing social relations and to regulate emerging social relations. Along with the concept of a gap in the law, the concept of "legal vacuum" is used, which means they lack legal norms necessary to regulate not previously settled but need legal regulation of newly emerged social relations [26].

Another classification of interest from the point of view of understanding the legal nature of the gap in the law is the concept of "incomplete gap" used. "Incomplete gap" arises when regulations do not define certain factual relations in legal regulation. In contrast, the opposite concept, in this case, is the "complete gap," which arises when changing the sphere of public relations.

Numerous classifications, many approaches to the definition of this phenomenon confirm, on the one hand, in general, the interest of the scientific community and the importance of the right to study it, and on the other – ambiguity in relation to gaps in law in terms of law enforcement and ways to overcome negative consequences caused by them.

The presence of gaps is a sign of imperfect legislation, which is largely determined by the fact that it is difficult to find adequate legal regulation of rapidly developing social relations even with the ideal procedure of law-making activities. After all, the law objectively does not keep up with the development of social relations [27]. An important subjective factor in assuming a gap may be the legislator's weak perception of the theoretical development of the issue in jurisprudence, as legally, nothing obliges him to listen to the recommendations of science, which may not keep up with all changes in public life.

The gap in the legislation can be caused by two reasons – the lack of proper scientific elaboration of this issue in jurisprudence and the violation of the rules of legal technique. In the first case, the legislation gap can be considered a phenomenon associated with the high dynamics of relations, which the legislator does not keep up with – a constructive gap [1-3, 5]. The second cause of gaps in its pure form should be considered as a negative factor, and the gap caused by this cause, in total, is a legislative error. Despite the need for a comprehensive study and study of all the reasons that contribute to the gaps in the legislation, we will focus on the gaps allowed due to the lack of development of the theory of the issue.

The actions of the courts must be accompanied and complemented by the concerted efforts of other branches of government, including the executive and the legislature. The Council of Europe is making every effort to strengthen the capacity of the public authorities of the member states of the Council of Europe to implement the Convention and the decisions of the European Court of Justice at the national level [7]. Attempts are being made to involve all stakeholders and decision-makers in this process.

Thus, documents adopted by the Committee of Ministers are increasingly being addressed to all national authorities, and the Parliamentary Assembly is working to involve national parliaments in the process. Moreover, the Council of Europe's cooperation programs is a tool to assist the Council of Europe member states in implementing the Convention at the national level and provide decent training for legal professionals in the case-law of the European Court of Human Rights (ECHR) [35].

Despite these efforts, the lack of coordination between public authorities at the national level in implementing the European Convention often becomes a significant obstacle to the prompt adoption of effective measures provided for in national constitutions and the Convention itself. The process needs to be well organized within the state and coordinated between all relevant agencies and decision-makers [13].

3 Materials and Methods

The theoretical-historical and philosophical-methodological basis of this article is the scientific work of domestic and foreign scientists [6, 8, 22, 37, 38]. The study aims to study legal law to overcome legislative gaps and implement the rule of law. To achieve it, the solution to the following tasks is envisaged:

- To analyze the main approaches to the interpretation of the essence of the rule of law in domestic and foreign legal science;
- To reveal the nature of legal law through its connection with the rule of law;
- To consider the essence of legal law as a means of implementing the principle of the rule of law in the countries of the Romano-Germanic legal family.

Effective national mechanisms are necessary to ensure the quality of public authorities' compliance with their obligations under national constitutions and the Convention. Their need becomes particularly apparent in cases involving general measures to prevent obvious violations of fundamental rights arising from structural problems at the domestic level [6]. Plenipotentiaries of governments at the European Court of Justice often play a key role in transmitting information to the national level [14]. Still, they often do not have the necessary tools to initiate and implement the strategic decisions needed to address complex structural problems and thus prevent new recurrences. While the persistence of certain violations is often associated with a lack of political will at the domestic level, most of them are due to inefficient administration and the lack of appropriate national mechanisms in the respondent State.

The principle of the rule of law is one of the leading elements of the general principles of the constitutional order of any modern democratic legal state, representing a derivative of all general principles of law. As a value alloy of the ideas of justice, equality, freedom, and humanism, the rule of law form the legal system's appropriate image [5, 11, 12, 15]. It determines the conditions that make it possible to turn this image into reality. The rule of law, together with democracy and respect for human rights and freedoms, are key, fundamental values of the European doctrine of legal understanding; these are the "three whales" of European civilization, which laid the basic principles of interaction between the subjects of international, European and domestic law [32].

4 Results

In Ukraine, the principles of the rule of law are enshrined in the Basic Law (Article 8) and specified in the legal positions of the Constitutional Court of Ukraine, current legislation, etc. At the same time, the legal system in Ukraine traditionally tends to take root still slowly [4] Therefore, the challenge is to enrich the practical and theoretical potential of the rule of law without diminishing the role. Unfortunately, in domestic jurisprudence, there are no well-founded concepts and practices for applying the rule of law in different areas of legal life.

The concept of the rule of law is highly complex, multifaceted, and multifaceted; it can be considered at different logical and legal levels. The rule of law intertwines scientific truth and the values of goodness and justice, the achievements of legal theory and practical legal experience, legal ideas, and common sense. All this makes this category quite dynamic[17-21]. The rule of law as a unique social phenomenon is the interdependent existence and mutually consistent realization of fundamental rights and responsibilities (i.e., natural social opportunities and needs) of man and human communities, associations, and society. At the same time, the scientist adds that the above provision also applies to the "natural" rights and responsibilities of international communities, international associations, and all humanity.

Following this position, the principle of the rule of law should be analyzed in two aspects: first, in a broad sense, as a principle of the legal organization of state power in society in the sense of "the rule of law over the state." This principle is explained outside the continental model of the rule of law through the English-language rule of law. Secondly, in a narrow sense, namely in the context of the relationship of homogeneous legal categories – law and law in the system of regulation of public relations, their role, and place in maintaining law and order, i.e., in the sense of "the rule of law over law." This approach to understanding the essence of the rule of law is based on the idea that the essence of law determines its content as a socio-cultural phenomenon that has the most significant socio-regulatory potential in society due to several properties, including legal.

In turn, the rule of law is a manifestation of universal values, an expression of the development of the culture of society, including legal; the rule of law is the primary means and goal of social advancement, a kind of demonstration of the stages of formation and evolution of the legal system [23, 28-31]. After all, the legal system, its essence, nature, and dimension as a social phenomenon determine the relationship between such concepts as law and order, law and freedom, law and responsibility, law and equality, law and justice.

The rule of law exists in two modes. First, the rule of law is the rule of human rights over the state's duty to ensure all human rights and freedoms. Secondly, the rule of law is the rule of natural human rights over the rights of the state, social groups' rights, and society's rights. The practice of law is the primary means to achieve the main internal goal of the legal system – to ensure the priority of natural human rights [37].

The rule of law determines the living conditions of the whole social organism, i.e., the creation, existence, and functioning of state bodies and public organizations, social communities, attitudes, and relationships, so it is basic, the most significant. Due to this, it is modified in different spheres of functioning of the state and law, for example, in law-making, law enforcement, and law enforcement. This principle also means that the state does not form the law. On the contrary, the law is the basis of the organization and life of the state in the face of its bodies and, officials, other organizations [34-36]. Hence the assertion that it is not the state that grants rights and freedoms to man, but the people creates the right to limit their state power in the first place.

Following this principle, the very philosophy of law and human rights must change. After all, the Universal Declaration of Human Rights and international covenants on this issue affirm the absolute value of the human person, its priority over the state, and the natural, inalienable nature of human rights and freedoms. Accordingly, domestic legal science and practice should take a new approach to the definition of the external expression of law, to the understanding of the law and legislation in general.

It is worth recognizing that the law is not a product of the arbitrary acts of the state; it must: first meet the democratic legal principles of justice, humanism, democracy, and the like; secondly, affirm and ensure the rights, freedoms, and legitimate interests of citizens; third, to reflect the social relations that have objectively developed; the law should not overtake them or lag behind them [39, 40]. The legislator must understand that these laws in his activities limit him. Only under this condition can it be argued that a significant step has been taken towards developing the rule of law.

In the European Court of Justice, the main burden is on unresolved structural problems in the Member States [33]. Now is the time to analyze the need for unique coordination mechanisms that would allow national authorities to resolve emerging issues effectively.

The main problem faced by the Constitutional Court in its work is the need to solve two not always readily compatible tasks simultaneously: harmonization of the Ukrainian legal system with the common European legal space, on the one hand, and protection of one's own constitutional identity on the other. This issue has substantive and procedural aspects that deserve attention in our study [9].

According to experts, difficulties in implementing the Convention are often due to a lack of political will, which, in turn, leads to shortcomings in the organizational and legal mechanism for implementing the Convention. The lack of political will to implement the decisions of the ECHR in some member states is also stated in PACE Resolution 2075. What is referred to in the documents as "lack of political will" is a complex and ambiguous phenomenon that needs to be understood. Without denying the existence of the problem, it should be noted that reducing it only to a lack of interest, and even more so to the presence of some "evil will" of the national authorities in implementing the Convention, would mean a one-sided view of the situation.

As the activities of the ECHR become more and more focused on identifying structural defects in national legal systems that require changes in legislation, the question of the legitimacy of such, in essence, law-making activities is becoming more relevant. The law-making function of the ECHR as a supranational judiciary, not part of the system of checks and balances inherent in democracies in the separation of powers, suffers from a lack of democratic legitimacy. This problem is exacerbated by the growing judiciary of the ECHR, implemented through some doctrinal and legal-technical mechanisms.

5 Discussion

The gap, being a lawmaking error, has the same innate consequences in the course of law enforcement as other errors, having, in addition, the ability to cultivate legal nihilism in the legal consciousness. Society develops a feeling of dissatisfaction with how the legislator formalizes constitutional human rights and freedoms, the state's obligations to its citizens, and other legal regulations. There are many complaints about gaps in the legislation governing such a sensitive area for citizens as taxation and related conflicts. In particular, in law practice, there are often gaps in tax legislation related to the procedures for blocking and unblocking taxpayer accounts, hindering the ordinary course of business and other economic activities, the effectiveness of which depends on the flexibility and efficiency of legislation [38].

The gap in the general sense can be considered a technical and legal defect or a kind of lawmaking error. It can be characterized as an officially implemented good faith error resulting from directed actions of the rule-making body, violating general principles or specific norms of lawmaking by issuing a false rule of law with adverse social and legal consequences. Gaps in the law are the most difficult to determine when considering the motivation of the legislator's will. The gap can be caused both by insufficient qualifications of the legislator (theoretically, it can be assumed that there is no lawyer in the representative body) and intentional unspoken in the text of the legal action to further arbitrarily use the gap to please personal or group interests.

Suppose the technical and legal shortcomings of the legislation are caused by insufficient professional competence of parliamentarians serving the state apparatus. In that case, it is necessary to expand and deepen it and equip legislators with special legal knowledge in legislative techniques. In the same issue, when technical and legal defects are due to personal interests, this may indicate non-compliance with the principles of lawmaking, particularly the principle of democracy, which requires maximum consideration of public opinion, enshrining in standard interest regulations beginning lawmaking practice. However, there is no denying the fact that the gap in the legal action may be intentional for various reasons: from the rush to pass the law to the calculation that in law enforcement practice, the gap will be filled by gaining experience in resolving cases related to amendments to legislation.

This is evidenced by many federal laws dissolved in the amendments. The study of gaps in law has become relevant in connection with the development of a general concept of legislative errors. The gap was correlated with the general idea of defects in the law. In the light of this concept, it has become possible to correctly associate gaps in the law with the activities of law enforcement agencies.

Gaps in the legislation are more common when the legislator seeks to reflect the newly formed relationship in legal norms. Thus, appellate and higher courts are overwhelmed with cases that often require interpretation of substantive rather than procedural law, as evidenced by the nature of the rulings of the Constitutional, Supreme, Supreme Arbitration, and other courts. Often, these courts have to fill gaps in law with the depth of analysis of law enforcement practice and the power of their authority.

Gaps in the legislation can be identified in the interpretation process. Logical, grammatical, systematic, and other methods of interpretation give a complete picture of the current rules of law and thus indirectly, in the form of a negative conclusion, allow to judge the need to publish missing rules, i.e., to determine the presence or absence of a gap in the law.

A gap in the law is a de facto gap in the law because there is no specific rule for resolving certain cases that fall within the scope of the law. Consequently, the absence of the legal regulation of certain relations contributes to the proper application of law and the resolution of the merits of the case. In the most general form, the gap in the law is expressed in the complete or partial poor regulation of public relations by legal norms.

It should be recognized that the latter often assumes the role of filling the gap by drawing on additional sources from other regulations that contribute to the proper resolution of the case. This is especially true for the rulings of the Arbitration Courts, which practically fill the gap in the legislation. If there were case law in the legal system, the issue of filling the gap in the law would be resolved by current law enforcement practice.

As a result of a brief analysis of the state of approaches to the gap of law, it is possible to formulate several general conclusions that allow us to present the gap as a kind of law-making error. These conclusions can be realized by classifying gaps in the law based on the following criteria:

1. On the "territorial" principle following how partially classified regulations by place of their legal personality and competence:

- Regional level;
- By branches of law (gaps in constitutional, criminal, civil, administrative, etc.), in which gaps are eliminated by interpretation, based on the general principles of Ukrainian law [10];
- Depending on the legal force of the normative legal act (the gap between the law and the bylaw), implying the possibility of resolving the conflict through the content of the act having the highest legal force concerning the document under study;
- A gap in the substantive and procedural rules of law, which most often in form represent the shortcomings of the legislator, perhaps not always able to express the emerging social relations in the new rules of law;
- A gap in positive law, indicating a relative lag of existing law from developing social relations, unless, of course, selfish or corporate interests are seen here.

2. In the circle of persons, which may mean conscious or unconscious removal from the law of certain social groups or complexes of social relations.

The gap is a specific legal error because, unlike several others, it does not carry a clear political or lobbying burden. It naturally looks like an omission in the text, which the legislator allowed due to carelessness or disregard for the rules of legal technique. The gap cannot be appealed in court because it would mean a complete revision of the law and even difficulty in its application in law enforcement practice. Being a legislative error, the gap requires a different approach to compensate and eliminate it.

The main way to bridge the gaps is to concretize, i.e., publication of the missing legal norm. The desire to close the gap at the secondary level is generally a negative practice, although, in certain circumstances, it can be used as a temporary, or rather, the operational solution to facilitate the proper consideration and application of a specific legal action, if such an approach does not contradict current legislation. At the same time, this technique is quite common in law enforcement practice, as the court can not refer to the gap as an insurmountable obstacle to the proper consideration of cases.

The second most important way to bridge the gap is the analogy of law and law when the gap is actually filled through the law enforcement process. The analogy of the law allows the resolution of a specific legal case based on a legal norm designed for similar cases but not containing a gap, so the gap in the law is often compensated in the current rule of law of another legal act. In the case of the analogy of law, the solution to the problem of bridging the gap is based on general principles and meaning of the law, in other words, general principles of law, which in most cases allow a professional lawyer to find a logical justification for bridging the gap.

In the legal literature, it is noted that there are no fundamental differences between the goals of the rule of law and the rule of law, but the means of achieving them in both cases are different. Moreover, the essence of the Ukrainian doctrine of the rule of law can be characterized as such, recognizing the dominance of the rule of law in the legal system justifies the independent role of the rule of law as a necessary guarantor of rights and freedoms based on principles of justice, morality [16]. Practical implementation of the rule of law is possible only in the presence of legal laws and limiting the activities of state bodies, the division of state power into three branches (legislative, executive, and judicial), equality of all subjects of law before law and court, state responsibility to individuals and not only individuals before the state, recognition of the person, his life and health, honor and dignity, inviolability and security of the highest value. It follows that the principle of the rule of law cannot function without the existence of appropriate legislation.

The rule of law does not abolish the principle of legality; on the contrary, it develops it to a new quality – the rule of law from purely formal requirements of "observance of the law" to other, super-positive factors of the content of the law. In this context, it is appropriate to cite the content of paragraph 4.1 of the decision of the Constitutional Court of Ukraine (case of a milder sentence) of 2 November 2004, which notes that the rule of law requires the state to implement it in lawmaking and law enforcement activities. In particular, the laws should be permeated primarily by the ideas of social justice, freedom, and equality [24]. Considering the above, the approach according to which the definition of legal law is carried out by establishing a connection with the principle of the rule of law is methodologically sound and correct.

Legal law is a legislative act created based on the principle of the rule of law to ensure the development of man, civil society, and the state within legal limits. In other words, a legal law is a right that has acquired official, formal expression, concretization, and provision; that is, it has acquired legalized the legal force due to public recognition.

The essence of legal law determines its social value. Legal law is the basis for the development of civilization and culture of a society and affects behavior and the consciousness and will of people. Legal law objectively expresses the principles of justice and humanism and protects the rights and freedoms of man and citizen, so it has a "legal nature," although it is a subjective expression of the objectivity of law. Legal constructions interconnect the principle of the rule of law and law regulation. The connection between them is manifested in the fact that ensuring the rule of law is the first and necessary step in establishing the rule of law.

The principle of the rule of law is the next stage in developing the legal system after it has established the rule of law, which is the result of the rule of law. For this reason, in legal systems where the rule of law is not fully applicable, it is impossible to implement the rule of law. The main content of the principle of the rule of law is: first, to require a clear and unambiguous establishment of basic public relations exclusively adopted by the representative body as a result of democratic procedure laws, rather than by laws of the executive branch; secondly, to the provision on the supreme force of the Constitution. In essence, the principle of legality is largely linked to the above procedural aspect of understanding the rule of law. The supremacy of legal laws in lawmaking is expressed in the fact that they enshrine legal principles, the most important legal institutions, and thus directly predetermine the main trends in legal regulation in bylaws. Ensuring the rule of law strengthens its role and influence on public relations. Increasing the authority of legal law leads to its supremacy in legal regulation. At the same time, violating the rule of law reduces the effectiveness of legal regulation. The legal law, by its essence, determines the legal content and the same essence of all normative legal acts, turning them into acts that enshrine the principles of humanism and justice and ensure the realization of the rights and freedoms of individuals.

The quality of the draft law plays an essential role in minimizing gaps in the law. The result should ideally identify all legislative errors and suggestions for their elimination. As for the gaps, as mentioned earlier, the presence of a gap may be justified at a given time due to objective reasons, but in this case requires a clear justification and definition of ways to overcome them, i.e., particular law enforcement technologies are needed. But this is the ideal to strive for. In practice, the presence of gaps and other lawmaking errors is detected not at the stage of expert work but in the process of law enforcement. It should be recognized that most gaps are still the result of low-quality lawmaking work and insufficient scientific elaboration, from legislative to its implementation in specific legal regulations. Particular attention needs to be paid to improving the technology of all lawmaking, increasing the role of the scientific community in expert work, and developing such a scientific field as legal technology. It will provide new tools and offer effective methods of lawmaking to minimize lawmaking errors. Such a rather ambitious task is quite feasible provided the development and implementation of modern methods of legislative technology and increase the professional training of experts involved at the stage of implementation of the legislative idea.

6 Conclusion

The rule of law is, in essence, a fundamental and common European standard – to guide and restrain the exercise of democratic power. In the Ukrainian reality, the rule of law is an independent legal mechanism that has received official legal recognition and practical implementation and aims to protect human and civil rights and freedoms, based primarily on justice, morality, equality, etc. This mechanism includes the legal laws that make up its standardized part. Legal law is a means of implementing the principle of the rule of law, especially in the countries of the Romano-Germanic legal family, to which the legal system of Ukraine is evolving.

Apart from law, no other normative legal act can have the rule of law. The principle of the rule of law acts as a particular technological construct. It puts forward several axiological requirements for the content of laws, making the legal system both fair and efficient. The essence of the legal law, which the Constitution of Ukraine reveals, is its derivative nature from the need to ensure the rule of law. Unlike the rule of law, which is part of the rule of law mechanism, the rule of law is also one of the principles of the rule of law, but its meaning is not limited. After all, the rule of law is inextricably linked with the fundamental rule of law. Consequently, the rule of law is a condition of the rule of law, so under these conditions, the first concept is part of the second.

Intensification of scientific discussions, dialogue of citizens with the authorities, generalization of judicial and legal practice, and wide involvement of legislators in the debate on problems of theory and philosophy of law are the most effective forms of filling gaps in legislation. No matter how much the legislators are protected from the influence of legal ideology, those who have scientific methods of lawmaking will gradually displace those guided in their activities only by the theory of yesterday. Thus, filling the gaps in the legislation will become a function of civil society, which should be given the right to public examination of laws. It is also necessary to develop public initiative and provide the public with real levers of participation in lawmaking. It has every right under the constitutional provision on the people as the only source of power. Accordingly, it should be the rule that the improvement of legislation should be the lot of officials from the judiciary and the scientific community.

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THE EUROPEAN COURT OF HUMAN RIGHTS, ITS JUDICIAL LAWMAKING AND ITS IMPACT ON THE CASE LAW OF NATIONAL COURTS

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Abstract: The article examines the problem of legal qualification of the legal positions of the European Court of Human Rights. Various aspects of the functioning of the European Court of Human Rights in the context of the human rights protection system are considered. The article deals with the issue of the influence of legal positions on civil law. In addition, the possibility of judicial law-making is consistently proved. The existing approaches to understanding the nature of the legal position of the court are summarized. It is shown that the European Court of Human Rights, when interpreting certain provisions of the Convention for the Protection of Human Rights and Fundamental Freedoms, focuses on its own decisions made earlier. A distinction is made between the terms "legal position" and "decision of the European Court of Human Rights".

Keywords: Convention for the Protection of Human Rights, International experience, European Court of Human Rights, Lawmaking, Legal position.

1 Introduction

The principle of universal respect for human rights and fundamental freedoms is one of the universally recognized principles of international law. For decades, a unified system of human rights protection has been formed on the European continent within the framework of the Council of Europe, which basically meets the requirements of international law. The main body of this system is the European Court of Human Rights (ECtHR), which operates on the basis of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) and its Protocols. Since the adoption of the Charter of Fundamental Rights of the European Union in 2000, one can talk about the development in of the EU law' own mechanism for the protection of human rights and fundamental freedoms, which was required due to the need to protect rights from abuse by EU institutions.

The existence within the framework of the European Union and the Council of Europe (hereinafter referred to as the CE) of their own mechanisms for the protection of human rights and fundamental freedoms gives rise to conflicts, including due to different interpretations of human rights norms by the judiciary of the above-mentioned international organizations. Avoiding conflicts, as well as forming a single European system in this area, is possible only in the process of close cooperation between the Court of Justice of the European Union (the EU Court of Justice) and the ECtHR.

The European Court of Human Rights is an international judicial body, its jurisdiction extends to all member states of the Council of Europe that have ratified the European Convention for the Protection of Human Rights and Fundamental Freedoms [1]. The European Court is called upon to ensure the observance and implementation of the norms of the Convention by its member states. Considering and resolving specific cases accepted by the Court for proceedings on the basis of individual complaints filed by an individual, a group of individuals, or a non-governmental organization, the Court implements its tasks. It is also necessary to take into account that it is possible to file a complaint about a violation of the Convention by a member state of the Council of Europe from the side of another member state. The European Court throughout its long history has considered thousands of cases, most of which were complaints from citizens [2, 5]. When lodging an application, the strict rules and conditions of the European Court of Justice must be taken into account. So the subject of the complaint can only be violated rights, which are guaranteed by the Convention or its Protocols. It should be noted that the list of these rights is quite wide. However, the jurisdiction of the European Court extends only to the Convention for the Protection of Human Rights and Fundamental Freedoms. It should be borne in mind that a complaint can only come from the victim himself; if a complaint is filed by a group of people, each filer must indicate his personal claims. There are also procedural deadlines in the rules for filing complaints it must be filed no later than six months after the final consideration of the issue by the competent state body. One of the important criteria for filing a complaint is the exhaustion of all domestic remedies of one's right and, above all, judicial remedies; only after that the complaint can be declared admissible on the merits. It should be noted that the European Court is not the highest court of a member state, however, but namely the European Court of Human Rights can be regarded as a guarantor in ensuring human rights and freedoms in case of violation of civil, housing, property rights.

When used by an international court, the doctrine turns from a theoretical, sometimes abstract concept into a practical tool for solving the problems facing the Court. Researchers note that in this way the doctrine turns into a legal principle and a method of resolving court cases based on the achievements of the theory of law [11]. Of course, the formation of a doctrine does not take place momentarily: many factors influence its origin, evolution, and approbation [37]. However, it seems unequivocal that the ECtHR, as one of the most demanded bodies of international justice, has an objective need for judicial doctrines: they are designed to streamline case practice, facilitate (as far as possible) the resolution of the most complex and controversial cases, ensure uniformity of applied approaches, etc.

The significance of judicial doctrines is also sound for the interpretation of Article 6 of the Convention. The evolution of the interpretation of the right to a fair trial and the evolution of the doctrines formulated by the Court took place in close conjunction with each other. Indicative one, for example, is the evolution of the efficiency doctrine based on Article 13 of the Convention. This doctrine was first applied in Golder v. United Kingdom, in which it was said that the applicant was deprived of the opportunity to initiate a lawsuit and take advantage of the guarantees enshrined in Article 6 ECHR. The British government insisted on a fairly formal reading of Article 6 of the Convention, which did not imply that the applicant had a right of access to the Court. However, this approach was rejected by the Court on the grounds that it deprives the right to a fair trial of effectiveness and makes it too formal [3]. The legal position of the ECtHR in the Golder case laid the foundation for the formation of the concept of access to justice, to which the Court subsequently turned more than once.

At the same time, the practice of the European Court of Human Rights also influences the practice of national courts. Thus, it seems appropriate to consider in a complex judicial lawmaking of the European Court of Human Rights and its impact on the case law of national courts.

2 Materials and Methods

The theoretical basis of the work is the scientific works of scientists, both on general issues of international law and on international human rights law, international procedural law, international judicial institutions, and the law of international organizations.

The normative base of the research consists of international legal acts and international documents. International legal acts include the UN Charter, the Charter of the Council of Europe and the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950, which is the founding act of the ECtHR. Numerous treaties in the field of human rights protection, both universal and regional, are also used, the practice of the ECHR on the application of the provisions of the Convention, internal acts of the ECHR (its rules), as well as various documents adopted by the Parliamentary Assembly of the Council of Europe, the Committee of Ministers of the Council of Europe, and others acts are considered [12-14, 18].

The subject of scientific research involves the use of certain scientific methods to conduct an objective and comprehensive study of the international legal nature and international legal status of the ECtHR and its impact on the development of international human rights law. For a more complete disclosure of the content of the topic, historical, comparative, normative, systemic, logical methods, the method of system-structural analysis and the method of comparative law are used.

3 Results and Discussion

The main international treaty at the European regional level is the 1950 European Convention for the Protection of Human Rights and Fundamental Freedoms adopted within the Council of Europe (hereinafter referred to as the Convention), to which 47 states are currently parties, that is, almost all states of Europe (in the geographical sense of this term, with the exception of Belarus). In the Convention, only some of the human rights proclaimed in the Universal Declaration of Human Rights of 1948 were enshrined the main ones, in the opinion of its developers, without the possession of which and their effective implementation, a person in a democratic state would be unthinkable.

During its existence, the control mechanism of the Convention has gone through a long evolutionary path from a mechanism with a predominance of quasi-judicial functions and a high role of states in its functioning to a truly independent international control mechanism, the basis of which is the international court [18, 20-26]. As a result, the activities of the control mechanism of the Convention began to be considered, first of all, as the activities of the European Court of Human Rights.

The European Court of Human Rights was one of the first international courts. In the years that have passed since the beginning of the activities of the ECtHR, the number of international judicial institutions has multiplied many times, and the peak of their creation fell on the last quarter of the 20th century. The international community has entrusted international courts with the vital task of maintaining international law and order by ensuring the peaceful resolution of international disputes [29, 30, 32]. The study of international judicial institutions is one of the most urgent tasks of the theory of modern international law.

The legal nature of the European Court of Human Rights has an international legal character. Statements about the supranationality of the ECHR or the presence of signs of supranationality in its activities do not correspond to either the doctrine of international law or the practice of international relations, including the practice of the ECtHR itself. The activities of the ECHR testify not to its supranationality, but to such a progressive phenomenon in modern international law as the strengthening of its (law) normativity and the strengthening of the international order based on law and human rights [8]. The ECtHR is an international court, an independent subspecies of international judicial institutions, which, in turn, are a type of international institutions (associations of states), and this is how it should be called in order to avoid semantic confusion. The uniqueness of the ECtHR as an international court lies in the fact that it is the first international court that combines the consideration of interstate disputes and control functions.

Namely the presence of the ECtHR as a control mechanism provided the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950 with a special place in the system of sources of international human rights law. The authority and high legal quality of decisions and legal positions of the ECtHR has a significant impact on the practice and institutional structure of other international judicial institutions. In addition, the successful experience of the ECHR has played a decisive role in the establishment and approval of such international courts as the Inter-American Court of Human Rights and the African Court of Human and Peoples' Rights.

As a result of its activities, the ECtHR ensures the effective implementation of the norms of international human rights law not only at the international, but also at the domestic level [34-36]. This fact also indicates the recognition of international legal regulation by states in the field of human rights and contributes to the development of international human rights law as an independent branch of international law.

The ECtHR pays much attention to the effectiveness of domestic legal remedies, especially the courts. The ECHR has repeatedly emphasized that it is only a subsidiary means of protecting rights and freedoms and that the main responsibility for their observance lies with the member states. Namely the international legal nature of the ECtHR and its status as an international court empowered to make legally binding decisions allowed it to play a decisive role in the emergence of one of the main branches of modern international law International Human Rights Law in a short time.

Recently, a large number of studies have appeared on the functioning of international mechanisms and procedures in the field of human rights, among which absolute leadership is held by works on the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950 and its control mechanism. However, most of these works are devoted specifically to the procedural aspects of the operation of the control mechanism and the analysis of the content of conventional rights. Many authors focus on the procedure for filing a complaint with the ECtHR, which is due to practical necessity [4]. Certain studies are also being undertaken in the direction of international judicial institutions. Unfortunately, with rare exceptions, the works are devoted to describing the activities of such institutions and analyzing their practices.

Meanwhile, through the judicial interpretation of the European Convention, the general European norms on human rights and fundamental freedoms are put into practice. It is not safe to argue that the acquired European unity will easily strengthen its position through the implementation of jus commune, which aims to harmonize fundamental rights, while maintaining the necessary diversity of national legal systems, as well as through the political and economic organization of Europe [6]. Although this arrangement is legitimate and necessarily seeks to unify, it generates inevitable divisions that are ultimately difficult to accept in terms of principles, as they concern societies that, in their own way, reflect the richness of European civilization.

Through the establishment of the European Court of Human Rights, the European Convention, as emphasized earlier, introduced an element of innovation into international relations. The Center for Permanent Lawmaking, inherent in the European Convention and independent of the purely national dimension, checks the conditions of admissibility, establishes the facts, conciliates the parties and decides on the merits of individual complaints (and very on rarely state complaints) [38-40]. This European judiciary, which stands above the national judiciary but does not replace them, shows considerable flexibility, since, in deciding on individual cases, it succeeds in isolating guiding principles designed to regulate the behavior of national authorities and, in particular, the behavior of the legislator, lawyers, and practitioners (judges and lawyers). The activity of the European Court of Human Rights has had a significant impact on the approval of fundamental human rights, the development and expansion of their content, including such fundamental rights as the right to life and the prohibition of torture, as peremptory norms of international law, binding on all states and other subjects of international law. Based on the experience of the ECtHR, universal and regional international legal acts in the field of human rights were developed and created, the provisions of the Convention in the interpretation of the ECtHR were enshrined in the legislation of various states of the world that are not parties to the Convention.

Judges (international or national) are not involved in the daily work of rule-making. Their professional duty is mainly to decide a particular case on the basis of existing laws. They do not intentionally change the laws, realizing that this applies to the legislative branch of government. At the same time, in order to resolve the dispute, starting from the existing rule of law and comprehending all possible meanings and meanings, they, interpreting it, seek to try on the facts of a particular case. All of the above are the stages of judicial lawmaking, which culminate in law enforcement. A specific norm is interpreted from the point of view of the goals and intentions of the legislator, taking into account the history and linguistic manifestations of the law as a whole. That is, the creation of law requires the use of a systematic approach. In cases where the methods of interpretation used cannot cover the range of issues raised by the circumstances of the case under consideration, which urgently require the introduction of a new element, judges give the legal norm a new meaning, and this is the essence of what can also be called law-making activity [9, 15].

The composition of the European Court reflects the different legal systems, in which the professional views of judges were formed, and while jurists trained in the continental system draw their rationale from legal principles, jurists educated in the common law tradition turn to precedent. As a result, such interaction helps the Court to combine respect for the law with the consistency of its practice. At the same time, in any case, there are two important deterrents: the text of the law and the social nature of the problem to be solved. The restrictions in question should not be taken as a constraint on judicial freedom, but as conditions that must be observed. The legal norm, for all the brevity of its textual presentation, can be approached differently in terms of options, scope, and limits of interpretation. Problems of a social nature require a cautious approach. However, it is possible that judges will face a paradox, which lies in the very meaning of judicial activity. When interpreting norms, judges usually look for a social meaning that accurately reflects the needs of society and gives their law-making mission a special role, significance, which is very important for maintaining their authority and respect. The combination of two principles social conditioning and justice support incentives for judicial lawmaking [9]. Thus, the social nature of the restriction is a rather thin line, the observance of which requires deep knowledge, experience and wisdom from the judges. It seems that the current logic of development will require international courts to cooperate more actively in implementing the concept of economic conditionality of many rights, responding to two serious challenges: the economic crisis and populist democracy. The abstract reaction involves achieving a balance between good governance and the improvement of the economic system and the observance of social human rights.

The active intervention of judges in the form of law-making must be accompanied by public consent, that is, judges have to be receptive to the subtle sensitive sphere of society's needs. This, perhaps, explains the emergence and widespread use of the doctrine of consensus by the ECtHR. Considering the questions raised by the Court's law-making function, former Judge of the Court Mahoney believes that in exercising such vast powers, judges must be able to self-restraint by recognizing and respecting the decisions of “other actors in a democratic society”. He calls the condition for the judges’ exercise of their powers a “contract of trust”, which they must not violate [19].

There are two important pillars, foundations that represent a condition for the development of international justice - judicial law-making and judicial precedent, which have been developed in the practice of the Strasbourg Court in the context of the protection of human rights. Both of them are of fundamental importance for the evolution of human rights law, which requires an in-depth analysis of the facts of the case, the meaning of the applicable norm, the search for new elements and criteria for interpretation aimed at legal certainty and real shifts in law that capture and respond to progressive factors of social development.

The authority and high legal quality of the decisions and legal positions of the ECtHR allow other international judicial institutions to use its practice to establish the content of the norms of international human rights law. The positive experience of the establishment and development of the ECtHR played a significant role in the creation and development of such international courts as the Inter-American Court of Human Rights and the African Court of Human and Peoples' Rights [10, 11].

The activity of the ECHR is one of the main instruments that ensure the effectiveness of the norms of international human rights law both at the interstate and national levels. Moreover, the effectiveness is achieved not only by the direct execution of the decisions and resolutions of the ECtHR by the states parties to the Convention, but also by the influence of the authority of the ECtHR and its activities for the legal consciousness of national law enforcers.

The Strasbourg jurisprudence guidelines deal both with the keys of reading, which are the principles of interpretation and which allow understanding the logical course of legal reasoning (among other things: autonomy of concepts, efficiency, proportionality, margin of appreciation, positive obligations), as well as technical aspects that relate to specific areas procedural law (fair trial, custodial dispute) and to the classical realms of human rights (right to life, prohibition of torture) and fundamental freedoms (privacy, freedom of expression, property rights).

However, lawyers, judges, and other officials very rarely base their activities on the practice of the European Court. They themselves often say that they do not know how to do it [16, 17, 33]. It must be said that even before the first reform of the European Court in 1998, the number of documents decisions and rulings that had a precedent character, amounted to hundreds and even for an experienced lawyer it was very difficult to navigate them.

In addition, as a rule, only particularly significant court decisions acquire a precedent character. Formally binding only for the disputing parties, such a decision in fact becomes an independent source of law [27]. However, it seems rather difficult to develop criteria by which these “particularly significant” decisions can be distinguished.

Some authors express the opinion that a new source of law has appeared international judicial precedent [41]. In fact, the decisions of the ECtHR are the norms of the Convention in their dynamics and development. The ECtHR itself has repeatedly expressed its position in the wording: “The Convention is a living instrument and must be interpreted in the light of today”. This type of interpretation in the legal literature is called dynamic-evolutionary [28]. One can claim that for the state, decisions made not only in respect of a case where it is a party, but also in respect of other member states of the Council of Europe, are binding.

Analyzing the decisions of the ECtHR as an act of interpretation of law, the following features can be distinguished: they contain general rules of conduct for their explanation, therefore the decisions of the ECtHR are acts of an authoritative judicial body, and not just normative rules; they are addressed, as a rule, to the participants in the process and are binding. However, unlike the act of interpretation, the decisions of the ECtHR also contain normative instructions, have independent significance and, most importantly, include a decision on the case.

In addition, acts of interpretation are not a form and source of law. Experts believe that “the ECHR, in the process of deciding on a particular case, creates a rule of interpretation” [4]. At the same time, denoting the signs of this norm, the author actually enumerates the signs inherent in the legal positions (ratio decidendi) of the ECtHR.

References to the legal positions in the final judgment, which are developed and applied by the ECtHR in earlier judgments, as well as new norms that concretize the Convention, provide an opportunity to talk about the degree of their binding. The state is able to take steps in the legislative, law enforcement sphere (to comply with an international treaty the Convention) precisely thanks to the legal positions contained in the decision of the ECtHR.

In the legal literature, there is also an opinion that the decisions of the ECtHR are law enforcement acts, and, therefore, they cannot be considered part of any national legal system 16 However, unlike a law enforcement act, the decision of the ECtHR is valid not only for strictly defined situations and persons, but also applies to similar cases in the future, and most importantly, it is designed for repeated use. To confirm this point of view, it is worth referring to the case of Pretty v. the United Kingdom [31]. The ECtHR argued about the precedent nature of decisions in specific cases to a greater or lesser extent. In fact, the decision Pretty v. the United Kingdom itself was passed and regarded by the ECtHR in such a way that "neither from a practical nor from a theoretical point of view, the Court sees no obstacles to prevent its application in future cases". At the same time, the applicant's lawyer argued with the ECtHR that the violation of the Convention did not create a precedent in the present case [10].

As M. Entin notes, "Due to the international legal custom formed in Europe and the evolution of constitutional traditions, the decisions of the ECtHR are considered by the member states of the Council of Europe and their judicial bodies as having precedent value, as a common standard, the observance of which is legally binding" [7].

However, the evolutionary interpretation of the norms contained in the Convention is a reflection of the modern development of European society, the trend of legal regulation in the member countries of the Council of Europe. The analysis allows making the following generalization: in fact, every decision of the ECtHR contains an interpretation of the norms of the Convention and its protocols, i.e., gives its normative interpretation. In addition, the decisions of the ECtHR are a precedent for interpretation, a law enforcement act.

The nature of the decisions of the ECtHR is triune it includes signs of an act of interpretation, a law enforcement act, a precedent of interpretation. The center, the core in this understanding is the precedent nature of the decision of the ECtHR, while the presence of legal positions in the structure of decisions of the ECtHR gives it the characteristic of a precedent decision.

In other words, by applying and interpreting the Convention within the framework of a specific case, the ECtHR creates new legal positions in specific circumstances. Decisions of the ECHR can be perceived as acts containing certain rules of law (rules, legal positions) that should be applied when considering similar cases by subjects of law: member countries of the Council of Europe.

For some national courts, not the entire decision is binding, but that part of it that sets out the legal positions of the ECtHR. Therefore, it is necessary to rely on the reasoning part of the decision of the ECtHR when considering the case. However, it is not entirely correct to consider the legal positions of the ECtHR as a source of law, its external expression, since positions represent a rule of law, and the decision of the ECtHR is recognized as a source of law.

In this vein, it is interesting to demonstrate the way in the issue of recognition of judicial lawmaking in European and American law. Thus, Karapetov expresses the opinion about "the impossibility of avoiding judicial lawmaking both in the implementation of gap lawmaking and in the interpretation of the norms of the law. There is judicial law-making, since it is simply impossible to avoid it" [27]. The scientist also notes that "the trend fully corresponds to the all-European line of involving the courts in active lawmaking" [16]. Here, the scientists meant the extremely active law-making of the ECtHR, as well as the European Court of Justice, which have long assumed the competence to create legal norms based on the interpretation of the extremely abstract principles of the Convention and the fundamental normative treaties that underlie the European Union, respectively" [41].

Indeed, the legal positions of the ECtHR and the European Court can be attributed to "legislative innovations", which were one of the main driving forces of European integration. By interpreting the fundamental documents, giving them "pro-integration" interpretations, the European judicial authorities are doing what the member states of the European Union and the Council of Europe did not expect when concluding international treaties. It is not surprising that in many countries of continental Europe, where a normative legal act occupies a dominant position as a source of law, the decisions of the ECtHR are judicial acts that are officially recognized as a source of national law.

4 Conclusion

It can be assumed that in the field of protecting human rights and freedoms, the legal positions of the ECtHR affect the rule-making activities of the national bodies of the member states of the Council of Europe, since after identifying a contradiction between national legal acts and the legal positions of the ECtHR, the state is obliged, in accordance with an international treaty, to bring its own legislation into line with the norms of Council of Europe law and decisions of the ECtHR.

Whatever meaning the legal science of the countries of different legal families puts into understanding the judicial precedent, in any case, it is based on the legal position (in our case, the legal position of the ECtHR). The new legal position independently developed by the ECtHR is a rule-making component of the decision, which is the source of law for any member state of the Council of Europe. The above conclusion also points to the demarcation of the concepts of "legal position" and "court decision", which should not be considered equal.

As a main conclusion, let us clarify that the decisions of the ECtHR have a rule-making component, which is contained in the legal positions of the ECtHR. The legal positions of the ECtHR are understood as the rules of conduct developed by this court by concretizing the norms contained in the Convention and subsequently applied in resolving similar cases. At the same time, consideration of national civil legislation through the prism of the legal positions of the ECtHR reveals the possibility of improving national private law as well.

It is important that the legal positions of the ECHR, reflected in the decisions, make it possible to predict the further forward movement and evolutionary development of civil legislation and law, taking into account all-European trends. In this regard, a certain "privilege" is given to the states parties to the Convention, since it is possible to use the developments of the ECtHR for national legal needs, which already accumulate experience, progressive legal developments in the field of protecting the rights of individuals.

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Primary Paper Section: A

Secondary Paper Section: AG

THE LATEST TOOLS OF PUBLIC ADMINISTRATION IN THE PROCESS OF SOLVING SOCIO-ENVIRONMENTAL PROBLEMS AT THE LEVEL OF LOCAL GOVERNMENT

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Abstract: The relevance of the topic of the article is due to the state of the environment, which is of general concern. Among the key tasks of economic security, there are the problems of environmental security, protection of the natural environment, reproduction and rational use of natural resources. It is objectively necessary to form a system of knowledge about the sources of environmental safety in the implementation of various activities that pose an increased danger to the population and its environment. Substantiation of the concept of nature management, socially oriented to man, as a strategy and mechanism for adaptation and rehabilitation of extreme living conditions should be considered from the standpoint of minimizing the negative impact on natural objects. It is necessary to identify and scientifically explain the strengths and weaknesses of environmental legislation, show its general and special features, to give the characteristic of a condition of scientific thought concerning prospects of development of the named legislation, develop recommendations for the use of environmental regulation and public administration.

Keywords: Environment, Local self-government, Protection of natural environment, Socio-ecological problems, Tools of public administration, Use of natural resources.

1 Introduction

The scale of environmental pollution in Ukraine has reached a critical level. The total mass of accumulated waste exceeded 25 billion tons. Dumps, waste heaps, slag reservoirs, landfills occupy an area of more than 160 thousand hectares, which is equal to the territory of 4 rural areas. The annual growth of municipal solid waste exceeds 2% and amounts to 12 million tons per year [13].

The increase in the amount of hazardous waste has a negative impact on public health and the environment. Of particular concern to specialists and the public is the environmental situation in the Dnieper River basin, the main water artery of the country, which provides water needs for more than 30% of the territory and population of Ukraine, as well as a number of regions of Belarus and the Russian Federation. Experts have long assessed the ecological situation in the Dnieper River basin as an ecological crisis. The Dnieper region ranks first in the country in terms of the degree of pollution and water shortage. Polluted and very polluted, especially with nitrogen compounds, oil products, phenols, heavy metals, are the waters of the Danube, Dniester, Southern Bug, Seversky Donets. The flow of polluted effluents increased by a third, part of the polluted wastewater increased by 2.4 times, and the capacity of treatment facilities increased by only 2% [26].

The task was put forward to implement the most acute current tasks and long-term priorities of environmental safety and environmental protection at the national, regional, and facility levels, develop and improve the relevant legal framework, introduce economic instruments (phased paid environmental management) for the reproduction and rational use of natural resources [26].

The following tasks have been set for the Government:

- Guaranteeing the environmental safety of nuclear facilities and the rational protection of the population and the environment, minimizing the impact of the consequences of the accident at the Chernobyl nuclear power plant.
- Improvement of the ecological state of the Dnieper River and the quality of drinking water.
- Stabilization and improvement of the ecological situation in the cities and industrial centers of the Donetsk-Pridneprovsky region.
- Construction of new and reconstruction of existing capacities of communal wastewater treatment plants.
- Prevention of pollution of the Black and Azov seas and improvement of their ecological state.
- Formation of a balanced system of nature management and greening of technologies in industry, energy, construction, agriculture, and transport.
- Conservation of biological and landscape diversity, development of nature reserves.

It should be noted that in developed countries, scientists and specialists are very actively working to realize the cherished dream of environmentalists about waste-free and environmentally friendly production based on the concept of greening. In the West, it is called the concept of increasing the purity of production (CLEANER PRODUCTION CONCEPT). It aims to continuously improve production efficiency by reducing the amount and toxicity of all waste at the source of their generation, the use of environmentally hazardous raw materials and processes, non-renewable sources of resources, water and energy, the environmental impact of products throughout their entire life cycle.

The term "greening" adopted in Ukraine provides for a strategy for the transformation of industrial and agricultural production, and the goal is not only to satisfy human needs, but also to improve the environmental performance of production facilities. The main principle of greening is a systematic approach, which involves the improvement of natural and technical systems at all levels from sources of environmental pollution to consumers, taking into account the interaction and mutual influence of all components [5-7, 11, 41, 44-45]. The main task is to harmonize the relationship between nature and technology, and ideally, to create systems with high technical characteristics while maintaining or even recreating a favorable environmental background and ensuring the required environmental qualities at each hierarchical level.

2 Materials and Methods

The theoretical basis of the study was: the philosophical theory of the interaction between society and nature; principles of socio-economic development management; ideas of sustainable development; the principle of the ecological imperative; principles of an integrative interdisciplinary, integrated approach, a systematic approach to the study of socio-natural interaction; methods of social management, modeling and forecasting; the main provisions of social ecology, sociology, social development; basic principles of the modern theory of social management.

The theoretical and methodological base also includes:

- An institutional approach that made it possible to analyze the activities of various social institutions to ensure environmental safety, transmission of values and norms of environmental behavior and regulation of the ecosystem
- System and system-communicative approaches to the study of social phenomena
- Principles of consistency, complexity, scientific character;
- The concept of "environmental communication" (N. Luhmann), according to which society is an open system, the balance of which is disturbed by environmental problems; the constructive consciousness of active subjects acts as a counteracting factor.

3 Results and Discussion

As Professor V. Zadorsky, a recognized authority of Dnepropetrovsk ecologists, notes, first of all, it is necessary to make changes in industrial technologies, to reduce the amount of hazardous waste per unit of production in every possible way, to provide training, first of all, for workers in industry, transport, agriculture, civil servants, local government workers, and also the entire population on issues related to industrial and other waste, their minimization and environmental protection [9].

Every year, the problem of household waste disposal becomes increasingly more acute. Along with the ecological, it also has an economic aspect. It is possible to use waste to produce paper, plastics, and more. During the production of steel from scrap metal, emissions into the atmosphere are reduced by 6.5 times, water pollution – by 4 times, and the amount of solid waste by 16 times [12]. It is no coincidence that Western firms are increasingly importing scrap metal, rather than iron ore and bauxite for the production of steel and aluminum, leaving "dirty" production on the territory of the "third" world countries. In addition, steel made from scrap metal is 20 times cheaper than steel made from ore. Aluminum made from used cans is also 20 times cheaper [1, 3, 4, 16]. It is no coincidence that in developed countries separate bins are installed for household waste: for paper, for iron and aluminum cans, for glass bottles, etc. All this is economically beneficial.

In Ukraine, it has been established that the processing of 400 thousand tons of waste paper will annually replace 400 thousand tons of cellulose and save 100 thousand hectares of forest and agricultural land, 300 thousand tons of cullet will save 200 thousand tons of primary raw materials, worth 70 million hryvnias. Processing of 260 thousand tons of secondary raw materials will save UAH 30 million and significantly reduce imports of plastics. According to the calculations of scientists, already at the first stage of work on waste disposal, up to one million tons of secondary resources can be attracted to economic circulation, additionally increase output by one billion hryvnias, significantly reduce energy costs, and state budget revenues can exceed UAH 250 million [26].

In developed countries, the problems of using secondary resources are solved at the state level. There are successful national programs aimed at minimizing waste generation and ensuring reuse, recycling, safe collection and safe recycling of waste. The European Association for the Recovery and Recycling of Containers and Packaging (ERRA) has been established.

In Ukraine, the problem of collection, processing, and disposal of waste in recent years has received increassingly more attention. The state company Ukrtarapererabotka was created to coordinate the work on waste management. A draft resolution of the Cabinet of Ministers "On the introduction of a system for the processing and disposal of waste as secondary raw materials" has been developed, which provides for the creation of a system for the collection and disposal of used containers and packaging, that would ensure the reduction of the negative impact of waste on the environment and human health, the involvement of secondary material resources, saving primary raw materials, reducing imports of raw materials and products to Ukraine, increasing the output of competitive products [8, 17, 18].

However, the state did not have funds to implement this necessary program. Commercial structures, unwilling to share their excess profits, shift the work of financing waste disposal to the state, and strongly resist the state approach to solving the problem of waste disposal. They initiated the cancellation of two government resolutions adopted in pursuance of the Law of Ukraine "On Waste", which cost the country hundreds of millions of hryvnias.

Meanwhile, world experience shows that the collection and disposal of waste is economically beneficial. The tariffs proposed by the Government for the collection, sorting, transportation, processing, and disposal of used containers are economically justified and beneficial to entrepreneurs. They are 5-10 times lower compared to the tariffs of other countries of the world; however, there are no people interested in this business in Ukraine. It is much easier to make a profit on the supply of drinks in plastic bottles and bags to Ukraine, not worrying about the problem of their processing, and to criticize the authorities for polluting recreation areas and streets with household waste.

According to scientists and environmentalists, today Ukraine needs a strategy that has received the name "greening of the economy" in developed countries, the essence of which is the transition from a defensive concept (identifying and punishing those responsible for violations, fixing the consequences of technogenic impact on nature, humans, plants and animals world) to identify and eliminate the causes of environmental pollution.

Namely such a program a program of greening industrial and agricultural production, built on a systemic principle from local greening of individual installations, enterprises, regions to greening Ukraine as a whole, as well as greening at the interregional and international level, was proposed by scientists and specialists of the Dnieper region.

Their concept of greening is based on the following provisions [14-15, 19, 24, 45]:

- In the era of Ukraine's deep economic crisis, economic and environmental issues must be addressed simultaneously, subject to a single strategy for greening the economy.
- Ecologization of the economy involves focusing attention and resources not on the sphere of consumption, but on the improvement of facilities that are actual or potential sources of environmental pollution.
- The success of ecologization of the economy is largely determined by the availability of personnel sufficiently trained in the field of theory and practice of ecologization and environmental management.
- The creation of a civilized ecological market at the regional level and across the country is a necessary condition for the greening of the economy.

Tactical methods of their implementation are based on a combination of a number of special approaches to the organization of production processes, regardless of the industry where they are carried out (wastelessness through selectivity; local rather than global neutralization of emissions; flexibility of technology; multiple use of resources and energy; resource saving and waste disposal, etc.), with specific regime-technological and instrumental-design methods of implementation (managing production processes using less toxic reagents, minimizing the time of their processing, recycling and closedness of matter and energy flows, combining the processes of transformation and separation of substances, heterogenization of the system, adaptability of technology and equipment, intensification and versatility of environmental technology, etc.).

All over the world, command and repressive methods and environmental authorities, which today are not able to take on the functions of a coordinator, organizer of work on the greening of the economy, are being replaced by an ecological market. Greening the economy is not just another party slogan [20-22, 25]. This is a legislative policy that creates the most favorable treatment for enterprises engaged in the reconstruction of production in order to green it, stimulating the emergence of environmental market, primarily scientific and technical products, equipment, labor, services, etc.

World experience shows the expediency of using the tax press, the system of payments for resources and emissions in such a way that it becomes more profitable for a product manufacturer to solve environmental problems at home, and not in the sphere of consumption [27-29]. If to combine punitive and repressive measures in relation to nature pollutants with economic incentives and encouragement of greening, the latter will become a profitable item in state budget. However, even the greening policy will not be able to fully ensure the survival of the population in a deep ecological crisis.

An analysis of the complex system "man – production – environment" shows that in order to ensure human survival, the concept of greening should be combined with two others: adaptation of a person to living conditions in environmentally unfavorable conditions and the use of human life support systems in his environment [23, 38].

The first concept involves the development and practical implementation of biomedical and non-traditional methods of prevention, adaptation, and rehabilitation of the population, based on modern scientific achievements and the integration of efforts in the fields of science, technology, education and management in a deteriorating environmental situation in Ukraine [15]. The main directions of its implementation include the following: organizing a system of environmental and education of the population and conducting direct work in environmentally stressed regions using a network of environmental education and the media; performing scientific research on the creation of adaptogens, immunogens, and detoxifiers (mainly of natural origin), methods of their application, technologies and equipment for their production; performing scientific research to systematize known and create new non-drug methods of health building and human adaptation to technogenic impacts, in particular, the development of ways to increase immunological reactivity and reduce risk factors in people exposed to harmful production factors, for those living in areas of high pollution, as well as those professionally related with sources of ionizing radiation or other harmful factors; creation of industrial production of adaptogens, immunogens, and detoxifiers mainly on the basis of Ukrainian raw material sources.

The second concept involves the creation of local life support systems for an ecologically unfavorable habitat. Already now, scientists and specialists in Ukraine have developed a technique for purifying drinking water by flotation, electroflotation, adsorption, electrocoagulation, electrocoagulation, electrodialysis, electrochemical oxidation, membrane methods, etc. Small-sized installations for purifying water, as well as air and food, from toxic substances should be present in every family already today, since the solution of global problems of greening production is not a matter of one decade.

Experts in the field of ecologization have proposed a so-called survival program, the implementation of which gives us a chance to survive. Within the framework of this program, there are a number of works ready for practical implementation, including works on the use of TPP ash, proposed by Canadian specialists. Thirty-two metals can be recovered from the ash lying in the dumps. For each item of the investment program for the greening of the Dnieper region, there are preliminary technological and economic developments.

The Dnepropetrovsk City Executive Committee signed an agreement with the Dutch company "Solid Waste" on the establishment of the company "Special Transport Systems" for garbage collection. The company supplied the city with three trucks with a capacity of 13 cubic meters with a loading capacity of 40 cubic meters after compression, 500 galvanized containers with a capacity of 0.75 cubic meters. Services will be provided not only to residents of the city, but also to commercial structures restaurants, hotels, shops, industrial enterprises. The prospects for the processing of PET bottles, tires, and other waste for the production of consumer goods for the local market and for export, the use of processed products in the construction industry are being studied [15, 19].

The head of the Pridneprovsky Cleaner Production Center names the list of objects of the investment program for the greening of the Dnieper region:

1. Creation of a plant for complex processing with the extraction of valuable metals and coal and the production of building materials from ash and slag of the Pridneprovskaya TPP.
2. Development and implementation of a pilot project for the ecologization of a thermal power plant using new technical solutions at the stage of fuel combustion (plasma illumination of the flame, swirling of interacting flows, forced emulsification of liquid fuel oil, the use of additives, including catalytic ones) and at the stage of flue gas cleaning (use of cyclic supply of energy to electrostatic precipitators, improvement of the design of collecting electrodes, dry dust extraction, etc.).
3. Development and implementation of a pilot project for the greening of a waste incineration plant with the solution of issues of reducing dioxin emissions to sanitary standards, recycling polluted water, using fly ash and slag, and increasing the efficiency of flue gas cleaning.
4. Development of a regional program for industrial waste disposal based on industrial symbiosis.
5. Development and testing of environmental audit methodology at pilot sites.
6. Development of a new technology for the treatment of Dnieper water at the Lomovsky water intake using a two-stage process of co-precipitation of radionuclides, heavy metals, and organic compounds according to the version of the Aquatech enterprise.
7. 7. Creation of the production of medical pectin a sorbent of heavy metals and radionuclides from beet pulp at the plant "Lubnyfarm".
8. Establishment of the production of food pectin at the Gubinikha sugar factory from beet pulp.
9. Development of recipes for food products and organization of their production at the enterprises of the Dnieper region with the introduction of rational pectin additives.
10. Creation of a network of health centers with consulting and diagnostic rooms, exhibitions and sales of means of adaptation and rehabilitation of human.
11. Development and implementation of a methodology for computer diagnostics of technogenic health injuries using mathematical modeling methods.
12. Development and implementation of a pilot project for the treatment of wastewater from dairy plants with the production of casein.
13. Development and implementation of a local wastewater treatment plant for a meat processing plant.
14. Development and implementation of technology for reclamation of arable lands with their release from excess radionuclides, heavy metals, and pesticides using RH technology.
15. Development and implementation of a pilot project for the utilization of spent activated sludge from treatment facilities using P5 technology and vegetable protein production technology.
16. Development of theoretical foundations for increasing the purity of production for processing industries.
17. Establishment of a mobile laboratory for express analysis of air and liquids as part of the cross-border transport study program.
18. Creation of a pilot production of environmentally friendly furniture using honeycomb structures and wood-polymer bearing elements.
19. Study of radon hazardous areas in Dnepropetrovsk and development of a program to eliminate local radon pollution.
20. Development and implementation of the program "Greening the home".
21. Creation of an interuniversity faculty of environmental education for the cycle "Environmental management and business. Market ecology".
22. Creation of an international permanent seminar for training in the direction of "Constructive ecology and business".
23. Development and implementation of the regional program "Conversion and Ecology".

The results of environmental monitoring were regularly published in the city press. Today, this work is practically reduced to zero. The funding situation is not better.

3.1 Environmental Crimes of Russia on the Territory of Ukraine

The war in Ukraine leaves behind not only many thousands of human tragedies. When the fighting ends, people will have to deal with a whole range of environmental problems, environmentalists warn [15]. Experts talk about the irreparable damage that is caused to nature. The war affected vast territories of Ukraine. These regions contain large storage facilities for hazardous waste. If the military destroys them, it could seriously pollute the waters of very large rivers. War increases the likelihood of forest fires, but at the same time, now is spring, the time when animals bring offspring. The high intensity of forest fires not only harms people and leads to air pollution, but also negatively affects biodiversity[39].

One of the wartime threats to wildlife is the targeted destruction of ecosystems and reserves. Armed conflicts become a difficult test for animals as well. According to estimates by the Ukrainian Ministry of the Environment, about 3 million hectares of protected areas are under threat of destruction due to hostilities [30]. As a result of the war unleashed by fascist Russia, a huge number of crimes against the environment have been officially recorded.

In the light of cities destroyed to the ground, brutal murders and hundreds of thousands of broken lives, these are far from all the crimes of rashists; few people think about the harm caused to nature. But in fact, it concerns everyone and will inevitably affect us for many years to come [40]. How did the war affect the environment, what could be the consequences and will it be possible to hold Russia accountable – this is acute question today.

3.2 Leakage of Hazardous Substances and Land Strewn with Toxic Waste

As of April 7, the NGO Ecodia collected data on crimes against the environment. This was reported to us by Evgenia Zasiadko, head of the NGO climate department. This entire list can be divided into categories: energy security, damage to industrial facilities, nuclear hazard, impact on ecosystems, and other things that happened as a result of hostilities (for example, a reservoir is polluted due to a bridge being blown up) [30].

According to Ecodia and the Ministry of Environmental Protection and Natural Resources of Ukraine, we learn about other crimes committed by Russia on the territory of Ukraine. Among the most resonant, there is the ammonia leak at the Sumykhimprom enterprise, which occurred on March 21. Although the poisonous cloud did not reach Sumy, the residents of Novoselitsa appeared at a big risk (it was impossible to leave the buildings, the windows had to remain closed).

Already twice rashists did a shoot to a tank with nitric acid in Rubizhne, Luhansk region. Emissions of nitric acid and its vapors threaten people and animals with mucosal burns.

On March 3, in the village of Chaiki near Kyiv, a shell hit a train with polyurethane foam, which threatens not only with direct poisoning, but also with acid rain.

On March 14, due to the shelling of the treatment facilities of the Vasilevsky water supply and drainage operation, sewage from the city enters the Dnieper without any treatment.

The shelling did not bypass also energy infrastructure. The Zolote mine was flooded, the Avdeevka coke plant and the oil refinery in the Luhansk region were ‘covered’ with Grads. Activity in the Chernobyl exclusion zone is radioactively dangerous: according to the Ministry of Environment, more than 30 fires occurred there on an area of more than 8,700 hectares. This may result in the spread of radionuclides outside the exclusion zone [10].

And that is not the final list. More than 1,400 enemy missiles have already been fired across Ukraine, and almost 5,000 pieces of Russian military equipment of various types have been destroyed. These are not just numbers, but toxic and carcinogenic garbage that is now polluting our soils and waters.

Let us not forget about the animal world. After all, these are not only pets closed in apartments (there are many such cases for various reasons, however), but also shelling of zoos. For example, on April 5, the private zoo Feldman Ecopark in Kharkov was destroyed. This is also the remaining without access pet shelters.

Also, there is intervention of the war in the life of forest and steppe animals and birds of the sky in the most crucial period for supporting populations [31-37]. Because of the fighting, migratory birds returning from wintering are forced to change migratory routes and come under fire.

According to the Ukrainian Conservation Group, 44% of the most valuable nature reserves in Ukraine are currently under the temporary control of Russian invaders or inaccessible. Askania-Nova in the Kherson region is worth mentioning! Rashists plunder our forests: they build fortifications from Ukrainian wood, lay infrastructure, heat themselves and cook both looted products and game shot in our forests on firewood.

The Rome Statute provides for liability for these crimes. Crimes against the environment in the long run will lead to an increase in mortality, because people die not only from bombings and bullets, but also from environmental pollution. Through water and soil, poison gets into food – for example, heavy metals. All this, of course, will affect health.

Unfortunately, nature is defenseless against war. While the whole world is puzzling over how to avoid an ecological catastrophe, here and now the enemy is waging his bloody war against Ukraine, bringing the country and the world closer to disaster. Evgenia Zasiadko from Ecodia commented on the environmental situation in Ukraine in the following way: “We can only record crimes against the environment, but it is very difficult to assess their scale. In addition, environmentalists cannot go to the scene and assess the situation, do tests and the like” [2].

The Ministry of the Environment, having enlisted the support of the public, is actively collecting all the facts of environmental crimes in Russia. This will open up an opportunity for Ukraine to appeal to international courts so that the aggressor state still pays not only for the damage caused to infrastructure and people, but also for the damage to the environment. It shuld be mentioned that one can monitor the current state of the environment in Ukraine using SaveEcoBot, an environmental chatbot with pollution data.

According to Yevgenia Zasiadko, the State Environmental Inspectorate is now calculating the damage caused to ecosystems: “The State Environmental Inspectorate has already made the first calculations of how the war affects the pollution of land resources. In the first three weeks, this is about $77 million in losses,” Evgenia says [30].

Yevgenia Zasyadko also reminded that the war has actually been going on since 2014, and even before February 24, environmentalists considered the occupied territories potentially dangerous for the environment, in particular, due to the flooding of mines in the Donbass, which leads to the ingress of heavy metals into groundwater [30].

What is happening can be safely called ecocide, which affects not only Ukraine. It should be noted that the term “ecocide” was presented to international lawyers in 2021 by the Stop Ecocide Foundation. Ecocide is recognized as an international crime along with war crimes, crimes against humanity, genocide and the crime of aggression. The Ecodia NGO is convinced that the seizure of the Chernobyl and Zaporozhye nuclear power plants, shelling of infrastructure facilities, industrial enterprises, which can cause environmental pollution, pollution of air, soil, water areas of the Black and Azov Seas, underground and surface waters, can also be considered ecocide.

3.3 Poultry Catastrophe

The poultry farm "Chernobaevskaya" was left without the opportunity to feed the chickens. This will lead to the extinction of the bird and the impossibility of its disposal, as well as the disposal of warehouse stocks of eggs. In fact, 3 million chickens are dying of starvation due to the fact that feed cannot be delivered to the poultry farm.

It is impossible to dispose of a bird. It is not admissible to to bury it in the ground, according to sanitary standards. The slaughter center cannot operate because there is no electricity, and it cannot cope with such a large volume of birds in such a short period of time [46]. Incineration is also not a way out of the situation, because special furnaces are needed for this. If the dead chickens begin to rot, this can lead to poisoning of the earth and air and, accordingly, outbreaks of diseases.

In addition to Chernobaevskaya, two poultry farms in the Kharkiv region, Bogodukhovskaya and Okhoche of the Avangard agricultural holding, which is part of the Ukrlandfarming group of companies, found themselves in a similar difficult situation. The largest incubator in Europe in the village of Makarov, Kyiv region, also turned out to be disconnected from electricity. The situation at poultry farms can provoke not only an ecological collapse, but also lead to a shortage of products in Ukraine. Before the war, Ukrlandfarming supplied up to 30% of the Ukrainian market with chicken eggs, according to the website of the agricultural holding [13].

Now, together with the local authorities, work is underway on how to organize the delivery of products to the townspeople. Fuel is essential to keep the factory alive and avoid an environmental disaster. Much earlier, the decision to distribute chickens was made by the Avis-Ukraine company in the Sumy region. The enterprise began to give poultry and eggs to local residents (20 eggs and 10 live chickens in one hand) as humanitarian aid.

3.4 Burning Tank Farms – the Threat of a Man-Made Disaster

The ecological collapse in Ukraine due to hostilities was talked about even before the problem with poultry farms. For the first time, environmentalists' fears were voiced on February 27 due to an enemy missile hitting an oil depot in the village of Kryachki, Vasilkovsky community, Kyiv region. Local residents were immediately asked to close the windows. Russia's actions pose a threat of a man-made disaster not only for Ukraine, but for the whole of Europe. According to preliminary estimates, environmental damage from a fire at an oil depot is about UAH 810 billion [2]. The next day, the Russian military blew up an oil depot in Akhtyrka, Sumy region. Now it is difficult to assess the damage caused by the occupiers to the ecosystem of the Sumy region.

On March 3, another shell hit the oil depot during shelling of the Aistra Combine territory. As a result, a tank group with a total volume of 5 thousand cubic meters of diesel fuel caught fire. The most dangerous in such man-made disasters is the ingress of harmful substances into the soil and groundwater. Usually, a significant excess of the amount of carcinogenic substances that threaten the health of local residents is recorded [9]. In order to avoid additional risks, it is necessary to check the water in the wells.

3.5 Ecosystem: Risks and Consequences

The issue of poultry farms is important, but it is not the most critical now. To prevent a pestilence of birds and avoid a humanitarian catastrophe, many owners of poultry farms are already distributing chicken meat. Explosions and fires at oil depots are a real environmental problem for certain territories, but namely possible accidents at nuclear power plants are a disaster for all mankind.

According to many experts, the most severe consequence of the war will be radioactive contamination of the environment with the isotopes of strontium-190, cesium-117, iodine-131, carbon-14, plutonium-239 when nuclear storage facilities are depressurized [30]. Humanity cannot allow this. Military operations in Ukraine already today have a large-scale impact on the entire ecosystem of the country. They lead to violation of the relief, destruction of the soil, pollution and poisoning of air and water, destruction of flora and fauna [42, 43]. Constant fires blazing these days in different regions also lead to terrible consequences.

Destruction of the infrastructure involved in water supply and sanitation, chemical pollution, power outages of facilities discharging wastewater pose a threat not only to water resources, but also to the ecosystem as a whole.

The war in Ukraine is a future continuous catastrophe for the whole continent. From an environmental point of view, there is no local war, since the consequences of even the smallest military action spread over the whole world and, as a result, affect the health and life of all mankind. The environment remains an unnoticed victim of war.

3.6 World Reaction to Ecocide in Ukraine

According to PAX, the largest peacekeeping organization in the Netherlands, from February 28 to March 3, the fifth UN Environment Assembly was held in the capital of Kenya, Nairobi, which also discussed the war in Ukraine. 108 civil society organizations signed a statement calling on member states of the assembly to monitor the impact of the war on the environment in cooperation with experts and public groups.

More broader was the initiative of more than 1,000 experts and non-governmental organizations who joined the global call for Russia to end the war and agreed to help monitor the environmental situation in Ukraine. They also called on the International Criminal Court, UN human rights bodies and UNEP (United Nations Environment Program) to investigate and monitor possible violations of international environmental law and human rights, and to ensure that violators are held accountable.

According to Evgenia Zasiadko, the Ministry of the Environment of Ukraine is negotiating to suspend Russia's participation in international agreements (for example, in the UN Framework Convention on Climate Change) [30]. So if the issue of ecology really worries the world, Russia will also pay for crimes against the environment.

4 Conclusion

Environmental protection and rational use of natural resources are priority tasks, since life on Earth, the health and well-being of every person depend on their solution. Under these conditions, specialists are required to be competent in this area, the task facing them is to assess the current situation in time and correctly, depending on the current situation, optimize economic activities, thereby choosing the tactics of interaction between man and nature, develop a strategy for protecting the environment and raise it to the management level, even despite hostilities in the country.

In modern conditions, the need to develop a theory of social and environmental management and put it into practice is of particular relevance, as evidenced by the environmental situation and the lack of scientific study of the concepts of optimal development of society, theories for managing the natural environment. Management of optimization of socio-ecological processes needs to find fundamentally new approaches.
The necessary environmental monitoring is a multi-purpose information system and an integral part of control, which includes not only observation and obtaining information, but also elements of decision-making and management. The concept of a system of social and environmental monitoring can provide management activities to optimize social and environmental

processes with a reliable regulatory information and analytical base with feedback, that allows government bodies to improve the quality of management of these processes.

Today, in wartime conditions, speaking of plans for the post-war restoration of the economy and the social sphere, one should not forget about solving the catastrophic environmental problems that have arisen. Without addressing these problems, they may eventually undermine efforts in other areas.

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ORGANIZATIONAL MECHANISM OF STATE MANAGEMENT OF SOCIAL SERVICES IN TERRITORIAL COMMUNITIES

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Abstract: In a welfare state, an important role is played by the activities of municipalities in the provision of services in the field of social services. At the same time, the system of social services is partially or completely based on local structures, various models of organization of which have received practical implementation. Such models are based on various approaches determined by the features of the social support system inherent in a given country, the system of municipal government, and the territorial organization of the state. In recent years, in economically developed countries, the so-called transformational approach has been formed, which implies social work in the local community, that contributes to the empowerment of citizens with greater powers and the possibility of real influence, development and liberalization. Since this term is applied to most countries that are developing a model of the welfare state, it can be used both in theoretical developments and in the practice of social work in the community. It emphasizes the importance of democratic methods and tasks in the development of the local community, as well as the forms and methods of social work itself.

Keywords: Communities, Management, Social services, Welfare.

1 Introduction

The vital activity of local communities largely depends on how competently social services are organized, the strategic tasks of municipal policy in the socio-economic sphere are defined, how rationally resources are used to solve the tasks set, and how consistent the planned activities are. It is also closely related to the social and political processes taking place in the territory, ensuring the balance of territorial development and the fundamental factor that forms the target behavioral attitudes of territorial (local) communities, their quality of life.

The quality of life is not a static, but a dynamic, constantly developing social phenomenon, which is caused by a variety of socio-economic, socio-cultural, and socio-psychological parameters that change in time and space, since any life activity of local communities ensures the emergence of ever new needs [2].

In particular, the category of the quality of life of the local community and its members from the point of view of social management of the municipal territory is a complex integral indicator that combines many factors and indicators and directly determines the level of satisfaction of the diverse and dynamically changing needs of both individuals and the local community as a whole. Speaking in terms of synergetics, the quality of life, or rather its required state, is an attractor that the local community and local governments strive for [3-6]. The community acts as an interested party in terms of obtaining certain benefits, meeting needs, striving for a more perfect or updated state of one's own life; it concerns municipal authorities in terms of effective performance of social management functions based on maintaining healthy intersystem competition [10]. Therefore, the attractor in the territorial (municipal) system is defined as the goal of its evolutionary development and improvement of the local community as a whole.

The contradictory nature of the globalization of the modern world, on the one hand, requires attention to analogies in the policies and practices of individual states, to the activities of supranational institutions that formulate global norms in the field of human rights, standards for labor markets, working conditions and life. On the other hand, the importance of local practices and contradictions between individual social groups, which are formed, among other things, under the influence of social policy measures, are growing, and namely social services at the level of local communities and territorial communities play the most important role [44].

2 Materials and Methods

The theoretical and methodological foundations of the research were the conceptual provisions and key concepts of the developments of scientists relating to the sociological analysis of the resources of local communities and ways to manage them. The study used the basic provisions of sociology in general, sociology of the social sphere, sociology of management, sociology of organizations, a set of methods of social management, socio-philosophical, general scientific and special methods of cognition of social, political, economic phenomena and processes.

The theoretical and practical significance of the study lies in the possibility of using a holistic sociological analysis of the management resource in terms of its impact on the pace of socio-economic development of local communities in terms of social services. In the course of the study, sociological methods confirmed the particular importance of management in the implementation of all resources of local communities, primarily socio-economic ones.

3 Results and Discussion

Over the past decade, the system of social services has undergone significant changes. Initially, the system was built on the basis of strong, but territorially isolated municipalities. The main goal of reforming the system in the last decade was primarily to build a grassroots model of the social service system. The second goal of the reform was to achieve budget savings due to the economies of scale of the system.

At the same time, neo-managementalism has reduced the privileges of professional autonomy, demanded greater accountability from social service providers, expanded the choice of service users, and increased the value of professionalization and skill standards among workers. Although professionalization traditionally involves a gap between professional experts and clients, in the 1980s this concept was revised and began to focus more on activating the resources of local communities, as well as on the participation of consumers of services in assessing their quality [8]. In social work, there has been a transition from a paternalistic to a partner model.

These changes, in particular, are expressed in the replacement of the term “client” with the concepts of “service user”, “service consumer”, “participant”, “member of the support group”. It is noted that such transformations at the same time led to the strengthening of formalized methods of control over practices that previously implied carrying out their activities with a greater degree of autonomy [1].

In accordance with the new ideology, for example, in the UK, a scheme of direct payments for community support services was introduced – a system in which the client can choose and control the progress of the provision of certain services to him, and the content of their is chosen independently together with social services within the framework stipulated by law [45, 46]. However, despite the neoliberal emphasis on independence, the use of approaches such as “care management” (care management) in medical and social services leads to the fact that the individuality of adult clients, especially those with disabilities, is blurred, infantilized through the controlling discourses of professional and informal care [31]. There is encouragement of entrepreneurial spirit and associated neomanagement flexibility, equity and fairness [34]. On the negative side, there were disappointed expectations for additional resources and services needed for individuals, families, groups, or communities in particular need.

One can talk about a trend towards the formation of more stringent administrative systems for managing social policy and social work in particular. This process of transformation is global in nature, and we observe its features not only in such national contexts as in the UK and the USA, where the political positions of neoconservatives advocating a reduction in social policy spending have strengthened. Changes are noticeable everywhere in Europe and in the post-Soviet countries, although the contexts are different [13, 14, 16, 19]. In the post-Soviet countries, the rationalization of social support takes place in the context of a deep economic crisis and budgetary constraints, a weak and unclear professional ethos, while in developing countries, after economic upheavals, “in an environment of an unstable balance between private oligarchs, regional leaders and the central government, relying on the forces security” [43]. This increases the risks of exclusion and deprivation of socially weak groups, and narrows the field of activity of social services.

In our opinion, in the near future we can expect the emergence of new national state standards for social work with an updated list of requirements and specialization of workers, a “municipal social worker”, a “social animator” and a “social manager” should appear. Inevitably, this will require a lot of work related to the transition to social management in the practice of specialists, as a special type of social management in a market economy to improve the effectiveness of social work.

According to the updated legislative framework, the powers of local self-government bodies have expanded. This affected the organization and implementation of activities to work with children and youth, and temporary employment of minors and public works for local residents who have difficulty finding work [28].

Under these conditions, local authorities understand increasingly more clearly the need to apply new types and forms of social policy at the place of residence. Without denying the importance of the social protection system in general and state and municipal social services in supporting socially vulnerable segments of the population in particular, we undertake to assert that the importance of citizens' organizations at the place of residence can hardly be overestimated, since these are additional social opportunities for mitigating tension in society and a quality growth factor life.

In the community-based model, social services are provided at the municipal level (the first level), which has led to its widespread use in countries where there is a developed system of local self-government [21-27]. Social services at the local level include basic social welfare services (e.g., social services at home, social meals). In this model, the role of regional governments is of an auxiliary nature and is limited, in particular, to the provision of social services that cannot be provided at the local community level (including some specialized services provided in social and medical institutions).

Despite the fact that in this model the provision of social services is primarily carried out at the municipal level (the first level), two subtypes of this model can be distinguished depending on the territorial and municipal system of organization of power in the countries under consideration.

3.1 Large Municipalities with a Wide Range of Responsibilities for the Provision of Social Services (Scandinavian Model)

The Scandinavian countries provide an example of a community-driven model. In Sweden, the Social Welfare Act (SFS 2001: 453) has made it clear that it is the municipalities, or first-level authorities, that are responsible for the provision of social services [41]. In Finland, a model similar to the Swedish one has been implemented. Denmark and Norway have mixed systems, since local communities (municipalities of the first level) are responsible for the provision of basic social services and most of the services provided in social institutions, while regional authorities (second level) also have certain powers in this area, as they provide services in the field of social protection of children, as well as in the field of solving social problems of alcoholism and drug addiction.

3.2 Social Welfare Model Focused on the Provision of Social Services at the Local Level with Additional Responsibilities of the Authorities at the Regional Level and Inter-Municipal Interaction

Most European countries adhere to this model because it is suitable for use in countries with different municipal and social structures. In such states – taking into account the fact that they mainly operate the Bismarck model of the welfare state (continental model) – social services provided at the local municipal level are implemented on a need basis, that is, depending on the financial situation of the addressee, and play additional role.

Countries with a Romanesque system of local government organization, such as Italy and Belgium, can also be attributed to this model. In Italy, municipalities at the level of settlements (communes) are primarily responsible for the provision of social services, including care for the elderly, protection of children and young people, and assistance to people with disabilities. Regional municipalities (regions), for their part, coordinate and regulate the provision of such services [29, 30]. Due to the wide range of municipal tasks in Italian public law, instruments have been provided by law to deal with problems related to the economies of scale of the system. Such an instrument is inter-municipal associations, the creation of which in some cases is a mandatory requirement. The development of this area in the system of social services was intensified as a result of the legge Delrio reform (2014), which encouraged the creation of inter-municipal associations in order to provide various social services [18].

In Belgium, the provision of social services is primarily the responsibility of local authorities. Municipal social services are organized by public welfare centers (openbare centra voor maatschapelij k welzij n, centres publics d'aide sociale) regardless of the region to which the municipalities belong. These centers are professionally independent of the municipal government, but their budgets are approved by the local councils [42]. Although the number of municipalities (gemeente, commune) was substantially reduced in Belgium during the 1970s, inter-municipal associations were established under Belgian administrative law in order to equalize the settlement size disparity. Areas in Belgium that can be considered as subjects of a federal state are responsible for the provision of expensive social services [35].

In Slovakia, local municipalities are responsible for providing basic social services outside social institutions, while regional municipalities, districts (kraj), are responsible for social services provided in social institutions and child protection services. The Czech Republic follows a similar model.

The practice of the last decade shows that today a single municipal social service cannot effectively solve the problems of clients, since almost always these are complex problems that take specialists beyond the scope of instructions and standards [31]. In addition, there is still no body at any level of executive power that coordinates the actions of various institutional and non-institutional entities that would act together to achieve the designated goals within the framework of solving a particular social problem.

In social work in the local community, the most important thing is that namely here one can create such a favorable social environment in which it is much easier for a passive individual to overcome apathy and join the space of neighborly interaction, in practice embodying the formula “from dependence to active participation” [20]. In the process of reform, this will mean a paradigm shift in society's attitude towards socially weak groups and strata, a transition from a humiliating existence on benefits to a dignified and equal interaction.

In addition to legal rights and solidarity, another basic principle operates in social security – the principle of subsidiarity. It is the principle that problem solving should be done locally first.

It is interesting to note that the technology of local community funds (LCF) is an alternative mechanism for improving the effectiveness of state and municipal management of the social sphere. Through the involvement of donor groups and the population, the LCF develops forms of social activity and civic participation, and the processes of institutionalization of charity are taking place. In the context of the economic crisis, the role of the LCF is increasing as a tool to maintain the quality of life of the population, its economic and social elements at the level of a specific territory.

The contribution of non-state actors to the solution of social problems depends not only on their vigorous activity, but also on the capacity of institutions to support public initiatives at the local level [32, 33]. Among such institutions, the leading role is traditionally attributed to local governments, but in recent years, in the context of limited budgetary funds in a number of cities, local community foundations (namely, the LCF) have increasingly come to the fore. In the context of the economic crisis, their social significance has increased as an alternative tool for maintaining the quality of life of the population at the local level. LCF act as a mechanism for the institutionalization of charitable activities, a tool for improving state and municipal management of the social sphere as actors in solving the social problems of the territory through the accumulation and redistribution of funds from the commercial sector and private philanthropists [15.

The technology of community foundations was first applied in 1914 in the USA. A local community foundation is defined as a non-profit organization that operates in a specific territory and aims to combine the economic, human, and social resources of the territory to solve the problems of the local community and improve the quality of life of the population.

Funding for the foundations consists of donations from both corporate and private donors, i.e., commercial and non-profit organizations and individuals, receipts from government. The Fund distributes resources on a competitive basis among NGOs and initiative groups of citizens [36-40]. The decision to allocate funds is made by the grant committee and expert councils, which include representatives of the three sectors of the local community and experts in the identified issues.

The management of the LCF is carried out indirectly by the community itself through the parity representation of government bodies, business, the public and the non-profit sector. The Fund is a transparent organization that disseminates information about its own activities and financial situation.

Currently, LCFs operate in more than 50 countries of Western and Eastern Europe, North and South America. There are 1440 funds in total. In the US, there are about half of all LCFs – approximately 600. Most of all funds were formed in the last three decades [9].

With the development and accumulation of socio-economic resources, foundations are becoming increasingly important in the community, they begin to play a significant role in identifying, searching for and solving social problems [7]. Foundations are becoming a social mechanism that helps authorities maintain the quality of life of the population.

Non-profit organizations need public support, thus many studies raise the topical issue of trust in the third sector in general and SONCO in particular. This issue is discussed within the framework of the following model.

3.3 Social Capital of SONCO: a Model of Social Change

Within the framework of this model, the third sector is presented as bringing benefits to society; the argumentation is carried out in the spirit of the liberal-democratic value system based on freedom of association [11]. The large size of the third sector, its influence and autonomy testify in this logic to its legitimacy as a resource for the development of democracy. NGOs represent the interests of people, active members of society, uniting on the basis of their interests and strengthening the norms of cohesion, mutual assistance, fruitful cooperation and civic engagement. All this, according to R. Putnam, contributes to the formation of social capital, i.e., those principles and other features of social organization, “which are able to strengthen the effectiveness of the coordinated actions carried out by society” [17]. In turn, social capital increases the interest of the state in cooperation with NGOs [42]. Research reveals a correlation between indicators of public trust in non-profit organizations and the general trust of citizens in political institutions [17]. Where the state is suspicious of the horizontal institutions of solidarity and engagement at the grassroots level, restricting freedom of assembly, society responds by distrusting state institutions.

In discussions about the legitimacy of NCOs in terms of their social capital, cross-country, inter-regional comparisons are used, proving the existence of various conditions that mediate the configuration of the third sector in a particular region or country. Although civil society organizations were seen by Putnam as intermediaries of democracy or as forces resisting the dominance of bureaucracy and the market, the role of the third sector varies in different political regimes. The shape and size of the nonprofit sector in a country are strongly influenced not only by the sentiments, preferences, and well-being of individual consumer consumers, but also by historically shaped patterns of political, social, and economic power. These patterns, once established, tend to be maintained as a “path of dependency” until they are challenged by new social or political developments [12].

The context in which SONCOs operate may or may not support their legitimacy. Although non-profit social service providers act as legal actors, they operate in a system that was not originally intended for non-state actors. Therefore, in each of these models, certain instruments of legitimation are in demand. So, in some regions, providers reorganized from municipal social services (institutional substitution model) prevail, while in others we find diversification of entrepreneurs (institutional inclusion model), in the third – mixed strategies for the development of a quasi-market of social services with the participation of various providers (primary institutionalization model) [9]. In order to be legitimate in the eyes of certain groups of actors, an organization must meet their expectations, represent the interests of its beneficiaries, donors, and a professional point of view on social problems [1]. At the same time, each of the represented interests or views can facilitate or disrupt the process of legitimation.

When building interaction between NGOs and local authorities, the leaders of organizations seek to overcome the distrust of them on the part of officials, to consolidate personal ties at different levels. The human factor plays an important role in these processes. It takes time and effort to establish cooperation. At the same time, even if the regional authorities try to maintain a monopoly on the provision of social services, clear signals from the federal level are gradually changing this attitude.

It is impossible not to take into account the human factor in the aspect of emotional and affective experience gained in the process of interaction with both state and non-state institutions in the social sphere, in the actual practice of social services. Affective legitimization of SONCO among service recipients can be considered as their feedback with their target groups - as an indicator of emotional comfort, which means satisfaction with the quality of the service and human relations in the process of its provision. Feedback from beneficiaries, which reveals satisfaction with SONCO's activities, is not only part of the routine monitoring of the organization's activities. Emotional commitment also consolidates a certain standard of quality of work in the social sphere, which is spreading to other sectors of society, forming the corresponding requirements for the quality of care.

The uneven growth of trust in various forms of non-profit organizations is structured at the macro level by political decisions, reforms in the social sphere, while different subjects of partnership interaction in the social sphere have different arguments for legitimizing non-profit providers. The question still exists: What problems can be created by a different understanding of the public legitimacy of SONCO by representatives of sectors of society? Such discrepancies multiply the criteria of legitimacy and can lead to the development of incorrect strategies by socially oriented NGOs, both their positioning as providers of social services in local communities through information and communication technologies, and intra-organizational management and the formation of corporate culture, from the definition of the mission of SONCO to development of programs for evaluation and monitoring of ongoing projects and programs. In addition, the perception of them as secondary in relation to state services slows down the process of public legitimization of SONCO. Public consensus about non-profit providers as independent players in the field of social services can be considered one of the conditions for the effectiveness of their socially useful activities, solving numerous issues of local importance, recognized as relevant, including by the authorities. The successful entry of SONCO into the space of social services becomes a leitmotif in a public discussion of their relevance and significance for the state and society.

4 Conclusion

The issues of managing the socio-economic development of local communities are becoming increasingly important. Practice shows that with a qualitative identification of needs and fair placement of the state social order at the municipal level, the local community is closely united around solving the problem.

Improving the quality of social services and solving community problems implies managing the result instead of managing the process. Historically, the state in the field of social services is more concerned with managing the process, and the result often falls out of the focus of attention of officials. In fact, the state, in order to achieve social stability, mainly ensures that the process is continuous. Social ordering at the municipal level allows solving this problem. The interaction of all stakeholders, including NGOs, is an effective mechanism.

Meanwhile, today there is an awareness of the importance of management and a gradual increase in its role in the life of the whole society. However, the mechanisms of municipal government have not been sufficiently studied and are not included in the practice of management activities. Although the relationship between the quality of management and the pace of social development of the territory is obvious, it still remains a little-studied problem, in particular, in terms of the effective provision of social services. The interrelation and interdependence of the socio-economic development of local communities and the level of territory management, which are becoming decisive today, require in-depth research, especially sociological.

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CONCEPTUAL COMPREHENSION OF EUROPEAN SECURITY ARCHITECTURE: MYTHS AND REALITIES

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Abstract: In the article, the region of European security is considered in the global context of world politics. The authors analyze the consequences of global world political transformations at the turn of the 20th and 21st centuries for the structuring of the regional security system in Europe after the end of the Cold War and correlate these transformations with modern regional realities in Europe, including war in Ukraine. The final section of the article is devoted to the consideration of options for building a new European security architecture within the context of new realism, its benefits and drawbacks.

Keywords: Conflict, European security, Neorealism, Security architecture.

1 Introduction

The problem of peace and war is the general problem in the history of all peoples. After the end of the Cold War, the world did not become safer, and in a changing world, some risks and threats are replaced by others, or change places according to the degree of their danger.

Based on the foregoing, it can be argued that all kinds of risks, threats, and violence with their consequences are a natural part of the existence of society, which is not always possible to anticipate and avoid. However, their intensity and consequences can be significantly limited.

There are no zero risks as such. Therefore, the relevant question is whether the international security environment is anarchic, unsystematic, or vice versa, systemic, and are there certain patterns that help manage these processes? In this regard, an urgent need to ensure the European security strategy in the coming millennium is the analysis of its current architecture, theoretical and practical patterns to neutralize the internal and external causes of crises, conflicts, and wars.

European security, according to a long tradition, is usually considered in a purely regional context [1]. This has been the case since the Cold War. At that time, the European subsystem of international relations was central to the global system of bipolar confrontation between the two superpowers. Therefore, the contradictions that existed in Europe between the two blocs had not only a regional but also a global dimension. After the end of the Cold War, for the several decades now, Europe, and more broadly the Euro-Atlantic, in the sphere of security continues to be focused on its internal regional affairs. This does not mean that there is no awareness of global security threats in the region. On the contrary, all concepts of security, both national and multilateral, emphasize the need for adequate responses to new global challenges and risks.

The problem is different: the Euro-Atlantic region has not yet united as a region in the face of global threats of the 21st century. From the Euro-Atlantic region, scattered signals are sent to the world on how to reflect today's global challenges. There is a separate Russian approach, there is an American approach, there are NATO approaches and EU approaches. There are numerous recognitions of the convergence of approaches to the security of regional factors. There is proclaimed Russian idea of interaction on a wide range of issues of world politics within the framework of the Russia-USA-European Union triangle [3, 6, 18]. However, there is an acute shortage of joint decisions and joint actions.

In other words, the structuring of the Euro-Atlantic as a security region is far from complete. In fact, a kind of “asymmetric bipolarity” has developed in this region over the post-bipolar decades: on the one hand, there are 28 NATO member states, and on the other, 7 CSTO member states. However, there is still no clear answer to the question of what type of relationship has replaced Cold War confrontation.

It seems that the protracted transition of the European security system from a bipolar type to a post-bipolar one cannot be explained only by intra-regional factors, for all their importance. One of the most significant points of the possible perspective of the study is that today it is hardly necessary to consider the changes that have taken place in Europe since the end of the Cold War, in isolation from the transformations that the world has been going through since the second half of the 20th century.

These transformations of the world political system objectively have several consequences for building the Euro-Atlantic security architecture of the 21st century.

Extra-regional challenges to European security are noted in the documents of almost all institutions of European security. For example, the EU Security Strategy, adopted in 2003, states that European security is seen as security from external challenges and threats. Similar provisions are fixed in the new NATO Strategic Concept.

In addition, the Helsinki Final Act, which still underlies the Euro-Atlantic security architecture, once became the first regional document to formulate the concept of a comprehensive approach to security. Already in those days, this concept combined all three dimensions of security: military-political, economic, and humanitarian. Through cooperation, primarily in the economic sphere, military-political tensions were eased. The economy already in those days made states increasingly more interdependent. After the bloc confrontation ended, the interdependence and complementarity of the Euro-Atlantic states increased significantly [5, 7]. This circumstance makes a comprehensive approach to modern European security even more relevant than before.

Many questions of Euro-Atlantic security remain unanswered; meanwhile, answers to them are essential for building security architecture for the 21st century. This applies both to conceptual aspects and to a number of specific measures in the field of regional security.

In the light of tensions in the Middle East, and in particular the recent events on the European continent - the unprecedentedly cynical war of the Russian Federation against Ukraine - the issue of a new European security architecture is becoming especially acute.

2 Materials and Methods

The methodological basis of the work is the principles of dialectical analysis, as well as scientific approaches: historical, systemic, logical, comparative, and others.

The main research method was a comprehensive methodology for studying international security, which is part of historical science, including the principles of theoretical international relations analysis in the study. The methods used in the article are divided into two groups: general scientific and particular scientific [2, 4, 9]. General scientific methods include systemic, historical-comparative analysis and synthesis, which allows, in an interdisciplinary plan, to generalize and typify a wide range of ideas about the goals of public policy, as well as a comparative-analytical method, combined with the principles of objectivity.

The private-scientific method is the special methods of historical, philosophical, political and other humanities, which, in combination with the principle of historicism, most fully achieve the solution of the tasks set in the study.

The authors are based on the assumption that the system and architecture of international security create the prerequisites for a broader analysis, forecast, and modeling of world systems and various political strategies, including developing new approaches to political processes.

3 Results and Discussion

After the end of the Cold War, all schools of international political studies had to answer the question: what will be the international relations after the end of the bipolar confrontation? Actually, predicting the logic of further developments is one of the tasks of science, and the Theory of International Relations is no exception [12-15]. The main place in it is occupied by the school of neo-realism, or as it is also called – structural realism.

This direction of political realism is called structural, because representatives of this school put the configuration of forces in this system (the number of poles) that form its structure as the basis for interpreting the logic of the development of international relations [3]. In addition, neorealists believe that only the level of the system of international relations can decisively influence the leading actors of the system - large states - and shape their behavior [8]. That is why it can be argued that the school of structural realism approached the study of the problem of the possible evolution of international relations after 1991 methodologically and conceptually prepared. Therefore, it is not surprising that already in 1993, the leading figure of the school of neorealism – Kenneth Waltz – offered his vision of how international relations would soon develop, based on the main postulates of this school. Like any representative of the realistic paradigm, he focuses on large states that can potentially compete with the United States for dominance in the system of international relations. Among them, the author identifies three such potential competitors – Germany (or Western Europe as a potentially unified state), Japan, and China. At the same time, Woltz focuses on the trends in the economic and political development of Japan, and to a lesser extent, Germany [44]. It is interesting that at that time Waltz doubted the future status of the Russian Federation as a large state. A similar mistake was made by many other political analysts and experts in the field of international relations. Accordingly, preventive measures were not taken to ensure effective European security architecture.

Since the end of the Cold War, due to changes in the security architecture, the European Union has recognized that the European building project cannot be complete without the dimension of foreign policy and defense. Thus, since the mid-1990s, the EU has taken important steps to develop a common foreign and security policy, in order to assume a more coherent role in the international arena, and to be able to cope with possible crises. In order to be able to face future challenges, the EU has recognized the need to institutionalize the ESDP, establish a permanent military architecture and a rapid reaction force (RRF). The transformation of the ESDP into the CSDP (Common Security and Defense Policy) was formalized by the Treaty of Lisbon, which retains its intergovernmental nature and the principle of unanimity.

The European Security and Defense Policy (ESDP) aims to develop the civil and military capacity of the EU to manage crises and prevent conflicts at the international level. Since the formation of the ESDP and the militarization of Europe are an anomaly for theories of European integration (in which defense is not seen as part of European integration, and the EU remains a civil actor), modern explanations of European integrationism argue that classical theories fail to explain the causal relationships of the identity and European defense policy formation [18].

The establishment of a permanent EU military architecture, especially the institutionalization of security and defense policy in accordance with the Treaty of Nice through the Committee on Politics and Security, are important steps in building a Europe capable of responding to international crises [19, 21, 23]. However, one cannot talk about "common defense" because the EU does not propose the creation of a European army and only in theory the ESDP will become self-sustaining and independent, since NATO remains the basis of collective defense and plays an important role in crisis management.

As far as EU-NATO relations are concerned, the Treaty of Lisbon did not bring any notable changes. In principle, relations are governed by the same rules previously established in the Agreements or Treaties on the Organization and Functioning of the EU that preceded the Treaty of Lisbon. In addition, the provisions of the Lisbon ESDP-NATO Relationship Treaty reinforce the idea of NATO's central role in maintaining and ensuring the security and defense of its member states. Thus, Article 42, paragraph 7 (the last part is new) of the Lisbon Treaty provides that obligations and cooperation in this field must be compatible with the obligations assumed in the framework of the North Atlantic Treaty Organization, which for Member States remains the basis of their collective defense and forum for its implementation [11]. This emphasizes and reaffirms the role and importance of NATO for its member states, even if they are also members of the EU.

Another change brought about by the Treaty of Lisbon is the introduction of a mechanism for permanent structured cooperation (Art. 28), designed to ensure that all member states develop military capabilities. In accordance with Article 45, the Treaty of Lisbon establishes the tasks of the European Defense Agency during its period of operation, such as: a) to contribute to the determination of the objectives of the military capabilities of the Member States and to assess compliance with the obligations assumed by the Member States in relation to capabilities, b) to promote the harmonization of operational needs and the adoption of efficient and mutually compatible methods of acquisition, c) to propose multilateral projects to achieve military capabilities objectives, ensure the coordination of programs implemented by Member States and manage special cooperation programs, d) to support research in the field of defense technology, coordinate and plan joint research activities, as well as the development of technical solutions that meet future operational needs.

Two other important innovations were introduced by the Treaty of Lisbon [in Article 28. Paragraph A.6,7], namely the mutual defense clause and the solidarity clause. The mutual protection clause refers to the fact that if any member state is the victim of armed aggression, without prejudice to the neutrality of states or to relations with NATO, the member states will undertake to offer it assistance. The Solidarity Item is a new mechanism of assistance if a Member State is the target of a terrorist attack or natural disaster. However, this has political and symbolic implications, but does not create a proper EU defense system, and only increases solidarity between member states. The obligation to provide assistance clearly falls under the responsibility of the Member States and not of the Union.

Until recently, no attempt has been made to compare NATO and EU defense and security policy on the single basis. While the North Atlantic Alliance was considered from the position of a variety of approaches (through neorealism [16], the theory of alliances [17], neo-institutionalism [18], constructivism [20] and even the English school [13]), for the analysis of the EU, as a rule, neoliberal concepts were applied [24], and its foreign policy activities were interpreted as having a normative-transformational character [27].

The main analytical shortcoming of neorealism in assessing NATO's foreign policy activity is the exclusion of internal dynamics and the tendency to explain centrifugal tendencies by the absence of a common threat [33]. However, the rather successful formulation of the Russian threat between the Wales and Warsaw summits in 2014 and 2016 had only a short-term rallying effect. Attempts to update the Chinese threat, which began at the London summit in 2019 [35] and were consolidated in the #NATO2030 report on the adaptation of the strategic concept and the final communique of the Brussels 2021 summit, do not yet create a new *raison d'etre* for the Alliance, but a new source of contradictions [10].

The theories of integration and complex interdependence popular with regard to the EU are also losing relevance for the analysis of its foreign policy, which since 2016 has clearly moved away from the research agenda of studying the normative power of the EU, the ability to form transformational incentives in neighboring countries in favor of a more politicized and even securitized agenda [45].

The European Union, for objective reasons, faces a lot of difficulties in the second stage of creating its own security community. Until recently, the collective identity of the association did not imply a military-political component, and the process of “social learning” was rather associated with the elimination of disagreements in the economic sphere. However, in recent years, external challenges (the transformation of the world order, centrifugal tendencies in NATO, the migration crisis and the change in the status quo in relations with Russia) and internal problems (the UK leaving the EU, the spread of right-wing populism in Germany, France, Hungary, the Netherlands, Austria) pushed the Union to build up “stress resistance” not only at the expense of authority in international affairs, economic well-being and regulatory strength, but also development and defense independence. The EU is a clear example of how the systematic promotion of new discourse can initiate a change in the culture of an organization.

The European decision-making structure in the field of foreign policy and defense is fundamentally different from the institutional structure of NATO. Its active formation, in fact, began in 2016–2017, while before that, defense institutions were in their infancy and poorly correlated with the mechanisms for developing foreign policy. At this stage, this is a rather branched, but rather horizontal system, consisting of civilian and military institutions, not coordinated with each other in everything [25, 26]. To understand the causes of the problem, it is necessary to devote time to the analysis of evolution of mechanisms.

In recent years, transformational processes have been observed in the security system in Europe: while NATO was its original core, today the prerequisites for creating its own parallel system have appeared in the EU.

In order to justify the meaning of existence and new tasks for the participating countries, a new discourse was formed in both associations as the first step in updating their collective identity. In NATO, its formation took place as part of the #NATO2030 process, but did not lead to a significant transformation of the former globalist vector. In the EU, the process is most systematically reflected in the idea of “strategic autonomy” and the draft “Strategic Compass” project.

Both communities have both strengths and weaknesses in the development of intangible components. The Alliance is distinguished by the accumulated experience of “social learning”, the relative continuity of the key components of even a weakened collective identity, while the military-political component is still alien to the usual identity of the European Union. At the same time, the European discourse is more acute and more convincing due to its novelty, flexibility, and consistency of advancement. However, it is too early to talk about its successful consolidation, since the implementation of the strategic line largely depends on the consensus of the major powers and does not have independent inertial dynamics.

It should also be noted that, approximately five years after the annexation of Crimea, the situation in Europe was still more or less calm, NATO reconfigured its priorities in terms of its strategy: by strengthening its presence in Eastern Europe, the Alliance turned to more “relevant” topics such as cybersecurity, new technologies, and infrastructure protection[41-43]. But at the same time, NATO was also open to cooperation with partners who also wanted to participate in these projects, without, however, combining them with issues of collective defense.

Today, the activities of the EU can be characterized as an attempt to launch the process of building up capacities in all sectors of the defense complex and create prerequisites for the formation of intersecting military-technological clusters of countries participating in various projects that depend on each other and are inscribed in a single institutional decision-making system [28-32, 34]. Despite a reasonable approach to the creation of new institutions, their development into the implementation of fundamentally new common practices that would indicate the consolidation of a new discourse in the identity of the EU is difficult.

The war unleashed by Russia against Ukraine has become a serious challenge for the European security system. In particular, in the field of institutional structure, NATO has an absolute advantage, as it is a mature mechanism with well-established algorithms for mobilizing member states in the formats of various common practices. The channels for making such decisions in the EU are in the process of formation and have not yet demonstrated practical effectiveness, allowing contradictions between member states to block joint practices. An example is Hungary's refusal to provide military assistance to Ukraine, as well as the country's blocking of anti-Russian sanctions.

The war in Ukraine has literally turned the whole order in the sphere of European defense and security upside down. Russia's invasion of Ukraine has shown that the entire European security architecture needs to be tested.

A possible explanation for the failure of the post-Cold War European order is that Russia, NATO, and the EU have failed to use the channels and contacts they have established to engage in real dialogue and successfully manage relations. The EU and Russia developed a four-tier structure in the early 1990s to manage their relationship. The dialogue between the EU and Russia has successfully addressed issues such as Russia's access to the Kaliningrad exclave after the accession of Poland and the Baltic states to the EU. However, after the war between Russia and Georgia in 2008, the Eastern Partnership effectively deprived Russia of the opportunity to participate in multilateral discussions with the EU. The Russia-NATO Council, established in the early 2000s, gave Russia access on a more equal footing to discuss issues with NATO member states, but Russia had no say in the actual decision-making. Nevertheless, Russia's cooperation with NATO on Afghanistan and the program of contacts and exercises between NATO and Russia remained fairly stable until 2013 [6].

Now the situation is different from the situation in 2014: then Russia annexed Crimea with little or no use of force, and Russian soldiers did not even wear official uniforms. In 2022, everything is different – Russia decided on a full-scale invasion of a neighboring country. However, the EU did not pay due attention to the annexation of Crimea, not seeing in this event a subsequent full-scale military conflict being prepared by Russia.

Most countries are now likely to rearm or at least increase their defense budgets. Germany has already announced this [40]. This means a fundamental change in their strategies that has not happened since the Cold War.

The geostrategic factor that determines the logic of Moscow's actions and the response of the West is one of the reasons for the difficult situation [36-39]. Since the issue transcends the Ukrainian context and reflects deep structural mutual suspicions, a long-term solution must also consider these external elements. The Kremlin's decision to annex Crimea and support militias in the Donbas was driven not only by interests in Ukraine, but also by its own vision of European and global security. This was not taken into account in the defense-strategic institutions of the EU.

The most serious challenges to the order in post-Cold War Europe have come from disagreements over the geopolitical orientation and political security of the states of the former Soviet Union bordering Russia. Since the collapse of the Soviet Union, Russia has declared its special interests in these states, including in the field of security. This idea of a “sphere of privileged interests” is increasingly at odds with the West's view of these states as fully sovereign. Since Western states and institutions, the EU and NATO, increased their presence and activity in the post-Soviet countries, Russia saw this as a challenge to its interests [17]. The clash of these two opposing views led to wars in Georgia and Ukraine.

The ongoing war in Donbass since 2014 and subsequent US and EU sanctions against Russia have exacerbated mutual hostility and further undermined the European order. Russian cyber operations, such as during the 2016 US elections, as well as high-profile attacks on Moscow critics abroad, have further hit relations between Russia and the West. In addition, the European order was further shaken by such purely domestic Western phenomena as Brexit. Despite the Biden administration's emphasis on US commitment to security in Europe, President Trump's criticism of NATO has raised serious doubts about the strength of US commitments that have been a cornerstone of European security since the late 1940s.

Each subsequent peace treaty, as an act of international law, was based on geopolitical realities and on the experience of earlier peace treaties, and all of them, calling for “eternal peace”, were adopted in the interests of the winners. The new architecture of international relations and the European security system they were shaping was modeled on the vision of the victors of the war. Therefore, we can speak of them as an operating system of peace treaties created in Europe, by analyzing which it is relatively easy to predict and simulate the expected intentions of the actions of coalitions or victorious states. For example, the Yalta-Potsdam Conference is a product of the further development of the Westphalian system [1].

It is characteristic that the basis of war always coincides with the basis of peace treaties. So the Westphalian system of international relations and European security, created as a result of the Thirty Years' War, is similar to the modern one, with the recognition of more or less precise state borders. It was from the principles of this system that the victors of the First and Second World Wars proceeded when they formed the new architecture of European security. Today, the European community has a chance to create a new sustainable security architecture that provides for the timely recognition and response to threats [46]. There is a chance to prevent possible further aggression of the Russian Federation.

The neorealist approach to the analysis of international relations suggests that in order to study international politics, it is necessary to add an additional level of analysis – the level of the international system. The causes of changes in the system of international relations (e.g. changes in the number of great powers) lie only in part in the behavior of states; some of the reasons are at the level of structure [11, 22, 24]. It follows that an analysis solely at the state level is bound to lead to misleading results. Conversely, an approach that combines analysis at the state level and analysis at the system level will be explicit both for changes and for recurring trends in world politics.

Neorealism, as a theory, only in a very general way explains the behavior of the state in a security dilemma. According to many, additional assumptions are needed to describe and explain the behavior of a state that pursues its interests. In particular, “when the risks to military security are high, a rational actor will sacrifice his future to a large extent in order to ensure his own survival right now” [16, p. 29], which is now observed in the behavior of the Russian Federation in the conditions of the disruption of its “blitzkrieg” plans.

Western countries will have to conduct a substantive dialogue with Russia, not relying on unreasonably high expectations, giving priority to goals that are truly vital and mutually achievable. Russia must find less destructive and coercive ways to deal with its neighbors. Russia's legitimate interests are certainly linked to the political orientations and actions of its neighbors, but it needs to pursue its interests in a less destructive and counterproductive way [45].

Europe as a whole needs a multilateral forum to identify and discuss the wide range of security issues that have emerged and accumulated as East-West relations have deteriorated over the past decade. A structured dialogue within the OSCE on some of the most pressing issues of non-nuclear military security could be a good start.

Such actions can actively build a new mutually acceptable and, one hopes, more stable order. The alternative is to let European security take its course, which has not led to anything good since 2014.

4 Conclusion

It is not yet clear what will replace the post-Cold War European order. The main political and security institutions of this order - NATO, the EU, and the OSCE - continue to function, but their future roles and activities are unclear and are in the process of being redefined both externally and from within. Serious questions arise: what place do these institutions occupy in the emerging order, how they will correlate with each other.

The war of Russian President Vladimir Putin in Ukraine is a world-historic event, marking the final act of the post-Cold War period and the beginning of a new yet unwritten era. The spectrum of possible outcomes ranges from a new unstable cold or hot war involving the US, Russia, and China, a frozen conflict in Ukraine, or a post-Putin settlement in which Russia becomes part of a revised European security architecture, given that the West has imposed unprecedented sanctions against Russia in record time, and there is a real potential for an escalation of the conflict. Historical lessons should become the basis for building new effective European security architecture.

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ECONOMIC JUSTIFICATION FOR STRATEGIC DECISIONS TO IMPROVE THE COMPETITIVENESS OF THE ENTERPRISE

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Abstract: The purpose of this article was the development of theoretical provisions, as well as the formulation of methodological and practical recommendations for the formation of a strategy for increasing the competitiveness of an industrial enterprise based on the use of management tools and methods. It is shown that the strategic management of the competitiveness of enterprises is based on the principles of strategic management, scientific approaches to managing competitiveness and should be aimed at creating key competitive advantages related to market position, development of innovations, increasing labor productivity, efficient use of resources, growth in profits of enterprises, formation of effective organizational and managerial structure of enterprises and the development of human resources. Important one for achieving the competitive advantages of the organization is strategic forecasting, characterized by the ability to predict the development of the market situation. A clear understanding of what to strive for gives management staff an understanding of the business development prospects that must be achieved in the future.

Keywords: Competitiveness, Industry 4.0, Management, Strategic decisions, Strategy.

1 Introduction

In the current conditions, the priority areas of activity of enterprises are increasing the efficiency of using their own resources, searching for potential opportunities to maintain and improve economic performance in the long term. The turbulence and uncertainty of the economic situation in the world and in each individual country again brings the issues of competitiveness management to the forefront of economic science. Enterprises are beginning to understand the strategic importance of competitiveness and there is a need to search for new methods and models to improve the competitiveness and competitive sustainability of enterprises. This determines the interest of modern economic science in the search for new methods and tools for strategic management of the competitiveness of enterprises.

The need to improve the competitiveness management system is determined not only by increased competition in the market, but also by the complication of the overall financial and economic situation, the weakening of the national currencies and the desire of companies to ensure the stability of their own position in the long term. Under these conditions, the issue of managing the company's competitiveness is becoming increasingly important, and the development of a competent strategy for managing competitiveness will allow the company to better use the available resources, use reserves, improve its position in the market, increase customer loyalty, which ultimately means achieving an advantage over other competitors.

There are existing theoretical and practical developments on the problem of competitiveness. Various methods of managing the competitive advantages of companies are proposed. There are methods based on the calculation of the integral indicator of competitiveness [9], on the assessment of the company's products [29] and various combinations of marketing tools [6, 10, 11], the experience of using the controlling system to create a model for managing the company's competitive advantages is described in [8]. Nevertheless, these methods do not always allow making decisions in a balanced way, focusing on the effect planned from the implementation of measures. For effective decision-making, it is necessary to evaluate not so much the characteristics of the product as the efficiency of using the resources available at the enterprise [9].

When making managerial decisions on the organization and methodological support of managing the competitiveness of an enterprise, it is important to understand what types of competitiveness exist. The variety of approaches to determining the competitiveness of an enterprise is reflected in its classification. There are different points of view on what types of competitiveness should be distinguished, but the most detailed classification, reflecting the aspects by which the competitiveness of an enterprise can be classified: the results of production activities, types of service activities, factors that affect competitiveness, the markets in which enterprises operate, the components of the competitiveness system, the location of the market and the strength of the manifestation of competitiveness [6]. Having characterized the competitiveness of an enterprise according to these characteristics, it is possible to most accurately determine the organizational structure and methods of managing competitiveness.

The choice of measures to improve the competitiveness of the company is a responsible management decision, and should be accompanied by an analysis of alternative options and forecasting the consequences with the obligatory consideration of the financial component [46-49]. Increasing the competitiveness of a company is a complex, systemic process that affects all its divisions in one way or another. Consistency and delayed effect of activities, the inability to quickly respond to the results increase the importance of making the right decisions but at the same time make management difficult.

The process of improving the competitiveness management mechanism should include the following steps: conducting a strategic analysis with setting goals and subsequent development of various strategies; development of criteria for achieving goals; developing an assessment system and performing an assessment of the company's competitiveness. It also implies choosing a single strategy from those proposed earlier, development and evaluation of costs for measures to increase the company's competitiveness; implementation of the selected activities and, in accordance with the result, possibly adjustment of the management process [3, 4]. In the process of improving the mechanism for managing the company's competitiveness, both individual stages and their sequence may be subject to adjustment. It should be noted that the best management decisions with poor quality implementation may turn out to be less effective than average solutions, the implementation of which is performed well [14]. In this regard, it is preferable to have at least some recommendations for improving competitiveness and follow them, gradually improving and supplementing them, rather than striving to develop an ideal competitiveness management mechanism, not paying attention to implementation, all the more so in a turbulent environment of today Industry 4.0.

2 Materials and Methods

The subject of the study is a set of economic and managerial relations that arise in the process of developing and implementing a strategy to increase the competitiveness of an enterprise. The theoretical and methodological basis of the study consists of the provisions and conclusions contained in the works of scientists on the problems of market economy, strategic management, and management of product quality and competitiveness of firms.

In the process of research, methods of economic, historical and logical analysis, a systematic approach were used. Applied research on this issue, in particular research on Industry 4.0, is employed.

3 Results and Discussion

It is known that the tools of strategic management of the competitiveness of an enterprise affect various components of management and its functions: organizational, economic, social, financial, production, information, technological, psychological, combined in one management mechanism aimed at meeting the needs of society, increasing their complementarity and reducing conflicts and disturbances in the enterprise ecosystem.

Despite the variety of approaches to the study of the category “competitive advantage”, there is currently no definition that reflects its specific features. The systematization of different points of view on the essence of competitive advantage made it possible to formulate the author's definition of this category [13, 17-22]. The proposed interpretation is based on an axiological approach, according to which the realization of a competitive advantage is based on the essential nature of value, depends on its content, origin, form of manifestation, scale of distribution, and other conditions. Therefore, competitive advantage is the possession of a certain value that gives an enterprise superiority over its competitors for a certain time [11].

In particular, the level of innovative competitiveness makes it possible to establish the compliance of the strategy of an industrial enterprise with global development trends and provide a reliable foundation for development for the future. Innovations used to improve the innovative competitiveness of an enterprise, depending on the goals set, can be of various types: technological, industrial, organizational, social, etc. Competitive advantages for industrial enterprises are manifested mainly in a new, higher quality of products, in its unique properties, production technologies, etc.

The competitive strategy of an organization is effective only if the organization has reliable information about those market segments in which it sells its products, the fluctuations and changes that occur or may occur in them, as well as the internal potential of the organization itself, the possibilities of achieving competitive benefits.

Business entities often face the question of which of the directions for the development of activities should be chosen, and as a result of complex work on the analysis of the market, competitors, products, and other factors that affect or can affect the activity, they dwell on the most effective and acceptable development strategy that will be able to provide competitive advantages for a long period of time.

When analyzing and taking into account the competitive environment, the management of the enterprise must evaluate the value of each competitive vector. Their joint action determines the nature of competition in this market. Usually, the stronger the competitive forces, the lower the overall profit of the companies present in the market [24-28]. To successfully resist competitive forces, firms must have advantages that would protect them as much as possible from negative impacts, influence the rules of competition in the direction they need, and ensure a firm and secure position for the company in specific conditions of market competition.

One of the features of effective competitiveness is the mobility of the organization, that is, the ability to quickly respond to external market changes with a minimum set of resources in a short period of time.

When developing an organization's competitiveness strategy, it must be taken into account that the ability to meet consumer needs through the use of limited resources in comparison with competing organizations is one of the conditions for the organization's economic survival in the market, creating a competitive advantage.

The competitiveness management system, as well as the enterprise management system as a whole, can be defined as complex. Moreover, the complexity of enterprise competitiveness management systems is constantly growing, which is associated with the continuous internal development of the organization, the constant change in the enterprise competitiveness management mechanism, internal and external conditions for its functioning, and this entails a change in the links between the elements of the system and the system itself as a whole.

In addition, it should be emphasized that the increase in the competitiveness of industrial enterprises at the moment cannot but take into account the peculiarities of the current transition to the fourth industrial revolution [30, 31, 34]. The concept of “Industry 4.0” is a set of ideas for the automation of production based on digital technologies, the transformation of the world of professions in the context of rapid automation and robotization of all areas of production. Thus, the transition from the 3rd to the 4th industrial revolution is an evolution: the inevitable shift from simple digitization (the third industrial revolution) to innovation based on a combination of technologies (the fourth industrial revolution) is forcing companies to rethink their business methods.

There are several examples of how different countries are trying to respond to the challenges of the fourth industrial revolution [2, 7]. The basis of the concept is the use of digital technologies; however, there are differences in their application depending on the readiness of the state and business to rebuild the existing economic models. Thus, the German approach is focused on the optimization of production and rapid response to the emergence of high-tech innovations. In the United States, Industry 4.0 has evolved into an Industrial Internet, where all actions are aimed at increasing the value of assets and creating platforms for the development of technologies and future standards. It can also be noted that in the use of the industrial Internet, considerable attention is paid to the development and application of Internet applications to ensure both a positive customer experience and to solve the problems of companies in various industries [5, 6].

In this vein, the approach of Japan, which presented the idea of developing a “Society 5.0” based on the advantages of Industry 4.0, is no less interesting. At CEBIT back in 2017 in Hannover, Germany, the Japanese Ministry of Economy, Trade and Industry (METI) introduced the concept of Connected Industries to realize its vision of Society 5.0. At the center of the “integrated industries” of industry there is industrial production, which is still the backbone of Japan's economy. The concept is aimed at creating active communication channels between enterprises along the value chain, as well as creating a permanent connection with customers. Compared to many US companies that operate on a new data-driven business model (such as Uber, Facebook or Amazon), Japanese and similar German companies are not strong in this aspect.

Connected industries is a vision of industries that create new value and provide solutions to social problems by connecting diverse data, technologies, people, and organizations in the midst of the global growth of the Internet of Things (IoT) and artificial intelligence (AI). For example, a large robot manufacturer and venture capital firm with superior deep learning technology can combine their strengths, such as sensory robots, with application software development platforms capable of advanced analysis. In this way, a joint development of an IoT platform for the manufacturing industry can be carried out, which allows increasing productivity and speed, as well as automate equipment through the use of a huge amount of data collected from various production facilities.

Such an environment also necessitates a corresponding review of the approaches and methods for the economic justification of strategies to increase the competitiveness of enterprises, especially given the fact that enterprises in various industries are significantly differentiated in terms of their readiness for digitalization and the use of Industry 4.0 methods.

Knowledge management is called upon to improve the situation by forming a management system for intangible assets. This concept implies a close connection with the corporate strategy and ensuring that all initiatives are supported by employees.

In the conditions of modern transformations in the economy, the competitiveness of industrial enterprises is largely determined by the readiness of enterprises to adapt and use modern trends [11, 12].

Methods for managing the competitiveness of an enterprise are implemented through an analysis of the effectiveness of the use of factors that make up the model for assessing its competitiveness, and on the basis of the formation of a strategy to increase competitiveness [36-41]. This approach to management allows one to consider in detail the individual factors that affect competitiveness, but does not provide a holistic picture of the organization's competitive potential.

First of all, it is necessary to determine the criterion (indicator) of the competitiveness of the enterprise. As it is known, one of the main requirements that the criterion must meet is the requirement of representativeness, according to which the criterion should evaluate the degree of achievement of the main goal, the level of solution of the main task. In this aspect, it should be noted that every firm, every entrepreneur, as a result of competition, strives to achieve certain advantages over competitors [42, 43, 45]. As a result, either they reach them and achieve some power over the market, or they are inferior to competitors. Thus, the criterion for the competitiveness of an enterprise should reflect its market power, that is, the degree of influence of the company on market prices, which is estimated by the Lerner coefficient, that has several modifications, one of which defines it as the ratio of profit to the income of the company.

The competitiveness of an enterprise (firm) is influenced by many factors (characteristics), which, in the general case, have both qualitative and quantitative expression of various dimensions. In such a situation, when assessing the level of competitiveness of an enterprise and the degree of influence of one or another factor on it, it is logical to use not absolute, but relative characteristics, giving preliminary qualitative characteristics a quantitative expression.

In order to ensure the accounting and implementation of the formulated methodological provisions, all indicators that affect the level of competitiveness of an enterprise must be divided into five groups.

1. Indicators in relation to which the following rule is true: “the greater the value of the indicator, the better” [15]. These are the indicators that need to be maximized. These include, for example, profitability indicators, the share occupied by the enterprise in the market, etc. With regard to the competitiveness of products, these are such characteristics as, for example, indicators of reliability and non-failure operation of equipment, warranty period, performance for technological equipment, warranty mileage for a car, etc.

2. Indicators in relation to which the rule “the smaller the value of the indicator, the better” is true. These are indicators that the company seeks to minimize in the interests of increasing competitiveness. This group includes such indicators as product price, product quality indicators, fuel consumption for a given mileage, product energy consumption indicators, etc.

3. Indicators, the recommended values of which should not be less than some lower limit value.

It is more rational to develop financial strategies for ensuring the competitiveness of an enterprise for a long period (mainly up to 5 years), and their most important tasks are to determine the volumes, sources, and methods of attracting financial resources for the economic activity of an enterprise. In practice, the following financial strategies for ensuring the competitiveness of an enterprise are distinguished: expansionist, gradual development, protective, stabilization, anti-crisis [5, 16].

With the help of financial strategies, it is possible to form tools and mechanisms for increasing competitiveness that would take into account the specifics of modern economic conditions associated with the tightening of international competition and the processes of globalization of the economy. When choosing a basic financial strategy, it is advisable to proceed from the extent to which it is able to stimulate the adaptation of the enterprise's capabilities to specific market conditions. Therefore, the substantiation and filtering of the corresponding portfolio of financial strategies and the formation of a system of strategic financial goals should be based on the study of the conditions and assessment of the opportunities for the financial and competitive development of the enterprise in a strategic perspective.

One of these approaches is the use of economic and mathematical models of the relationship between the quantitative values of the parameters of key competencies that were identified in the process of strategic diagnosis of an enterprise. This approach to choosing the type of strategy is called “opportunity pushing”. However, economic and mathematical modeling cannot serve as a methodological platform for choosing the type of financial strategy; it can only have an auxiliary place [10, 32, 35].

Let us consider in more detail the stage of improving the competitiveness management mechanism associated with the selection of measures to increase competitiveness. In accordance with the decision-making procedure, possible alternative measures are first selected. The list of activities can be compiled taking into account the impact on competitiveness indicators and be formed both on the basis of the existing list of activities, and using various lists of activities, such as, for example, activities proposed by the quality management system or compiled on the basis of a study of the enterprise's potential.

Recently, many researchers have proposed using the “matrix approach” as a methodological platform [33, 35, 44]. The advantage of this approach is the ability to take into account the influence of not one, but several groups of factors in the process of choosing the types of strategy. As experts note, the matrix approach “realizes the choice of the best solution from a set of alternatives” [14]. In particular, it may be interesting to use the multi-module method of forming a portfolio of financial strategies based on the matrix approach, which requires determining the sequence of individual stages in the formation of the corresponding matrices.

For a preliminary assessment of the impact of each event on the competitiveness indicator, a matrix of mutual influence of events on the components of the competitiveness indicator (or on the main groups of indicators) can be compiled. The appearance of the matrix is shown in the Table 1 below. In this matrix, four key areas of activity are selected and several indicators are provided to illustrate. The list of indicators is adopted in accordance with the company's competitiveness assessment system, taking into account the specifics of the industry. For three conditional measures, an example of filling in Table 1 is shown. After the selection of activities, their relationship with the main indicators of competitiveness is analyzed to facilitate the assessment and selection of the most effective ones [2, 9].

Table 1: Matrix of mutual influence of events on the indicator of competitiveness

Key area	Main performance indicators	Measures		
		Implementation of a cost management program	Controlling the use of natural resources	Standardization of core business processes
Finance	Revenue	+	+	+
	Net profit	+	+	+
	Cost of services and products	+	+	+
	Market value of shares	+	+	+
Clients	Customer loyalty	+	+	+
	Share of new customers	+	+	+
	Share of repeat purchases	+	+	+
	Market share		+	+
Internal	Share of	+	+	

busiess-processes	administrative costs in total costs			
	Standardization of business processes	+	+	+
	Environmental friendliness of products	+	+	+
Training anf development	Staff satisfaction with the payment system	+	+	+
	Staff training costs	+	+	+
	Share of innovative products in total production		+	+

The implementation of each activity should have a positive impact on competitiveness, which must be confirmed by calculations. Economic calculations are carried out by the relevant departments with the justification of the forecast cost for each event. For the selection of measures, it is necessary to calculate the planned effect from the implementation in some way. The effectiveness of measures to improve competitiveness should be considered the predicted relative increase in the competitiveness indicator (the method for calculating the competitiveness indicator is not considered in this paper, but it is understood that the competitiveness indicator is calculated as an integral value of a certain set of indicators).

Let us introduce the definition of the indicator “price per point of competitiveness”. This is an indicator that determines the cost of a conditional point of potential competitiveness, the increase of which can be expected after the implementation of a particular measure. That is, the price per point of competitiveness can be calculated as the ratio of the cost of the event to the planned change in the indicator of competitiveness. Thus, the price per point of competitiveness can be calculated by the following formula:

$$C_{cpi} = \frac{Cost_i}{\Delta IC_i}$$

where C_{cpi} – price per point of potential competitiveness of the i-th event; $Cost_i$ - budget of the i-th event; ΔIC_i – planned change in the indicator of competitiveness as a result of the implementation of the i-th event.

The proposed method of calculation may cause difficulties associated with predicting the future indicator of competitiveness after the implementation of the event. For example, for investment projects, information is available on future financial and economic indicators after implementation (revenue by years, net profit, cost, return on investment), but such indicators as customer loyalty, brand awareness, etc., even for the current situation can only be estimated with the help of surveys, expertly, which already implies some error, while the calculation of such parameters for the future can be quite difficult and is based on expert estimates [5]. In addition, investment projects are always accompanied by risks, the implementation of which can significantly affect the final indicators of the project [23]. Having thus calculated the price per point of competitiveness for each event under consideration, it is advisable, within the established budget, to choose those that have the lowest price per point of competitiveness.

4 Conclusion

Theoretical and practical developments to improve the competitiveness of the company in modern conditions, combined with increased competition, represent a promising and sought-after area of science. The considered features of the strategy for choosing measures to increase the competitiveness of the company constitute a flexible tool that complements the mechanism of strategic management of a company in any field of activity. The choice of strategic alternatives is an important part of the management system, which makes it possible to be guided by the main priorities of the company's development when making a decision.

The proposed scheme for choosing strategic alternatives to improve competitiveness can help improve the performance of the company through more efficient use of all the resources of the organization. The organizational mechanism for choosing strategic alternatives can be used as a guideline for improving organizational management structures. The development and improvement of individual elements of the competitiveness management mechanism will contribute to a better achievement of the company's goals and an increase in overall performance.

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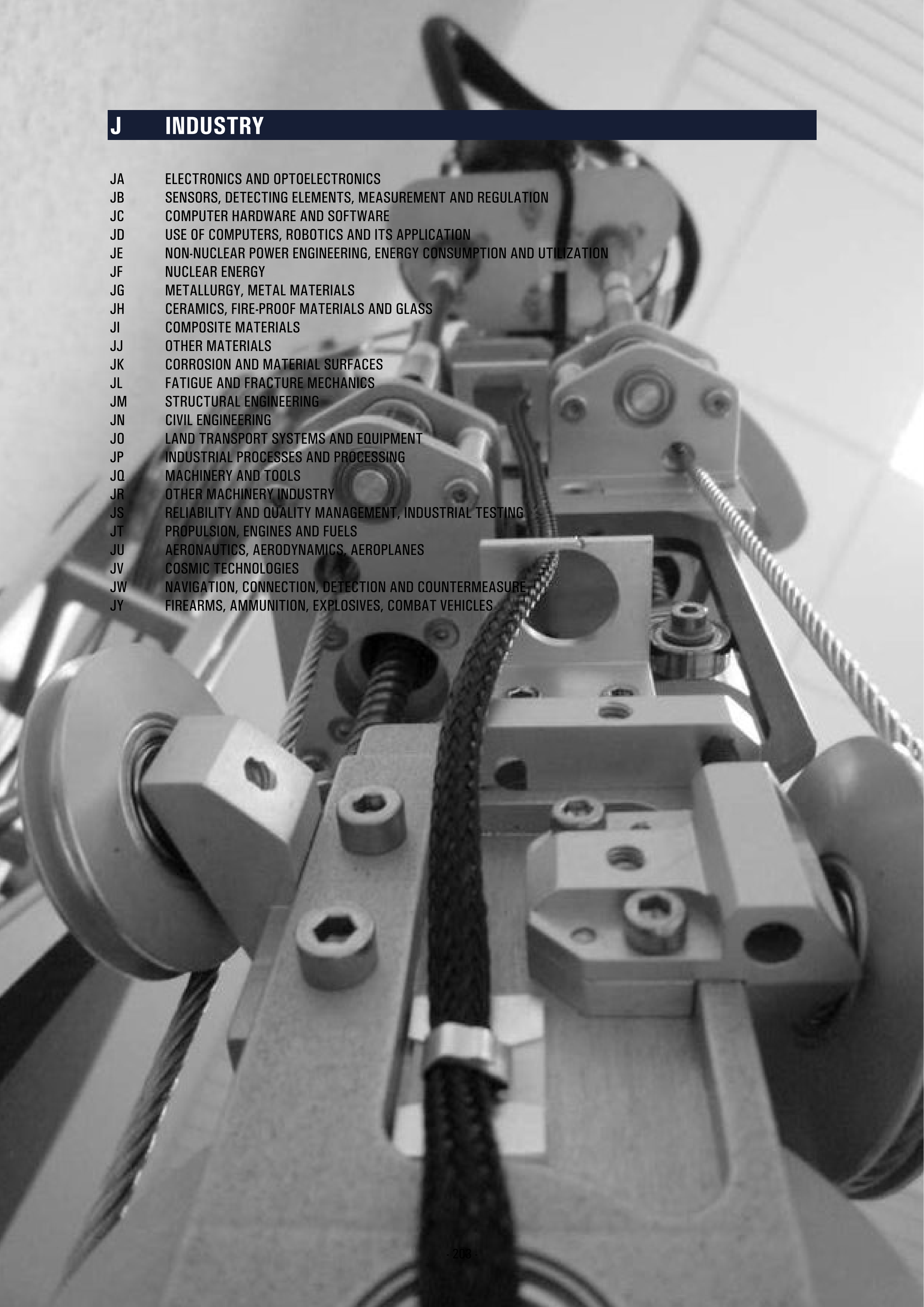
Primary Paper Section: A

Secondary Paper Section: AH



J INDUSTRY

JA ELECTRONICS AND OPTOELECTRONICS
JB SENSORS, DETECTING ELEMENTS, MEASUREMENT AND REGULATION
JC COMPUTER HARDWARE AND SOFTWARE
JD USE OF COMPUTERS, ROBOTICS AND ITS APPLICATION
JE NON-NUCLEAR POWER ENGINEERING, ENERGY CONSUMPTION AND UTILIZATION
JF NUCLEAR ENERGY
JG METALLURGY, METAL MATERIALS
JH CERAMICS, FIRE-PROOF MATERIALS AND GLASS
JI COMPOSITE MATERIALS
JJ OTHER MATERIALS
JK CORROSION AND MATERIAL SURFACES
JL FATIGUE AND FRACTURE MECHANICS
JM STRUCTURAL ENGINEERING
JN CIVIL ENGINEERING
JO LAND TRANSPORT SYSTEMS AND EQUIPMENT
JP INDUSTRIAL PROCESSES AND PROCESSING
JQ MACHINERY AND TOOLS
JR OTHER MACHINERY INDUSTRY
JS RELIABILITY AND QUALITY MANAGEMENT, INDUSTRIAL TESTING
JT PROPULSION, ENGINES AND FUELS
JU AERONAUTICS, AERODYNAMICS, AEROPLANES
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JW NAVIGATION, CONNECTION, DETECTION AND COUNTERMEASURE
JY FIREARMS, AMMUNITION, EXPLOSIVES, COMBAT VEHICLES

PREREQUISITES FOR THE CREATION OF LIFTING AND COLLECTING TECHNOLOGICAL MODULE FOR THE INSTALLATION OF STRUCTURAL BLOCKS OF THE COATING

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Abstract: The article considers the approach to the use of lifting and assembly technological module in installing structural blocks of the building. The urgency of this work is the need to develop methods and means of installation and dismantling of long-span buildings, due to the need to build premises (industrial hangars, concert venues, Covid-hospitals, etc.). Modern approaches to the installation of structural blocks of coatings are analyzed. Improvement of constructive decisions of basic units of a covering and directly their supports is offered. Given that the construction of buildings mainly depends on the level of mechanization on the construction site, the main attention is paid to the improvement of existing mechanized technological means. Based on the offered improvements in a design of a covering and its support use of the mechanized technological module for the realization of raising of the block of a covering to a design mark with the simultaneous growth of columns is offered. In the course of comparison of the offered technology of installation of a covering with the basic crane variant, the degree of consolidation of a covering and ways of robotization of the mechanized module are proved.

Keywords: Labor intensity, Lifting and assembling module, Structural block of a covering, Technological process metalwork.

1 Introduction

Formulation of the problem. Experience of installation work during the installation of large-scale coatings shows that their complexity in the total construction of these facilities is 30 – 40%, and in a short time and complex industrial engineering and geological conditions – can reach more than 50% [2]. Today, the improvement of methods of rapid installation of buildings with large coatings is quite relevant due to the need for rapid construction of such buildings, for example, for concert venues, storage hangars, Covid-hospitals, and more. In addition, there is a need to consider the possibility of the rapid dismantling of such a building in the absence of the needs of its operation.

Analysis of recent research. Issues of installation of building elements, large-scale assembly of coating blocks, selection of mechanized technological equipment are considered in detail in the works of Chernenko V. [1, 6], and Shvydenko V. [8], which describes several technological schemes for construction work, mainly based on the use of heavy crane equipment. Such schemes have become widely used in practice, however, in some cases, reduce the efficiency of construction operations, in particular, reduce the accuracy of positioning of building elements, artificially limit the parallel execution of operations, and so on.

2 Materials and Methods

In the work, the approach to the creation of functional technological modules, purpose, structure which form is formed according to necessary technological operations that influence the technological scheme of installation of designs and construction of the building as a whole is considered [7, 11]. The goal of the work is to determine the bases of formation of entrance conditions for the creation of the lifting and collecting technological module intended for the installation of structural blocks of a covering.

3 Results and Discussion

Building's structural blocks of a covering became widespread due to low weight of a design, unification of structure components, big values of steps of supports. However, the process of installation of such structures on the design marks is accompanied by several problems. Namely, the need for large-scale assembly of the structural coating on the construction site, the use of crane equipment with a large boom reach and load capacity, installation of coating supports in the area of assembly of the coating unit. All these operations are usually performed using crane equipment, in which in addition to the high cost of use there is another negative factor – the difficulty of positioning the components of the structures while maintaining the coating unit or its components due to the flexible connection available in crane equipment (Figure 1).

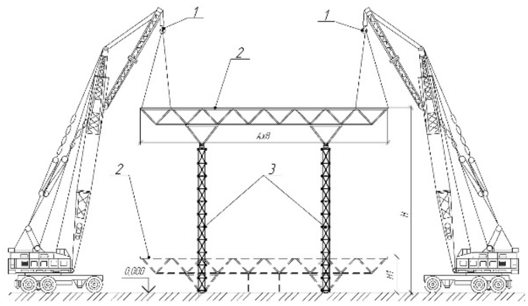

Figure 1 – Installation of the structural block of a covering by the crane way

During the analysis of the methods of installation of the structural block of the coating (SBP), it is proposed to change the design of the columns and support elements of the SBP. On the example of the coating unit with dimensions in terms of AxB and height H1, improvements were made to increase manufacturability, i.e. to redesign a design solution to use effective means of mechanization and technology [2, 3, 4, 9]. The more rational the technological process of assembly, the higher the quality of parts entering the assembly process, the more technological the design of products is and assembly elements, the less labor-intensive assembly process [5, 10, 12]. Taking into account the possible sizes of blocks of a covering 24x24 it is possible to receive variants of the building with the sizes in the plan, according to the number of blocks. In our opinion, the least effective is the number of blocks 2x4 or 3x4 with the arrangement of columns according to the scheme in Figure 2.

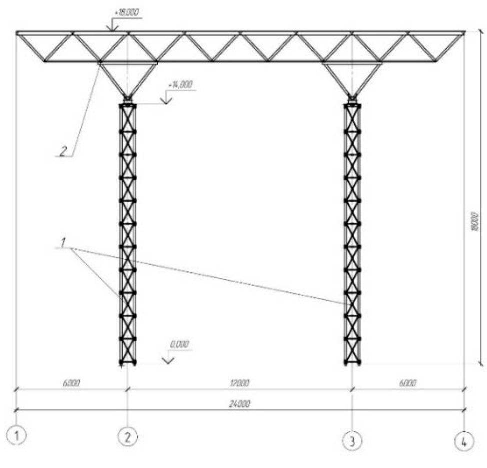

Figure 2 – General view of the block of structural coating on the columns in the axes 2-3:
1 – lattice column (structure);
2 – block of NGN 24x24, 24x18 or 24x15 m.

This arrangement of columns allows obtaining a virtually independent block of the building, in which the elevations may differ from other blocks. The proposed design of the coating unit is based on girders in the form of channels, interconnected by angles of different sizes. The support of the structural unit occurs at a distance of 3 m from the dimensional axes and forms a free zone inside the size of 6x6, 12x12, 12x18, 18x18 m. glass columns (Figure 3).

To increase the manufacturability of the frame, the design solution of the support unit was improved, which is installed and fixed on the lifting and assembly module according to the technology before the SBP unit is enlarged. It is proposed to make the whole element of support a starting mark (Figure 4).

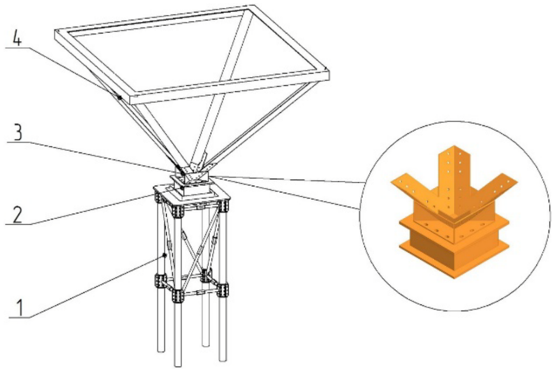

Figure 3 – Support unit of the structural coating unit:
1 – mounted column;
2 – support chair;
3 – support;
4 – support unit of the block.

The next step in improving the manufacturability of structures was to improve the design of the column. The column is a prefabricated structure consisting of 4 tubular elements with a length of 1000 mm, the distance between the axes is 700 mm. The pipe elements are connected by rods with couplings, through which the column is aligned with the help of rods and its components are fixed.

According to the selected parameters of the structural block, we get the following characteristics:

- Weight of a metalwork of the structural block 24x24 – about 12 t;
- Coverage area – 576 m ^{2};
- Coverage height – 2.12 m (with support nodes 4.24 m);
- Column height – 13.8 m;
- Number of tiers – 11 pieces;
- The number of tubular elements of column – 44 pcs.

Installation of the tier of the NGN column is as follows.

For one block of structural coverage, it is necessary to provide such quantity of PfP that will correspond to the constructive scheme of construction and provide stability of NGN. The minimum amount of PfP for lifting the NGN unit is 4 pcs.

It is necessary to ensure a constant power supply for the VPM hydraulic drive system as well as the installation accuracy control system.

The schematic diagram of the PfP and the entire lifting system is as follows:

1. There is a synchronous ejection of all hydraulic cylinders on the 4th point of supports. The extension of the hydraulic cylinders (Figure 3, 4), to a height of $H = l_C + l_M + \Delta$, where l_C is the height of the column section, $l_C =$ 1000 мм, l_M – coupling height, $l_M = 200$ mm, Δ – guaranteed clearance for installation ($\Delta = 20$ мм).
2. The section of a column with the coupling under constant support of PfP is mounted. The NGN is lowered, the installed section of the column is connected by diagonal ties with the column (Figure 4).
3. The rod of the hydraulic cylinder №1 is retracted. PfP is held in 3 reference points. The section of a column with the coupling is mounted. The hydraulic cylinder №1 rests on the installed section of the column (Figure 4).
4. The hydraulic cylinder rod №2 is retracted. PfP is held in 3 reference points. The section of a column with the coupling is mounted. The hydraulic cylinder №2 is supported on the installed section of the column.
5. The hydraulic cylinder rod №3 is retracted. PfP is held in 3 reference points. The section of a column with the coupling is mounted. The hydraulic cylinder №3 is supported on the installed section of the column.

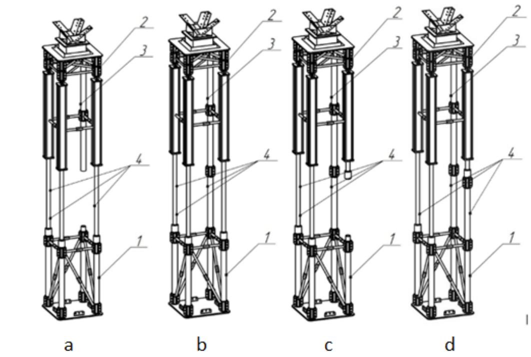

Figure 4 – PfP lifting sequence (grease frame conditionally not shown):
1 – mounted tier of the column;
2 – PfP;
3 – constant support of PfP;
4 – leaning on the column.

The last 10 and 11 tiers of columns are mounted. In this case, the permanent support is unfastened from the PfP and fixed on the column.

The duration of the processes under the new variant is significantly reduced concerning the basic (crane) variant (Figure 5). Reduction of duration occurs by 33-50%, and concerning the basic variant of reduction of terms of construction begins at the transition to the degree of consolidation of 4 blocks on 2 NGN – on 20-40%.

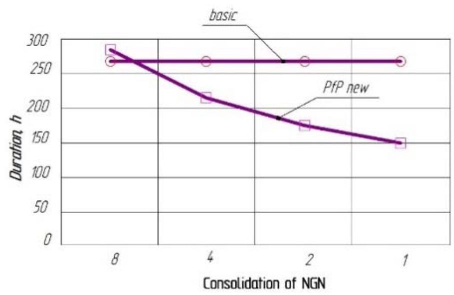

Figure 5 – Graphs of dependence of the duration of the device of a framework with a variant basic and new on the degree of consolidation of NGN

Ultimately, the choice of CTE depends on the determining criterion, if the main criterion is the cost of the process, the main impact is on the cost of renting machinery. The rental cost of the LTM 1090 crane in Ukraine is UAH 24,000 / shift, the rental cost of 4 PfPs is UAH 500 x 4 = UAH 2,000 / shift. With the degree of consolidation of 8 NGN per unit, the rent for the entire set of PfP (32 pcs) will not exceed UAH 16,000 / shift. If we calculate the cost of rent for the largest degree of consolidation, then for the basic version it will be 34 x 24000 = 816000 UAH. (268.07 / 8 = 33.5 changes). For the new one – 16,000 x 19 = UAH 304,000. (149.48 / 8 = 18.69 changes), which is twice cheaper.

This approach to determining the effectiveness of the new solution is quite approximate, but the advantages of the new option include the proposed feature of the proposed CTE in combination with the design of PfP, which allows you to quickly perform installation/dismantling of the building for the needs.

4 Conclusion

To create the input conditions for the design of the hoisting-and-assembling module intended for mechanization of the assembly process of the coating structural unit, it is determined that it is expedient for mechanization to have cyclic identical operations that can be translated into automated execution mode by PfP synthesis with automation means.

It is also determined that the division of assembly technology into simple operations allows their comprehensive analysis using geometric 3D modeling, modeling of individual technological operations.

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Primary Paper Section: J

Secondary Paper Section: JM, JQ, JR