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## **A SOCIAL SCIENCES**

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

## EUROPEAN LAW AS A LEGAL SYSTEM

<sup>a</sup>WOJCIECH SŁOMSKI, <sup>b</sup>MICHAŁ LISIECKI, <sup>c</sup>LESZEK KURNICKI, <sup>d</sup>GAWEL JAROSIŃSKI

<sup>a,d</sup>University of Economics and Human Sciences on Warsaw, 59, Okopowa Str., 01-043, Warsaw, Poland

<sup>b</sup>Vistula University Branch: Academy of Aleksander Gieysztor in Pultusk, 36B, Mickiewicza Str., 06-100 Pultusk, Poland

<sup>c</sup>Collegium Humanum, 1a, Moniuszki Str., 00-014, Warsaw, Poland

email: <sup>a</sup>wslomski@autograf.pl, <sup>b</sup>mml@pmpg.pl, <sup>c</sup>lecchk@kurnicki.eu, <sup>d</sup>gjarosinski@jarosinski.com

**Abstract:** The article considers the main stages of European law-making, traces the historical development of the law of the European Union. European law is considered as a set of legal norms that regulate the relationships which develop within the framework of European integration associations. An attempt was made to reveal the role of the EU legal system in creating a political and legal space in which European legal and administrative norms operate; the structure and functions of the EU institutions are outlined in terms of assessing the degree of their supranationality. The main scientific and practical significance of this study lies, in particular, in the possibility of using its provisions to enrich the concept of the legal standing of international organizations.

**Keywords:** European law; sources of law; legal mechanism; legislative process; Lisbon Treaty; supranationality.

### 1 Introduction

The European Union is undoubtedly a unique phenomenon of our time due to the introduction, in the conditions of the existence of two systems of law, international and domestic, a new form of association of states and ways of creating legal norms, the formation of EU law, which is a new type of ordered system of legal norms, being the result of development of different legal systems of EU member states.

European law is a special legal system that covers the legal provisions of the European system for the protection of human rights and European integration law that regulates the relationship developing in the process of European integration. The latter included, until the entry into force of the EU Constitution, the law of the European Communities and the law of the European Union, as well as branches of law that are formed in the process of formation and evolution of European integration entities. European law is a legal phenomenon that includes a set of legal norms of European integration law, as well as legal norms that ensure the functioning of the European system for the protection of human rights.

The law of the European Communities and the law of the European Union are largely coinciding but not identical concepts. The legal regime of the communities, which forms the first pillar of the Union, the common foreign and security policy, which forms the second pillar of the Union, and cooperation between the police and the courts in the criminal law field (the third pillar of the Union) have significant differences. This applies, in particular, to such important characteristics as the origin of legal norms, the procedure for action, the range of subjects and jurisdictional protection [18].

In the EU member states, the question was initially raised about the relationship of communitarian law with their national law and its implementation at the national level. The process of implementation of the legal acts of the European Union, including the creation of the order and procedures for their implementation, also covers the interpretation, practice of application, and enforcement of the rules of law corresponding to EU law by public authorities, the implementation of international legal norms by the state. In general, the procedure for implementing the norms of EU law as part of international law combines both law-making and organizational and executive activities [28]. In turn, the key point in the implementation of EU law is the actual action and application of its norms in the national legislation of the Member States. In fact, the main emphasis in the law of the European Union is made on avoiding

a situation where its norm, for one reason or another, could not regulate certain legal relations within the framework of this international organization. It should be noted that this is typical for all legal norms.

In general, it can be argued that the law of the European Union is a system of norms that bind each state and which, thanks to the legal mechanism, have been transformed into the national legal systems of these countries [3]. It is obvious that in order for the European Union to function and develop effectively, the law of the European Union must be accepted equally in all member states, which will eliminate the uneven influence of EU law in the internal law of its member states. At the same time, some scientists emphasize the important role of EU law as a tool for the integration of states on the European continent, giving it a special place in the international legal order, since it plays a decisive role in the integration process [34].

European law has its own object of regulation - the European integration process, its own subject - social relations brought to life and associated with the development of European integration, its own system of law, which unites a number of branches of European law. Regarding a number of fundamental parameters, it is autonomous and original. As an integral part of European law, EU law also has an object, subject, and system of European law, but only to the extent that EU law is valid and applies to EU member states and does not contradict it [1; 2]. The fundamental features of European law are the principles of subsidiarity and proportionality, respect for fundamental human rights, legal certainty and legitimate expectations, equality and non-discrimination, cooperation, transparency - and the judicial decisions on which they are formulated.

At the same time, EU law is a hybrid of various legal systems and neither common law nor civil law. It draws on the legal traditions and systems of its member states, which are primarily based on common law, while also incorporating common law principles and practices. As a result, it is unique legal system that combines components of both civil law and common law.

In general, the EU itself is a unique legal phenomenon that has developed in the course of the development of European integration within the European Communities and the European Union, the result of the implementation of the supranational competence of the European Union institutions. A comprehensive study of this phenomenon is of great interest to legal science, especially since the EU law acts as the most important regulator of European integration processes, not so much supporting the specifics of already formed social relations, but rather providing the possibility of their progressive evolution in order to intensify and strengthen the socio-economic and political unity of the EU.

### 2 Materials and Method

When writing the work, both general scientific research methods (dialectical, analytical, systemic, synthetic, problem-theoretical) and special ones (historical-legal, system-structural, structural-legal, comparative-legal, formal-logical and typological) were used, as well as formational and civilizational approaches.

The theoretical basis of the study included the constituent acts of the European Communities and the European Union, the normative acts of the EU institutions, the Treaty of Lisbon, as well as the judgments of the Court of Justice of the European Communities, certain international conventions. In preparing the article, many international and national legal acts were studied and used, including judicial decisions of the EU and Member States, as well as decisions of the European Commission and the European Parliament. Theoretical provisions concerning the definition and establishment of the essence of the concept of "source of law" are taken into account.

### 3 Results and Discussion

Namely law plays the leading role in solving various complex problems of European integration in the current conditions of global community' functioning. The law of the European Union is one of the most interesting and complex phenomena, the uniqueness of which is due to both the specifics of formation and the peculiarities of the legal nature.

As for the analysis of the development of a particular system of sources of law, including the law of the European Union, it is advisable to use the method of historicism, which allows considering the content of the main stages of its formation and development in the conditions of a certain historical era and taking into account the processes of an objective nature that characterize development such an integration association as the EU.

The sources of European Union law, being one of the main components of the legal system, are also distinguished by significant originality. The generally accepted and most common is the division of EU law sources into primary and secondary ones. While the primary sources, by which the founding documents are meant, constitute the "constitution" of the EU, then normative legal acts (regulations, directives, decisions) can be compared with laws and by-laws, although such comparisons are very conditional. The question of whether recommendations and opinions can be considered as sources of Community law is debatable [42]. In particular, the binding nature of the former ECSC (referred to below in more detail) allowed a recommendation to be considered as a source of law. Otherwise, the recommendations and conclusions, being optional, are not included, logically, in the system of sources of law. However, they are potentially auxiliary elements of the law-making process within the EU.

The European Court of Justice (formally just the Court of Justice) plays a particularly important role in the formation and evolution of European law. The decisions of the Court, which are in the nature of a precedent, have a significant impact on the European legal system [4]. As a general rule, judgments rendered by the EU Court of Justice are regarded as precedents and as such are binding on all Member States of the Union. However, despite frequent references to them, the Court itself rarely refers to its previous decisions. Apparently, the Court is influenced by the continental system, where the precedent is not formally a source of law [37].

It is customary to consider the period of the 1950s, which included the creation of the so-called European Communities, as the initial stage in the formation of the European Union and, accordingly, the system of its law. The first stage in the formation of the EU legal system began with the creation of the European Coal and Steel Community (ECSC), based on the adoption of the norms and principles of international law, which included the signing on April 18, 1951 of the corresponding Treaty establishing the ECSC [17].

If to turn to the ECSC, one can see that the main role in the implementation of the rule-making functions was played by the Supreme Governing Body, whose task was to "ensure the achievement of the goals set in this Treaty in accordance with its provisions" (Article 8 of the ECSC Treaty). The supreme governing body was not only a body of legislative power, whose functions were law-making and administrative work. In addition, the decisions of the Supreme Governing Body were binding: namely the activity of this structure predetermined the factors and conditions for the formation of a system of sources of law of the European association [14-16]. Along with this structure, an important role in the law-making process was played by the Special Council of Ministers and the Court, whose activities ensured the creation of a system of ECSC case law, as an important source of European Community law.

The second stage in the process of formation of the legal system of the European Union is attributed to the moment of signing the Treaty establishing the European Atomic Energy Community

(Euratom Treaty) and the Treaty establishing the European Economic Community (EEC Treaty) on March 25, 1957 in Rome [9]. Just like the ECSC, Euratom was an instrument of partial European integration, actualizing a very narrow sphere of economic development of Western European states - nuclear energy [29]. Of great importance within this community were new acts that ensured the unification and harmonization of the system of national law of the countries that participated in this treaty.

The adoption of these sources of law predetermined the formation of conditions for the further development of the legal system of the European Communities and the corresponding sources of law. The main role here was played by the formation of the European Economic Community and, in particular, the Treaty on the EEC. In particular, this agreement laid the foundations for the integration of the states of Western Europe, determined the procedure and conditions for the functioning of the European Economic Community, and formulated the principles that later became the basis for the functioning of EU law. It is interesting that some authors even consider the Treaty on the EEC, taking into account the basic goals and objectives formulated in it, the "Constitution of the Communities" [17]. In the EEC Treaty, in comparison with the previous ECSC Treaty, the competence of the relevant institutions (Council, Commission, and Court of the EEC) was expanded and specified, which contributed to reaching a fundamentally different level of formation of sources of European law.

It is important to note that as the law of the European Communities evolved, it was partially separated from international law and simultaneously turned into an independent system, whose norms became binding both for all national states that were members of the Communities and for legal entities and individuals under their jurisdiction [11; 12]. Given this circumstance, the law of the European Communities can be regarded as a fundamentally new system of norms designed to regulate social relations in the specified region. The peculiarity of this legal system, from the point of view of legal scholars, was that the European Communities, embodying a new and original legal order, base their existence and functioning on a special and independent (autonomous) system of law [37]. According to experts, Community law has complex nature: it cannot be isolated from international law, but at the same time, a certain part of it is a form of coordination, convergence, and unification of the domestic law of member states [25]. At the same time, the 'ratio' of interstate and supranational methods of law formation does not give grounds for asserting the legislative autonomy of the Community bodies and their procedural independence from the Member States.

The next stage in the development of the European system of sources of law was the regulation of the Single European Act (EEA) of 1986, the provisions of which were amended and supplemented by the founding Treaties on the ECSC, the EEC. In addition, the Single European Act has become the basis for the legal transition to the highest level of integration processes - the formation of the monetary union of Europe. The conclusion of the EEA gave rise to the transformation of the functioning European Communities into such a union, which prioritized not only economic interests, but also political ones [31]. Thus, the European Parliament was endowed with new powers in the legislative process by the Single European Act, and the Council received both legislative and executive powers. The right of legislative initiative was vested in the Commission, and a judicial element affiliated with the Court of the European Communities (the Tribunal or the Court of First Instance) have been formed, having the authority of a certain category of claims and making decisions on them.

The fourth stage in the development and formation of the European system of sources of law began with the date of signing the Maastricht Treaty, or the Treaty on the European Union, in 1992. According to the provisions of this Treaty, the European Economic Community was called the European



Community, which indicates the universality of the status of the latter.

The agreement provided for the creation of a unified system of governing bodies or institutions of the European Union, including the Council, the European Parliament, the Commission, the EU Court of Justice and the Court of Accounts. As the text of the Treaty under consideration testifies, the accepted structure of sources of law is preserved here, including such acts of a regulatory nature as regulations, directives, and decisions as a central link [19-21]. The same treaty established the operation of a system of acts that was different from those adopted within the framework of the first "pillar" of the European Union: a general concept and principles, an adopted strategy, international treaties. The normative legal acts of the third "pillar" of the EU are distinguished by the fact that framework decisions (which are binding, but do not have direct effect) and decisions (which are acts of an individual nature) have a binding character. It should be noted that the Treaty on the European Union contains a provision on the basic legal principles of the EU (Article 6 of this Treaty), which states that "The Union shall respect fundamental rights, as guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms signed in Rome on 4 November 1950 and as they result from the constitutional traditions common to the Member States, as general principles of Community law" [48].

Particular attention is drawn to the remark that the general principles of European law as sources of EU law were established and consolidated not only in the founding documents, but also through discussion and recognition by the Court, which, for example, approved the principles of legal certainty, the principle of proportionality, and others. In addition, it is important to remember that the adoption of the Maastricht Treaty, the provisions of which concentrated all the founding treaties of the European Communities, became a new vector in the development of the European system of sources of law [22-24].

In the 21st century, a new stage of European integration began, the goal of which was to further democratize the EU, increase the efficiency of its functioning in the context of the further expansion of the European Union (the Lisbon Treaty of 2007, which amends the EU Treaty, the founding treaties of the European Communities, was intended to contribute to the solution of these problems). Let us emphasize that this treaty preserved the system of sources of law that was provided for by the Maastricht Treaty, which is evidence of certain stability in the development of the system under consideration [26; 27]. To reform the law of the EU as a whole, gradualism, showing the evolutionary nature of the development of both the European Union itself and its legal system, is characteristic.

The Lisbon Treaty became a new stage in the development of European law. Everything was done to ensure that the new document did not outwardly look like the old one, but contained all the basic provisions necessary for the functioning of the new Union, which were present in the draft Constitution. Nevertheless, according to the authoritative British expert community "Open Europe", 96% of the provisions of the draft Constitution of 2004 were transferred to the new treaty, which amended the Treaty on the European Union and the Treaty on the European Community [8; 9].

The new definition of a qualified majority in the Council and the involvement of national parliaments in the activities of the Union played an exceptionally important role in strengthening the legitimacy of the Union [35; 36]. After difficult negotiations, it appeared finally possible to agree on a new formula for a qualified majority in the Council, although not without compromises and limitations. From the point of view of the legitimacy of the Union, this was an epoch-making phenomenon.

Speaking about what new this Treaty brought to the structure and law of the European Union, the following should be noted:

1. Simplification of the internal structure of the Union was carried out by eliminating (mostly) the "three pillar structure". This made it possible to abandon the confusing ambiguity of the concepts "European Union" – "European Community". All references to "European Community" have been replaced by mentioning "European Union". Of great importance is the formula that establishes that the Union replaces and inherits the European Community. The researchers note that "this is especially important for recognizing the legitimacy of by-laws, which contain the bulk of the legal norms governing relations in the EU. There are tens of thousands of them. No special work will be required to revise this huge mass of by-laws and check them for compliance with the rethought constituent acts in connection with the change in the structure and legal order of the EU" [18]. This made it possible, while introducing a fundamental novelty, to preserve the achievements and ensure the continuity of the law of the European Union, what is succinctly called "*acquis de l'Union*".

2. The granting of the status of a legal entity to the European Union (Article 47 of the Treaty on European Union) provided for by the Reform Treaty would significantly strengthen its position in the world and in negotiations with third countries, as well as with international organizations. Recognition of the principle of a single legal personality of the European Union is expressed in the following important prerogatives:

- The European Union is considered as a single subject of competence granted to it by the Member States;
- This competence is exercised by them through a single system of their own institutions, bodies, and entities;
- A unified system of legal acts (regulations, directives, etc.) issued in all areas of its competence is formed;
- It is recognized that the European Union has the "widest legal capacity" of a legal entity and its delictual capacity, i.e., ability to bear responsibility under contracts and other obligations;
- The right of the Union is provided for to conclude international agreements with third states and international organizations, to have privileges and immunities on the territory of the Member States, to establish diplomatic missions and representations;
- The fact that the Union has its own budget, financed from its own resources, also indicates its certain financial autonomy.

3. A partial, although not completely consistent, but important codification (more precisely, systematization) of the complex and not very clear system of basic constituent agreements, which has already been called the "jungle of agreements", has been carried out. The "constitutional" basis of the Union, the core of the EU's primary legislation, was the Treaty on European Union and the Treaty on the Functioning of the European Union (replacing the Treaty on the European Community). Two voluminous articles are devoted to them - Art. 1 and 2 of the Treaty of Lisbon.

An analysis of the founding Treaties of the EU also makes it possible to establish that the process of development of the law of the European Communities and the EU, the system of sources of their law was accompanied by a gradual development of the legislative process, i.e., the procedure for the adoption of normative legal acts by the institutions and bodies of the EU defined in the founding Treaties [38; 39]. It should be noted that legal scholars, using the terminology applied to the decision-making process in an international organization, call the process of creating the norms of European Union law "the adoption of a normative decision", understanding by the concept of "decision" all types of regulatory legal acts adopted within the framework of institutional system of the EU.

4. The new section develops and consolidates the system of democratic principles for the functioning of the Union, including the principles of democratic equality, representative democracy, and increasing the role of national parliaments.



5. A clearer delineation of competencies and powers between the European Union and the Member States has been made through the definition of an exclusive, shared, and supporting "category of competence". At the same time, the EU member states retained residual competence (this is increasingly more reminiscent of the structure of the division of competence in federal states) [7; 25].

Pursuing the line of the European Constitution of 2007, the Treaty of Lisbon officially expanded the competence of the Union to activities in such areas as the coordination of administrative cooperation between the Member States in the field of the implementation of the law of the European Union, services of general economic importance, civil defense, energy (with the exception of managed by Euratom), space, tourism, sports, coordination of measures to provide assistance to Member States affected by terrorist attacks or disasters and humanitarian assistance to third countries. [40]. Going beyond the draft Constitution, the Treaty of Lisbon strengthened the role of the European Union in combating climate change, regional and global environmental issues, and integration in the energy sector.

Treaty of Lisbon in Art. 5 of the EU Treaty systematized the basic principles of the competence of the European Union, for the first time clearly identifying in the constituent documents the most important principle of the functioning of this organization of political power - the principle of empowerment. It emphasizes the treaty origin, nature and source of the powers of the Union. [44; 45]. From this principle it follows that the EU is not entitled to go beyond the competence granted to it by the Member States. It is obliged to be strictly guided in its activities by the goals and principles fixed in the founding agreements, and all residual competence is reserved to the member states.

A long-awaited large-scale institutional reform has been implemented, contributing to increased efficiency, coordination of actions, and further democratization of the Union. The three-level system of governance of the European Union, consisting of institutions endowed with power, other bodies (created on the basis of constituent documents and by decision of the institutions), and a new category called institutions (which were previously considered as a kind of bodies) was refined [46]. Two new institutions have been added to the list of institutions - the European Council and the European Central Bank. The European Council, located in the list of institutions immediately after Parliament, is the highest body of political leadership and coordination. According to experts, the European Council is increasingly acting as the supreme arbiter in determining and implementing the political course of the EU [10]. It has acquired the right to make legally binding decisions, but is not formally empowered to pass laws aimed at unifying or harmonizing the national law of member states.

It is interesting to note that with the signing of the Lisbon Treaty, new opportunities for development also arose in such a delicate and often confidential area as the cooperation of the countries belonging to the European Union in the field of security and defense that is actively strengthening in various directions [33]. The Treaty of Lisbon, in a special section (Articles 42-46) of the Treaty on European Union, recognized the common security and defense policy as a legally autonomous direction of the Union's activities. The Treaty expands the range of missions that the EU can carry out abroad, establishes the principle of collective self-defense, and declares the formation of a special European Defense Agency. Moreover, as a kind of advanced cooperation, which represents an opportunity to unite on any issue only those countries that are ready and able to cooperate in a particular military field, "permanent structured cooperation" in the field of military potentials is provided [32].

Changes in the judicial system of the Union were of a very cautious nature, since it functions very successfully. All judicial bodies of the Union received a common new collective name - the Court of Justice of the European Union (Article 19 of the EU Treaty). This system includes three links. The highest level is the Court (formerly the Court of Justice of the European

Communities). The middle one is the Tribunal (previously it was the Tribunal of First Instance, which did not correspond to this name at all, since it was in fact a court of second instance in relation to specialized tribunals) [47]. The lower level is formed by specialized tribunals, of which only one has been created so far - the Public Service Tribunal of the European Union. To improve the selection of candidates for the highest echelons of the judiciary, a special qualification board has been established. The most important change in this area is the substantive expansion of the jurisdiction of the courts, which was previously limited to the framework of only the "first pillar", i.e., communities (which is why it was called the Court of Justice of the European Communities). The exemptions remained in the realm of the common foreign and security policy, where the renewed EU Court of Justice would have no jurisdiction [43].

The Treaty of Lisbon was intended not only to strengthen the effectiveness and efficiency of the Union and its bodies, but also to enhance its ideological attractiveness for the peoples of the participating countries and the whole world. This ideology is aimed at the formation of "Europatriotism", strengthening the moral component of European life and is fully consistent with the growing foreign policy and defense activity of the EU [9]. Strengthening the ideological orientation of the primary legislation of the European Union most of all was served by two innovations.

Lisbon Treaty in Art. 2 of the EU Treaty for the first time included a new legal category - "values of the Union". These values represent the moral foundations of the European, and, in fact, the world civilization. To respect and follow them is the duty and obligation of both the Union as a whole and each member state. This is at the same time an enduring requirement for every state joining the Union. Disrespect for these values may result in the application of sanctions to the violating state in the form of suspension of certain rights associated with EU membership (Article 7 of the Treaty on the European Union). The values of the Union include [30]:

- Human dignity;
- Liberty;
- Democracy;
- Equality;
- Constitutional state;
- Human rights (including the rights of minorities).

This system of values is complemented by "characteristics" of qualities that all countries participating in the Union must meet: pluralism; non-discrimination; tolerance; justice; solidarity; equality of women and men [9].

Union, as it were, raises them to a new, higher level. Thus, European law performs a kind of moral function. Thanks to legal consolidation, social norms act as a powerful factor in the conscious and purposeful impact of the social community on the image, method, and forms of people's life. At the heart of morality, there is the idea of a fair and holistic community, therefore, outside of morality in this concept, the existence of law is not possible. Morality, being the "spiritual bond" of law, is designed to strengthen the social system and at the same time control law. Law, therefore, is dependent on morality, being one of its fundamental types; the legal ideal is the highest manifestation of moral consciousness and means the synthesis of the moral ideal and the social norm. Thus, legal regulation is based on morality [13].

What makes the European law a unique phenomenon is that "it cannot be altered unilaterally by the governments of the member states and all are collectively bound by it. Fundamentally more important is the fact that European law confers rights and duties without the further participation of the member states" [41].

The Court stated in *Van Gend en Loos* (1963) that the member states have restricted their sovereign rights. Again, the Court of Justice declared in *Costa v. ENEL* (1964) that when member states entered the European Community, their "sovereign rights were permanently limited". If the member states could contest

them, the duties of the European Community would not be absolute but rather contingent. The European Court of Justice holds that international law is always superior to domestic law. In *Internationale Handelsgesellschaft* (1970), the Court of Justice stated that even constitutional provisions of the Member States can be struck down. No matter whether the national legislation was passed before the state joined the European Union, national courts must disregard national laws that may contradict with European law, according to decision in *Simmenthal SPA v. Commission* (1979). An individual may sue a member state (the government) for damages for loss incurred as a result of a member state's failure to implement a European Union Directive, according to the decision in *Francovich and Bonifaci v. Italy* (1992) [5].

A more recent example that establishes the superiority of European Union law over domestic law is *Hutter v. Technische Universität Graz* (2009). Even though this issue was initially filed before Austrian courts, it serves as an excellent illustration of how all of the European Union's members have curbed their national sovereignty rights over a number of policy areas - in this case, education policy. Although this case may seem irrelevant now, after Brexit, it still contributes to understanding the very essence of European law. The United Kingdom frequently grumbled about having to follow European laws and regulations, but this is true for all other members of the EU as well. A nation must restrict its national sovereignty by signing the different European Treaties; this is the cost of membership. In the *Hutter* case, the Court of Justice ruled that an Austrian state statute allowing companies to treat workers differently based on their age violated the Equal Treatment Directive 2000/78 of the European Union. The Austrian Government unsuccessfully argued that this difference in treatment between age groups was necessary to advance a legal and proportionate goal, namely to facilitate the entry of younger apprentices into the labor force and to ensure that general education was not treated less favorably than vocational education [8]. It would be necessary to overrule the discriminatory Austrian national law in order to bring it into compliance with EU law.

The European Commission, the EU Court of Justice, and the European Parliament are the main conductors of supranationality and at the same time bodies for implementing integration decisions. Potential conflicts between states are usually resolved at the level of interaction between EU institutions as a result of a complex procedural mechanism. This mechanism is constantly being improved in connection with the need to solve the problems of admitting new countries to the Union, with the expansion of the competence of integration institutions.

As a result of the long and painstaking work of far-sighted European politicians and EU institutions, an integration association that has no analogues was created. It did not become a federation, as was intended by the "founding fathers" of the common market [6]. The principle of separation of powers does not apply in the EU system. It is based on the principle of institutional balance, which guarantees the participation of almost all communitarian institutions (but to a different extent) in lawmaking. A special role here belongs to the Commission, a unique body of the EU, which has no similarity within the national framework.

Supranationality is capable of changing the balance of power in the world, since it is about the consolidation of a powerful group of countries. As supranationality spreads to new areas (military-political in particular), the international role of "United Europe" in the context of globalization and the growing interdependence of states could increase. How significant an integrated Europe will turn out to be in world politics largely depends on its supranational quality. Thus, a new object of research is being introduced into political science - the phenomenon of "supranationality", considered from the standpoint of both political and legal theory, which determines the need for further systematic legal research in this area.

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**Primary Paper Section: A****Secondary Paper Section: AG**

## EUROPEAN STANDARDS OF THE RIGHTS OF THE PARTIES TO THE CASE IN THE APPLICATION OF CIVIL ACTION ENFORCEMENT MEASURES AND THEIR IMPLEMENTATION IN UKRAINE

<sup>a</sup>DOMINIKA ROSŁOŃ, <sup>b</sup>DANYLO LUKIANCHENKO,  
<sup>c</sup>SERHII ZLENKO, <sup>d</sup>OLEKSANDR KULIBABA,  
<sup>e</sup>OLEKSANDR AKIMOV, <sup>f</sup>LIUDMYLA AKIMOVA

<sup>a</sup>*Institute of Humanities and Social Sciences, Lviv Polytechnic National University, 12, S. Bandery Str., 79000, Lviv, Ukraine*

<sup>b-d</sup>*Institute Sumy National Agrarian University, 160, Herasyma Kondratieva Str., 40000, Sumy, Ukraine*

<sup>e</sup>*Shupyk National Healthcare University of Ukraine, 9, Dorohozhitskaya Str., 04112, Kyiv, Ukraine*

<sup>f</sup>*National University of Water and Environmental Engineering, 11, Soborna Str., 33000, Rivne, Ukraine*

email: <sup>a</sup>domros24@gmail.com, <sup>b</sup>26209941@gmail.com,

<sup>c</sup>z.serhiil@gmail.com, <sup>d</sup>o.kulibaba.2018@ukr.net,

<sup>e</sup>1970aaa@ukr.net, <sup>f</sup>l\_akimova@ukr.net

**Abstract:** The article deals with the problems of applying in practice the civil procedural institution of securing a claim, the possibility of its extension to a wide range of circumstances. The grounds for interim measures satisfied by the court, as well as the issues of proving the need for their application in Ukraine and the EU countries, are highlighted. It is shown that although the institution of securing a claim contributes to the creation of optimal conditions for the real protection of the rights and legitimate interests of persons in civil proceedings, and namely the institution of securing a claim acts as a guarantee of the execution of a court decision, one cannot consider the meaning and essence of the definition of "interim measures" separately from such a fundamental concept as "a measure (form) of state coercion", and the proportionality of the type of security is aimed mainly at protecting the rights of persons against whom measures are taken to secure a claim. The powers of the court to secure a claim in the civil process of Ukraine and the EU are considered, the current doctrinal provisions regarding the grounds and procedural order for securing a claim are analyzed, attention is focused on the essence of the discretionary powers of the court when taking measures to secure a claim. It is concluded that the application of measures to secure a claim should take place if there are grounds for this and justifications for the specified circumstances, taking into account the judicial practice of the EU countries as part of the need for judicial reform in Ukraine in the direction of ensuring its compliance with EU standards for potential member states.

**Keywords:** securing claims; interim measures; standards of justice; enforcement.

### 1 Introduction

One of the means of protecting the violated right is the institution of interim measures. This institution is applicable not only in civil procedural law, but practicing lawyers compare it in terms of the frequency of application of norms only with the provision of obligations in contract law. The quality of justice depends not only on how deeply studied in theoretical science and precisely enshrined in law, but also on how accurately the interpretation of rules, procedures, provisions on legal proceedings in law enforcement is carried out, as well as on the procedural consideration and resolution of issues that require a scientific approach to legal understanding, legal formalization and practical implementation in the existing reality.

Securing a claim is a system of rules that provide for the possibility for the court to take measures in cases established by law aimed at fulfilling property or other claims of the plaintiff against the defendant. By filing a lawsuit in court (whether local, economic, or administrative one), the plaintiff often wants to stop the violation of his rights and interests already before a decision is made on the merits of the dispute. To do this, he asks the court to take certain measures to secure the claim. Full provision of the rights and legitimate interests of persons applying to the court, bringing to the end the execution of court decisions, storage of property of material value, which are the subject of a dispute, goals and actions aimed at participation in the full composition of the participants in the process in the consideration of cases in a court session are carried out through institute for securing a claim in civil procedural law.

Securing a claim means that the court imposes obligations on the defendant, according to which he must refrain from taking actions that further make it impossible to enforce the court decision. Many believe that securing a claim is an effective tool in property cases.

Based on the analysis of judicial practice in civil cases, it is possible to single out several general conditions that guide judges when issuing a ruling on the adoption of interim measures, namely: proportionality of interim measures to the stated requirement and relatedness to it. For example, the seizure of funds on the current account of a legal entity in a bank should not exceed the amount of the debt several times. In case of exceeding the amount of the debt, it is proportionate to request the arrest of funds in the bank account in the amount of the debt. The measures must not infringe on the interests of third parties or the debtor [3]. Thus, the seizure of funds should not lead to non-payment of wage arrears, credit, utility, and other payments of the debtor. The measure should ensure the actual implementation of the objectives of interim measures. When filing a petition for securing a claim, the applicant must clearly formulate the requirements, determine the interim measure that the court would like to ask to apply in a civil case. After all, it depends on a well-written application whether it is possible to carry out the practical implementation of measures in the future [46].

However, in the science of civil procedural law, the issue of applying interim measures to other types of legal proceedings does not have an unambiguous solution. Opinions that exist at the present time are directly opposite. The first opinion is that the securing of a claim is allowed at any stage of the civil process and within the framework of any type of civil proceedings. The second implies that each type of civil proceedings has its own, special, specificity, which is reflected by a separate set of norms.

At the same time, there are a number of practical difficulties. In particular, interim measures taken by the court, consisting in the restrictions specified in the definition, are a guarantee of the proper execution of the court decision in the future and are aimed at limiting the rights to dispose of the disputed object. Civil legislation allows the replacement of some security measures by others [1; 2]. The replacement of some measures to secure a claim by others occurs when the previously established measure of securing a claim does not protect the rights of the plaintiff and cannot guarantee the execution of the decision in full or in one part or another, or when this measure unjustifiably infringes on the rights of the defendant or he may suffer losses, which can be avoided, it is allowed to replace one type of securing a claim with another. Given that the defendant in the application for the replacement of interim measures actually raised the question of their cancellation in part, however, no evidence was presented that such a replacement would not affect the possibility of enforcing the court decision in the future.

Based on this provision, it can be concluded that without proper evidence that an interim measure already taken does not fully protect the plaintiff or infringes on the rights of the defendant, it is difficult to replace the interim measure [4]. When refusing to satisfy the request for replacement, the court is based on the case materials and its inner conviction, and this suggests that the refusal to replace may not always be objective and legal. In judicial practice, various situations in specific cases are possible. Thus, it is common for a court of first instance to satisfy a petition for the replacement of interim measures, and the appellate court annuls the earlier ruling.

Currently, many jurists and practicing lawyers are debating about the good faith nature of the application of measures to ensure requirements stated in the claim. And one of the most important criteria for such good faith is the proportionality of interim measures. Obviously, this is an evaluation category, it cannot be strictly regulated by the legislator, and this is what leads to the need to turn to judicial practice [6; 7]. However, unlike the United States, where such challenges are resolved on the basis of the application of case law, in European countries

(both in the EU countries and those still outside the Commonwealth - an example of which is Ukraine), this often causes procedural difficulties. In this regard, consideration of the European standards of the rights of participants in the case when applying measures to secure a civil claim and the possibilities of their implementation in Ukraine seems to be a highly relevant task.

## 2 Method

To solve the identified task, general scientific research methods were used in the work: the dialectical method of scientific knowledge, generalization, the logical method, as well as special legal research methods - comparative legal, formal legal and system analysis were also used.

The theoretical basis of the study consisted of the scientific works of the authors on civil and arbitration proceedings in Ukraine and EU, civil law, jurisprudence, history and theory of state and law, revealing aspects related to securing claims in civil proceedings.

## 3 Results and Discussion

The issue of the legal status of interim measures in civil proceedings has always been a highly controversial topic of discussion. This is due, firstly, to the fact that securing a claim during a trial carries additional guarantees for the execution of a court decision and thereby protects the rights of the claimant to enforce the court decision, if a decision is positive for the plaintiff. This aspect is clearly a positive factor in the establishment and implementation of the legitimate rights and interests of one of the parties to the civil process. Secondly, when studying the object under study, it can also be stated that the practical implementation of interim measures causes a number of debatable provisions that cause active controversy among scientists and law enforcement agencies.

The subject of discussion is to determine the adequacy of interim measures, since, when securing a claim, the court must be guided by the principles of proportionality, rationality, adequacy, which, in turn, are expressed not only in guaranteeing the enforcement of a court decision, but also in protecting and preventing unreasonable and irrational restrictions on defendant's rights [11-13]. Namely the above factors necessitate the search for possible solutions to improve the effectiveness of the application of security measures in civil proceedings, their expediency, reasonableness, adequacy, and appropriateness.

Securing a claim is of paramount importance during the entire civil proceedings, but especially at the initial stage, since the plaintiff, in the course of filing claims, primarily aims to receive those material or property compensations and indemnifications that, from his point of view, compensate for the damage caused to him. In this aspect, a procedural and documented court decision is important for the plaintiff only to the extent that this court decision will allow receiving material compensation for the violated right. In this regard, the party interested in the execution of the decision wishes to exclude any attempts by the defendant to sell the property in various ways, from which in the future, in the course of enforcement proceedings, that amount of money or property benefits will be recovered which the court will satisfy in a court order as a result of the decision [16-18]. The defendant, as a rule, disagreeing with the court decision and not wanting to voluntarily part with his property in favor of the claimant, makes various attempts that make it difficult to actually enforce the court decision, often trying in various ways to alienate (sell, donate, destroy, etc.) his property before the commencement of enforcement proceedings. In practice, when the court satisfies the claims of the plaintiff in full, the actual execution of the decision is not always possible due to the lack of material wealth or an asset, which would have to compensate for material damage. This is one of the most basic problems of the institution of securing claims.

The institution of securing a claim is of particular importance for achieving the objectives of civil proceedings, which, according to Art. 1 of the Civil Procedure Code of Ukraine [5] consist in a

fair, impartial, and timely consideration and resolution of civil cases in order to protect violated, unrecognized, or disputed rights, freedoms, interests of individuals, rights and interests of legal entities, interests of the state [48]. This institution contributes to the creation of optimal conditions for the real protection of the rights and legitimate interests of persons in civil proceedings. Namely the institution of securing a claim acts as a guarantee of the execution of a court decision.

According to Part 1 of Art. 151 of the Code of Civil Procedure of Ukraine, the court, at the request of the persons participating in the case, may take the measures provided for by law to secure the claim. The applicant in the application for securing the claim must indicate: the reasons for which it is necessary to secure the claim; the type of security for the claim to be applied, with justification for its necessity; other information necessary to resolve the issue of securing a claim.

It follows from this that the application of measures to secure a claim is carried out within the discretionary powers of the court. In order to properly protect the rights and legitimate interests of both the plaintiff and the defendant, it is necessary to determine the conditions that the court must take into account when deciding whether to secure a claim.

Part 2 of Art. 151 of the Code of Civil Procedure of Ukraine establishes an exhaustive list of grounds for securing a claim. Firstly, the securing of the claim is applied if the failure to take appropriate measures may complicate the execution of the court decision and, secondly, if failure to take measures to secure the claim may make enforcement of the court decision impossible.

Due to the fact that the grounds for securing a claim are set out in the form of evaluative concepts, this may lead to an erroneous conviction of the court about the need to apply measures to secure a claim or, conversely, the absence of such. The problem of the rulings issued by the courts is also their lack of motivation, and, consequently, inconsistency with the requirements of the Code of Civil Procedure of Ukraine regarding the form and content of the rulings (part 5, article 153, article 210 of the Code of Civil Procedure of Ukraine).

The vagueness of the content of the grounds for securing a claim leads to the fact that in some decisions the courts indicate only the need to secure a claim without any justification, or note the expediency of securing a claim in a particular case.

Meanwhile, when deciding to secure a claim, the court must take into account that it is expedient and possible if there is a sufficiently reasonable assumption, and that non-acceptance will lead to adverse consequences, as mentioned by the Code of Civil Procedure of Ukraine. Security measures are taken precisely in order to make this goal realistic, namely, to ensure the execution of a court decision. However, it should be noted that when the court decides on taking measures to secure the claim, the decision as such does not yet exist. The court takes measures to make real the execution of the court decision that will be issued in the future, i.e., after consideration of the case on the merits.

The Code of Civil Procedure of Ukraine does not provide for conditions obliging the court to secure a claim - in particular, it does not put forward a condition for securing a claim that it is justified by the evidence provided. However, not all scholars take this position. In particular, Pogoretskiy et al. specify that the courts should not take interim measures if the applicant did not substantiate the reasons for filing an application for securing a claim with specific circumstances confirming the need for interim measures, and did not provide evidence to support his arguments [32].

The decision of the Plenum of the Supreme Court of Ukraine "On the practice of applying civil procedural legislation by courts when considering applications for securing a claim" states that, when considering an application for securing a claim, the court must, taking into account the evidence provided by the plaintiff in support of his claims, make sure that a dispute really arose between the parties and there is a real threat of non-

execution or difficulty in enforcing a possible court decision to satisfy the claim; it is also stated as necessary to find out the scope of claims, data on the identity of the defendant, as well as the compliance of the type of security for the claim, which the person who filed such a statement asks to apply, claims [49].

In a civil process, which is conducted in local courts, in accordance with Art. 152 of the Civil Procedure Code of Ukraine, a claim can be secured in the following ways [31; 49]:

- Imposition of attachment on property or funds belonging to the defendant and being with him or with other persons;
- Prohibition to perform certain actions;
- Establishing an obligation to perform certain actions;
- Prohibition of other persons to make payments or transfer property to the defendant or to fulfill other obligations in relation to him;
- Suspension of the sale of seized property, if a claim is filed to exclude it from under arrest;
- Suspension of recovery under the executive document, appealed by the debtor in court;
- Transfer of things that are the subject of a dispute for storage to other persons.

This list of measures to secure a claim is not exhaustive. The court may, on its own initiative, apply both other measures to secure the claim, and simultaneously several measures listed above [20-22]. At the same time, such a measure to secure a claim as the seizure of wages, pensions, stipends, and other compensation and social payments due to the defendant is not allowed. In addition, perishable items cannot be seized.

The adoption of measures to secure the claim is possible at any stage of the civil process, if the failure to take them may complicate the execution of the court decision or make it impossible, and is carried out on the basis of the plaintiff's application. According to Art. 151 of the Code of Civil Procedure, the application must indicate: the name of the plaintiff and the defendant, the reasons why the plaintiff asks the court to take measures to secure the claim, the type of measure to secure the claim, and other additional information necessary to secure the claim.

An application for securing a claim can be filed: before filing a claim (in the event that the claim concerns infringement of intellectual property rights), together with the claim, as well as at any stage of the judicial process until the decision on the case is made [30]. In the event that an application for securing a claim is filed before filing a statement of claim, the claim itself must be filed no later than 10 days from the date the court issued a ruling on securing the claim.

As a rule, the application is considered by the court on the day of its receipt without notifying the plaintiff and the defendant. When deciding to secure a claim, the court may require the plaintiff to post bail in order to prevent "abuse of the right to secure a claim" for the plaintiff. In this case, the amount of the bail (which is paid on the deposit of the court) should not exceed the amount of the claim [34-36]. Based on the results of consideration of the application, the court issues a ruling indicating the type of security for the claim and the grounds for its choosing, the amount of security for the claim (in full or in part), the procedure for the execution of the measures taken to secure the claim, as well as the amount of the required security (if such is appointed by the court). This determination is subject to immediate execution by the bodies of the state executive service. The court may also by its ruling refuse to take measures to secure the claim. Then the plaintiff has the right to appeal this ruling, and, like the defendant can appeal the ruling on taking measures to secure the claim in an appeal, and then (if necessary) in a cassation procedure.

It is possible that a situation may arise when the court, at the request of one of the parties, can replace the method of securing the claim. Moreover, if the defendant is the initiator of such a replacement, he must obtain the prior consent of the plaintiff.

Also, by its ruling, the court has the right to cancel the measures introduced to secure the claim.

The procedure for applying measures to secure a claim in civil proceedings raises many other questions, including: the ability of the court to independently, without a statement from the persons participating in the case, apply the securing of a claim, how to notify the defendant about the consideration of an application for taking the measures in question, problematic aspects of the cancellation of the court definition on the appointment of interim measures, etc [25-27]. It is noteworthy that the resolution of the above problems is situational in nature. Courts, taking into account the practice of individual regions and the analysis of the actual circumstances of the case, themselves overcome the inconsistency and understatement of the current civil procedural legislation.

Ukrainian lawyers emphasize that securing a claim is one of the key procedural tools designed to guarantee the execution of court decisions. Short deadlines for considering an application, absence of the need to call the parties, the ability to suspend the contested decision and block the actions of opponents - this is not a complete list of the advantages of interim measures. Moreover, sometimes the purpose of initiating a lawsuit is not to resolve litigation on the merits, but namely to secure a claim [19].

In the new Code of Civil Procedure, the legislator somewhat changed the approach to the institution of securing a claim, paying much more attention to it than in previous editions of the procedural law, and significantly expanding the powers of the court in matters of both ensuring the execution of a future decision and countering the abuse of rights by participants in the trial.

An incomplete list of possible measures to secure a claim is given in Article 150 of the Code and includes:

- Seizure of property and (or) funds belonging to or subject to transfer or payment to the defendant and held by him or other persons;
- Prohibition to perform certain actions;
- Establishing an obligation to perform certain actions;
- Prohibition of other persons to take actions regarding the subject of the dispute or to exercise payments or transfer of property to the defendant or fulfill other obligations in relation to him;
- Stopping the sale of seized property, if a claim is filed to recognize the ownership of this property and to remove the seizure from it;
- Suspension of recovery on the basis of a writ of execution, disputed by the debtor in court;
- Transfer of a thing that is the subject of a dispute for storage to other persons who have no interest as a result of resolving the dispute;
- Stop of the customs clearance of goods or items;
- Arrest of a sea vessel carried out to secure a maritime claim.

This list is incomplete because the legislator has provided for the possibility of applying other measures that, at the discretion of the court, will be able to fully fulfill the functions assigned to the institution [37; 38]. If necessary, as it was mentioned above, the court may apply several interim measures simultaneously.

Measures for securing a claim may be applied by the court that is considering the dispute or will consider it, if the application for securing the claim is filed before filing the statement of claim. The old version of the Code provided for only one category of disputes in which it was possible to secure a claim before it was filed: in matters of protection of intellectual property rights [41]. Now such a condition has been excluded, in connection with which it has become possible to secure a claim before it is filed in all categories of disputes, which should ensure their timely application by the court and proper protection of the rights and interests of the plaintiff.



Such a transformation is due to the tightening of requirements for a claim: now, in order to properly file a claim with a court, it is necessary to collect almost all the evidence and form a clear legal position, which takes some time [44]. At the same time, immediately after a violation of the plaintiff's right is discovered, he can apply to the court for the application of measures to secure the claim, which will make it possible to prepare a claim and file it without undue haste - qualitatively and in balanced manner, with the knowledge that the execution of a possible decision in the case has already been secured and further deterioration of the position of the plaintiff is impossible.

The year 2020 was marked by the entry into force of the Law of Ukraine "On Amendments to the Economic Procedural Code of Ukraine, the Civil Procedure Code of Ukraine, the Code of Administrative Procedure of Ukraine regarding the improvement of the procedure for considering court cases" No. 460-IX (Law).

In addition to introducing the sensational "cassation filters", the Law changed the rules for securing a claim. Thus, in all types of legal proceedings, the possibility of securing a claim by establishing an obligation to perform actions is excluded. Let us note that the exception was the civil process: it allows securing a claim by establishing such an obligation, but only if the dispute arose from family legal relations.

Moreover, the Law significantly limited the list of possible interim measures in economic and civil proceedings. Thus, earlier the codes allowed securing a claim by other measures not directly provided for by them, if such measures are necessary to ensure effective protection or restoration of violated or contested rights and interests [45]. However, after the entry into force of the Law, interim measures not established by the Economic and Civil Procedure Codes are allowed only in cases expressly provided for by laws and international treaties that are part of national legislation.

In general, the Law has significantly limited the list of possible interim measures, for which it has been criticized more than once. After all, the above restrictions in practice can lead to leveling the very purpose of interim measures: to prevent complication or to prevent the impossibility of enforcing a court decision or effectively protecting or restoring the violated or contested rights of the plaintiff.

In judicial practice, in terms of the application of interim measures, one can note the continuation of the trend of previous years. The legal position of the Supreme Court (SC) is well-established that the plaintiff's statements alone about the potential possibility of the defendant evading the execution of the court decision are not sufficient grounds to satisfy the application for securing the claim. Courts in their practice often rely on this position [23; 33].

Considering the positions of the courts, it should be noted that securing a claim is more likely if the assumptions that the defendant may act in bad faith are substantiated, that is, confirmed by appropriate evidence.

In addition, it is important to take into account the limitations on the application of measures to secure a claim. Thus, in the decision of October 1, 2020, the Supreme Court in case No. 524/188/18 drew attention to the fact that it is unacceptable to secure a claim by suspending the execution of court decisions that have entered into force.

It is also interesting to note that if the exercise of the right to claim was unlawful, that is, it was filed only with the aim of causing harm to the defendant, then such a defendant will be able to further recover the damage caused as a result of securing the claim [47]. At the same time, despite the fact that the procedural actions themselves are carried out by the court (it imposes arrest, prohibits certain actions, etc.), the person on whose initiative the court committed such actions is held liable. Therefore, in order to avoid negative consequences, the parties are obliged to prevent the abuse of procedural rights and obligations.

In general, the legislative innovations of 2020 force the participants in the process and their representatives to be resourceful and find legal grounds for applying effective interim measures aimed at maintaining the existing situation before considering the case on the merits, to think over the arguments. They also protect conscientious participants in legal relations from abuse of rights, including procedural ones, by opponents.

Speaking about the EU law in this field, one should note that in most member states with a civil law heritage, a code serves as the primary source of enforcement law; but, in some, special legislation serves as the primary source of enforcement law instead of a code. In certain member nations, the law in this area is more complex and spread out among several separate legal documents. The main legal basis for enforcement proceedings, particularly in Austria, is the "Exekutionsordnung" (Enforcement Regulation - Enforcement Code, EO). In Belgium, the civil enforcement process is governed by the Belgian Judicial Code, which was established by law on October 10, 1967. The Bulgarian legal system is governed by the Civil Procedure Code. The main source of Croatian enforcement law is the Enforcement Act, which is not a code as could be assumed but rather a separate piece of legislation. In Estonia, the procedure for enforcing enforceable titles is governed by the Code of Enforcement Procedure. It is the Finnish Enforcement Code from January 2008, which has gone through a lot of amendments since then. The legislative and regulatory components of civil enforcement in France are currently governed by certain portions of the Civil Enforcement Procedures Code. Numerous clauses pertaining to enforcement are also found throughout the Code of Civil Procedure. The German Code of Civil Procedure (ZPO) governs enforcement. The basis for enforcement in Greece is the Code of Civil Procedure. The Legislative Decree 30 May 2002, n. 113 unified text of justice costs, which is the third volume of the Code of Civil Procedure in Italy, contains the majority of the provisions governing enforcement. The Civil Code, the Code of Civil Procedure, and the Law on Judicial Officers form the basis for enforcement in Lithuania. The "Nouveau code de procédure civile" of Luxembourg governs this circumstance. The four different codes that control various legal transactions in Malta are the Civil Code, Criminal Code, Commercial Code, and Code of Organization and Civil Procedure. The fundamental laws governing civil enforcement in that nation are the Dutch Civil Procedure Code (book 2) and the Civil Code. Romanian enforcement is based on the New Civil Code, New Civil Procedure Code, Romanian Commercial Code, and Law No. 188/2000 on Judicial Personnel. The enforcement procedure in Slovakia is governed by Act No. 233/1995 Coll. on Judicial Officers and Enforcement Proceedings and on the Amendment of Other Acts, as Amended (the Enforcement Code). The primary enforcement statute in Slovenia is the Enforcement and Securing of Civil Claims Act (ESCCA) of 1998, as amended (a single act, not a code). With the adoption of Act No. 120/2001 Coll. on Judicial Officers and the Enforcement Activity (hereafter the Enforcement Code) and the revisions that followed, the Czech Republic stands out as an example of a significant reform in 2001. It appears that before 2001, most creditor rights were not upheld and court judgments were essentially unenforceable. The institution of the judicial officer was established in 2001 by the Enforcement Code, which was founded on the idea that any judicial officer action begins once court proceedings have concluded. The lack of a code in Cyprus is made less significant by the existence of special laws such the Law on Enforcement Procedure, Cap. 6, and (ii) the Civil Procedure Rules issued by the Supreme Court and safeguarding measures, Orders 40-47 of the CPR. Despite not being a code in the traditional sense, this special law appears to be generating a legal environment similar to that of a code [28].

Poland has a relatively complicated legal system, with provisions dispersed throughout codes like the Civil Code, Labor Code, and Code of Civil Procedure, as well as in a variety of other special laws, such those on banking and bankruptcy. More than a hundred legal documents, including Laws, Decrees, Ordinances, and Minister's Decrees, among others, make up Portugal's comprehensive law that governs the enforcement

process, and these documents go through several revisions and adjustments throughout time. The Debtors (Scotland) Act 1987, the Debt Arrangement and Attachment (Scotland) Act 2002, and the Bankruptcy and Diligence etc. (Scotland) Act 2007 are only a few examples of the different instruments that make up Scottish enforcement law. Spanish law covers a wide range of topics that have an impact on civil enforcement. The Spanish Procedural Act is the primary piece of legislation, however additional acts contain specific guidelines for particular situations. The Service Act, the Enforcement Code, the Enforcement Regulation, the Service Regulation, the Swedish Code of Judicial Procedure, and the statute on Demand for Payment and Enforcement Assistance are among the key pieces of Swedish legislation that are relevant to the enforcement procedure [28].

The legal foundation for giving the authority to enforce a claim and for conducting enforcement actions is an enforcement title. Even if there are certain general categories that may be mentioned, enforceable titles vary across the EU. In nearly all civil law jurisdictions, court judgments, arbitral awards, notarial deeds, and administrative decisions are directly enforceable, whereas in common law systems, court judgments and arbitral awards are the definitive enforcement titles.

Other foreign non-EU foreign enforceable titles may also be enforceable, either on the basis of bilateral conventions or on the basis of the national law of the country of enforcement. Enforceable titles originating from other EU member states are also enforceable on the basis of the applicable EU regulation at the time. In most jurisdictions, a mediated settlement agreement can be enforced after governmental participation and the granting of enforcement effect, albeit additional conditions must also be completed.

“Special enforcement titles exist in some jurisdictions, like: an extract from Special Pledges Registry for registered collateral and for initiation of execution; a pledge agreement or mortgage deed under Art. 160 and Art. 173, para. 3 of the Obligations and Contracts Act; an act establishing private dues to municipality or the state in case enforcement is subject to the civil procedure; promissory note, bill of exchange or other securities of a warrant, as well as a bond or coupons thereon, all of them in the case of Bulgaria” [9]. There is a difference between trustworthy documents (*vjerodostojne isprave*) and immediately enforceable titles (*ovrne isprave*) in the case of Croatia. They differ significantly in terms of who is authorized to issue the enforcement order, what it contains, whether an appeal may be filed against it, and whether or not it has a suspensory or non-suspensory effect.

In German civil procedural law, there are several ways to challenge judicial acts on preliminary protection of rights. The choice of the method of appeal depends on the type of ruling issued by the court and on the procedure for considering an application for taking measures of preliminary protection of rights. If the application is considered in a court session in accordance with paragraph 1 of § 922 of the Code, the decision to take measures of preliminary protection of rights can be appealed against on appeal.

If an application for taking measures of preliminary protection of rights is considered without a court hearing, in accordance with paragraph 1 of § 922 of the Code of Civil Procedure of the Federal Republic of Germany, the court ruling can be appealed by filing an objection (*Widerspruch*). In this case, the court sets the date for the court session, at which a court decision is made on the issue of taking measures for the preliminary protection of rights. This court decision can also be appealed on appeal in accordance with § 924 and 925 of the Code of Civil Procedure of the Federal Republic of Germany.

If the court issues a ruling on the refusal to take measures of preliminary protection of rights, then the applicant, in accordance with paragraph 1 of § 567 of the Code of Civil Procedure of the Federal Republic of Germany, has the right to appeal against it by filing a private complaint.

In German civil procedural law, in addition to appeal, there are other ways to protect the rights of a person against whom an application for taking measures to secure a claim was directed. In particular, at the request of the defendant or at the initiative of the court, the securing of the claim may be canceled by the same judge or court; at the request of the defendant, it is allowed to replace some measures to secure a claim with others [14].

According to paragraph 1 of § 927 of the Code of Civil Procedure of the FRG, the defendant has the right to apply for the cancellation of the arrest or temporary order on the grounds that there has been a change in circumstances. A change in circumstances is recognized, for example, when the threat of difficulty or the impossibility of enforcing a judgment ceases to exist.

In German civil proceedings, the defendant's proposal to deposit the amount of the applicant's claims into the deposit account of the court is considered by paragraph 1 of § 927 of the Code of Civil Procedure of the Federal Republic of Germany as a change in the circumstances that caused the seizure. The defendant can thus prevent the execution of the ruling on the adoption of measures of preliminary protection of rights. If the seizure has already been imposed by the time when the debtor has deposited into the deposit account of the court the amount established in the judicial act on the seizure, then the court, in accordance with paragraph 1 of § 934 of the Code of Civil Procedure of the Federal Republic of Germany, cancels this act.

In addition, the Code of Civil Procedure of the Federal Republic of Germany, providing in paragraph 1 of § 926 the possibility of filing an application for the adoption of measures of preliminary protection of rights before filing a claim, also protects the rights of the person in respect of whom these measures were taken. In this case, such a person may apply for the court to set a time limit for filing a claim with the court by the applicant. If the applicant does not file a claim with the court within the established period, the person in respect of whom measures of preliminary protection of rights have been taken has the right to apply to the court with an application for the cancellation of these measures.

Since measures to secure the claim are taken by the court even before the case is considered on the merits, there is always a risk of causing losses to the defendant due to the fact that both the claim and the security measures may turn out to be unfounded. According to § 945 of the Code of Civil Procedure of the Federal Republic of Germany, the defendant has the right, after the entry into force of the decision by which the claim was dismissed, to file a claim against the plaintiff for damages caused to him by securing the claim.

The judicial practice of Germany knows a way to protect the rights of the defendant, which allows him to file a so-called protective document with the court even before submitting an application for taking measures of preliminary protection of rights. To file a protective document, it is sufficient for the defendant to assume that the plaintiff may require the said measures to be taken.

The protective document contains the debtor's petition to refuse to take measures of preliminary protection of rights or to consider by the court an application for taking such measures without fail at the court session, if it is presented.

It should be noted that the possibility of filing a protective document is not provided for in the law. This method of protecting the rights of the defendant was originally developed by the courts in the course of proceedings in cases of unfair competition, and today it is a recognized method of protecting the interests of the defendant when taking measures to secure a claim. According to a number of German authors, the court should take into account the protective document on the basis of the guaranteed by paragraph 1 of Art. 103 of the Basic Law of Germany the right of every person to be heard by the court [29].

In German legal literature, the question is debated as to whether the court can refuse to take measures of preliminary protection of rights only on the grounds that a protective document has been declared. Some authors believe that the court is obliged in this case to provide the person applying for measures of preliminary protection of rights with the opportunity to respond to this document, or a court session should be held [39].

As a rule, the court determines the date of the hearing, which guarantees the right of the person applying for a measure of preliminary protection of rights to be heard by the court. The following option is also allowed: the court sends a defense document to the applicant to present his opinion. In the future, the issue of taking these measures is resolved within the framework of written proceedings [40].

It seems that the implementation of such a method of protecting the rights of the defendant when taking measures to secure a claim in the civil process of Ukraine, as giving him the right to file a protective document before filing an application for securing a claim, would ensure a balance of interests of the parties to the dispute. Firstly, granting such a right to the defendant would significantly reduce the risk of taking unreasonable measures against him on securing a claim, since in a protective document the defendant can reasonably state his position to the court, if necessary, supporting it with evidence. Secondly, this would not violate the rights of the applicant (plaintiff): he would have the opportunity to present to the court his reasoned objections to the protective document. At the same time, the introduction of this method of protecting the rights of the defendant into Ukrainian civil procedural law, in our opinion, should be carried out with some restrictions that meet the goals and objectives of civil proceedings, as well as the needs of law enforcement practice. In particular, granting the defendant the right to present a protective document in court should not contradict such an important characteristic of measures to secure a claim as their urgent nature. Therefore, if the defendant presented a document of protection to the court, and later the plaintiff petitioned for securing the claim, but the court left such a petition without progress and invited the plaintiff to present his opinion on the document of protection, the defendant should not be notified of the filing of an application for securing the claim until the plaintiff exercises his right to present objections to the defense document to the court.

The EU has national and actually “federal” (represented by procedural regulations and directives) procedural law, but there are no special courts for the application of the latter. As a result, the courts of the participating states simultaneously play the role of both “national” and “European” justice bodies [8]. In this regard, there is a need for an additional principle of “mutual trust”, which is not proclaimed in the United States, since relations there are built on imperative principles and the federal government, by virtue of subordination, makes the prevailing decisions. In the EU, additional guarantees are needed that the court of another state will implement exactly the “federal”, and not the intra-national norm. In other words, the principle of mutual trust is necessary to legitimize the national court as a pan-European [9]. It guarantees that it is an act of common European justice that is passed, subordinating the national judiciary to common European standards.

Another difference, for example, from the United States is that in the United States, either state or federal law is applied in each specific case, but not both at once. In the EU, even if the situation is “federal”, many of the supranational norms contain references to the internal law of the member states. From our point of view, this indicates a somewhat different distribution of competence, in particular, the assignment of almost all issues of legal proceedings and enforcement to the jurisdiction of national law. This is quite explicable by the fact that there are no “federal courts” in the EU, and it is easier and more efficient for national courts to act in accordance with existing procedures, while relying on supranationally unified norms only when the situation requires it.

Summarizing the above, we can establish that the European civil law has a dual nature. In its own (narrow) sense of the word, this is the federal procedural law of the EU, applicable due to the nature of the distribution of competence to cross-border relations of an intra-community nature. In a broader sense, it is also a set of those rules, norms, and principles of the administration of justice that the EU, as a federal center, adopts for both the federal and national levels of the judiciary in order to ensure the unity of the justice space. Ideally, the European justice area should be an integral, unified, and internally consistent system. The reality, however, is far from this, since there are many problems, both of legal and political nature, that impede the implementation of the ideas conceived.

The only judicial mechanism for the protection of violated rights within the EU is the activity of the Court of Justice of the European Union, whose practice laid the foundation for the development of the concept of protecting human rights within the new European legal system.

The concept of the EU Court of Justice on the judicial protection of the rights of individuals in national courts aims to achieve certain results, leaving it to the discretion of the courts to choose the procedures and ways in which this result should be achieved, with full institutional and procedural autonomy of the Member States.

In the Butter-buying cruises case [24], the ECJ pointed out that Union law does not aim to create new remedies, but there must be a real possibility of using national remedies to ensure compliance with EU law. However, it is now obvious that national procedures and methods of protection alone may not be enough to effectively protect the rights of individuals, then it becomes necessary to change existing national norms to ensure full and effective protection of the communitarian rights of individuals [24]. Community rights are the rights and freedoms that arise for individuals by virtue of EU law, which are of an economic and social nature, necessary for the effective functioning of a single space.

Below we present examples of the most notable cases heard by the EU Court of Justice in the field of enforcement. Thus, for example, in the decision in the case of San Giorgio [15], the EU Court ruled that individuals are entitled to a refund of taxes and duties paid in violation of EU law. The presented method of protection follows from EU law, which prohibits the discriminatory application of taxes.

In accordance with the decision of the EU Court of Justice in the case of Von Colson [15], damages reimbursement must be adequate to the damage caused. In the Marshall II decision [15], the ECJ extended the position expressed earlier, noting that adequate damages meant full damages, including the award of interest.

It follows from the decision in the Factortame I case [14] that an individual has the right to take measures to secure a claim, including against the state, despite the violation of national constitutional law.

The European Court of Human Rights is by far the most important body for the protection of human rights (including for citizens of Ukraine). However, practice shows that the Charter of Fundamental Rights of the EU can subsequently “displace” the European Convention on Human Rights as the main document that establishes rights and freedoms, and the EU Court of Justice will take the role of the main court for human rights in the European Union [19].

However, it is impossible to consider the meaning and essence of the definition of “security measures” separately from such a fundamental concept as “a measure (form) of state coercion”. In the theory of law, the authors of scientific literature paid sufficient attention to this concept. Let us dwell only on some of the definitions proposed in the theory of law. Storskrubb argues that the legal form of state coercion is united by a commonality of goals, grounds, legal consequences, and procedures for the

application of specifically isolated groups of coercive measures that can be distinguished from each other, that is, classified [40]. Halberstam [14] believes that the substantive basis of various legal forms of state coercion consists of the specifics of particular coercive measures, goals, grounds, and consequences of application. Other authors believe that the definition of measures of state coercion is based on the functional purpose of general and special goals and objectives, taking into account the significance of measures and their role in law. Let us dwell separately on the definition of a measure (form) of state coercion, which is given by Stehlik: "A measure (form) of state coercion is a separate group of coercive means that have a specific purpose, legal and factual basis and a specific application procedure, which determines the method of coercive influence and legal consequences characteristic of this group of measures or their absence" [39; 42].

In general, practicing lawyers, speaking of securing a claim, mean: an independent institution of procedural law; means of protecting the right and legally protected interest in court; an important guarantee that ensures the actual execution of a future judgment; procedural actions for the application by the court of the measures provided for by law; measures of civil procedural restraint aimed at preventing possible difficulties in the execution of a court decision.

Undoubtedly, the development of the civil procedural legislation of Ukraine entailed a significant modification of such an institution as securing a claim. At the same time, the changes that have been made to this institution, as well as those novelties that are not in the current Code of Civil Procedure of Ukraine, actually indicate that the draft law essentially refers to a completely new procedural institution - interim measures. This is confirmed by the fact that, according to the current procedural code, the concept of "securing a claim" and "types of securing a claim" are regulated within this institution as a claim and are placed in section III of the Code "Claim proceedings". But in the draft Code of Civil Procedure of Ukraine, this procedural institution is removed from the section "Action proceedings" and placed in the section "General Provisions".

The need to create an essentially new procedural institution is connected with the desire of the author of the draft law to introduce new concepts, along with measures (types) of securing a claim, such as previous interim measures that are widely and successfully used in foreign countries, as well as provide for the possibility of counter security. In addition, for the first time, it provides for the possibility of taking measures to secure a claim at the request of a party to the case, only referred to international commercial arbitration, an arbitration court (part 3 of article 150 of the draft Code of Civil Procedure of Ukraine), while today this is provided only in relation to an already adopted decision of foreign court, including international arbitration - Part 1 of Art. 394 Code of Civil Procedure of Ukraine), but only at the request of the person filing a petition for permission to enforce the decision of a foreign court, and not of any party to the case and without an arbitration court. The procedure for taking previous interim measures has also changed significantly. So, while part 4 of Art. 151 of the current Code of Civil Procedure of Ukraine provides for securing a claim prior to its submission only in respect of claims arising in order to prevent violation of intellectual property rights, then Part 2 of Art. 150 of the draft already provides for the possibility of securing any claim before it is filed. This is also a significant novelty of the draft law, which aims to ensure that a person whose rights have been violated or contested has the opportunity to apply for judicial protection immediately after learning about such a violation, in an accelerated procedure, that is, before filing a claim, while the defendant is still did not hide his property, and so that judicial protection as a whole would be effective, and the right to justice would be realized. In addition, in fact, this is an incentive for reconciliation of the parties. Such events have been operating in European countries for a long time, therefore, in this case, the unification of procedural norms with international norms is achieved. For example, in France (*saisie*), in Germany (*Arrest*), in Italy (*sequestro*) - with the help of arrest, in England (*Mareva*

*injunction*) - the prohibition of the Ghost, according to the name of one of the parties to the case in which this measure was first applied, etc. The European Court of Human Rights recognizes interim measures as an element of the exercise of the right to a court (Lock plc v. Beswick (1989)).

Yet, the biggest novelty of the draft Code of Civil Procedure of Ukraine is the detailed regulation of the procedure for mutual security, while in the current code only one part 4 of Art. 153 (deposit) is devoted to it, which does not contain any procedural regulation and that was not mandatory, and therefore, in fact, was not applied by the courts.

Counter security is essentially a guarantee of compensation for possible losses for the defendant. This institution of civil procedure is an unconditional progress for the entire system of interim measures. It aims to ensure a certain balance of the parties and neutralize the possible negative consequences that may arise as a result of the application of interim measures by the court. So, according to part 1 of Art. 155 of the draft Code of Civil Procedure of Ukraine, the purpose of this institution is to ensure compensation for the defendant's losses, which may be caused by securing a claim.

In contrast to securing a claim, the purpose of which is to protect the interests of the plaintiff, the counter-security is aimed primarily at protecting the interests of the defendant. In addition, in fact, this is the preservation of the existing status quo between the parties until the final decision of the court is made.

The draft law does not provide an exhaustive list of counter security measures. So, in part 4 of Art. 155, the draft Code of Civil Procedure of Ukraine notes that the counter security, as a rule, is carried out by depositing funds into the deposit account of the court in the amount determined by the court.

As the demand for foreign travel grows, the method of restricting a bad faith debtor (and often a good faith debtor, and sometimes not a debtor at all) in the right to travel abroad becomes increasingly more popular. Courts of different instances in all regions of Ukraine are considering a huge number of relevant applications. But, unfortunately, they are also solved in different ways, and, as a result, judicial practice is full of diametrically opposed decisions. Moreover, applications are considered at different stages - both before the filing of a statement of claim, and at the stage of trial, and at the stage of enforcement proceedings. The procedural form of applying to the court in the first two stages above is an application for securing a claim, in the third - the presentation of a state executor.

The direct subject of the appeal is the person participating in the case. The types of securing a claim are listed in Article 152 of the Code of Civil Procedure of Ukraine, but among them there is no "restriction on the right to travel abroad". At the same time, a prohibition to carry out certain actions is provided; in addition, if necessary, the court may apply other types of securing the claim. This, as a rule, is the explanation provided by courts for their decisions that satisfy the applications.

On the other hand, the courts refusing to provide such security justify this by the fact that the existence of an unfulfilled obligation by the debtor in itself is not an unconditional basis for restricting the right, or that Law No. 3857-XII does not provide restriction on travel abroad by court order in order to secure the stated claim, and in some cases it was found that the courts are not at all the body authorized to consider the issue of restriction of exit.

It seemed that the Supreme Court of Ukraine (SCU) brought clarity on this issue in its decision of June 1, 2011 in case No. 6-49067sv10. The Supreme Court of Ukraine came to the conclusion that the courts of previous instances went beyond their powers by satisfying the application to restrict the debtor from traveling abroad, since this type of security is not provided for by Article 152 of the Code of Civil Procedure of Ukraine,

and there is no provision in the Code itself that would give the court the authority to secure the claim in this way [5; 10].

Meanwhile, according to many lawyers and advocates, the restriction of the debtor's right to leave in order to secure a claim is unacceptable [43]. The Supreme Court of Ukraine, in its ruling dated June 1, 2011, having considered the issue of the legality of the travel prohibition as a security for claims, found that such security is contrary to the requirements of the law. After analyzing in a systematic connection the provisions of Article 33 of the Constitution of Ukraine (the right of everyone to freely leave the territory of Ukraine can only be limited by law), Article 6 of the Law of Ukraine "On the procedure for exit from Ukraine and entry into Ukraine of citizens of Ukraine" (grounds for temporary restrictions on the right of exit of citizens of Ukraine abroad), articles 151-153 of the Civil Procedure Code of Ukraine (grounds for securing a claim, types of securing a claim, consideration of a statement of claim, execution of a ruling on securing a claim), the Supreme Court of Ukraine determined that the courts do not have procedural authority to apply interim measures to the debtor in the form of a prohibition on travel abroad.

Such a decision of the Supreme Court can be considered absolutely fair. However, the question of the illegality of court rulings to secure a claim in the form of a prohibition on travel abroad is beyond the exclusive procedural powers of the court.

The right of everyone to freely leave the territory of Ukraine, guaranteed by the Constitution, is unshakable. And any restrictions on this right are unacceptable. Banks' claims about security measures such as travel bans are not only absurd in terms of the application of laws, but also contradict formal logic.

We believe it fair to consider the need to pay attention to the nature of the penalty, the state and location of the things in dispute, the financial situation of the defendant, the grounds for filing a claim and other circumstances that make it possible to foresee the defendant's opposition to the execution of the future judgment.

The court, choosing the type of securing the claim, must choose the method that is most aimed at securing the subject of the dispute. At the same time, it should be taken into account that the court chooses those types that are indicated in the application for securing the claim. The types of securing the claim or their combinations must be commensurate with the stated requirements of the plaintiff.

This condition, when formulated as "proportionality of the type of security", is mainly aimed at protecting the rights of persons against whom measures are taken to secure the claim. The rules for securing a claim are aimed at creating conditions for the effective protection of the applicant's rights through the implementation of interim measures, the adoption of which should not lead to unreasonable infringement of the rights of the opposite party or to its economic collapse. Proportionality in this case should mean the compliance of a certain type of security, measure, and material means with the size or volume of a substantive claim [42].

The requirement of proportionality is an assessment category for the court, gives it a margin of appreciation and, in turn, requires it to give a certain reasoning for its decision. Therefore, taking into account what has been said, the court must consider the 'ratio' of the type and size of the security of the claim to the stated claims. At the same time, the court must proceed from the principles of fairness and reasonableness, and also take into account the correlation of the type and amount of securing the claim with the interests of the defendant. It is important that when the court considers the issue of securing a claim, the balance of all participants in the disputed legal relationship is maintained.

Another condition for securing a claim is compliance of the size of the claim and the proportionality of the type of security to the consequences that its acceptance may have for the opposite

party. If the provision of a claim will cause disproportionate losses to another person, then the adoption of protective measures without any additional conditions should not be carried out [14].

Derogation from the requirements of proportionality without any additional conditions is possible only if, on the one hand, the property in respect of which the rights of the opposite party are limited is, according to the applicant, the only material asset that can be levied in the future, and, on the other hand, when the law does not require the mandatory provision of security for losses from the adoption of protective measures [28].

The implementation of the private law principles of the European Union in Ukrainian legislation and the implementation of judicial reform are today one of the most important tasks for the judiciary and the country as a whole. Judicial reform is the main requirement that Ukraine must fulfill in order to become a full member of the European Union. Legal experts rightly point out that the establishment of human rights is the main way to develop a democratic state. "In all areas of government and public life, we need to get rid of the burden of the Soviet legacy, which slows down the path forward. It is especially important to destroy the negative manifestations of socialist and communist legal understanding in the field of interpretation and application of legal norms in the activities of the courts and the administration of justice" [23].

At the national level, it is necessary to form approaches to writing court decisions taking into account the leading international standards, which, in turn, should correspond and be applied in the course of training future lawyers in educational institutions. Only in this way, the real rooting of European standards and practices of observance of the rights of the parties to the case in the application of civil action enforcement measures is possible.

First of all, it is necessary to change the approach to the formation of judicial practice. One cannot but agree with the opinion that "it is not normal when the decisions of the Supreme Court contradict each other. The lower courts have nothing to rely on in this sense. They have a very wide field of decisions of the Supreme Court, so they can take virtually any legal position. Such a variety of legal positions in relation to similar disputable legal relations is unacceptable and leads to chaos" [32].

It is irrefutable that the decisions of the European Court are a new source of law, primarily from a law enforcement point of view. Therefore, the Supreme Administrative Court of Ukraine expects to apply to the National School of Judges of Ukraine with a proposal to include in the curricula the required number of hours devoted to the study of the content and analysis of the decisions of the European Court, their adaptation to the needs of administrative proceedings, to ensure the organization of measures to improve qualifications of judges and employees of the apparatus of administrative courts.

In order to avoid errors that occur in court decisions regarding the protection of human rights and freedoms, in order to reduce the number of cases of unjustified refusals of citizens to satisfy claims and, accordingly, appeals to the European Court, the Supreme Administrative Court of Ukraine takes measures to ensure the same approach of administrative courts to the application of the Convention on protection of human rights and fundamental freedoms.

Therefore, an article-by-article analysis of the compliance of Ukrainian legislation with the relevant act of law of the European Union (EU *acquis*) is necessary and a correspondence table should be prepared. In the event that, based on the results of the article-by-article analysis, inconsistencies between the legislation of Ukraine and the provisions of the act of law of the European Union (EU *acquis*) are revealed, the measures should be taken to implement the acts of law of the European Union (EU *acquis*) (development of the necessary draft regulatory legal acts), deadlines and stages of implementation of each measure and its co-executors should be determined.

The protection of civil rights is one of the most pressing issues at the present time, since the complication of social relations and the strengthening of their material basis contributes to an increase in the number of disputes about the violation of the rights of some in view of the exercise of rights by others. All this gives rise to a dispute and, as a result, an appeal to the court with the aim of resolving it by the competent authority, however, despite this, a person whose rights have been violated cannot be completely sure of the restoration of his or her rights, and not because the decision was rendered not in his/her favor, but due to the fact that it turned out to be virtually unenforceable. In view of this, the institution of securing a claim, as a way of protecting rights in such a case, does not lose its significance, and the effectiveness of justice in civil cases largely depends on the realization by a person of the right to secure his claims.

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**Primary Paper Section: A**

**Secondary Paper Section: AG**

## HISTORICAL TRACES OF CIMMERIAN ETHNONYM IN CONTEMPORARY AZERBAIJAN-TURKIC ONOMASTICS

<sup>a</sup>GALIBA HAJIYEVA

*Nakhchivan State University, University campus, Khatai  
Nakhchivan, AZ 7012, Azerbaijan  
email: "oguzhaciyev@gmail.com"*

**Abstract:** Ethnonyms and historical-geographical names that reflect the names of the ethnoses are a part of the language's interesting vocabulary groups. Without ethnonyms or toponyms, it is impossible to get detailed information about the formation of any people. That is why ethnotoponyms in the onomastic system of language are considered to be the oldest lexical units. It is clear from the studies that the history of the origin of many ethnotoponyms belonging to the Turkic language is older than the history of written monuments belonging to this language. Each nation has given its name to the geographical objects since its formation, or named them with words belonging to own language. As a result, each toponym, is a product of a certain period and keeps the traces of history. *Avshar, Az, Alpout, Bayat, Bayandir, Gagatay, Chepni, Chinchavat, Chul, Khalaj, Khurs, Kulus, Kechili, Kangar, Mugan, Garakhanli, Kipchak, Padar, Pechenek, Turkesh, Sag, Sungur, Suvar, Oguz, Uz* and hundreds of other such ethnotoponyms bear traces of ancient time in the modern stage of Azerbaijan toponymy. Among these ethnotoponyms, the Cimmerians//Gamarli tribe is one of the tribes that bear the traces of history in Azerbaijani-Turkic onomastics as both ethnotoponyms (*Gamardash* - mountain in Lachin region; *Gamarvan* - village in the administrative – territorial unit of Gabala region; *Gamarvan* - river in Gabala region, *Gamarli* - region in Armenia) and anthroponyms (*Gamar* - personal name; *Gamarli* – surname).

**Keywords:** Azerbaijan; Turkic; onomastics; Cimmerians; Gamarli; ethnonym; toponym.

### 1 Introduction

The formation of each nation occurs as a result of continuous ethnic processes throughout history. In certain historical processes, in the process of consolidation or assimilation of ethnically related tribes between different ethnic groups, one of them takes the dominant position by removing the other from the stage of history, or in other words, one ethnos replaces another. That is why, when studying the origin and geographical area of each nation, it is necessary, first of all, to follow the ethnic processes that take place in the places where they live, consistently at all historical stages. In other words, the main condition is to pay attention to the history of its formation in order to accurately determine the historical origin and geography of modern Azerbaijani Turks. For this, first of all, it is necessary to look for traces of many ancient ethnoses, mentioned in ancient sources and went out of the existence, in the toponyms in the territory of Azerbaijan in modern times. It is also possible to determine the historical and geographical borders of Azerbaijan on the basis of existing toponymic facts in the whole territory of South and North Azerbaijan and the distribution area of ethnoses involved in the ethno genesis of Azerbaijanis.

The fact that various types of onomastic units (toponyms, hydronyms, anthroponyms, etc.) reflecting the names of many ancient Turkic tribes that took part in the ethnogenesis of Azerbaijanis in prehistoric times and was registered in Azerbaijan in modern times plays an important role in solving the problems of ethno genesis of modern Azerbaijanis. The study of the origin of ethnotoponyms such as *Alpaut, Avshar, Aza, Bayat, Beydilli, Bichanak, Chakhirli, Eymur, Gargar, Khalaj, Ilanli, Kechili, Kangarli, Kapanakchi, Kolani, Kulus, Gajar, Garakhanbeyli, Qashqarchay, Kazanchi, Gamarvan, Gipchak, Gushchu, Padar, Sarijali, Tatar, Tekle, Turkler, Turkoba, Unus, Ustupuva* which exist in Northern Azerbaijan and *Az//As, Arshag, Bayat, Bayandur, Afshar, Khalaj, Kemer, Sefidkemer, Siyahkemer, Qashqa, Gajar, Kipchak, Pirsaga, Bilasvar, Turkenbur, Turkmen, Uzerli, Kamus, Uzbeysi* in Southern Azerbaijan today allows identifying the early layers of the history of modern Azerbaijani-Turkic onomastics belonging to the prehistoric period.

### 2 Method

The implementation of scientific tasks predetermined the choice of research methods adequate to them and to the practical material itself - descriptive and historical. They make it

possible to systematically study linguistic phenomena and processes occurring in the object of study and reveal the internal structure of onomastic units. Attempts to clarify the etymology of a number of lexical units required the use of comparative historical analysis techniques.

### 3 Results and Discussion

#### *Cimmerians in historical sources*

It is clear from historical onomastic research conducted on the basis of ancient sources that in modern Azerbaijani-Turkic onomastics there are many ethnonyms of ancient times that have not yet been fully studied. One of these ethnonyms is Cimmerians//Gamars, one of the ancient ethnos that dated back to the pre-historic era and played an important role in the ethnogenesis of modern Turkic peoples, especially modern Azerbaijanis, and preserved its historical trace in modern Azerbaijani-Turkic toponymy such as *Gamarli, Kemer, Kemeralti market, Kemerli river, Kukkemer, Sefidkemer, Kemerdarg* and other toponyms and anthroponyms such as *Gamar*. However, it is unfortunate that many Russian-language studies suggest that the Cimmerians are Iranian-speaking. This misconception is found in the studies of M. Artomonov and V. Abaev [1, p. 126]. Artomonov showed that the three great leaders of the Cimmerians in Asia Minor –Teushpa, Ligdamis (Tugdamme), Sandakashatru, as well as the Scythians and Sarmatians were Iranian-speaking [4, p. 21].

Although some studies describe the Cimmerians as a people of Europid race, they are sometimes described as related to the Celts or Thracians, and even to the ancestors of the Armenians. Sometimes, a group of researchers consider the Cimmerians to be a group of Iranian-speaking Scythians or the ancestors of the Bulgars [46, p. 15].

Despite such biased and erroneous position of some researchers in world politics, who sometimes try to bring the history of ethno genesis of modern Azerbaijani Turks into disrepute for political and ideological purposes as a result of the anti-Turkic policy pursued throughout history, the existing historical facts in ancient historical sources and the lexical units in the modern Azerbaijani onomastic system on the basis of these facts completely refute all false and fabricated claims about the Cimmerians. From this point of view, it is not surprising that some of the information provided in a number of modern studies on the national identity of the Cimmerians refers to them as an Iranian-speaking people.

M.Taner Tarhan concluded more correctly about the origin and roots of the Cimmerians, showing that they were ethnically a community of Ural-Altai origin of Central Asia or a part of proto-Turks: "*The Cimmerians are a typical representative of the Kurgan cultures of Central Asian origin. The cavalry tribes, which spread over large areas of the steppes, form a large western branch of culture. The close ties of the Cimmerian-Scythian culture and the undifferentiated cultural equality clarify the disputes about the origin of the Cimmerians*" [45, p. 355-360].

It was clear from the information provided in historical sources in various languages about the Cimmerians, who lived in a very large geography inhabited by Azerbaijanis, as well as modern Turkic peoples, eternizing the traces of the most ancient Turkic history in many geographical names in the modern historical period and mentioned in the extended and short registers of the Ottoman period that they were one of the oldest Turkic tribes involved in the ethno genesis of Azerbaijanis. According to Karoly Czegledy, the Cimmerians had such an important place in world history because they were the first nomadic tribes to dominate the endless steppes stretching from Hungary to the Great Wall of China [16, p. 13-14]. According to R. Grousset's research, a significant number of archaeological findings

belonging to the Cimmerians in the northern part of the Black Sea date their history back to the 11<sup>th</sup> century BC [23, p. 22-23]. According to I. Tellioglu, the Cimmerians of Central Asian origin migrated west from their native lands in 1800-1700 BC and had a 500-year reign in the steppes of the northern Caucasus [46, p. 15].

In some sources, the name of the Cimmerians is mentioned in the Bible as Gomer among the sons of Yassaf regarding the rebirth of humanity after the flood of Noah [47, p. 370]. Referring to Arabic sources, I. Tellioglu showed that the names of the Cimmerians were mentioned in these sources as *Qumari//Qomer//Kimal//Qimal//Kimmel* [2, p. 870; 46, p. 14]. While Cimmerians were mentioned in Armenian sources as *Kamir//Qamir//Qimir//Qomer* [30, p. 24-25? 121], this ethnos was mentioned as *Qimirri* in Assyrian sources [10, p. 62] and as Cimmerian in the works of Greek and modern European researchers [15, p. 183; 20, p. 66; 27, p. 18, 21; 44, p. 66].

Many sources also stated that, as it was mentioned above, the geography of the Cimmerians covered a very large area and they dominated the steppes stretching from Hungary to the Great Wall of China [17, p. 13-14]. According to Grousset's researches, during archeological excavations in the steppes in the north of the Black Sea, in the Volga and Ural regions, all the historical materials related to the Cimmerians dating back to 1300-1200 BC were related to Turkestan [23, p. 22-23].

Armenian sources contain very valuable information about the rule of the Cimmerians in the Cappadocia region of Turkey, mentioned in various phonovariants such as *Kamir//Qamir//Qomer*. According to Moise Hore, the Cimmerians, who ruled over a large area, including Cappadocia, were named in French sources as the Kamirs, and were called the Kamir country [30, p. 24-25]. This fact was also confirmed in many works on Armenian history, and Cappadocia was mentioned as Qamir region [43, p. 173].

Giving information about the tribes subordinated to the Scythians (Gags) in Asia in 645-620 BC, Sandalgiyan Lospin mentioned that the Cappadocian people called Gomer in various sources and Gamrik in Armenian inscriptions were Turks-Cimmerians. The works of Armenian historians also stated that the Cimmerians, who spread on the shores of the Black Sea, came to Sinop from the Crimea in the 8<sup>th</sup> century BC [32, p. 370; 346].

As in all parts of Anatolia, the Cimmerians, who had great economic and political power in the Black Sea region, ruled the region from Sinop to Trabzon for a long time [46, p. 20]. For this reason, in the 7<sup>th</sup> century, the Greeks' claim to capture these territories and establish their own colonies did not come true [6, p. 19]. As can be seen from the sources, the Cimmerians, who dominated the steppes from Hungary to the Great Wall of China, were one of the ancient ethnic groups that played a major role not only in Turkic history but also in world history. According to Turkic mythology, the oldest sources indicated that the Cimmerians were the great ancestors of the Turkic peoples [7, p. 579]. Along with historical research, the fact that the Cimmerians name has a great position in the all-Turkic onomastic system as an anthroponym (*Gamar* – personal name; *Gamarli* – surname), toponym (*Kemer* village, *Kemeralti* market, *Kemerli*, *Gamarli*, etc.) or ethnonym (*Cimmerian*, *Gamarli*) in onomastic research confirms this idea.

Numerous historical toponyms bearing the names of the Cimmerians have been recorded in various geographies inhabited by the Turkic peoples in modern times, in the Crimean region in the north of the Black Sea, in South and North Azerbaijan, in Anatolia, in the territory of the Iravan Khanate: *Kemer*, *Kemeralti* market - in Turkey, *Gamarlu* - in Armenia, the *Cimmerian Bosphorus*, *Cimmerian fortifications* - in Crimea, *Kemerli village* - in Northern Azerbaijan, *Kemer*, *Kemeerdeg* - in Shahrud district of Khalkhal city of South Azerbaijan (in Iran) [26, p. 102].

F.A. Jalilov noted that these tribes settled in Crimea, Transcaucasia, and Asia Minor in the millennia BC and showed that they were mentioned in various linguistic historical sources in the forms of *Kimmer (Greek)*, *Gimirri (Assurian)*, *Gomer (Biblical)*, *Gamir (Armenian)*. Giving information about the relationship of the Cimmerians with the Scythians, the author noted that this ethnos was preserved in the language of many peoples in the meaning of "brave, hero": *Koumir* in Russian, *Gaemri* in Ossetian, *Gmirri* in Georgian [29, p. 82-85]. Along with the anthroponym *Gamar*, which is widespread today in northern and southern Azerbaijan, the name of the Cimmerians still remains for a tribe among the Qashqai Turks living in South Azerbaijan. The *Gamarli* and *Qamarlu* oykonoms in the western part of Azerbaijan, near present-day Yerevan, are also associated with the name of this tribe.

Crimean Tatar historian A. Memetov noted in his article "Origin and language of Crimean Tatars" that Cimmerians lived in prehistoric times [35, p. 4]. Archaeological excavations in the northern part of the Black Sea, as well as in the Urals and the Volga region, Cimmerian tombs and other material cultural artifacts showed that the Cimmerians were ethnically related to Greater Turkestan. Studies showed that the history of these Cimmerian archeological excavations dated back to ancient times, to the 11<sup>th</sup> century BC [25, p. 22-23].

The names of the *Cimmerian Bosphorus* (Kerch Strait), *Cimmerian gate*, *Cimmerian fortifications*, *Kimmerik* ethnotoponyms in modern Crimea were also found in ancient and medieval sources. Herodotus's History, which mentioned that the Cimmerians lived south of the Araz River, gave more information about this [28, p. 196]. According to historical sources, these ethnotoponyms were more common not only in Crimea, but also in Azerbaijan, especially in the East Azerbaijan region of southern Azerbaijan. During the research, it became clear from the etymological analysis that the *Kemerli River* (hydronym) in South Azerbaijan, *Kemer*, *Kuhkemer* (In Ahar), *Kemerdarg*, *Kemer//Gamar* (In Khalkhal), *Sefidkemer* (In Tabriz), *Siyahkemer* oykonoms reflected the names of the *Gamar/Gamarli//Cimmerian* tribes [26, p. 99].

According to Zeki Velidi Togan's research, the Cimmerians, who dominated the northern part of the Black Sea in the 12<sup>th</sup> and 8<sup>th</sup> centuries BC, advanced towards the Caucasus, inflicting a heavy blow on Azerbaijan and then Urartu in 714 BC, and from there entered Eastern Anatolia [49, p. 34]. According to Mehmet Bilgin, the Cimmerians then spread to a wider area, to the shores of the Aegean Sea [9, p. 49]. One of the historical toponyms that has kept the name of this tribe in many parts of Turkey is the covered market called *Kemaralti*, an architectural monument with a very ancient history in the center of Izmir, located on the shores of the Aegean Sea.

R. Eyvazova's researches also note that there are several objects related to this ethnos in Afghanistan (*Karakemer cave* - Aybek area of Samangan: *Gara Gamar* area - Badakhshan). In addition, the author gives separate information about the oronym *Gamar* in Herat [18, p. 196]. Many foreign sources stated that after the arrival of the Cimmerians in Anatolia, they became even stronger. According to the Assyrian inscriptions, the appearance of the Cimmerians in the South Caucasus dated back to the last period of Sargon's rule (722-705 BC) [36, p. 188]. The first area of the Cimmerians moving south through the migration routes of the Scythians was the Georgian Plains. Upon their arrival, the Cimmerians radically changed the political situation in the region and overthrew the Kingdom of Colchis on the Black Sea coast of Georgia [42, p. 43].

Some of the toponyms preserving the historical traces of the Cimmerians in the territory of Georgia were also mentioned in the Ottoman sources of the 16<sup>th</sup>-17<sup>th</sup> centuries. In the "Extended Register of Tbilisi Province" dated 1728, the name of *Kemerli* winter camp, which was subordinated to Inja district, was also derived from the name of Cimmerians [37, p. 187]. In addition, the "The extended register of Iravan Province" dated 1728 stated that the Cimmerians//*Gamarli* lived in *Almali*, *Ugurbeyli*, *Yıva* villages of *Khinzrak* and *Karni* districts of Iravan province [14,

p. 37]. In this register, an ethnotoponym named *Ashkamar*, reflecting the name of the Cimmerians, was registered in Sisian district [14, p. 145].

According to Georgian historians Allen and Lang, the Cimmerian influx played an extremely important role in the socio-cultural life of Georgia. Lang showed that the Cimmerian and Scythian migrations were influenced by the long-term rule of the Iberian-Caucasian peoples living in the Kingdom of Colchis and northeastern Anatolia and Georgia. As a result, the Iberian-Caucasian tribes of the ancestors of the modern Georgian people took refuge in the mountains and were forced to live as vassals of the Medes and Persians. According to Lang, this influenced the Iberian-Caucasian peoples, as well as the Abkhazian and Maghreb peoples [31, p. 67]. Like Lang, Burney's research showed that Armenians and Georgians had long been under the rule of the Cimmerians and Scythians, who overthrew Assyria, Urartu and Babylon. The Georgians' struggle against the Cimmerians was unsuccessful, leading them to retreat and establish their first cities in the region near Gori [15, p. 183-194].

G.A. Melikashvili showed that the Cimmerians lived in the west of Albania [34, p. 134]. In G. Geybullayev's researches, some of the Cimmerians who came to the South Caucasus permanently settled in the western region of Azerbaijan, Georgia, and Armenia. Historical researches showed that the names of *Boyük and Kichik Kemerli* (Big and Little Kemerli), *Kemergaya* and *Gamarli* villages in the Gazakh-Borchali region were also connected with the name of this tribe, and it was shown that seven toponyms named *Kemerli* were registered in the Caucasus in the 19<sup>th</sup> century. In addition, he noted that in the Middle Ages there was Azerbaijani villages near Yerevan called *Gumri, Gamri* (Armenian pronunciation of the *Gamar/Gemer* ethnonym) [22, p. 132]. Armenian historian Y.A. Manandyan also showed that the toponym written in the form of *Kumyar* in Armenian sources was also connected with the name of Cimmerians [33, p. 21, 132].

#### **Historical traces of Cimmerians in Azerbaijan-Turkic toponymy**

The Cimmerians, who first came to Anatolia in 709 BC, settled in Cappadocia [39]. When the Cimmerians entered Anatolia, the Assyrians, who were trying to unite the whole Middle East under one flag, captured 24 cities in the region of Kargamish, Malatya, Marash, Cilicia, and Taurus, but later retreated due to the threat of the Cimmerians [26, p. 18]. Richard Frye's researches suggested that the Cimmerians, who played a major role in the political and ethnic history of the Assyrian state, invaded Phrygia in the west of the Halys River in 696-695 BC and plundered central Gordion [19, p. 71]. According to some sources, the destruction and looting of Phrygia by the Cimmerians led to the suicide of King Midas [28, p. 770].

Several toponyms reflecting the names of ancient Turkic tribes -Cimmerians -were recorded in the extended and short registers of Irevan, Nakhchivan, Tbilisi, Ganja-Karabakh provinces compiled by the Ottomans in 1728. The position of name of the Cimmerians in the all-Turkic onomastic system in modern times, as well as its reflection in historical toponyms and anthroponyms, is an undeniable confirmation of the close connection of this ethnus with the history of the Turkic people. The onomastic units, registered as *Gamar* - a personal name that exists in the onomastic system of modern Azerbaijan and as an anthroponym, as well as *Gamarli*-surname and toponym as *Kemervillage, Kemeralti market, Kemerli village, Gamarli village* or as an ethnonym *Kimmer, Gamar* confirm this. Interestingly, in the modern Azerbaijani onomastic system, the names of Cimmerians registered as anthroponyms and ethnotoponyms are preserved as oronyms and hydronyms: *Gamardash*- mountain in Lachin region; *Gamarvan* - a village in the administrative – territorial unit of the same name of Gabala district; *Gamarvan* is a river in the territory of Gabala region [17, p. 51].

The name of village *Gamarliin* Karbibasar district of Iravan Khanate was *Gamarli* until September 4, 1945, then was armenianized and renamed as *Artashat*. The name of *Gamarli* village in *Vagharshapat* (Echmiadzin) region was changed to *Metsamor* by the state decision of Armenia on July 15, 1946 [3, p. 165; 8, p. 217; 12, p. 199].

*Gamarli* is a village in the Echmiadzin region. In 1918, after complete expulsion of local Azerbaijani Turks by aggression of Russia and Armenians, Armenians from other countries were settled here [12, p. 199]. In Ibrahim Bayramov's researches, the second name of this village was *Gozlu Gamarli* [8, p. 2016]. Sources from 1588 recorded Turkic-Muslim tribes, the names of the *Kamerlu-ye Atik* and *Kamerlu-ye Jadid* who spent the winter in Karabakh and the summer in Yerevan [12, p. 199].

According to Aziz Alakbarli, originally from Western Azerbaijan, referring to archival documents on the basis of state decisions of present-day Armenia, as a result of the anti-Turkic policy of the Armenians, the administrative division of the *Gamarli* region changed its name several times. According to the administrative division of 1932, Azerbaijani Turks lived in 75% of 102 settlements in *Gamarli* region. With the establishment of *Zangibasar* region in 1937 by the states of Russia and Armenia in order to destroy this union of Azerbaijani Turks, 18 villages from *Gamarli* region were seized and joined to the territory of this region. In 1948-1951, due to the mass deportation of Azerbaijanis from these territories with the support of Russia, *Zangibasar* region was re-established, and the villages that used to belong to *Gamarli* region were annexed into this region. With the re-establishment of *Zangibasar* district in 1969, *Gamarli* district was reorganized in terms of administrative territory.

With the deportation of Azerbaijani Turks in 1964, the population of *Vedi* district was completely armenianized and merged into *Gamarli* district. Since *Gamarli* region was located in the fertile lands of *Agri* valley in a region close to Yerevan, Turks living in all villages of this region were expelled from here in 1948-1951, Armenians from different foreign countries were settled in these villages, and many mountainous villages such as *Chilakhanli, Novruzlu, Garagoyunlu* were destroyed and turned into ruins [3, p. 89-93; 12, p. 216]. Later, *Vedi* region was restored and separated from *Gamarli* and *Gamarli* was renamed [3, p. 89-93].

If we take into account the process of transformation of ethnonyms into anthroponyms or toponyms in modern Turkic onomastics, like many other ethnic names in the Azerbaijani-Turkic name system, such as *Afshar, Cakir, Oguz, Sungur*, the Cimmerians can be seen both as a toponym and as an anthroponym in the Turkic Republics such as Azerbaijan, Turkey, Kazakhstan, Uzbekistan, and Turkmenistan. The names of Cimmerians are used in such phonovariants as *Gamar, Gamarli* in Azerbaijan, *Kamer* in Turkey, *Kamar* in Kazakhstan.

#### **4 Conclusion**

The facts on the basis of historical sources showed that ancient Cimmerians dating back to the 11<sup>th</sup> centuries BC were Turks. This fact is confirmed by the analysis based on historical sources. Each of the geographical names reflecting the name of the Cimmerians in different regions of Azerbaijan provides rich information for the study of the ethnic history of people, especially the problem of ethnogenesis. This suggests that the study of the origin of each ethnus that has left its mark on world history on the basis of ancient sources first of all eliminates the difficulties encountered in the process of studying the origin of the Azerbaijani people and prevents purposeful false concepts against the Azerbaijani-Turkic people.

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## ORGANIZATION OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT (ACCOMPANIMENT) OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

<sup>a</sup>OLEKSANDRA KHALLO, <sup>b</sup>OLENA BULGAKOVA,  
<sup>c</sup>VALENTYNA VERTUHINA, <sup>d</sup>NADIYA KICHUK,  
<sup>e</sup>SVITLANA VERBESHCHUK

<sup>a</sup>*Ivano Frankivsk National Medical University, 2, Galytska Str. 76018, Ivano-Frankivsk, Ukraine*

<sup>b</sup>*South Ukrainian National Pedagogical University named after K. D. Ushynsky, 26, Staroportofrankivs'ka Str., 65020, Odesa, Ukraine*

<sup>c</sup>*Borys Grinchenko University, 18/2, Boulevard-Kudryavskaya Str., 04053, Kyiv, Ukraine*

<sup>d</sup>*Izmail State University of Humanities, 12, Repina Str., 68600, Izmail, Ukraine*

<sup>e</sup>*Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine*

*email: <sup>a</sup>Luskaif@gmail.com, <sup>b</sup>Hal30@ukr.net, <sup>c</sup>vvertuhina@kubg.edu.ua, <sup>d</sup>tonya.82kichuk@gmail.com, <sup>e</sup>svitlanka13V@ukr.net*

**Abstract:** The article emphasizes that psychological and pedagogical accompaniment should be considered as a type of activity during which psychological and pedagogical conditions are created not only for successful learning, but also for the development of each student in the educational environment of the university. This is a complex, multi-dimensional process of interaction between the maintainer and the accompanied, which results in decisions and actions that contribute to the progress in the development of the accompanied. It is shown that the existing system of higher education in Ukraine does not allow to fully solve the problem posed by society due to its focus on the knowledge paradigm that has not yet given up its positions, which reduces personal development only to the formation of cognitive-operational experience. In this regard, the problem of pedagogical and psychological support for student personal growth in the educational process remains relevant. The experience of psychological and pedagogical support for students in various countries is considered and conceptual directions for its application in Ukrainian higher educational institutions are outlined.

**Keywords:** psychological and pedagogical accompaniment; support; motivation of students; higher education; personality development; coaching; mentoring.

### 1 Introduction

In modern conditions of high dynamics of social processes in Ukraine and in the world as a whole, an objective need has arisen for the training of qualified, competitive specialists with a high degree of mobility, the ability to quickly master innovations and quickly adapt to changing conditions of reality, independently choose the form of activity, make responsible decisions and ensure self-regulation of behavior. The individual today is faced with the task of permanent adaptation to society. The strategic line of interaction, mechanisms of adaptation of future specialists to the social environment are laid down, as a rule, during their studies at the university.

The specifics of the adaptation process in universities are determined by the difference in teaching methods and in its organization in secondary and higher schools, which gives rise to a kind of negative effect, called in pedagogy the "didactic barrier" between teacher and student. Adaptation difficulties are nothing more than the difficulties of combining the efforts of the teacher and the student in the learning process. The interaction between a teacher and a student in the learning process has long been considered as a system in which control functions belong to the teacher, and this delayed the formation of an active position of the student in the educational process and further professional activities.

Today, the problem of adaptation and self-adaptation of the individual, the formation of his social and professional identity, is becoming increasingly urgent. To date, many theoretical and practical prerequisites have been created for the study of this phenomenon.

Meanwhile, a number of contradictions continue to persist in the problem under consideration:

- Between the need to reveal the inherent social nature (existential challenge) of a student and the impossibility of realizing it with insufficient social and psychological-pedagogical support;
- Between the real vulnerability of students to authoritarianism on the part of a certain category of teachers and the underestimation of the role of special training of teachers for interaction and cooperation with students, the growing need for university teachers to acquire modern scientific knowledge about supporting student adaptation;
- Between the attitude of beginning students to the transition from a secondary school to a higher vocational school as a milestone in their life, a clear evidence of their maturation, and the attitude of teachers towards this event.
- Between the trends of paradigm shift in leading universities of the world and the inertia of higher education and competency-based approach in Ukraine.

Educational activities in higher education at the present stage are increasingly acquiring a proactive character, focusing on the rapid development of all areas of knowledge. In this situation, the following contradictions can be traced:

- Between the recognition of the fact that the personal growth of a student in the educational process is one of the priority goals of education, and the preservation of the predominantly knowledge-oriented educational process of the university.
- Between the need for pedagogical support for a student's personal growth in the educational process of a university and the lack of theoretically based, practice-oriented technologies to support and assist a student in personal self-determination and self-improvement, in overcoming obstacles (problems) that prevent the independent achievement of desired results.

An attempt of outlining ways to resolve the identified contradictions is the goal of the study.

### 2 Materials and Method

The methodological basis of the study consists of the following: the fundamental principles of an anthropocentric nature concerning the problems of social adaptation of the individual and human existence in general; position on the spiritual and material essence of man; the idea of the uniqueness of youth with its search for its Self and the desire for self-determination; ideas of socially oriented pedagogy. Philosophical and psychological ideas of humanism acted as a system-forming principle.

A set of mutually complementary research methods was used: methods of theoretical analysis (including comparative method, generalization, synthesis), modern approaches to psychological and pedagogical support, a systems approach, the theory of competence formation, a person-centered approach to learning.

### 3 Results and Discussion

The process of adaptation of students at a university is a complex psychological and pedagogical phenomenon, determined, on the one hand, by the peculiarities of the psychophysiological manifestations of adolescence, on the other hand, it is associated with changes in social and pedagogical conditions, which have a significant impact on the self-knowledge of the individual, the identification and comparison of one's "Self" with others, the favorable or unfavorable inclusion of the student in public life and the manifestation of oneself as an individual in certain guises of the sociocultural space.



Creating conditions for successful adaptation contributes to the development of new formations, especially among junior students: the ability to holistically perceive one's own "Self", the need for awareness of one's own life meanings on the path to the formation of an individual as a future professional, family man, and citizen. Also, one should mention the ability to self-determine one's own behavior, ability for creative self-development, ability for self-regulation of activity and behavior, tendency to improvise, non-adaptive activity, desire for independence, rapid acceptance of everything new and advanced, the need for interactive communication, the need for emotional attachment to a teacher, parents, or a person of the opposite sex. Here, the need to search for true life meanings represents a leading factor in the adaptation of the personality of junior students and determines the accompaniment of the educational process [5; 15].

Activation of the process of adaptation of a student's personality in the educational process involves a combination of a set of preventive socio-pedagogical, psychological and pedagogical actions of the teacher, updating the student's personal self-development and preventing the emergence of elements of maladaptation in the individual's behavior. This process is a necessary condition for the psychological and socio-cultural improvement of the student's personality.

Adaptation to new conditions, as a strategic line of interaction between an individual and the environment, always has its expression in certain cognitive, emotional, and conative processes. Adaptation to the social environment depends on how the subject defines the situation; his emotional states associated with adaptation (satisfaction, positive relationships with others and their acceptance, a sense of social security and a sense of security, etc.) play a huge role in the internal life of a person, in the regulation of his behavior and the system of interpersonal relationships. The quality of the adaptation process is interdependent with a number of subjective characteristics of students (reflection, empathy, involvement), as well as with the objective conditions of support by the teaching community of the university.

Obviously, the process of adaptation of students at a university will be more successful if [22; 24]:

- Psychological and pedagogical conditions will be created (development of the student's creative potential, improvement of communication techniques, maintaining maximum freedom and responsibility of the subject of learning and development for choosing options regarding solving current problems, cohesion of the students team, development of the ability for self-knowledge, self-regulation, introspection, self-esteem), taking into account the nature of the adaptation process and meeting the personal needs of students in choosing their own strategy of adaptive behavior;
- In the process of psychological and pedagogical support, a reflexive assessment of the results of monitoring the current state of their adaptability and its compliance with the 'guidelines' of society is carried out.

The main trends in creating psychological and pedagogical conditions are the following principles: the principle of humanization, according to which the student is considered as a subject of life, as a free and spiritual person with the ability for self-determination and self-development, the principle of feedback, which helps improve the process of adaptation of junior year students to university; the principle of individual activity in learning to increase the level of personal activity not only of students, but also of teachers, the principle of an individual-personal approach, which determines the student's position in education, means recognizing him as an active subject of the educational process. In accordance with this, each student has his own personal meaning, there is a personal significance of learning, which must be based on in the pedagogical process. And if there is no such personal meaning, then it is needed to help find it [11].

Higher educational institutions are a system designed to create conditions for the formation and development of the individual as a subject of work, knowledge, and communication. In this regard, the role of psychological and pedagogical services of higher education institutions has increased, providing conditions for the development of the subjective potential of the individual, a more adequate awareness by the young person concerning the paths of his personal and professional development during the period of study at the university, to increase his own psychological stability in overcoming various difficulties.

Meanwhile, in Ukraine, psychological services created in a number of higher educational institutions have not yet become a mandatory structural unit of the institution, and due to economic instability in the country, a reverse trend has begun to be observed. In these conditions, specialists have to again prove the need for such a service at the university and maintain a focus on improving the quality of education. Unfortunately, the problem of psychological support for the activities of a university as a whole, psychological and pedagogical support as a system and process that covers all structural elements of higher education, has not currently been sufficiently developed. As T. Korostianets rightly points out [12], the analysis of the works of psychologists and teachers shows that to date, psychological and pedagogical literature covers in detail the issues of organizing psychological and pedagogical support for the development of students in secondary schools, in boarding schools, for orphans and children with disabilities. But, despite the urgent need, the issue of the organization and specific features of the support system in the conditions of professional training has not been sufficiently developed.

All the works of Ukrainian scientists and practitioners regarding the psychological and pedagogical support of students in higher educational institutions are actually devoted exclusively to the support of students with special needs [7; 23]. Oliynyk and Yanchenko focus attention on the problem of psychological and pedagogical support for students from among internally displaced persons, arguing that in the conditions of the worsening of the socio-economic and socio-political crisis in Ukraine, military and informational aggression, internal migration increased, many internally displaced persons appeared, and a significant part of them are students of higher educational institutions. An internally displaced person needs to adapt to the new requirements set by a higher educational institution and, at the same time, to the new social circumstances of communication with peers and teachers, forms and methods of learning and living. These authors emphasize that the psychological-pedagogical support of students with special needs (both physiological and social-psychological in nature) has the following special characteristics: combining the goal of psychological and pedagogical assistance; focusing on the student's personality (implementation of potential opportunities, disclosure of individual personality traits); maintenance of optimally significant personality qualities; improvement of social adaptation and integration of students. Among the main tasks of psychological and pedagogical support, Ukrainian researchers name overcoming difficulties arising in the process of joint education and upbringing, actualizing the personal potential of students, ensuring positive interpersonal relations between participants in the educational process [18].

This conceptual vision of psychological and pedagogical support fully resonates with Western models of psychological and pedagogical support for all categories of students, so it can be assumed that the existing experience of Ukrainian universities in the field of supporting students with special educational needs can be successfully applied to all other categories of students - of course, with some modifications.

The phenomenon of pedagogical support and pedagogical accompaniment entered domestic Ukrainian practice relatively recently, but we can say with confidence that updating the regulatory framework and changing the role of the modern teacher in Ukrainian society contribute to the effective development of this phenomenon. Pedagogical support in

Ukrainian and foreign practice implies an individual approach to teaching and learning; also, as a point of contact, one can highlight its intention in the direction of developing the student's aspirations. Approaches to the implementation of pedagogical support may vary depending on the situation, the skills of the accompanying person, and the needs of the person being accompanied, but their goal will always be aimed at providing the necessary assistance and support to the student in his educational and personal development.

If adaptation is successful, it is possible to develop the volitional activity of students, which will prevent the emergence of various kinds of difficulties in the learning process [21]. If it is about psychological adaptation to studying at a university, then one can consider: 1) the inclusion of the student in a group of fellow students and his assimilation of the rules and traditions of this institution; 2) mastering professional knowledge, skills, and abilities; 3) adaptation to new forms of teaching, control, and assimilation of knowledge, to a different regime of work and rest, independent lifestyle, etc. [19].

While the duration of adaptation to a future profession covers senior years and is completed for a long time upon entering a job, adaptation to the group of fellow students and educational activities should develop at the initial stage of training to prevent difficulties in the development of professional and personal qualities and mastery of the profession.

Traditionally, there are two aspects of student adaptation [4]:

- Professional (educational) adaptation, which means adaptation to the nature, content, conditions, and organization of the educational process, development of skills of independence in educational and scientific work;
- Socio-psychological adaptation - the individual's adaptation to the group, relationships in it, development of his own style of behavior.

These types of adaptation can be correlated, respectively, with the formation of hard (purely professional) and soft (socio-psychological) skills. Just as the lack of soft skills significantly reduces the level of competence of a modern graduate, the lack of necessary socio-psychological adaptation makes professional adaptation incomplete.

In this context, it is interesting to turn to the experience of developed Western countries. In the works of Western and Asian scholars, "pedagogical support" is perceived as assistance in the individual development of a student, for example, in a difficult life situation, and the phenomenon often has a psychological context (K. Wahlstrom, K. McLaughlin, P. Zwaal, D. Romane, etc.) [15], as well as the ideas of the humanistic approach are presented, which retain pronounced psychological foundations. In the US, pedagogical support is comparable to counseling; in England, the essence of support varies depending on the situation (tutoring, assistance in a situation of choice); in Australia, the emphasis is made on coaching, which is aimed at facilitating positive personal changes; in Holland, the system of psychological and pedagogical assistance to students is focused on solving problems in matters of choosing a professional path. Despite the apparent variety of activities, it can be seen that the emphasis is reduced to the essence of the work of psychologists, in particular on support in difficult life situations.

In the United States, "the TRIO program provides discretionary and competitive grants to institutions of higher education to help students achieve academic success, assist them in meeting core college requirements, and support students' motivation and mental health to successfully complete their studies. TRIO program projects include: academic mentoring, educational and counseling services to improve financial and economic literacy, and individual counseling for enrolled youth who are homeless or living in foster care during the holidays" [22] Although these programs are well designed and effective, they nevertheless only reach students from disadvantaged social backgrounds.

Meanwhile, the challenge is evident. In 2018, researchers questioned nearly 14,000 first-year college students (from eight nations) and discovered that 35% had a mental condition, notably despair or anxiety. Anxiety is the number one issue among college students seeking mental health treatment in the United States, and it is on the rise [1]. As a result, colleges and universities are using new and innovative techniques to address student well-being.

Drexel University's Recreation Center, for example, includes a mental-health kiosk where students may "get a checkup from the neck up". Students can stop by for a few minutes to answer a few questions on a private screen. Students are given information on extra mental health resources and assistance at the end of the screening. This Way Up, developed by Professor Gavin Andrews and his team at St. Vincent's Hospital in Sydney (affiliated with the University of New South Wales), assists students in better understanding the emotions they are experiencing (e.g., fear, anxiety, stress, sadness), connecting with a clinician who can supervise their progress, and taking free self-help courses online (such as "Coping with Stress", "Intro to Mindfulness", or "Managing Insomnia") [9]. In response to a reduction in student resilience – the ability to recover from unpleasant events – Florida State University has introduced an online trauma resilience training program developed by the Institute of Family Violence Studies and the College of Social Work. The authors of the Student Resilience Project realized that many students coming to their university had suffered "significant family and community stress", and that stress can hinder their learning. All incoming freshman and transfer students are now required to engage in the program, which includes movies, animations, and TED-style instructional sessions to build student strengths and coping methods [9].

Reflecting on pedagogical support from the point of view of the psychological and pedagogical component, it can be noted that there are similar features in foreign and domestic Ukrainian practice, but it is important that in Ukrainian practice the psychological component is not fundamental and is given somewhat less importance than in foreign practice. This is due to the rise in the 50s of the 20th century in a number of countries (Germany, Canada, Norway, USA, Japan, etc.) of comprehensive psychological support for students and their families with various medical diagnoses (K. Gilberg, E. Ritvo, etc.), in which developmental and therapeutic technologies are actualized. Social and pedagogical support for adolescents with special educational needs was carried out based on the principle of integration, thanks to which a student with disabilities was given the opportunity to choose in building a development trajectory [14].

If we look at the outstanding successes in the issue of effective organization of pedagogical support in the last two decades abroad, we can highlight the experience of Finland. There, students in school education demonstrate a high level of knowledge and are among the first in subjects such as mathematics, science, and reading. A distinctive feature of the Finnish education system is the absence of a system of standardization and the identification of "important/unimportant" educational subjects. They have a very broad view of education and the subjects that students study, and it is also important to note that they have abandoned standardized performance monitoring. Another distinctive feature of pedagogical support in Finland is that students do not have acute problems, due to the fact that, identifying the student's difficulties, the teaching staff, together with the administration, tries to quickly help and support students in the difficulties that arise [1].

In the light of the ideas of constructivist and competency-based approaches, one can highlight a barrier inherent in domestic Ukrainian practice, which is not found in foreign practice of pedagogical support - the barrier of communicative isolation, which currently impedes the development of effective forms of pedagogical support. Also interesting is the analysis of the features of the constructivist approach within the framework of

vocational education in Germany. Its essence lies in the fact that by creating unique learning fields, the student has the opportunity to create, construct his own understanding of the environment, his own learning environment. In it, the teacher is not a lecturer, but a consultant who effectively organizes the educational environment and makes extensive use of multimedia technologies [21]. In the "teacher-student" system, within the framework of the constructivist approach, the nature of the relationship is formal, where pedagogical support acquires the tendencies of "technological service". A number of authors, in their works, noted the manifestation of similar characteristics in pedagogical support within the Ukrainian system of vocational education [13].

Pedagogical support is of enormous importance in the academic and professional development of students. As the experience of a number of European countries demonstrates, pedagogical accompaniment and timely support for students help to increase motivation for learning, interest in development within the framework of the future professional field, and reduces the level of failure and "abandonment" of studies [22]. In most foreign sources, the practice of pedagogical support is interpreted from the point of view of the psychological aspect, as assistance in the individual development of the student, it can act as counseling and psychological and pedagogical support from the advisory service of the organization, it can take the form of tutoring, assistance in a situation of choice, sometimes the emphasis can shift to coaching or psychological and pedagogical assistance and support for the student, for example, in choosing a professional path.

In the USA, the principle of pedagogical support for students is based on a socio-psychological approach to the organization of training; it is based on the recognition of the special role of the teacher as an assistant, consultant, and partner in the process of the orientation program. The objectives of pedagogical accompaniment are the implementation of psychological, personal, intellectual support, the prevention of problems and difficulties in the learning process, assistance in resolving current problems of personal development, in the socialization of a student, regardless of his age, nationality and position, in the development of sociocultural, psychological, and communicative competencies in students [10]. In addition, the principle of socio-pedagogical interaction implies active interaction between teachers and students, aimed at developing social competencies in the process of mastering the curriculum.

The principle of interdisciplinarity is manifested on the one hand, due to the need to integrate into the activities of the organizer of the orientation program knowledge and competencies from various subject areas - psychology, pedagogy, educational management, history, law, and on the other hand, the integration of subject knowledge with practical experience in conducting the orientation program.

The implementation of the principle of interdisciplinarity is associated with the implementation of the principles of practice-orientedness and problem-orientedness, which make it possible to combine the application of theoretical knowledge in solving practical issues and problems that students face during their studies at a university.

The process of a student's personal growth in the educational process of a university as an object of application of pedagogical efforts is an ascending, progressive vector of personality development, a process of self-improvement that occurs through conscious self-change and self-development, purposeful self-movement from the representation of the image of the real Self to the image of the ideal Self. In this process, the genesis and growth of characteristics of personal functions occur, actualizing the phenomenon of "being a person," which results in a transition to a higher level of personal maturity. This level, in turn, becomes a new starting point for further self-improvement. The process is based on the mechanism of personal self-development. The prerequisites that determine the possibility of personal growth are the ontologically inherent aspirations of a

person, namely: the desire for self-development, the desire for self-actualization, the desire for self-improvement.

Pedagogical support for a student's personal growth in the educational process of a university is a system and strategy of pedagogical activity, a special way of interaction between a teacher and students, promoting the actualization of individual's personal potential, including helping subjects of the educational process in overcoming social, educational, and personal difficulties and aimed at their personal growth. This is a "field" for solving student problems, where the individual's own interests are affirmed with the help of the teacher, confidence is gained in conditions of friendly communication in the student group and situations of success, where the positive orientation of others prevents mistakes in choosing a position and actions, stimulates motivation for success, where situations that require the manifestation and enhancement of personal functions that actualize the phenomenon of "being a person" are created [19].

The basis for determining the sequence of stages in the formation of a system of pedagogical support for the personal growth of students in the educational process of a university is the principle of continuity and movement from pedagogical support to accompaniment and complete independence of actions, positions, and choices. The leading ideas are the following: the idea of mastering the method of choosing an action, defining and building own position in the conditions of "living" value orientations, the "high bar" of the teacher's claims, "advancement" as a belief in successful personal growth from the very first steps of student life (the first stage); the idea of personal choice as self-determination, correlation of the external world with oneself, one's individual capabilities, which denies the strict managerial function of the teacher and leads to an understanding of personal growth as finding oneself, working with oneself (second stage); the idea of building a life project, value, existential design in a self-managing process of personal growth and movement along an individual trajectory (third stage) [21].

The main goal of the system of pedagogical accompaniment for student personal growth in the educational process of a university is to support the student's desire for personal growth through pedagogical means by creating conditions for the implementation of ontologically inherent aspirations for self-development, self-actualization, and self-improvement. Modeling is carried out based on target settings: successful promotion in the "alternative space" of the organization of training and education; personal choice as a correlation of the demands of the external world with oneself and individual capabilities; effectiveness of business and interpersonal communication; existential, moral, and professional self-determination. The principles of modeling are the principles of personal orientation, dialogue and cooperation, and subjectivity [21]. The effectiveness of the system of pedagogical support for student personal growth in the educational process at each stage of its formation is ensured by the creation of pedagogical conditions: the introduction of multi-level education, which provides the student with the opportunity to choose, create situations of success, thereby increasing the motivation and psychological comfort of the educational process; organizing the interaction of students in a multi-level microgroup as a joint activity based on the principles of learning in cooperation; support by the teacher of the student's position as a subject of reflexive management of his own personal growth and co-creator of the process of his own education.

The above is very similar to the concept of mentoring and talent management used in corporate environments. The success of practices developed by business and management theorists in the field of talent management makes it expedient to consider the possibility of their adaptation and application in the university environment.

Training and advanced training, which ensures the continuity of development of the organization's personnel, are important components of the talent management process, which determines the active development of corporate training systems. Of

particular importance for business is the search for effective mechanisms for long-term career planning, which involves early identification of talents, correction of their development, and focus on promising projects. It is interesting to focus on the fact that the authors note that work in the field of talent management represents an active interaction aimed at increasing the potential of talented personnel [8].

In talent management, adaptation tools are thought through - their form and content. Mentoring, the "New Employee Book", conversations, videos, cartoons, and, if necessary, distance courses are actively used, the main thing is that the tools achieve their goal - provide additional training and reduce uncertainty and anxiety. At the stabilization stage, when all the procedures are already familiar and worked out, it is worth conducting some kind of audit of the programs - do the documents and procedures really correspond to today's reality? Is the information in the documents up to date? If some of the documents are posted on the Intranet, one should make sure that newcomers access the site. "Do the values declared in documents correspond to the real situation?" is also an important question to ask [8].

The use of this approach, differentiation, individualization and customization of psychological and pedagogical work with students in universities seems very appropriate. In particular, within the framework of talent management, coaching is used in cases where an employee faces certain difficulties and personal limitations when performing work, and mentoring is used on an ongoing basis, and the same principle can be successfully applied in Ukrainian universities, especially private ones, which are distinguished by greater flexibility and innovation.

One of the innovative areas in the field of higher education is namely coaching - a new discipline that has its own subject, objectives, philosophy, principles, directions, and basic procedure. Many of the fundamental principles of coaching can be successfully incorporated into pedagogy. They allow creating a new approach to the learning process, introducing interactive elements, new meaning for both teachers and students, creating involvement in the process, increasing motivation and responsibility for the result. Coaching involves interaction based on equal partnership, which helps to unlock the potential of teachers and students, increase their responsibility, motivation and effectiveness in general [2; 6].

In higher education pedagogy, coaching can constructively solve numerous psychological and pedagogical problems. It allows solving one of the most pressing problems of the educational process - managing the student's motivation, offering the teacher a technology that provides a guaranteed result and the ability to direct a future highly qualified, world-class specialist to work in a creative environment. As a rule, modern teaching in universities is based on the transfer by teachers of their rich professional experience according to the principle "do as I do." However, when using coaching methodology in the learning process, the role of the teacher is significantly enriched. A teacher who is proficient in coaching technologies can help a student decide on the direction of scientific research and at the same time effectively use his inner potential.

Thus, taking its origins in the sports environment, passing through the business area, today coaching has penetrated into the educational sphere. Based on the introduction of coaching technologies, the educational process is being innovated, making it possible to train highly qualified specialists adapted to changing environmental conditions; at the same time, it will ensure an increase in the qualifications and professionalism of university staff, as well as an increase in the creative and vital activity of both teaching staff and students studying at the university.

Of course, many teachers at leading Ukrainian universities have long been using the coaching approach when teaching their students, which is very effective both for the students and for the teachers themselves. For students, the effectiveness of this method is expressed in the fact that each student understands that the teacher is working namely with him, and is working to

achieve his result, and not only the group as a whole. On the part of the teacher, the effectiveness of working with the coaching approach lies in the fact that he receives feedback by analyzing specific results, and when working with the next group, his teaching becomes more effective. However, this is not a systematic approach enshrined in the procedures of the university or departments, but represents innovative initiatives of the teachers themselves.

Meanwhile, the practice of foreign researchers shows that the effectiveness of coaching is superior to traditional teaching methods. Teaching becomes not only a function of transferring knowledge to students and teaching them skills, but also implements the function of stimulating interest in learning, moving towards awareness, developing strengths, unlocking human potential and making the teaching process more interesting and effective [17]. In this regard, when presenting educational material, the "coaching" approach becomes one of the most important components of effective and high-quality education.

First of all, the coaching approach is about clarifying the goals and objectives. The focus of the upcoming material, its objectives and ways for students to apply this material in practice are determined, for example, what will be discussed in the upcoming lesson, and how the student will be able to apply the proposed material in a particular case. The coach's task is to help each listener, with the help of leading questions, formulate a definition by himself and receive feedback. In this regard, one can say that coaching is the ability to ask powerful questions not to gather information, but to invite a person to listen to himself, help him create ideas and get his solutions. Powerful questions invite self-reflection, provide additional solutions, and lead to creativity and insight. Powerful questions invite a person to look within himself or into the future. Powerful questions remove restrictions and open up space for ideas. The technique of strong open-ended coaching questions used in the educational process will allow one to expand the boundaries of consciousness, stimulate the search for answers and solutions, build logical and cause-and-effect relationships, and promote deep analysis [3].

The second stage is to determine how to achieve the goal, what steps need to be taken to achieve it. Next, it is necessary to determine the reason why the listener still needs to engage with the proposed topic. Naturally, the first two stages are very important, but awareness of the importance and appropriateness of these steps is also important. It is important for the listener to understand the necessity of a particular step. If understanding appears, interest is shown or not. And here it is worth moving on to the next stage - finding out the individual listener's own values, not generally accepted ones, but their own. Based on this, the student understands what exactly he needs to get from studying at a university, and how this fits with his personal and professional goals. Moreover, in this case students have additional motivation to learn.

And the very last stage is the realization that the goal has been achieved, what was planned has worked out and expectations are fully consistent with the result.

In addition to the fact that coaching can enable teachers to individually support a student, which leads to his professional, personal growth and increased personal effectiveness, it also ensures greater productivity of the activity and the study group as a whole. The undoubted results of coaching, as shown by practical research, are improved relationships in the group, the ability to quickly and effectively respond in educational and practical situations, flexibility and adaptability to changes in the educational process and the environment.

When considering the possibilities of using coaching technologies in the educational process, one cannot fail to mention such related concepts as training, consulting and the aforementioned mentoring, which are very actively used in the format of coaching teaching. For example, coaching, as a process of transferring a new skill into real life, can be

considered a real continuation of training, which is focused on developing skills.

Coaching and mentoring can also be part of the same project or process. However, unlike coaching, mentoring comes in the form of general guidance or advice on some vital issue or career. Mentors rely on advancing existing knowledge or professional skills. Mentoring, which covers a wide range of issues, is a much more general process than coaching, which is specific to a specific skill or area of activity. Mentoring typically promotes progress within a specific field or organization and helps individuals appreciate corporate policy (in its network, profile, and organizational aspects). Most often, the mentor occupies a higher position than the person he leads. A mentor is both a role model who can become a guide for the follower on a personal level, and, undoubtedly, an authority in a certain area. The listener does not need to think much about how to transfer knowledge from theory to practice. In this regard, mentoring is a broader method in relation to coaching. Coaching is often focused on a specific skill, a specific area of activity.

Coaching in the educational process of higher education is a new direction of activity that enriches the educational process and increases its effectiveness. This is a powerful additional tool for developing new skills that stimulates the motivation and responsibility of students for results. The end result of educational activities should be the readiness of graduates for successful advancement in the personal, professional, and social environment. In this regard, the introduction of coaching training, for example, during the preparation of a diploma work will enable students to approach their thesis defense more consciously and responsibly, will allow them to determine the direction in future work and take effective steps in achieving their goals, and most importantly, successfully find a job. Coaching technology can be successfully used in the process of teaching various disciplines, and also opens up many prospects for improving the learning process.

Of course, the new direction of activity should be special additional training for the teacher, changing and adapting training programs to coaching technologies, which will increase the involvement of students in the process of identifying their real needs. The introduction of coaching into a series of advanced training programs for university teachers will help improve the efficiency of educational activities of universities. Today this is one of the most important areas, along with the use of new information and communication technologies in education. Of course, each university must independently determine for itself those coaching methods that will be the most fruitful for educational activities, the forms of conveying this knowledge to its employees and the criteria for assessing the effectiveness of introducing coaching technologies into the educational process.

Ukrainian researcher O. Lashko [13] considers the concept of "ecological educational space", which is characterized by the understanding that: 1) the student's personality is an open dynamic system that is constantly developing and interacting with the resources of other systems; involvement of the teacher is part of the student's own self-development program for obtaining a higher professional education; 2) in pedagogical interaction, the student acts as a subject: the teacher's professional activity is carried out in direct interaction with the student; 3) the student has all the necessary opportunities for effective learning and growth (awareness of the student's 'surplus of opportunities'); the student has a subjective idea about his own trajectory of educational activity, which is determined by individual strategies of self-development; these ideas are taken into account by other participants in the educational process; 4) "teacher-student" is a single open dynamic system; they are united by a common goal, which is to develop each other's professional competencies; in joint pedagogical activities, the teacher and the student have a mutual influence, which determines the conditions for mutual growth; 5) the teacher actively strives for mutual understanding with the student: each of them is free to adjust and agree with each other's

position; in pedagogical interaction, there is a place for mutual constructive remarks; pedagogical interaction is based on mutual respect, tolerance, trust; 6) trust in oneself and others as parts of the system is an integral condition of ecological interaction; the teacher trusts himself as a professional and the student as the subject of his own learning strategy, and vice versa: the student trusts himself as the subject of his own learning strategy and the teacher as a professional. The specified provisions are based on the content of the principle of psychological ecology in non-deficit logic, described by the author of the ecofacilitation method, Professor P.V. Lushin [16].

From a substantive point of view, psychological and pedagogical support for a student's professional training in the context of a multi-level organization of educational activities can be presented as a process of facilitating the formation of a number of personal qualities in a future specialist, such as:

- Ability and readiness to make independent, informed, free, and responsible choice;
- Desire for professional training after graduation, independent professional development and self-improvement;
- Psychological readiness for professional activities in accordance with the acquired professional qualifications.

The main goal of psychological and pedagogical support is to enable the teacher to help each student be successful. The teacher must control the situation himself, determine the prospects for his own development and tactics of interaction with each student.

Objectives of psychological and pedagogical support are the following: providing psychological and pedagogical assistance in the successful professional training of university students in new social conditions, creating an atmosphere of safety and trust in the teacher-student system.

The essence of professional psychological support in the learning process can be defined as a set of activities carried out by specialists in the field of psychophysiology and vocational selection for psychological diagnostics and psychological and pedagogical training of senior schoolchildren and students, identification and in-depth study of the individual psychological characteristics of persons experiencing difficulties in learning and adaptation, as well as correction of their functional state and performance.

Psychological and pedagogical accompaniment is aimed at increasing adaptive potential and the effectiveness of educational activities, the formation and development of personal professionally important qualities, and improving the quality of training of specialists in general [20].

Overall, the main interrelated tasks of psychological and pedagogical support and accompaniment for students are:

1. Systematic monitoring of the psychological state, reflecting the characteristics of mental development in the process of university education.
2. Formation of psychological and pedagogical conditions for effective learning and self-development.
3. Creation of special psychological and pedagogical conditions, which are the basis for providing assistance to a student who has difficulties associated with personal development, educational activities and behavior.

In the activities of teachers in the process of support, the following types of work should be implemented:

1. Psychodiagnostics aimed at collecting information about the psychological and pedagogical status of the student.
2. Developmental and correctional activities aimed at students who have difficulties with learning, communication problems, unfavorable mental well-being, etc.
3. Psychological counseling for students, undergraduates, graduate students and employees.

4. Adaptation of freshmen to university education.
5. Identification of current problems of student youth.

Thus, the accompaniment paradigm makes it possible to construct the work of teachers as a logically thought-out, comprehensive process that covers all areas and all participants in university interaction. Being in a single process of accompaniment, each type of activity, be it diagnostics, counseling or psychocorrection, receives its own specific features, specific content, content, and forms.

For example, the main components of diagnosing educational activities in the process of psychological and pedagogical support are:

1. Motivational component: 1) high level of educational activity and independence; 2) strengthening educational and cognitive motives; 3) the emergence of a motive for self-education, which consists of interest in additional sources of knowledge; 4) orientation towards mastering methods of acquiring knowledge, the emergence of interest in principles and patterns.
2. Orientation component: mastery of the main components of educational activity, namely: the ability to set goals (setting and comprehending a learning task) and planning upcoming activities (to solve a given learning task) through the development of reflection.
3. Regulatory component: mastery of the main components of educational activity - self-control (final, step-by-step, planning elements) and the ability to evaluate the results of own work.
4. Intellectual component: 1) possession of knowledge at the level of specific concepts; 2) the ability to use logical thinking techniques when solving various educational problems; 3) the ability to identify cause-and-effect relationships between the studied scientific and everyday concepts; 4) the use of speech as a thinking tool.
5. Social component: 1) acceptance and implementation of university norms and rules of behavior; 2) the level of relationships with teachers and other students, manifested in readiness for collective interaction when solving educational problems; 3) the ability to establish interpersonal relationships with teachers; 4) the ability to establish friendly contacts with fellow students.
6. Emotional component: 1) a stable emotional state, manifested in a positive perception of the learning process and the educational environment of the university as a whole; 2) good attitude towards teachers and fellow students; 3) positive self-esteem; 4) emotional readiness to move to subsequent stages of education; 5) absence of high and situational anxiety.

To implement the functions of psychological and pedagogical support and accompaniment, teachers should use developmental diagnostics, trainings for personal and professional development and self-development, psychological counseling, training to improve professional and psychological-pedagogical competence, training in self-government, self-regulation of the emotional-volitional sphere.

At the same time, psychological accompaniment for the development of professional competence of a future specialist will be effective if it is based on knowledge and taking into account the specifics of the educational institution, the specifics of the field of specialization, as well as the professional and personal resource of the student.

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**Primary Paper Section: A**

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## PECULIARITIES OF EDUCATIONAL COMMUNICATION IN THE CONDITIONS OF WAR: FORMS, MEANS, METHODS (ON THE EXAMPLE OF SCHOOLS OF KHARKIV CITY AND KHARKIV REGION)

<sup>a</sup>IRYNA NECHITAILO, <sup>b</sup>OXSANA BORIUSHKINA,  
<sup>c</sup>NATALIIA MOISEIEVA, <sup>d</sup>NATALIA GRABAR, <sup>e</sup>DALIA  
 KOBELIEVA, <sup>f</sup>NATALIA BONDAR

<sup>a</sup>*Kharkiv National University of Internal Affairs, 27, Lev Landau  
 Ave., 61000, Kharkiv, Ukraine*

<sup>b,f</sup>*State Biotechnological University, 44, Alchevskih Str., 61002,  
 Kharkiv, Ukraine*

*email: <sup>a</sup>nechit@ukr.net, <sup>b</sup>psuh@ukr.net,*

*<sup>c</sup>n.i.moiseeva1@gmail.com, <sup>d</sup>grabar-ng@ukr.net,*

*<sup>e</sup>daliakobelieva@gmail.com, <sup>f</sup>nbon79@gmail.com*

**Abstract:** The article is devoted to the study of the peculiarities of educational communication in the conditions of war, using the example of a modern Ukrainian school. In the theoretical part of the work, the issues of organizing social and crisis communication are considered, the definition of educational communication is provided, the characteristic features of educational communication in crisis conditions are highlighted, and the principles of educational communication in war conditions are formulated. Special attention is paid to the examination of modern means of educational communication and clarification of the specifics of their use in the conditions of the crisis caused by war. The practical part of the article presents the results of an empirical study conducted by the authors using online survey method (the object of the study is teachers of the city of Kharkiv and the Kharkiv region; n=133). On the basis of the received data, the forms, means, and methods of educational communication in the conditions of war are analyzed. Based on the results of the research, it is concluded that, despite the war and the large number of problems caused by it, there are positive trends in the organization of educational communication (ensuring continuity, active use of many tools, improvement of methods, etc.). According to the authors, the research results have important practical significance, they can serve as a basis for developing programs and practical recommendations for preparing educational institutions, as well as participants in the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, the development of their communication skills competencies.

**Keywords:** educational communication; crisis communication; forms, means and methods of educational communication; full-scale Russian invasion of Ukraine; war conditions; educational institution.

### 1 Introduction

The relevance of topic is due to the fact that Ukraine is currently experiencing a full-scale war with the Russian Federation, which has a negative impact on all spheres of the country's life, including the educational process. Millions of people were forced to leave their homes, the war led to destruction of educational institutions, the educational environment and conditions for obtaining education changed.

In particular, as of the end of June 2023, 3,570 educational institutions in Ukraine were partially damaged due to bombing and shelling by Russia, of which 341 were completely destroyed [22]. As for schools and preschools, as of February 2023, according to the "savED" charitable foundation, which helps restore access to education across the country, 261 schools and 127 kindergartens in Ukraine have been completely destroyed as a result of Russian shelling and cannot be restored. In addition, 1,441 schools and 942 kindergartens were damaged by Russian shelling. The degree of damage is different: somewhere the shelling damaged communications, and somewhere the building was partially or completely destroyed. Educational institutions were most affected in six frontline regions: Donetsk region – 67.27% of educational institutions buildings and infrastructure were destroyed or damaged; Kharkiv region - 37.79%; Luhansk region - 35.14%; Mykolayiv region – 25.53%; Kherson region - 20.95%, Zaporizhzhia region - 16.8% [13].

Despite the difficult situation with the educational infrastructure, even completely bombed educational institutions continue to implement the educational process (in a remote format) and do not interrupt educational communication with both internal and external stakeholders. It is clear that distance learning is not an innovation for both Ukrainian and foreign educational institutions, because quarantine measures related to COVID-19 have taught educators and students well how to use online technologies for teaching and learning. However, the situation of war has significant differences from the situation of quarantine,

and, therefore, the means and methods of educational communication acquire appropriate specificity.

The study of educational communication in the conditions of war is an important and urgent task: firstly, obtaining new knowledge about the peculiarities of educational communication in conditions of war will contribute to further development of education in Ukraine, ensuring quality education for future generations; secondly, the study of the experience of Ukraine and the dissemination of this experience in the European professional and scientific community is important for learning the practical "lessons" of implementing the educational process in extreme crisis conditions, conditions of global social upheavals.

Taking into account the above, the purpose of this article is to analyze the forms, means, and methods of educational communication in the conditions of a full-scale Russian invasion of Ukraine (on the example of schools in the city of Kharkiv and the Kharkiv region).

### 2 Method

In the theoretical part of the article, general scientific methods of analysis and synthesis are used, a theoretical analysis of general approaches to the study of social communication, in particular, in crisis situations, is carried out. As the theoretical and methodological basis of the work, certain provisions of the theory of communicative action of Habermas were used, as well as the work of modern scientists who research modern forms and means of educational communication and features of social communication in crisis conditions. On this basis, theoretical provisions regarding the peculiarities of educational communication in the conditions of a global crisis, in particular, caused by war, were formulated, which formed the basis of an empirical study of educational communication in conditions of war.

The empirical basis of the article consists of the results of a study conducted by the authors, dedicated to the study of the peculiarities of educational communication in war conditions (on the example of schools in the city of Kharkiv and the Kharkiv region, as one of the regions most affected by war, including in the field of education). The data collection method is an online survey (using Google Forms). The field stage was implemented in April 2023. The respondents were teachers of schools in the city of Kharkiv and the Kharkiv region (n=133; a random, non-representative sample). The purpose of the study was to test the tools developed by the authors, intended for the diagnosis of methods and means of educational communication in the conditions of war, as well as aimed to identify the main trends related to the factors and conditions of ensuring high-quality educational communication in the conditions of war. The obtained data were processed using Microsoft Excel tools.

The toolkit included 43 questions aimed at clarifying and defining the following: terms of resuming the educational process in educational institutions; the format of conducting classes (synchronous or asynchronous), which prevailed at different stages of the war; means and methods of educational communication (of teachers and students, members of the teaching staff of schools among themselves; teachers and parents); means and methods of psychological relief and psychological support of participants in the educational process, etc. Let us note that the creation of online survey toolkit was based on the results of a qualitative study conducted by individual authors of this article in November-December 2022, using the method of focused group interviews (5 focus groups, 5-8 respondents in each, respondents were parents of students from Kharkiv schools) [20, p. 38].

### 3 Results and Discussion

In the framework of this article, educational communication is considered as a type of social communication. Ukrainian scientist O. Kholod highlights several approaches to the interpretation of the term "social communication": socio-administrative; social engineering; linguistic; sociological [11, p. 8]. Since this article envisages consideration of educational communication precisely through the prism of a sociological approach, let us note the last one.

In sociology, social communication is considered as social interaction caused by a number of socially significant factors and norms of communication accepted in society. Only social interaction that involves the transmission and receipt of meaningful and evaluative information, as well as a certain influence of this information on its "recipient" is considered to be communication [11, p. 9].

According to the authors of this article, the essence of the sociological approach to the definition of social (and at the same time educational) communication is most fully revealed in the theory of communicative action by J. Habermas [9]. The scientist considers communicative action as a symbolically mediated social interaction that creates certain prerequisites for describing and understanding reality, for constituting it as an object of knowledge. In addition, he claims that the process of production (construction) of social reality takes place through the mediation of communicative action [Deflem, p. 269].

In order to emphasize the "social-constructivist" function of communicative action, Habermas developed the concept of discourse, asserting that the most effective communicative action is manifested precisely in discourse. Researching the discourse, the scientist analyzed the conditions of rational argumentation in communicative action based on the difference between various claims to validity, which are implicitly or explicitly violated in speech acts [7, p. 271]. In short, discourse is an active aspect of text or speech, discourse forms a concrete meaning of communicative action. When studying educational communication, it is worth paying attention to the educational discourse, which we consider as a socio-communicative event, that occurs in the process of interaction between the one who teaches and the one (those) who are studying, as a result of their mutually directed communicative actions, and is made possible in the conditions a certain social context - a specially organized educational situation (lesson, lecture, seminar or practical session, training, etc.) with the help of educational texts and other symbolic complexes, designed and structured in a special way [18, p. 113; 19, p. 18].

Thus, educational communication (as a type of social communication) represents a set of certain communicative actions and is a process of intellectual and emotional exchange of information, during which the collection and redistribution of information is carried out, as well as the construction of social reality for the participants of this process. In the process of educational communication (taking into account the discursive essence of the communicative action), it is not only the content of the information that is translated, but the forms, means, and methods chosen by the participants of the communication process to establish and maintain relationships that are of great importance. According to the Ukrainian researcher H. Moskalyk, for example, for effective (productive) educational communication "teacher-student", the first must be able to: a) form the peculiarities of his behavior (his pedagogical individuality), as well as his relations with students (communication style); b) choose relevant means of communicative influence [14]. These same skills are also important for teacher-teacher, teacher-parent, management-teacher, management-student, etc. communication.

The problems of educational communication in the conditions of war are closely related to the issues of crisis communications, which are studied by scientists, in particular, Ukrainian scientists, such as: P. Bruce, S. Black, K. Williams, R. Lewis, P. Sandman, A. Senter, F. Saitel, D. Fishman, O. Holsti, A.

Barovska, N. Dragomiretska, V. Dreshpak, D. Dubov, V. Korolko, V. Krutko, H. Pocheptsov, B. Porfiriev, and others. Each of them devoted his or her research to the study of general approaches to the investigation of social communication in crisis situations.

Western researchers T. Sellnow and M. Seeger offer approaches to the study of social communication in crisis situations, based on the theoretical analysis of various studies in this field. They consider crisis communication as a complex process that includes: a) perception of information; b) its understanding and evaluation; c) interaction with other crisis participants. Scientists suggest applying the theory of risk communication to the study of social communication in crisis situations [30]. This theory notes the importance of the process of interaction between experts and the public during crisis situations and highlights the importance of providing quality information for making the right decisions in difficult situations. In addition, scientists draw attention to the fact that when studying social communication in crisis situations, the theory of social construction of reality also has significant heuristic potential, explaining the process of forming the perception of reality in crisis [30].

B. Reynolds and M. Seeger in their article propose an integrative model of crisis communication, which combines different approaches to the study of social communication in crisis situations. In particular, the authors consider approaches that focus on [28, p. 45]:

- Psychological aspects of communication in crisis situations;
- Interactions between various stakeholders involved in communication in crisis situations (state institutions, public organizations, media, civilian population, etc.);
- The role of technologies in crisis communication, in particular, the use of social networks and other online communication channels;
- Cultural aspects of communication in crisis situations, in particular, taking into account cultural and value differences and characteristics of different population groups.

In his solo article, M. Seeger highlights approaches to studying social communication in crisis situations, focusing on best practices. The author considers the concept of crisis communication, describes its components and uses an expert approach to determine the best practices of crisis communication. He emphasizes the importance of crisis communications planning and preparedness, as well as the use of various communication channels such as websites, social media, and more. The scientist stresses that it is important to have a prepared communication plan in case of a crisis situation, as well as to practice and train the communication skills of members of the organization's team to reduce the negative impact of the crisis [29, p. 236].

The general approach to studying social communication in crisis situations consists in determining relevant and effective ways and means of interaction between people. Events that give rise to crisis situations include war, terrorist acts, natural disasters, large-scale epidemics, and others. According to research, in crisis conditions, people perceive information differently than in normal conditions - less rationally (or irrationally), more emotionally (or too emotionally), which negatively affects the implementation of a full-fledged communication process [34, p. 531; 38].

Thus, the key issues of organizing effective communication in crisis conditions are related to the peculiarities of information perception and processing by participants in the communication process. During crisis situations, people perceive information more quickly, but the ability to analyze and think critically may be low. According to the Ukrainian researcher L. Mudrak, such features of crisis situations lead to greater vulnerability to the influence of disinformation and to the development of panic states [15, p. 92].

Like all the scientists mentioned above, L. Mudrak notes the importance of channels and means of communication in crisis conditions. As a rule, crisis situations generate a sense of uncertainty and a sense of fear, and therefore significantly increase social tension and the likelihood of conflicts. All this makes it much more difficult to ensure effective communication. In such conditions, it is important to ensure mutual understanding and cooperation between people, as well as to practice stress management and emotional relief measures. The author emphasizes that, during a crisis, it is important that information is available and understandable for people, as well as that communication channels are properly organized. Such channels may include social networks, electronic and telephone means of communication, personal communication with experts, authoritative persons, etc. [15, p. 97].

Based on the above, we will formulate the main theoretical propositions that formed the basis of our empirical study of educational communication in the conditions of war:

- The basic message of Habermas is that communicative action is aimed, first of all, at establishing understanding between people. Mudrak remarks on the same, adding that in a crisis it is important to ensure not only understanding, but also cooperation;
- It is important to ensure maximum availability and comprehensibility of information, continuity of information flows;
- It is necessary to use a wide range of channels and means of communication (messengers, social networks, e-mail, telephone communication, websites, involvement of experts, authoritative persons, etc.);
- It is important to prepare for possible difficulties caused by the crisis, as well as to plan communication processes that will help prevent, overcome these difficulties or mitigate the negative consequences;
- The psychological aspect of communication is of great importance in crisis situations, and one should actively practice stress management and emotional relief measures;
- No less significant in crisis situations is the cultural aspect of communication; it is necessary to take into account the value orientations of communication participants, as well as take measures to support universal human values (friendship, mutual support, mutual assistance, etc.);
- In general, the set of communicative actions (in particular, those implemented in the form of discourse) affects the perception of social reality and is capable of producing social reality for the participants of the communication process. A properly organized communication process is able to switch the attention of its participants from the crisis situation to the current activity, in a certain way "normalizing" this activity and reducing the impact of the stressogenic factors generated by crisis.

In our opinion, the study of educational communication in the conditions of war will contribute to the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in EU countries) for crisis situations, development of their communication competences. Taking into account the fact that in social and, in particular, educational communication, it is not so much the content of information that matters, but rather the means of its transmission are important, we will consider the most common and most effective of them, in particular, those that are suitable for use in war conditions.

Let us consider actual means of educational communication in the conditions of global social crises.

Quarantine measures in education related to COVID-19 proved to the whole world that traditional face-to-face teaching is the best option for educational communication [4; 5, p. 16]. However, the experience of COVID-19 pandemic shows that in the conditions of global social crises, face-to-face training, no matter how effective it may be, may become impossible. The

same applies to education in war conditions - when the organization of face-to-face education, the presence of teachers and students in educational institutions can lead to fatal consequences, human casualties. Therefore, analyzing the means and methods of educational communication in the conditions of global social crises, in this part of the article we will pay attention to those educational innovations that became widespread precisely during the impossibility of face-to-face training, during the crisis caused by COVID-19. In our opinion, the assimilation and active practice of these methods and tools by Ukrainian teachers made it possible to use them without problems in the conditions of another global crisis - caused by Russia's war against Ukraine.

Virtual classes and video conferences are one of the most innovative means of learning. They make it possible to create a virtual learning environment in which teachers and students can interact in real time, regardless of physical distance. Thanks to the use of video and audio technologies, students can participate in classes from anywhere with Internet access. In addition, virtual classrooms and video conferencing allow the teacher to create interactive exercises that can be conducted in real time. [12, p. 231]. In a war situation, the provision of game or project-based learning methods may seem problematic (since both students and teachers may be in bomb shelters or away from home during classes, and may not have the proper conditions for this). At the same time, the main task remains to ensure the conditions for dialogue between the teacher and students, for which the most effective is the use of platforms for conducting online conferences (Zoom, Google Meet, etc.).

Electronic learning tools are extremely diverse and can be used both as part of traditional learning and as an independent form of learning. Examples of e-learning tools are e-textbooks, e-diaries and progress logs that are convenient for students, teachers, parents, and school administration. Electronic textbooks may be available online and contain interactive elements such as video and audio materials, interactive tests, additional tasks, and more. Other e-learning tools include websites and mobile applications. Every modern school has its own website, where important information and educational material is presented. Mobile apps are useful for on-the-go or leisure learning because they can be accessed on a variety of mobile devices such as smartphones and tablets. One of the most popular electronic learning tools are video lessons. They allow students to learn the material at their own pace and at a time convenient for them, as well as to receive feedback from teachers [37, p. 27]. Some platforms, for example, the National educational platform "Vseosvita" [36] or "Na urok" [16] and other, provide teachers, students, and parents with access to various useful educational materials, tests, competitions, professional development courses, etc. Less than a month after the beginning of the full-scale Russian invasion of Ukraine, the team of the Ministry of Education and Science of Ukraine collected a list of useful resources for adults and children regarding psychological support, training and information [8]. Electronic learning tools are of great importance for the organization of educational communication in the conditions of war, because for many students, synchronous learning is not possible due to being under occupation, lack of communication and electricity supply, being abroad and having to study in a local school, or for other reasons.

Interactive whiteboards are a modern teaching tool that is used in most schools and educational institutions. For example, 12 interactive whiteboards are available on the "Osvitanova" website, which can be used in the educational process, including remotely [1]. They allow the teacher to demonstrate learning material in real time using multimedia elements such as videos, images, and animations. Interactive whiteboards give the teacher the opportunity to conduct interesting and meaningful lessons, attracting the attention of students to the educational material. One of the most important advantages of interactive whiteboards is that they create an opportunity for interaction between the teacher and students. Teachers can create tasks, interactive exercises, and board games that allow students to actively participate in the learning process. In addition, interactive

whiteboards allow the teacher to monitor the progress of students. Teachers can create virtual quizzes and whiteboard questions that allow them to instantly assess student learning performance and provide feedback. Interactive boards also allow teachers to save educational material and share it with students and parents [6, p. 124].

Computer programs and online services are aids that help organize educational communication. Let us note that some of these tools do not provide communication as such, because the student works, first of all, with a computer and/or program. However, namely in the conditions of war these tools can contribute to improving the results of the educational process, given that synchronous learning may not be possible. For example, there are online language learning services that allow students to study at any time and from any place with Internet access. There are also computer programs for studying mathematics, geography, and other educational subjects that can be useful both for home study and for use in classes. Some programs have a built-in system for tracking the student's progress, which allows the teacher and parents to monitor success of the study [31, p. 170].

Mobile learning applications allow students to engage in learning and development anywhere, anytime, as long as there is access to the Internet. These apps are specialized for different subjects like math, foreign language, history, art, and many others. The apps contain interactive exercises, tests, games, and other resources that help students consolidate knowledge and develop skills. Students can use these apps to improve their skills and experiment with new ideas. Some mobile applications have a social and communication component, with their help students can exchange information and cooperate with each other, which contributes to the development of cooperation and communication skills [3, p. 355].

Social networks and forums are becoming increasingly popular among students and teachers as tools for interaction and information sharing. Teachers and/or students create groups and communities to discuss common issues related to learning, where they share knowledge and ideas. This allows creating a virtual learning environment where all participants in the educational process can interact, communicate, and receive feedback, while being at a distance from each other. Practice shows how teachers use social networks to create and maintain their own blogs, publish creative works and achievements of their students, etc. [27, p. 153].

Despite the fact that all the above-mentioned means of educational communication were actualized precisely during the global crisis caused by COVID-19, and in principle, can be used in conditions of war, however, these conditions have their differences, which will be highlighted below.

In the conditions of war, educational communication performs important functions, such as providing access to learning and information, maintaining a normal psychological atmosphere in an educational institution, reducing the social distance between a teacher and a student, etc. Historical experience shows that war and military conflicts have a significant negative impact on all social institutions, including the education system. Active military actions lead to the destruction of educational institutions, human casualties, forced emigration of students and teachers. In addition, the budget for education is often reduced during wars, which, as a rule, leads to a reduction in teaching staff and a decrease in the quality of education [24, p. 7]. The war creates dangerous conditions for learning, threats to the lives of all participants in the educational process. On the other hand, although it is paradoxical, the war contributes to the awareness of the value of education, the growth of motivation for education [33, p. 59; 35, p. 16]. In general, any crisis situations have a significant impact on the education system, but they can also create new opportunities for the development of education and training, depending on the specifics of the crisis and the scale of its consequences.

One of the most important tasks of educational communication in the conditions of war is to ensure the safety of the educational process. In the war zone, educational institutions can become the object of enemy attacks, therefore it is necessary to ensure the appropriate level of security, as well as protection against disinformation.

The second important task is to ensure access to training and information. As it was mentioned above, the conditions of war create significant obstacles to the implementation of educational process in the traditional face-to-face format, therefore it is necessary to look for optimal forms and methods of teaching and informing students about current issues, to involve experts, practitioners (for example, medical workers, representatives of the state emergency services, and others), create conditions for distance learning.

The third important task is to maintain a normal (as far as possible in the conditions of war) psychological atmosphere. The conditions of war cause stress and anxiety, therefore it is important to support the psychological health of participants in the educational process. The implementation of specified task is facilitated by the implementation of various psychological relief measures in educational institution (celebration of holidays, holding of creative competitions, ceremonial events for awarding successful students, the best teachers, etc.), as well as psychological support measures (trainings, consultations with a psychologist, etc.). All this can be done both offline and online and in a mixed format [24, p. 12; 25, p. 21].

In general, it is important to conduct open communication and systematically provide all participants in the educational process with information about what is happening in the country and the world, in the locality, and in the educational institution. This will help to avoid rumors and false information that cause the development of panic and fear among teachers, students, and their parents [2].

In the conditions of war, educational communication plays an important role in raising the level of (self)awareness of the population, helps to increase the level of critical thinking and analytical skills of students. Educational communication affects the formation and maintenance of positive values, such as tolerance, mutual assistance, cooperation, and cohesion. These values can be reflected both in the content of educational subjects and in interaction with teachers and other participants in the educational process [10, p. 413].

The process of remote learning in wartime has its own characteristics and requires greater organization and responsibility from all participants. One of the biggest challenges in organization of distance learning in wartime is to ensure its accessibility teaching and learning. Not all teachers and students may have access to the necessary equipment and the Internet, or may be in a war zone or occupation, where communication is extremely limited or blocked [26, p. 211; 32].

The experience of war in Ukraine shows that in order to ensure equal access to education for all students, especially in the conditions of war, the following strategies can be used:

- The use of educational packages on CD, DVD, or flash drive, which can be distributed to students in remote locations or in a war zone. Such packages contain video lectures, audio recordings, text materials, and other educational resources that can be played on computers without Internet access;
- The use of radio and television channels to broadcast educational materials. Lessons are broadcasted at a specific time, or can be viewed at any convenient time using recordings. Messengers and social networks can also be used for communication between teachers and students;
- The use of educational platforms and online services that contain video lessons, tests, interactive tasks, and other materials which can be accessed from any device via the Internet;

- Recording by teachers of their own video lessons, as well as preparation of assignment packages, uploading these materials to Google Drive with open access for students, or providing access to materials through distance learning services (for example, "Classroom", etc.). Such a strategy ensures the exchange of educational materials between the teacher and the student, in conditions of unstable electricity supply or Internet connection;
- Direct face-to-face communication between teachers and students, holding consultations and individual classes not on the territory of educational institution, but on neutral territory (at the teacher's home, etc.). This strategy is effective, in particular, in conditions of occupation and complete absence of electricity supply, mobile and Internet communication. It is clear that not all teachers and students can participate in such educational communication, but only those who remained in their settlements. Nevertheless, such communication is a better alternative to the complete absence of the educational process.

Separately, we consider it necessary to note the importance of international cooperation in the conditions of war. Foreign partners and organizations provide financial support for the restoration of educational infrastructure, the purchase of necessary equipment, teaching materials, the implementation of security measures in educational institutions, they contribute to the development of a system of psychological support for students and teachers who are in war conditions, who have suffered losses, experienced mental trauma, etc. In addition, foreign partners are happy to help in the formation and implementation of educational programs that take into account the specifics of the conflict and the needs of local population. A vivid example of effective cooperation with foreign colleagues, including in wartime, is the activity of the "Association of Waldorf Initiatives in Ukraine", which represents Ukraine in the international educational organizations. The association is an active participant in education reform processes, provides scientific and methodological materials, creates programming and regulatory support, makes proposals to legislative bodies and promotes the development of European values in Ukrainian education, such as pluralism, diversity in education, academic integrity, academic freedom of the teacher in his/her pedagogical activity, etc. [17; 23, p. 52]. International cooperation contributes to the development of system of training teachers and specialists in the field of education, the development and modernization of system of professional development of pedagogical personnel, the introduction of innovations in educational practice. All this provides a foundation for high-quality education and effective educational communication despite the difficult circumstances of war.

Based on what was stated in the previous parts of this article, in our empirical study of educational communication in the conditions of war, we paid special attention to the following:

- Continuity/discreteness of educational communication in conditions of war;
- Means of educational communication that prevail in wartime conditions, as well as methods of ensuring/maintaining the appropriate level of quality of educational communication in wartime conditions; the desire of teachers to learn new means of educational communication and improve skills of their use;
- Creation of conditions for understanding and cooperation between the participants of the educational process, as well as the involvement of experts and practitioners in the educational process with the help of communication tools;
- Measures and means of communication aimed at psychological relief and psychological support of participants in the educational process;
- The ability to plan educational activities as a prerequisite for high-quality educational communication and a manifestation of the readiness of participants in the educational process for possible difficulties caused by war;
- Awareness of the value of education, changes in students' motivation to study;

- The general image of reality (positive or negative), which is constructed and supported in the educational and communication process.

The value dimension of educational communication is a very complex object, and, therefore it deserves a separate study, so our questionnaire did not include appropriate questions.

Next, we will present the results of research conducted by us in April 2023 using the online questionnaire survey method. The respondents were teachers of schools in the city of Kharkiv and Kharkiv region (n=133). The sample is not representative, however, the obtained results make it possible to identify important trends in educational communication that manifested themselves in the conditions of war.

Among the interviewed teachers, 84.7% are women and 15.3% are men, which roughly reflects the gender structure of the teaching staff who worked in schools in Ukraine before the start of the full-scale invasion (according to statistics, about 81% of teachers in Ukrainian schools are women, and 19% are men) [21].

The vast majority of respondents are not "newbies" and have experience as a teacher from 6 to 20 years. In more detail, the distribution of respondents by length of work at the school is presented in Figure 1.

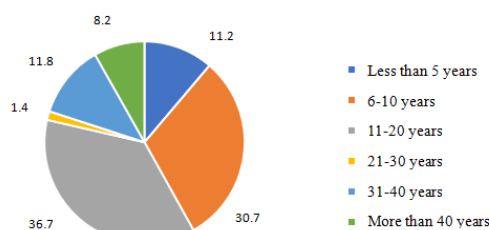


Figure 1. Distribution of teachers by experience of teaching activity and work in schools (in % of all respondents)

Among the surveyed respondents, teachers who teach at different levels of school education are sufficiently represented: 22.5% - only in junior high school; 21.7% - only in high school, 55.8% - combine teaching in middle and high school.

The survey was anonymous, so in this article we do not identify the schools whose teachers participated in it, but we note that teachers from 7 schools were interviewed (15-20 people from each school). It should also be noted that 2 out of 7 schools that took part in the survey (approximately 23.2% of the total number of respondents) had a six-month experience of being under occupation, although at the time of the survey, the relevant settlements of the Kharkiv region were de-occupied.

The toolkit of the survey included 43 questions that related to various aspects of providing educational communication in the conditions of war. All these questions were aimed at identifying the opinions and studying the experience of teachers as direct participants and subjects of educational communication. The questions covered such topics as access to education, the impact of the war on educational process, the quality of education, the importance of psychological support for students and teachers. We would like to emphasize that all, without exception, schools in the city of Kharkiv and the Kharkiv region, including those that took part in the survey, resumed the educational process exclusively in a remote format, taking into account the activity of hostilities in the Kharkiv region, as well as the immediate geographical proximity to the country-aggressor, and the great threat of unpredictable bombings from the territory of Russian Federation (from the city of Belgorod (Russia)) to the city of Kharkiv, an enemy missile flies in 30-40 seconds, which actually makes it impossible for people to go to shelter, and the air alarm signal sounds, as a rule, after the first missile hit Kharkiv).

Let us note that, taking into account the restrictions on the volume of articles set by scientific edition, we do not have the opportunity to present data for every question of the questionnaire, therefore we will present only those data that relate to the topic and purpose of this article.

Finding out the continuity/discreteness of educational communication in the conditions of war, our first questions to the respondents related to the terms and features of the restoration of educational process. 72.7% of respondents indicated that their educational institution resumed more or less full-fledged education in April 2022 (that is, less than two months after the start of the full-scale Russian invasion). 23.3% of respondents noted that the restoration of a more or less full-fledged initial process became possible in October-November 2022 (after the release of the relevant settlements from the occupation), and about 4% noted that the normal educational process resumed from September 2022.

The results of our research indicate that communication between teachers and students and/or their parents was established quickly enough, despite the terrible conditions in which all residents of Kharkiv and Kharkiv region were. Namely, 85.5% of respondents indicated that they began to establish communication with students and/or their parents already in the first 1-5 days after the start of the full-scale invasion of Russia, 10.5% - approximately in a week after February 24, 2022, about 4% - approximately in two or three weeks after February 24, 2022.

We clarified with the teachers, who mostly made the decision about the need to establish communication with students and/or their parents. The distribution of answers to the relevant question is presented in Figure 2.

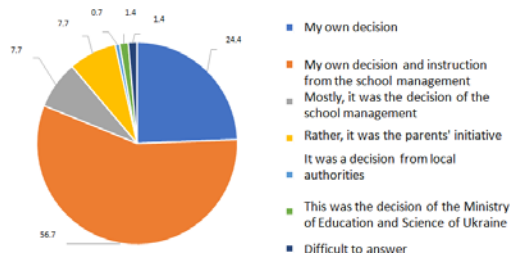


Figure 2. Distribution of answers to the question: "Mostly, whose decision was it - about the establishment of communication with students and/or their parents?" (in % of all respondents)

It can be seen from the given figure that the important decision to restore communication with students and/or their parents belonged, mainly, either to the teachers themselves, or to the teachers and the school management.

Clarifying the forms and means of educational communication that prevail in wartime conditions, as well as the methods of ensuring/maintaining the appropriate level of quality of educational communication in wartime conditions, we asked the respondents a number of relevant questions.

As a result, the vast majority of respondents (76.7% of respondents) noted that at the first stage of resuming the educational process after February 24, 2022, the synchronous format of classes on online conference platforms (ZOOM, Google Meet, etc.) prevailed. 23.2% of the teachers of those schools in the Kharkiv region, which almost immediately fell under the occupation, noted that the asynchronous format with the exchange of educational materials through messengers (Viber, Telegram) and distance learning platforms ("Classroom", etc.) prevailed. However, absolutely all respondents confirmed that at the time of the survey (April 2023) the prevailing synchronous format with conducting classes according to the schedule is teaching on ZOOM and Google Meet platforms.

All respondents without exception noted that they used messengers (Viber, Telegram, etc.) to keep in touch with students and/or their parents after the beginning of full-scale invasion of Russia. The vast majority of respondents also used social networks (Facebook, Instagram) to communicate with students and their parents. The vast majority of teachers use online conference platforms (ZOOM, Google Meet, etc.) to conduct online conference.

Specifying the respondents' answers regarding the means of educational communication, the following conclusions can be drawn:<sup>1</sup>

- The most frequently used means of conducting classes are ZOOM, Google Meet, and similar platforms (at the time of the survey, they were used by 95.3% of teachers);
- The most frequently used tools for additional, organizational, and extracurricular communication are messengers and social networks (81.8%);
- A significant number of teachers (78.8%) use the telephone to communicate with students;
- E-mail is used by a significantly smaller number of teachers (18.2%), which can be explained by the lower popularity of this tool among students;
- 57.3% of teachers actively use platforms for distance learning (of the "Classroom" type).

In order to assess the quality of educational communication in the conditions of war, we used a self-assessment scale and asked teachers to evaluate and compare their ability to conduct interesting and high-quality educational classes before and after the beginning of the full-scale invasion of Russia. The results of the comparison are presented in Table 1.

Table 1: The ability to conduct educational classes at a certain level of quality (teachers' self-assessments, in % of all respondents)

No.	Level of quality	Half a year before February 24, 2022	Half a year after February 24, 2022	At the time of the survey (April 2023)
1	High	53.8	39.0	53.8
2	Average	40.6	59.9	44.1
3	Low	4.2	19.5	0.7
4	Difficult to answer	1.4	1.4	1.4

As we can see, in the first six months after the beginning of the full-scale invasion, there was a significant decrease in teachers' self-assessments of their own ability to conduct interesting and high-quality classes. This may be related to the occupation and the loss of mobile and Internet connection. However, at the time of the survey, a reverse trend is observed and we see a return of teachers' self-assessment to pre-war indicators, even their improvement, compared to pre-war levels.

We found out that the vast majority of teachers, in order to improve the quality of educational communication, try to conduct all classes exclusively on online conference platforms (ZOOM, Google Meet, etc.) (60.8%). 45.7% mastered such methods as recording their own video lessons with subsequent teaching of the recordings in open (for students) access. Teachers began to more actively use various educational platforms and portals ("Vseosvita", "Na urok"), as well as services for conducting classes "Classroom" and similar (30.2% each). 29.3% look for interesting video recordings of lessons and post them in open (for students) access, and also began to actively use various videos during classes to arouse the interest of students. 10.8% began to call students more often in order to explain the material, the grade received by students, etc. 6.7%

<sup>1</sup> Let us note that to specify the most used means of educational communication, a nominal scale with compatible alternatives was used, that is, the respondent had the opportunity to choose not one, but three most relevant answer options. A similar scale was used in many other cases, so the total percentage of answers to a number of questions may exceed 100%.



resorted to such activities as running their own YouTube channel or blog.

We asked the teachers what were the biggest problems they faced when ensuring effective educational communication during the war. As a result, it was found that one of the most important problems, which is specific to training in war conditions, is the unpredictability of the situation (sudden power outages, disappearance of the Internet and telephone connection, etc.), which was emphasized by 90.8% of respondents. Also, the limited possibility of using practical teaching methods (for example, laboratory work with the use of special equipment, conducting experiments, performing physical exercises, etc.) was noted as an actual problem (82.5%). 29.3% of teachers emphasized the problem of keeping students' attention during the lesson. And only 5.2% indicated the indifference of students to studies, which increased during the war.

According to the vast majority of teachers, the actions and decisions of the head and administration of the educational institution play a key and significant role in ensuring the quality of the educational process and educational communication in war conditions (a total of 93.7% of respondents). Only 6.3% believe that this role is insignificant or not important at all.

The results of our research showed that, despite the difficult conditions of war, communication is actively supported not only between teachers and students, but also among the teaching staff of the school. This is especially important in view of the creation of conditions for understanding and cooperation between the participants of the educational process with the help of communication tools. The responses of the respondents indicate that online meetings are the most popular forms of communication of the teaching staff during the war, as noted by about 90% of all respondents. In addition, a significant number of respondents (85.5%) noted that there are also individual online or offline meetings with colleagues, administration, and school management. It is worth noting that meetings are also held in the usual (offline) mode, which was noted by about a quarter of the respondents. So, we can see that schools actively implement a number of communication activities, which are extremely important for establishing understanding in the team, coordination of joint activities and cooperation.

It is important to ensure understanding and establish cooperation not only in the school team, but also with parents of students, as one of the most important stakeholders. The majority of teachers claim that online parent meetings are the most common form of communication with parents (81.8%). Telephone conversations are also a common form (87.9%). 2.8% of respondents noted that parents' meetings were held in the usual (offline) format.

According to the theory of risk communication, the relevance of which we emphasized in the theoretical part of this article, in the conditions of global social crises, including those caused by war, communication with experts and authoritative persons is of great importance to promote the development of a conscious perception of the crisis situation. In this regard, we asked the teachers whether they and/or the school involve specialists who have experience of working in extreme or life-threatening situations, in particular those that occurred during the period of the full-scale Russian invasion of Ukraine, to participate in classes. Also, in case such specialists are involved, we asked the respondents to write who exactly was involved. 76.5% of respondents confirmed the involvement of specialists (experts) in participation in classes or conducting separate classes, trainings, etc. Medical workers, military psychologists, psychotherapists, representatives of the State Service for Emergency Situations, representatives of the National Guard of Ukraine, the Armed Forces of Ukraine, and territorial defense forces prevail among such specialists.

The next questions related to the school's holding of educational events, holidays, etc., and the participation of teachers, students, parents, and management in these events, which is an important form of educational communication not only for establishing understanding, but also for the psychological relief of

participants in the educational process. We asked our respondents about how often the educational institution arranges relevant events. The distribution of responses to this question is presented in Figure 3.

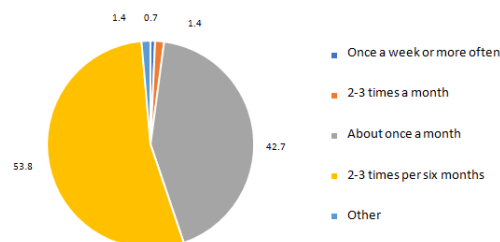


Figure 3. Distribution of answers to the question: "Since the beginning of the full-scale invasion of Russia, how often have educational events (holidays, fairs, etc.) for students been held in your educational institution?" (in % of all respondents)

As one can see, the war is not an excuse not to carry out activities that are important for the psychological relief and unity of the participants of the educational process. Holidays, fairs, etc. are held in schools of the Kharkiv region, mostly twice or thrice every six months, and in some places even more often - once a month.

Since in the conditions of war one of the most important tasks of educational communication is the psychological support of participants in the educational process, our toolkit included questions about how often, after the start of a full-scale invasion of Russia, teachers resort to methods of psychological support for students. The vast majority of teachers testified that they have to invent something in almost every lesson in order to provide psychological support to students (75.8% of respondents). 23.5% noted that quite often such situations occur when students need their psychological support. Only 0.7% of respondents answered that such situations when students need their psychological support are quite rare.

In addition, we clarified whether the need for psychological support of students increased/decreased in the conditions of war, compared to the conditions of COVID-19. 84.7% of teachers confirmed the increase of such a need, while 15.3% hesitated to give an exact answer to this question.

Since the ability to plan is important for ensuring high-quality educational communication in the conditions of war, we asked the respondents whether they plan for their future, including in their professional life. The vast majority of teachers noted that they necessarily have both short-term (1-5 months) and long-term (6 months and more) plans (75.6% of respondents). 23% noted that in general they tend to plan, but during the war they make only short-term plans. 1.4% make plans only for a week ahead. There were no such teachers who did not make any plans and lived one day at a time.

The quality of educational communication is affected by the motivation of students, so we were interested in the opinion of teachers about changes in the motivation of students during the period of full-scale invasion. According to the results of the survey, more than a third of respondents (34.5%) believe that the motivation of students to study has improved since the start of the full-scale invasion, 45.7% of the surveyed teachers believe that motivation has not changed, and 15.8% have noticed a decrease in motivation. Those teachers who believe that motivation has increased indicate the following two main reasons for the increase: "Reevaluation of values - students began to appreciate more the opportunities they have"; "Understanding that, despite the war, everyone should do their own thing, and the main thing for children is to learn". Those teachers who believe that motivation has decreased point to one single reason for the decrease - "Parents have relegated children's education to the background, compared to safety issues".



We also asked the teachers about what role, in their opinion, educational communication plays (in particular, “student-teacher” interaction) in the formation of children’s social adaptation in wartime conditions. All respondents, without exception, rate this role as “the most important” and “very important” (70.5% and 29.5%, respectively).

In the theoretical part of this article, based on the results of the analysis of scientific works of scientists who studied communicative action, as well as issues of social communication, including in crisis conditions, it was noted that the set of communicative actions, which is implemented in discourse, affects the perception of social reality and can produce social reality for the participants of the communicative process. Therefore, a properly organized communicative process is able to switch the attention of its participants from the crisis situation to the current activity, in a certain way normalizing this activity and reducing the influence of stressogenic factors generated by the crisis. To evaluate the effectiveness of educational communication in the conditions of war, the general image of reality (positive or negative), which is constructed and supported in the educational and communication process, is important. In this regard, we asked the teachers what perspectives of the future prevail in their worldview. As a result, it was found that about 90% of teachers have only optimistic and rather optimistic vision of the future and only 3.75% are inclined to pessimistic assessments of the future. About 6% expressed hesitation to define their views of the future in any positive or negative terms.

In general, the results of our empirical research showed that despite the war and the large number of problems caused by it, there are positive trends in the organization of educational communication, which is specified below in the conclusions.

#### 4 Conclusions

The analysis of general approaches to the study of social communication in crisis situations, as well as means of communication used in modern education, made it possible to derive key theoretical propositions regarding the peculiarities of educational communication in crisis situations, including those caused by war:

- The main goal of educational communication is to establish understanding between the participants of the educational process, as well as to establish cooperation (in which, in fact, is its effectiveness lies);
- Ensuring the continuity of the communication process, diversity and availability of means of communication (messengers, social networks, e-mail, telephone, websites, etc.), clarity of information (including, through the involvement of experts, authoritative persons, etc.);
- Readiness for possible difficulties caused by the crisis, planning activities and communication processes, which helps to prevent, overcome these difficulties or mitigate negative consequences;
- Strengthening of the psychological component of educational communication, active use of measures and methods of psychological relief and psychological support of participants in the educational process;
- Strengthening the cultural, value aspect of communication, taking into account the value orientations of participants in the educational process, actively practicing measures to support universal values (friendship, mutual support, mutual assistance, etc.);
- The discursive focus of educational communication on the formation/maintenance of a positive vision of the world by the participants of the educational process, switching their attention from the crisis situation to the current activity, and thus “normalizing” life and reducing the influence of stressors caused by the crisis.

In the modern world, there is a wide range of means of educational communication: interactive technologies; online platforms and portals; resources with video and audio educational materials; electronic libraries; resources for self-

study, etc. The crisis conditions of the COVID-19 pandemic contributed to the active assimilation of all these and many other tools by teachers and students. However, the use of all these means in the conditions of the crisis caused by war has its own characteristics. Successfully ensuring the quality of educational communication in wartime depends on a number of factors, such as the security situation, the availability of Internet and mobile communications, the availability of technical means of communication, and the availability of qualified specialists capable of organizing effective educational communication. The study of the peculiarities of educational communication in the conditions of war will contribute to the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, the development of their communication competences. Taking into account the fact that in social and, in particular, educational communication, it is not so much the content of information that matters, but rather the means of its transmission, we consider the most common and most effective of them, in particular, those that are suitable for use in war conditions.

In the empirical part of the article, an analysis of the features of educational communication in the conditions of war is carried out, based on data from an online survey of teachers conducted by the authors. On the example of schools in the city of Kharkiv and the Kharkiv region, actual forms, means and methods of educational communication are clarified.

Forms of educational communication mean: synchronous or asynchronous conducting of educational classes; online or offline mode of conducting classes; meetings of the teaching staff; parent meetings; psychological relief measures for the participants of the educational process (holiday celebrations, fairs, etc.).

The technical and technological tools used for its implementation are considered as means of educational communication, namely: platforms for online conferences (ZOOM, Google Meet, etc.); educational portals (“Vesovsita”, “Na urok”, etc.); websites of educational institutions; means of telephone mobile communication; messengers (Viber, Telegram, etc.); social networks (Facebook, Instagram, etc.), etc.

While studying the methods of educational communication, we paid attention, first of all, to the skills of teachers (creating and using audio and video recordings of educational classes, using the possibilities of educational platforms and portals, keeping blogs, attracting experts to participate or conducting educational classes), their ways of implementing educational communication, active use of various means, ability to plan, providing mental support for students, etc.

The results of the conducted online survey of teachers showed that, despite the war and the large number of problems caused by it, the following positive trends are taking place in the organization of educational communication:

- System and continuity of educational communication is supported;
- Many means of educational communication are used, their use is aimed at supporting dialogue and synchronous communication of participants in the educational process: teachers and students (conducting classes in the mode of online conferences, telephone communication, etc.); members of the teaching staff among themselves (meetings, conferences); teachers and parents (parent meetings);
- Experts and specialists (medical workers, military psychologists, psychotherapists, representatives of the State Emergency Service, representatives of the National Guard of Ukraine, the Armed Forces of Ukraine, the Territorial Defense Forces) who have experience in extreme or life-threatening situations are involved in the training sessions, in particular those that occurred during the period of the full-scale invasion of Russia.

- Despite the difficult conditions of war, teachers try to improve and expand the methods of educational communication they use, some of them testify to the growth of their own professional and communicative competences; the main reasons for choosing certain methods and means of educational communication are that they provide speed and convenience of communication, interaction with students and parents under the influence of war-related restrictions;
- Teachers provide constant psychological support to students, the need for which, according to the teachers themselves, has increased significantly since the beginning of the full-scale war;
- Teachers mostly plan their future;
- Teachers have a positive vision of the future, which they translate in the educational process, in educational communication with students.

In general, according to the results of research, it was found that educational communication in the conditions of war, in addition to its main mission (educational), is one of the most effective means of improving the moral and psychological state of teachers, students, and their parents. The study made it possible to reveal that the role of educational communication in the conditions of war is not only in the transmission of information, but also in the creation of an effective system of interaction between different social groups and in the management of information processes. Appropriate methods and means of educational communication can help to support stability and preserve social development.

The results of research have important theoretical and practical value, they can be useful for a wide range of educators, social pedagogues, psychologists, and other specialists working in the education system. First, they contribute to the formation of a holistic vision of factors and conditions for ensuring high-quality (effective) educational communication in conditions of a global crisis (for example, a crisis caused by war), allow specifying the most effective means and methods for ensuring such communication. Secondly, they can serve as a basis for the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, development of their communication competences.

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## PROBLEMS OF UKRAINIAN SOCIETY' INFORMATION SECURITY UNDER THE CONDITIONS OF MARTIAL LAW

<sup>a</sup>VIKTORIYA BOIKO, <sup>b</sup>VIKTORIYA POGREBNAYA,  
<sup>c</sup>OLENA KHODUS, <sup>d</sup>NATALIA DIEVOCHKINA, <sup>e</sup>OLENA  
VANIUSHYNA, <sup>f</sup>IRYNA VORONIUK

<sup>a,c</sup>*Oles Honchar Dnipropetrovsk National University, 72,  
Gagarin Ave., 49010, Dnipro, Ukraine*

<sup>b,d</sup>*National University "Zaporizhzhia Polytechnic", 64,  
Zhukovsky Str., 69063, Zaporizhzhia, Ukraine*

<sup>e</sup>*Kyiv National University of Trade and Economics, 19, Kyoto  
Str., 02156, Kyiv, Ukraine*

*email: <sup>a</sup>viki.boyko@gmail.com, <sup>b</sup>bo1ichek@ukr.net,  
<sup>c</sup>hodus@ukr.net, <sup>d</sup>n.dev@ukr.net, <sup>e</sup>olenavaniushyna@gmail.com,  
<sup>f</sup>iryna.voronyuk@gmail.com*

**Abstract:** The article aims at analysis of the problems of Ukrainian society' information security, taking into account the military situation. The empirical basis of the study is a secondary analysis of the results of monitoring social changes (30 years of independence), which was conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine in 2021. The following terms were analyzed: "information security" - a set of certain knowledge, skills, abilities and a high level of media literacy of society in information sphere of the state; "information space", representing a certain set of communication technologies that ensure interaction between the producer, transmitter, and consumer of information; and "new media" as a certain transformation of the information transmission channels themselves (their interactivity, possibility of feedback, etc.). Subjects and objects of the information space have been studied. The content and structure of information security are highlighted. It is noted that in order to minimize the threat and challenges that may be caused by informational influences on society, it is necessary to single out ways of countermeasures, namely: 1) development of the Ukrainian information space in the direction of the world one; 2) unification of international and Ukrainian information systems; 3) creation and development of own model of information space; 4) modernization of the already existing system of information security of Ukraine in accordance with the latest challenges; 5) creation and improvement of the working regulatory framework in accordance with world standards; 6) development of information infrastructure; 7) enabling competitiveness of Ukrainian information products; 8) use of the latest information technologies in the state administration of the country; 9) constant interaction of the power structure with mass media and influencers in the information space; 10) increasing the level of media literacy of society, etc.

**Keywords:** information security; information space; mass media; Internet; new media; Ukrainian society; martial law.

### 1 Introduction

The importance of a high-quality information environment for modern society and the state, in particular, has not only increased significantly in recent years, but also acts as a key basis for the sustainable development of Ukraine. Together with the world's leading states, Ukraine is in the process of establishing and developing a high-quality information society, the basis of which is precisely information and data transmission channels. In the information society (which is key one in the 21st century), information and communication technologies are taking on important features, which is why this industry is currently one of the fastest growing and at the same time little controlled by the state.

V. Kuzmina et al. note: "The rapid socio-economic transformation of modern society, the change in the worldview of a person is associated with significant uncertainty in the expectation of the future. The scientific and technical revolution has led to the emergence of new technologies that blur the boundaries between the physical, digital, and biological spheres" [9]. That is why, in our opinion, it should be noted that in connection with the rapid formation and development of the Ukrainian information society, the state faces a number of priority tasks, without which it will not be able to function well on the world stage. And the most important of such tasks is to ensure the national security of the information sphere, which is a priority direction (as mentioned in the Digital Agenda of Ukraine in 2020 [3]) of the strategic development of Ukraine. However, it is difficult to solve the problem of information security of the state only at the state level, since all strata of the population are involved in the process of using modern information technologies (starting with ordinary citizens and ending with the governing apparatus of the country). Based on

this, there is an urgent problem regarding the need to form a safe information center, primarily on the basis of legal regulation by the state and general value orientations of society.

Thus, the variability of the Ukrainian information space (especially during Russia's full-scale war against Ukraine) creates certain challenges and threats for society, which require scientific justification for building a strategy for solving the outlined problems.

### 2 Method

To achieve the purpose of article, the following general scientific methods of comprehending social phenomena and processes were used: logical-historical, structural-functional, and comparative methods - to study the terms "information security", "new media", "information space"; analysis and synthesis - to distinguish the content and specifics of the information security of society; classifications - for typology of challenges and threats in the information space in view of the military situation in Ukraine; structural and functional analysis - to clarify the structure and functions of the information space during the period of martial law; generalization - to determine the prospects for the formation and development of information security in modern Ukrainian society, which is in a state of full-scale war.

The empirical basis of the study is a secondary analysis of the results of monitoring social changes (30 years of independence), which was conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine in 2021.

The theoretical basis of the study was the fundamental scientific provisions in the field of information and national security of society, which is a key topic in the works of many Ukrainian scientists, namely: I. Doronin, O. Vlasjuk, J. Baker, N. Shipilova, S. Horbatiuk, G. Pocheptsov, A. Naumova, N. Kostenko, O. Zolotar, M. Abomhara, N. Boyko, G. Koyen, M. Naumova, M. Belinska, O. Dovgan, S. Solodko, and others. The analyzed scientific studies made it possible to note that the rise of information security in the theological context is quite thoroughly covered; a thorough operationalization of the main terms was carried out in view of the mentioned problems; practical recommendations are provided for solving key issues of information security of society at all levels, etc.

However, it should be noted that in the cited literature there are almost no questions regarding the formation and functioning of the information security of the society precisely in view of the military situation in which it is, which forms the relevance of our chosen research topic.

### 3 Results and Discussion

During the three decades of the Ukrainian state' independence, the information climate, which today can be considered in the contexts and terms of mass information institutions, information structures of society, the sphere of social communication, the sphere of information and cyber security, and many others, has significantly changed under the influence of global and local factors. First of all, the rapid expansion of the scope of the Internet throughout the world, including in Ukraine, the widespread introduction of "new media" thanks to the unprecedented development of information technologies, has significantly modified the information, communication, and cultural orders established during the long-term dominance of "traditional mass media" (the press, radio, television). Audiences, being before that mainly an environment controlled by the media for ideological, cultural, market motives, are transformed into actors who not only receive and consume information, but also participate in its production, selection, and distribution [8, p. 512]. Therefore, for a more detailed understanding of this issue, let us focus on the operationalization

of such terms as “information security”, “information space”, and “new media”.

Modern scientists who consider the issue of information security, first of all, pay attention to the channels of dissemination of information flows (mass media and mass communication) in every sphere of society's life (social, household, legal, etc.). First and foremost, the issue of information security acquires key importance from legal regulation and is an important indicator of information security guarantees of Ukrainian society.

It is necessary to consider the regulatory legal acts of Ukraine to determine the term *information security* from the normative side. Article 17 of the Constitution of Ukraine testifies to the protection of the sovereignty and territorial integrity of Ukraine, ensuring its economic and informational security are the most important functions of the state, the concern of the entire Ukrainian people [1]. In accordance with the Decree of the President of Ukraine “On the decision of the National Security and Defense Council of Ukraine dated October 15, 2021 “On the Information Security Strategy””, “information security of Ukraine is an integral part of the national security of Ukraine, the state of protection of state sovereignty, territorial integrity, democratic constitutional system and other vital important interests of a person, society, and the state, according to which the constitutional rights and freedoms of a person to collect, store, use, and disseminate information, access to reliable and objective information are properly ensured, an effective system of protection and countermeasures against harm due to the spread of negative informational influences, including the coordinated distribution of unreliable information, destructive propaganda, other information operations, unauthorized distribution, use and violation of the integrity of information with limited access exists” [2]. However, in our opinion, this interpretation of the concept of “information security” in normative documents does not have thorough specifics - it is rather the result of the interpretation of the concepts of “national security” and “information security” and does not affect the security of society itself in the information space. The methodological definition of this concept should not be the security of the information itself (which is discussed in the regulatory documents), but the security of the subjects of the information space (natural or legal entities) who consume and produce information.

In turn, the Ukrainian researcher A. Gevorkyan notes that “information security” is a system-oriented state of protection of the country's national interests in the field of use and application of information and communication technologies, which consists of a set of mutually agreed interests of the individual, society, and the state in the field of protection from internal and external information threats and provides for the implementation of a set of regulatory, organizational, psychological, and/or technical measures of a preventive or anti-crisis nature to prevent possible or eliminate existing negative processes and phenomena that the information space creates [6].

It should be noted that this approach is manifested in the analysis of information security as certain relations within society, as well as in the systematization of relevant norms of current legislation, which is aimed at providing society with high-quality information and communication technologies and the ability to resist in the event of misinformation (manipulation, propaganda) from the mass media. Based on this, in order to create a favorable mechanism of information security of society, it is necessary to create certain prerequisites for its awareness of all the processes of the information space. And this is ongoing mainly due to the variability of the modern information space, in which Ukrainian society found itself during the period of martial law and shows the importance of information security at the global level.

Thus, speaking about the information security of the society as a whole, we mean a set of certain knowledge, skills, abilities, and a high level of media literacy of the society in the information sphere of the state. But all this consists precisely in: the ability to

correctly use information and communication technologies; ability to critically interpret and analyze the information received from the mass media; capability of resisting possible challenges and threats from the information space, etc.

Based on the above, it should be noted that in order to reproduce the mechanism of information security of Ukrainian society (especially during the state of war in which it is), it is necessary to develop prerequisites for the awareness of the process of production of information flows by each member of society. Therefore, the importance of information security is determined by the fact that it is a certain measurement of the state of the information society in the conditions of the global information environment. And to understand these processes, let us focus on defining of the terms “information space” and “new media”.

Modern information space in the 21st century got rid of all kinds of limitations and boundaries that appear in physical space, but it has certain limitations that are related to regulatory acts, state secrets and private life, etc.

The first thoughts regarding the filling of space with information and the formation of an “intelligent” space - the noosphere - belong to V. Vernadskyi, who singled out the following socio-cultural factors that form the noosphere: the spread of man over the entire surface of the planet; development of means of communication and exchange that integrate people into a single whole; discovery of new sources of energy (nuclear, solar, etc.); mass democratization of the state system; the ‘explosion’ of scientific creativity in the 20th century, while the information environment, thanks to the cultural assimilation of technology, turns out to be an indispensable means of forming the unity of the human mind - the construction of the noosphere predicted by V. Vernadskyi. Therefore, the information sphere is part of the noosphere (that is, space) [12].

Today, the information space represents a certain set of communication technologies that ensure interaction between the producer, transmitter, and consumer of information. The structure of the information space is formed by messages, communicative acts, and communicative channels. Meanings contained in individual messages of the mass media may become important information or may not arouse any interest in the general audience [5]. In turn, according to M. McLuhan's theory, in any historical era, there is a kind of information space characterized by certain sources of information, communication channels, speed of transmission and quality of information distribution, as well as the appropriate level of development of technological support. However, in this case, one cannot talk about the absolutization of any one method of communication, since individual components of the information space always function in different time rhythms, combining into a single continuum the types of communication characteristic of different historical periods [5].

The information space, constantly expanding and playing an increasingly important role in people's lives, forms a new life space in the form of a coherent field, within which individuals interact with each other. Its specificity lies in the discontinuity of two levels of existence: real and virtual, which determines new norms and situations of existence. By acquiring a global character, information technologies contribute to the expansion of communications and the formation of a single communicative space, within which special laws and norms of behavior and worldview are formed [4].

And while earlier, when talking about the information space, mass media such as television, radio, newspapers or magazines were meant (that is, traditional mass media), today it is about the extraordinary influence of the new media (based on the Internet), which have an immeasurable impact on society and which cannot be controlled by the state.

New media is the emergence of a new channel in the traditional media system of society. The new media is a certain transformation of the information transmission channels themselves (their interactivity, the possibility of feedback, etc.).

New media have fundamentally changed the process of communication within society (both among people themselves and at the state level), they have provided modern society with more perspectives and opportunities for information exchange [14]. Today, the number of users of social networks in the world is 2.46 billion and is 71% of all Internet users. In five years, it has increased 1.8 times, and with further spread of mobile gadgets - smartphones, tablet computers - it will only grow. Ukraine fully corresponds to global trends: four out of five Internet users (83.1%) have social media accounts. Among the adult population of the country (18+), this share is 57.5%. The audience of social networks is mainly young people under the age of 39 (60.8%), with higher or incomplete higher education (47%), average and higher than average level of well-being (59.6%), who live in cities (66, 6%) [11, p. 550-551].

The information field of modern society in terms of new media provides opportunities not only to follow current events, but also to express one's thoughts or positions regarding certain state events, especially in the process of waging full-scale wars. On the one hand, this is influenced by the emergence and adaptation of new technical means for the implementation and maintenance of direct democratic processes, and on the other hand, by informal methods of influencing the mass consciousness of society. Informal methods (i.e., social networks) have made a certain revolution in the transmission of information, and not only in the means of disseminating information – they also changed the approaches to conducting traditional warfare. Now victory depends not only on the battlefield, but also on the narratives of the parties to the information conflict. Namely social networks play a practical role in this process. In particular, informal influence on the mass consciousness occurs through the following channels of new media: Twitter allows distributing instantly messages indicating the original source or opinion leader; TikTok is duplicated and distributed by the leading Ukrainian mass media, that is, the social network goes beyond just an application for entertainment and becomes a full-fledged source of information; Facebook, Instagram is an effective way to distribute visualized information, which serves as a sign of people's moods, because, by uniting, users draw attention to an event or problem; Telegram is a certain phenomenon in the aspect of post-truth analysis, which is really quite a powerful tool for influencing mass consciousness in the process of waging an information war [14].

In general, the information space (which includes elements of new media) carries continuously functioning information flows that differ in their density, intensity, and stability in relation to other information messages. A certain orderliness of information channels causes fragmentation (dosing) of the information space into partial elements that maintain a close connection between themselves, but at the same time it is a certain autonomy, since they are based on the unchanged composition of information channels of information provision. And this phenomenon is characteristic of modern society - primarily in the fact that it is based on the localization of information space in the conditions of new media, where there is a complete absence of limitations to information flows.

The subjects of the information space are states, certain persons (legal or physical), who, in order to implement their needs (sometimes they may be biased, especially in the process of waging a full-scale war), enter into relationships that can be seen in the collection, processing, encoding, storage, and dissemination of information flows. The functioning of relevant information flows ensures the existence of this space, which reflects information processes and a certain level of development of social relations and scientific progress.

Speaking about the content and structure of information security, it should be taken into account that the category "information security" at this stage can have different meanings in different contexts. According to the main areas of manifestation, the systemic expression of information security is localized, first of all, in the sphere of functioning of state bodies of political power, as information security of the country, that is, the state of

preservation of information resources of the nation-state and the protection of the legal rights of individuals and society in the information sphere. Secondly, in the field of civil society, the information security of society can be represented by two components: information-technical security and information-psychological security. In the field of personal interests, information security is expressed in the implementation of the constitutional rights of a person and a citizen to access information, to use information in the interests of carrying out activities not prohibited by law, for physical, spiritual and intellectual development, as well as in the protection of information that ensures personal security [15].

In general, it can be noted that the interests of society in the information space, based on issues of information security, consist precisely in the following: protection and defense of personal interests in this area; ensuring constitutional human rights and strengthening the democratic attitudes of society; achievement and development of positive communication in society; creation and development of the rule of law; spiritual and cultural renewing of Ukrainian society, etc.

If to talk about the interests of Ukrainian state in the information sphere, they consist in the following steps: creation of appropriate conditions for the rapid development of the information and communication infrastructure; implementation of constitutional guarantees of human rights and freedoms in the area of access to information; preserving the sovereignty and integrity of Ukraine; stability of all spheres of life; ensuring legality of information flows.

The sustainable development of information society is radically changing the status of information in the whole world. Currently, it can act as both as an attempt to guarantee the safety of society, and as certain challenges and threats. Thus, the information security of society in view of the military situation is characterized in a certain way by the protection from the side of state and, at the same time, possible threats from the information space. That is why we will focus on this aspect in more detail.

At the current stage, the main real and potential threats to Ukraine's national security and stability in society in the information sphere are: manifestations of restrictions on freedom of speech and access to public information; dissemination of the cult of violence, cruelty, pornography by mass media; computer crime and computer terrorism; disclosure of information that constitutes a state secret or other information with limited access, aimed at meeting the needs and ensuring the protection of the national interests of society and the state; attempts to manipulate public consciousness, in particular, by spreading unreliable, incomplete, or biased information [10, p. 82].

If to talk about threats in the information space for society during the period of martial law, one should focus on the main ones: deliberate substitution of information or silence of important facts; limited access to information resources; spread of computer viruses; destruction of important information; manipulation of information (substitution of the agenda, etc.); distortion of information by the enemy; reducing the number of true facts due to the formation of rumors and myths in the message; information overload, when a huge amount of information is provided, while the main part of it is unnecessary, etc.

In view of the analysis of challenges and threats that the information space carries for modern Ukrainian society, it is necessary to briefly dwell on the functions of mass media in order to understand a more detailed consideration of their role at the level of the state system. A significant number of classifications are known, but we will provide only two that generally characterize the main range of functions implemented by mass media. So, the following functions are distinguished: informational (cognitive); value-educational; the function of organizing behavior (instructive); emotional and psychological (tonic); escapist (function of diverting attention from reality); social-integrative, communicative [7]. Another classification, which practically repeats the first one, but in a certain way

simplifies it, was used in the sociological project "Public Opinion", that was conducted under the leadership of B. Grushin. The following classification was used in it: functions of informing, educating, organizing behavior, relieving tension, communication [16, p. 48]. As one can see, in both cases, the list of functions is really repeated (only in the second one, the escapist function is missing, and the emotional-psychological function is replaced by the tension-relieving function), but there is no propaganda function (which is important in the information space) among them. We can probably say that it is hidden behind other functions - informational and communicative. But today, in the period of the unfolding war of the Russian Federation against Ukraine, when everyone understands how powerful the influence of state television channels can be on the population of both their own country and the enemy country, it is almost impossible to move away from highlighting the special and very important function of mass media - propaganda [13]. At the same time, it is wrong to reduce the propaganda function to the function of communication, since the latter, although it involves the exchange of information and communication, is not at all aimed at actively convincing a certain audience of something.

Regarding the main characteristics of the information space, the following ones are distinguished: the speed and openness of information exchanges (this is especially pronounced in the period of new media, which was discussed above); the possibility of feedback (possibility not only to consume information, but also to be a participant in the communication process); certain segmentation of the information space; information unevenness.

The modern information space increasingly acquires cross-border features, since all structures (state, private) act as a single information system. Also, the virtualization of the information space (and of the life of society as a whole) leads to the replacement of real life with virtual images. That is why the emergence of the latest opportunities in the information space poses certain challenges to the state and society, which require the development of a strategy for their solution.

Therefore, in the conditions of modern information challenges, the Ukrainian information space (especially during the period of martial law) is poorly protected from negative (propaganda, manipulative) informational influences and threats. Thus, the creation of steps for an effective system of information security of Ukrainian society, the development and implementation of high-quality strategies that will make it possible to resist external and internal information threats should become a priority direction of state policy.

#### 4 Conclusions

Summarizing the above, it can be noted that in order to minimize the threat and challenges that may be caused by informational influences on society, it is necessary to single out ways of countermeasures, namely: 1) development of the Ukrainian information space in the direction of the world ones; 2) unification of international and Ukrainian information systems; 3) creation and development of own model of information space; 4) modernization of the already existing system of information security of Ukraine in accordance with the latest challenges; 5) creation and improvement of the working regulatory framework in accordance with world standards; 6) development of information infrastructure; 7) creation of competitiveness of Ukrainian information products; 8) use of the latest information technologies in the state administration of the country; 9) constant interaction of the power structure with mass media and influencers in the information space; 10) increasing the level of media literacy of society, etc.

The key goal in this process is to ensure a secure information space. In addition, the priority direction of the work of the state apparatus in the information space should be: control over information messages that appear in the information field of the country; provision of true, timely, and objective information; constant coverage of relevant information.

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#### Primary Paper Section: A

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## PUBLIC ADMINISTRATIVE MODEL OF THE STATE SECURITY ENSURING SYSTEM OF UKRAINE

<sup>a</sup>OLEKSANDR ZIUZIA

*Taras Shevchenko National University of Kyiv, Educational and Scientific Institute of Public Administration and Civil Service, 12/2, Akademika Romodanova Str., 04050, Kyiv, Ukraine  
email: <sup>a</sup>zua1ex@ukr.net*

**Abstract:** Attention is focused on the conceptual uncertainty in the critical issue of what should be the most optimal public administrative model for ensuring the state security of Ukraine in the current realities of the development of the strategic security environment. The article analyzes the national scientific achievements in the development of state security ensuring system of Ukraine as a fundamental public administration system which comprehensively covers, among other things, the state security sphere. Research of theoretical general methodological approaches to improving existing and developing new forms and methods of ensuring state security of Ukraine is presented, highlighting promising scientific and academic experience that can be useful for the development and improvement of the optimal public administrative model of ensuring state security of Ukraine. Considering the national scientific discourse on the categorical concepts of "state security", "national security", and "national security system", the article examines the characteristics which should be inherent in a perfect system of ensuring state security, that should be developed in the Ukrainian State. The authors' definition of the generalized concept of Ukraine's security ensuring system is presented, considering the above analysis, and the critical tasks of Ukraine's security ensuring system are detailed. Characteristic features of the state security system of Ukraine are identified: the system has to be manageable, observable, and identifiable; the system may contain destabilizing elements of subsystems; it is necessary to distinguish security levels based on the principle of their relative independence ("strategic-tactical-operational" or, for example, "national-district-regional-local" or "functional-sectoral"). Methodological approaches to developing a complementary public administrative model for ensuring the state security of Ukraine are proposed, which is intended to serve as a reliable tool for solving organizational and administrative tasks in the sphere of ensuring the state security of Ukraine.

**Keywords:** state; security; state security; national security; national interests; state security ensuring system; models of ensuring state security; public administrative model.

### 1 Introduction

Clause 24 of Section III of the State Security Strategy of Ukraine as of 16 February 2022 stipulates that the main tasks of the state policy in the state security sphere include the "development of the capabilities of the subjects of the state security system to prevent timely, detect external and internal threats to the state security of Ukraine, and counteract such threats" [1].

Meanwhile, the development of these capabilities needs to be improved in the context of the insufficient development of the state security system of Ukraine. In particular, the concept of the state security system is used in the State Security Strategy. However, there is no legal regulation of this system at the legislative level: there are no definitions of the mission, functions, and tasks of the state security system, mechanisms of its functioning. The Law of Ukraine "On National Security of Ukraine" as of 21 June 2018 No. 2469-VIII defines only the concept of "state security" and the organizational and legal framework for the activities of the security and defense sector entities of Ukraine, including those responsible for ensuring state security [7].

One should point out that one of the reasons for this problem is conceptual uncertainties in the critical issue of the most optimal public administrative model of the state security system in the current realities of developing the strategic security environment.

This circumstance determines the connection between the general problem and the most important scientific and practical tasks, namely, the analysis of the issues of theory and practice of ensuring the state security of Ukraine, since the imperfection of scientific and methodological support for state security hinders the development of the state security ensuring system.

### 2 Literature Review

The theoretical and methodological foundations of national and state security have been studied by Ukrainian scientists, in particular, H. Sytnyk [15; 16], O. Hlazov [3], V. Horbulin and A. Kachynskyi [4], V. Smolianiuk [14], O. Reznikova [11], V.

Pylypchuk [10], M. Melnyk and M. Khavroniuk [8], Yu. Khatniuk [5], V. Pavlenko [9], A. Semenchenko [12], V. Kyrylenko [6], M. Shevchenko [6; 13; 18], and others. It is worth noting that considerable attention is paid to studying the state security ensuring system. At the same time, in the scientific discourse, the principles of the state policy of ensuring the state security of Ukraine are outlined as separate components of the state policy of ensuring the national security of Ukraine. This approach is reasonable due to the close interconnection of state security with other national security types (foreign policy, military, public, information and cyber security, critical infrastructure security). However, despite a sufficient number of scientific sources, it should be mentioned that the problem of building the state security ensuring system has been studied, as a rule, in separate aspects and has not yet received sufficient and comprehensive coverage in the scientific works of national authors.

Therefore, the purpose of the article is to analyze the national scientific achievements in the development of the state security ensuring system as a fundamental public administration system which comprehensively covers, among other things, the state security sphere. The article offers a research of theoretical and methodological approaches to enhancing the existing and developing new forms and methods of ensuring state security of Ukraine and highlights promising scientific and academic experience that can be useful for the development and improvement of the optimal public administrative model of ensuring state security of Ukraine.

### 3 Method

The methodological basis of the research consists of general scientific methods, including the system-structural approach, methods of induction and deduction, as well as special ones – primarily formal-legal, comparative-legal, and historical legal methods. The primary research method is the method of comparative legal analysis, which is used to identify the definite concepts of "state security", "national security", and "national security system". The article examines the characteristics which should be inherent in a perfect system of ensuring state security, which should be developed in the Ukrainian State.

### 4 Results and Discussion

To present the research results qualitatively, it is necessary to consider the national scientific discourse on the phenomena of "national security" and "national security system" and to reveal their interrelationships with the phenomena of "state security" and "state security system", as well as to characterize them.

H. Sytnyk defines the scientific concept of "national security" as the protection of vital interests of a person and a citizen, society and the state (national interests), which ensures sustainable development of society, timely detection, prevention, and neutralization of threats to national interests in various spheres of society and the state [16, p. 67].

The definition of Sytnyk is entirely in line with the scientific views of V. Horbulin and A. Kachynskyi, who define the concept of "national security" as the protection of vital interests of an individual, society, and the state in various spheres of life from internal and external threats, which ensures sustainable and progressive development of the country [4, p. 17].

According to the conclusions of O. Hlazov, national security comprehensively covers military, state, political, economic, energy, social, humanitarian, scientific and technological, information, environmental safety in the spheres of human, social and state life [3, p. 42-46].

Article 1 of Section 1 of the Law of Ukraine "On National Security of Ukraine" as of 21 June 2018 No. 2469-VIII defines the concept of "national security" as the protection of state

sovereignty, territorial integrity, democratic constitutional order, and other national interests of Ukraine from actual and potential threats [7].

This definition needs to be revised in terms of terminology. Simultaneously, the concept of “national security” is revealed in a more extended way through the interpretation of definitions, terminological concepts of “national interests of Ukraine” and “threats to the national security of Ukraine”, namely:

- “National interests of Ukraine” are vital interests of a person, society, and the state, the realization of which ensures the state sovereignty of Ukraine, its progressive democratic development, as well as safe living conditions and welfare of its citizens [2];
- “Threats to the national security of Ukraine” are phenomena, tendencies, and factors that make it impossible or difficult to implement national interests and preserve the national values of Ukraine.

Clause 4 of Article 3 of Section 2 states that “the state policy in the spheres of national security and defense is aimed at ensuring military, foreign policy, state, economic, information, environmental security, critical infrastructure security, cybersecurity of Ukraine, and other areas of national security and defense” [7].

At the same time, V. Horbulin and A. Kachynskyi characterize national security as a functioning system. They conclude that national security is a complex multi-level functional system with constant interaction and confrontation between internal and external threats and vital interests of an individual, society, and the state. In the conditions of interaction and confrontation, interests and threats are constantly influenced by other elements of the national security system: factors of the internal and external environment and management structures’ actions. The target function of this system is the level of protection of these interests from threats. The main objects of national security are: persons (human beings) and their rights and freedoms; society and its material and spiritual values; the state and its constitutional order; sovereignty and territorial integrity. The main subject of national security is the state, which carries out functions in this sphere with the help of legislative, executive, and judicial authorities [4, p. 17].

It should be noted that V. Smolianiuk [14] and O. Reznikova [11] reveal the mission of the national security system. Scientists point out that the functioning of the national security system (as a primary system) is impossible without the national security ensuring system (secondary system) since the first one requires constant support, protection, preservation, production, and supply of resources, which can be succinctly expressed by the term “provision”. Moreover, the national security system acts as an organizational system of state and non-state institutions and other entities that are called upon to ensure national security as determined by law [11, p. 6; 14].

According to Reznikova, the primary purpose of the national security ensuring system is to organize the process of threat and risk management, in which state and non-state institutions and individuals are guaranteed to preserve and strengthen national values, protect and progressively develop national interests through timely detection, prevention, localization, neutralization, overcoming internal and external threats, as well as to ensure the effective functioning of the national security ensuring system itself [11, p. 6].

At the same time, Sytnyk defines the national security ensuring system as a component of the national security system which is a set of interrelated and interdependent mechanisms (institutional, organizational, legal, and other) and subjects of national security ensuring (government officials, government authorities and local self-government authorities, state institutions and agencies, security sector forces and means, civil society institutions, individual citizens). They transform national security policy based on the current legislation into targeted coordinated measures (political, legal, organizational, military, and other

measures) to implement national interests (primarily to identify, predict, prevent, and neutralize threats to the security of a person (citizen), society and the state) [15, p. 628-630].

As to the concept of “state security”, V. Pylypchuk defines it as the protection of state sovereignty, constitutional order, territorial integrity, economic, scientific, technical, and defense potential of Ukraine from external and internal threats, intelligence, terrorist and other illegal encroachments of special services of foreign states, as well as organizations, individual groups and individuals on the vital interests of Ukraine [10].

M. Melnyk and M. Khavroniuk provide a more comprehensive definition of the concept of “state security” as the protection of state sovereignty, constitutional order, territorial integrity of Ukraine, its economic, scientific, technical, and defense potential, state secrets, law and order, state border, vital infrastructure and population from intelligence and subversive activities of foreign special services, as well as from terrorist and other hazardous attacks by criminal organizations, groups, or individuals [8].

Article 1 of Section 1 of the Law of Ukraine “On National Security of Ukraine” as of 21 June 2018 No. 2469-VIII defines the concept of “state security” more narrowly as the protection of state sovereignty, territorial integrity, democratic constitutional order, and other vital national interests from actual and potential non-military threats [7].

Ukraine’s legislative and regulatory acts do not identify and list the critical national threats to the state security of Ukraine. However, analysis of the publications of Yu. Khatniuk and V. Pavlenko leads to the conclusion that the critical threats to Ukraine’s state security are:

- Encroachment on the inviolability of the state border of Ukraine;
- Dangerous decline in the level of the state’s defense capability;
- Encroachment on the constitutional order of Ukraine;
- Encroachment on the state sovereignty of Ukraine and its territorial integrity;
- Unjustified territorial claims to Ukraine by other states;
- Interference in Ukraine’s internal affairs;
- Intelligence and subversive activities of foreign special services;
- Disclosure of information constituting a state secret;
- Formation and operation of illegal paramilitary groups [5; 9].

Thus, considering the analysis of the materials mentioned above, it is reasonable to state that since state security is a component of national security, the state security ensuring system is a subsystem of the national security ensuring system. If these systems are to function in a coordinated manner, they need to be appropriate in their organizational and management structure. Further, the state security ensuring system should be interconnected with other systems by security components of national security.

We will attempt to provide the authors’ definition of the generalized concept of the state security ensuring system, considering the above analysis: state security ensuring system is a component subsystem of the national security ensuring system, which performs functions and tasks as a state-administrative mechanism in the state security sphere to ensure the protection of state sovereignty, territorial integrity, democratic constitutional order, and other vital national interests from actual and potential non-military threats (through coordination and enhanced interaction of its actors, comprehensive analysis and assessment of threats, vulnerabilities and existing capabilities, development and rational use of capabilities).

Based on the studies of A. Semenchenko and other researchers in the sphere of national security system development, it can be stated that the critical tasks of the state security ensuring system should be:

- Implementation of a complex process aimed at constant monitoring, analysis, and forecasting of the security environment development; comprehensive study of reasons and factors that influence the level of state security; identification of threats; assessment of existing capabilities to implement national interests in the state security sphere;
- Planning at the strategic, functional, and territorial levels in the sphere of state security ensuring of Ukraine, development of scientifically grounded proposals and recommendations for solving urgent problems and achieving goals in this sphere;
- Development of capabilities and coordination of the activities of the security and defense forces of Ukraine to perform assigned tasks in the state security sphere;
- Prevention of threats to state security and their elimination, settlement of possible conflicts, and stabilization of crises in the state security sphere to gradually overcome them;
- Development of international cooperation and interstate partnerships for joint efforts in order to consolidate the state security of each country participating in such cooperation;
- Supervision of the implementation of measures to ensure state security and adjusting, if necessary, analysis and evaluation of the effectiveness and efficiency of measures following the costs, reporting [4; 10; 12; 14; 15; 16].

Meanwhile, the analysis of publications by A. Semenchenko [12], O. Zozulia, and M. Shevchenko [18] allows stating that any security ensuring system should be not only adaptive (capable of adjusting to changes in the strategic security environment in order to respond to threats in the process of protection), but also creative (able to offensively influence the development of the strategic security environment in order to eliminate or minimize threats at the stage of tendencies before they occur).

The analysis of the results of the studies by V. Kyrlyenko and M. Shevchenko [6] and other researchers lead to conclusion that the most appropriate approach is to use the methodology of building a complementary public administrative model of the state security ensuring system of Ukraine [4; 10; 11; 12; 14; 15; 16]. Thus, the state security ensuring system should have some characteristic features. Firstly, this system must be manageable, observable, and identifiable. Secondly, there may be destabilizing elements of subsystems in the system, so measures should be adjusted to ensure the system's stability. Thirdly, it is necessary to distinguish security levels according to the principle of their relative independence ("strategic-tactical-operational" or, for example, "national-district-regional-local" or "functional-sectoral"), since each level is a local subsystem combined with other structural elements. Finally, control over the functioning of all elements of the system. The high quality of dynamic interaction processes between all elements will ensure the system's efficiency if adequately organized. The deterioration of a subsystem's lower operational and tactical level is less significant than the violations at the "upper strategic level", but this deterioration should force appropriate measures to be taken. Destabilizing processes at the "top strategic level" are the most destructive for the system as they call into question its existence.

The state security ensuring system functioning within the complementary public administrative model framework should be carried out under the following principles:

- Functioning of the state security ensuring system based on strategic management.
- Legitimacy. State security ensuring within the framework of the current international and national legislation.
- State sovereignty in the international arena. Ensuring the security of Ukraine's state sovereignty and territorial integrity, the availability of international guarantees of national security, and the opportunity for Ukraine to participate in global political processes on an equal footing.
- Systemic and synergistic nature of security. State security in modern conditions is systemic: it combines global, regional, national, territorial, and administrative aspects.

- Proactive nature of state security ensuring (monitoring, forecasting, analysis, threat assessment, and prevention measures).
- Information and consensus-based nature of state security. It is successfully used, for example, in the joint provision of security by partner states within the framework of established regional security systems.
- Rationalization of security mechanisms. This principle envisages the implementation of proven practical international security projects to strengthen Ukraine's state security, as Ukraine's further spontaneous provision of state security is unacceptable, as confirmed by the experience of non-aligned status.
- Ensuring an effective response to current external and internal threats to Ukraine's national security.
- Systematic use of modern innovative approaches and methods of analysis of the state policy of state security ensuring, the application of the latest theoretical and practical knowledge in this sphere.

Analyzing the processes of ensuring state security leads to modeling, i.e., the study of objects of knowledge on their models. Analyzing the research of V. Kyrlyenko and M. Shevchenko, we can state that the model is an analogue, scheme, and structure of a specific fragment of social reality related to the policy in the state security sphere [6].

Summarizing the materials mentioned above, we can argue that the organizational and managerial model in the sphere of ensuring state security is an integral concept that provides for the creation of a system of guidelines and measures to protect state sovereignty, territorial integrity, democratic constitutional order, and other vital national interests from actual and potential non-military threats. This requires the formation of functions and tasks in the state security sphere.

According to the research of M. Shevchenko [6; 13; 17; 18] and others, it can be stated that the state security ensuring system should perform the following functions: goal identification; goal setting; goal realization; organizational and managerial functions; prognostic; fundamental; program and theoretical; planning; development of scientific and methodological support; coordination; interaction with international partners; resource provision; ideological; public-private partnership; monitoring; state control; civilian democratic control.

The tasks of the state security ensuring system are aimed at: supporting intelligence activities; countering intelligence and subversive activities against Ukraine; combating terrorism; protection of the state border and state secrets; counter-intelligence protection of state sovereignty, constitutional order, and territorial integrity; defense and scientific-technical potential; information and cyber security of the state; critical infrastructure [7; 17].

The complementary public administrative model of the state security ensuring system should structurally consist of a set of models (Table 1).

Table 1: The complementary public administrative model of the state security ensuring system

Models	The mission of the model
I	formation of the state security ensuring system of Ukraine, which structurally includes the current legislation regulating state security; national interests of Ukraine in the state security sphere; components of state security according to the law and those defined in the official discourse; threats to state security; system of threshold indicators; organizational structures for guaranteeing of the state security
II	development of state policy, which defines priority areas and tasks in the state security sphere of Ukraine

III	implementation of the state policy in the state security sphere of Ukraine
IV	analysis and evaluation of the effectiveness and efficiency of the state policy in the sphere of state security, ensuring that Ukraine is at the intermediate stages of its implementation and analysis based on the final result of achieving the goals
V	adjustment of the state policy in the state security sphere of Ukraine

Thus, the public administrative model of the state security ensuring system serves as a reliable tool for solving the following organizational and administrative tasks:

- Analysis of the state of protection of state sovereignty, territorial integrity, democratic constitutional order, and other vital national interests from actual and potential non-military threats;
- Justification of the necessary level of state security, adequate to the determined level of threats and dangers, as well as tendencies in the development of the security environment;
- Synthesis of a rational structure and assessment of the effectiveness of the state security system;
- Justification of comprehensive measures to improve the efficiency of the system of ensuring state security;
- Justification of requirements for the security and defense sector of Ukraine and other government authorities of the country that functions in the interests of ensuring the state security of Ukraine;
- Substantiation of recommendations for engaging the capabilities of international and regional (collective) security systems, choosing areas of interstate cooperation in this sphere [12].

It is advisable to conclude that the development of a complementary public administrative model of the state security ensuring system should be carried out within the framework of general systems theory, organizational theory, management theory, rule of law theory, international relations theory, collective security theory, national security theory, public administration theory, theories of social sciences and humanities.

## 5 Conclusion

1. Formation and development of the state security ensuring system should be carried out within the framework of a complementary public administrative model as a component of the subsystem of Ukraine's national security ensuring system. This model envisages a comprehensive implementation of the state policy in the sphere of ensuring state security of Ukraine within the framework of the functioning of the state security ensuring system based on high-quality coordination and expanded interaction of its subjects, as well as within the framework of international cooperation. In this context, the state security ensuring system is a unified public administrative system with clearly defined functions, goals, and objectives. Subsystemic elements of the state security ensuring system should be organically interconnected and complementary united by a single goal (mission) and procedure of the state security actors' activity based on effective organizational, institutional, legal, and other mechanisms of functioning. State security ensuring system should be adaptive and creative in the face of changes in the aggressive security environment.

2. The complementary public administrative model of the state security ensuring system should structurally consist of a set of the following models:

- A model of formation and development of the state security system;
- A model for the development of state policy in the sphere of ensuring the state security of Ukraine;
- A model of implementation of the state policy in the sphere of ensuring the state security of Ukraine;

- A model for analyzing and evaluating the effectiveness and efficiency of the state policy in the sphere of ensuring the state security of Ukraine at the intermediate stages of its implementation and by the final result of achieving the goals;
- A model for adjusting the state policy to ensure state security in Ukraine.

3. The development of the state security ensuring system requires the priority development of the relevant Concept for the creation and development of this system with further regulation of its activities at the legislative level.

Therefore, prospects for further research are to specify the tasks of designing and constructing mechanisms for ensuring state security.

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**Primary Paper Section: A**

**Secondary Paper Section: AD, AE**

## SPEECH CULTURE IN TEACHING PROCESS (WITHIN AZERBAIJANI CONTEXT)

<sup>a</sup>NADIR MAMMADLI

*Linguistics Institute named after I.Nasimi of Azerbaijan National Academy of Sciences, 115, H.Gavid Ave., AZ1073, Baku city, Azerbaijan*  
 email: <sup>a</sup>nadirmammadli@di1chilik.science.az

**Abstract:** This article delves into the multifaceted realm of speech culture, specifically within the context of academic writing and communication. It highlights the significance of principles that extend beyond language proficiency, emphasizing the need for coordinated actions and expressions in speech interactions. The article outlines a pedagogical approach to the development of speech, particularly written expression, which balances the acquisition of written language skills with the mastery of effective communication skills. It emphasizes that these skills continuously evolve throughout the learning process. Furthermore, the article advocates for the establishment of scientific environments in technical universities to facilitate diverse levels of scientific communication, fostering intellectual growth and collaboration. The article also introduces a taxonomic approach to assessing cultural competence through academic writing genres. It emphasizes that the mastery of these genres should serve as a means to cultivate specific thinking styles, articulate coherent thoughts, and ignite motivation for research endeavors on both national and international scales. In conclusion, this article highlights the intricate interplay between language, culture, and communication within the sphere of academic writing, offering insights and strategies for educators and learners alike.

**Keywords:** culture, factor; linguistics; communication; transmission of information.

### 1 Introduction

Modern linguistics exhibits a significant interest in the examination of oral communication processes, considering them a pivotal facet of human speech activity. All methods and modes of interpersonal communication stem from the speech subject's aspiration to attain specific objectives and outcomes in the communication process. The speech endeavors of individuals are directed towards the fulfillment of distinct communicative objectives, all of which encompass an inherent element of absolute subjectivity.

The cultivation of a speech culture within the teaching process is essential for facilitating effective communication and promoting successful learning. This endeavor revolves around the establishment of a nurturing and inclusive atmosphere wherein all participants feel at ease expressing their thoughts and ideas. Vital components of a positive speech culture encompass clear and succinct communication, active listening, and respectful dialogue. These elements play a pivotal role in fostering comprehension, engagement, and collaboration among both students and educators.

In recent years, linguistics has increasingly focused on the role of the speaking subject in the process of communication and its relationship to the content being conveyed. Conversely, when conveying information, an equally crucial factor is the recipient's attitude towards the information, specifically how the recipient will perceive it. The individuals transmitting information tailor their speech based on the listener's perception. The engagement of the listener in the discourse, acting as a communication partner, stems from the dialogic nature of communication. In this type of communication, relationships grounded in mutual understanding are pivotal for successful communication in the future. The complete comprehension of the information conveyed by the speakers hinges on their analytical mindset and their ability to assess events and draw accurate conclusions. To delve deeper into this matter, it is appropriate to examine the issue of speech etiquette in dialogical communication.

The purpose of this article is to highlight the significance of speech culture within the educational context and illustrate its profound influence on student learning and engagement. Its primary objective is to enlighten educators about the vital role of nurturing a positive speech culture within the classroom and offer practical guidance and strategies to achieve this objective. By highlighting the advantages of fostering an inclusive speech culture, the article endeavors to motivate teachers to establish an atmosphere that promotes active involvement, respectful

discourse, and comprehensive communication. Ultimately, the article aspires to make a valuable contribution to the improvement of the teaching process by advocating for effective communication and cultivating a positive learning environment for students.

### 2 Method

The study uses the descriptive theoretical-comparative method, which involved an examination and comparison of relevant scientific sources pertaining to the topic. These sources served as the theoretical foundation for the article's content.

### 3 Literature Review

The concept of speech culture and its significance in the teaching process have been subjects of growing interest in the field of education and linguistics. This literature review aims to provide an overview of key studies and insights that contribute to our understanding of the role of speech culture in education.

A fundamental aspect of speech culture in education is how it affects classroom communication. Studies by Johnson and Johnson [6] have highlighted that positive and inclusive communication in the classroom can enhance student engagement, foster a sense of belonging, and ultimately improve learning outcomes. These findings emphasize the need for educators to pay close attention to the quality of communication within the classroom environment.

Speech culture is closely linked to inclusivity within educational settings. Research by V.Tinto [12] emphasizes the importance of creating an inclusive environment where students from diverse backgrounds feel valued and heard. A positive speech culture, characterized by respect and empathy, contributes significantly to inclusivity and helps in retaining students in higher education institutions.

The interactions between teachers and students play a pivotal role in shaping the classroom atmosphere. L.S.Vygotsky's sociocultural theory [13] highlights the importance of dialogic interactions between teachers and students. A supportive speech culture, where teachers encourage active participation and provide constructive feedback, aligns with Vygotsky's theory and fosters cognitive development.

Effective speech culture not only enhances the learning experience but also promotes critical thinking and communication skills. Studies by R.Paul and L.Elder emphasize that engaging in respectful and well-structured dialogue encourages students to think critically, express their ideas coherently, and engage in meaningful discussions, all of which are essential skills for lifelong learning [10].

Implementing a positive speech culture in the classroom requires teacher training and professional development. Research by L.Darling-Hammond suggests that ongoing professional development can equip educators with the tools and strategies needed to create an inclusive and supportive learning environment through effective communication [2].

The literature highlights the critical role of speech culture in the teaching process. Positive speech culture not only impacts classroom communication and student engagement but also contributes to inclusivity, critical thinking, and effective communication skills. As educators and researchers continue to explore this area, there is a growing recognition of the need to prioritize speech culture in educational settings to enhance the overall learning experience for students. This article seeks to build on these insights and provide practical guidance for educators to cultivate a positive speech culture in their classrooms.

In a literature review on speech culture in the teaching process, one would expect to find studies and articles that explore various

aspects of effective communication, active listening, respectful dialogue, and inclusive practices in educational settings. The review may also include research on the impact of speech culture on student learning outcomes, engagement, and overall classroom dynamics.

Literature review on the topic of speech culture in the teaching process serves as a valuable resource for understanding the current knowledge landscape, informing future research directions, and providing evidence-based guidance for educators seeking to enhance their teaching practices.

#### 4 Results and Discussion

##### *A speech culture*

“Speech using between people is an important communicative tool” [4, p. 797]. In the teaching process, speech culture plays a pivotal role in creating an environment that fosters effective communication, active learning, and meaningful engagement. It refers to the norms, behaviors, and attitudes surrounding speech and dialogue within the classroom. A positive speech culture encourages students to express their thoughts, ask questions, and engage in respectful discussions.

The importance of speech culture cannot be overstated. It facilitates the exchange of ideas, promotes critical thinking, and enhances understanding among students. When students feel comfortable and encouraged to speak up, they become active participants in their own learning journey. This active engagement leads to deeper comprehension, improved retention of information, and the development of essential communication skills.

Furthermore, a positive speech culture nurtures a sense of belonging and inclusivity within the classroom. It creates an environment where students from diverse backgrounds feel valued and respected for their unique perspectives. By actively listening to one another and practicing empathy, students develop interpersonal skills that are essential for collaboration and teamwork.

Speech, utterance is a product of speech activity. According to speech culture, one can determine the psychological state of the speaker (speech is excited, sincere, flattering, rude, affectionate), purpose (speech is persuading, informational, propaganda), communicative significance (speech is meaningful, meaningless, empty), the attitude of the speaker to the interlocutor (speech is contemptuous, ironic, laudatory, threatening).

In speech activity, a person produces and perceives information “wrapped in a text”. According to the definition of N. I. Formanovskaya, “speech activity is a text activity based on the ability to create and perceive statements (texts) in the process of speech communication” [3, p. 15].

One of the urgent and debatable problems of the speech culture and rhetoric is the problem of the place of these disciplines in the system of educational blocks and the correlation of the speech culture and rhetoric with the disciplines of the linguistic cycle, such as grammar, stylistics, expressive reading, etc. The problem of the correlation of the speech culture itself has acquired particular significance. Currently, three types of correlation are known:

- Mutually formalized coexistence of the speech culture and rhetoric within the same discipline;
- Separately designed parallel coexistence of the speech culture and rhetoric as independent disciplines;
- The speech culture as an integral part of rhetoric.

There are known options for including the speech culture in the course of the modern Azerbaijani language. Regardless of the type of correlation between the speech culture and rhetoric, the problem of defining the terms of these areas of knowledge is developed. “Given the debatability of the issue of the volume and internal division of terms, the very problem of delimiting the

terminological support of the speech culture and rhetoric and their lexicographic processing is more than relevant” [11, p. 14].

A detailed and comprehensive consideration requires the question of the relationship between the speech culture and rhetoric, not only with linguistic disciplines, but also with the disciplines of the philosophical (ethics, aesthetics, logic) and psychological and pedagogical (psychology, pedagogy, speech therapy, etiquette) fields. “While modern division of rhetoric into general and particular is now generally recognized” [11, p. 17], the conceptual understanding of the boundaries and internal division of general and particular rhetoric turns out to be on no account unambiguous. “Identification of such areas as developing rhetoric, didactic rhetoric, pedagogical” [5, p. 7], legal and business rhetoric is a clear evidence of this. The output of the culture of speech and rhetoric in the theory of communications is obvious. It is fair to update the aspect of mass communication, including journalism, computer science, advertising, and management within the context of teaching speech culture.

The speech situation, that is, the situation that constitutes the context of the utterance, plays an important role in speech communication. The main components of the speech situation include the speaker and the listener, the time and place of the utterance.

The speech situation dictates the rules for conducting a conversation and determines the forms of its expression. For example, it can be typical dialogues at exams, at a doctor's appointment, in a legal consultation, small talk at a party, public discussions. It should be taken into account that “along with the actual semantic meaning, the utterance has a pragmatic meaning determined by the speech situation” [13].

The speech culture is the observance of the norms of the language at all its levels and a creative approach to their use in the process of communication. The speech culture provides the maximum possible performance by the text of the functions that should be inherent in it: cognitive, epistemic (representation of scientific information), communicative. The process of teaching the speech culture involves the formation of the ability to understand and analyze texts of a certain professional field, as well as create them. In addition, if we are talking about oral speech, that is, actually about the speech culture, then it is necessary to learn the rules of oratory (rhetoric), including the rules of dialogue, as well as the skills of presenting a report using visual and technical means. In Western practice, the concept of “speech culture” corresponds to the concept of academic skills, literacies, including academic reading, writing and report. Academic skills is the subject of teaching the discipline English for Academic Purposes. In addition, there are the concepts of writing, reading, and speaking. In fact, the listed skills are the highest forms of academic skills and are united by the concept of communicating. However, not all researchers are inclined to identify, for example, “academic writing in this sense and the culture of written speech” [7]. M.A. Lytaeva analyzed in detail the content of the concept of academic skills, described the technologies for developing individual academic skills in a three-dimensional model [9]. We are primarily interested in the development of written speech as the central and leading component of the speech culture.

The development of scientific speech skills seems to be the most promising both in terms of the process of training scientific and pedagogical personnel, and in terms of increasing the rating indicators of students, teachers, and the university as a whole. In technical universities, a scientific environment is gradually being created that provides all possible conditions for the development of scientific communications at various levels. However, they are created taking into account a high level of foreign language proficiency, and, therefore, must be adjusted and adapted to the conditions of a technical university. The problem of forming a culture of scientific activity is recognized as most acute in technical universities [7; 8, p. 134–136]. On the one hand, there is a shortage of professionals in the humanities. On the other hand, quite often there is a situation when courses have already



been created and tested at the Department of Foreign Languages, allowing analyzing, commenting, annotating, and abstracting the text, but, unfortunately, only in a foreign language. There is a contradiction: with the inability to perform these actions in the mother tongue, most students are forced to learn this in a foreign language. Despite the relevance of the idea of creating courses to study the features of scientific activity and the development of academic skills, there are a number of pitfalls in this area:

1. The problem of the context of teaching these courses.
2. The problem of content and technological content [8, p. 139].
3. The choice of the main textbook for the course on academic writing, as well as the ratio of ready-made and teacher-created materials to the course.

The level of speech culture can be represented as a pyramid, the top of which is writing, the development of written speech skills is the base of the pyramid, as well as academic writing skills as the middle layer. It is assumed that general writing skills are formed at the school stage of education, and academic writing skills — in the senior years of the university, while they must be constantly consolidated and improved.

The development of scientific writing skills is necessary for research students, students of elite education, undergraduates, graduate students and teachers. However, without general writing skills, they will not be able to learn academic and scientific writing. It can be assumed that the system of academic skills and abilities in the field of scientific communication can also be represented as a pyramid, at the base of which there is the reading of texts. Thus, the structure of the course on the development of the speech culture can consist of three main sections: “Reading and annotating literature”, “Written speech”, and “Oral speech”. Each section may include exercises on the formation of individual skills and abilities at the sentence and paragraph level, as well as the analysis and construction of texts of various genres. It is obvious that the technology for the development of speech, in particular written speech, is based on the two presented dependencies and is built, on the one hand, on the basis of the development of written speech skills — from simple to more complex, and on the other hand, on the basis of mastering the skills of scientific speech. In addition, each skill in the structure of reading, writing, or speaking also develops in levels, that is, it improves throughout the entire learning process.

### ***Factors affecting speech teaching***

When teaching written language skills, three distinct groups of factors come into play, as practical experience demonstrates. These factors are intricately interconnected. The first factor can be aptly described as the professional orientation of the course. Without a clear delineation of not only the ultimate objectives but also the goals for each stage of instruction, it becomes challenging to select appropriate course content.

The presented instructional model delineates three principal stages in the development of academic writing proficiency in a foreign language: foundational, advanced, and professionally oriented. These stages align with the first three levels of mastery within the curriculum: student, practitioner, and expert. The creative, fourth level extends beyond the confines of higher education and manifests directly in the research endeavors of accomplished scholars.

The stages identified for cultivating speech culture must be tailored to suit the subject of study. Consequently, these stages can be characterized within the context of the discipline “Academic Writing”. The foundational stage encompasses the establishment of the fundamentals of academic writing. These fundamentals entail the development of ideas within the global academic community and in Azerbaijan, the acquisition of essential skills and competencies in the realm of academic writing and rhetoric. This includes interpreting target objectives, adhering to the academic work style, and applying rhetorical patterns in constructing fundamental types of texts.

The intermediate stage is marked by the expansion of the genre repertoire and the refinement of academic writing skills and proficiencies. At this juncture, increased attention is devoted to the norms of written expression, and writing style is honed. A diverse array of models is scrutinized, providing insights into the cultural context of norms and the cultural distinctiveness of written speech genres.

The professionally oriented stage signifies the application of acquired skills during the process of becoming a specialist, particularly within one’s professional pursuits.

Academic discourse undergoes refinement and evolves into a professional mode. The foundational and advanced stages align with undergraduate-level studies, while the professionally oriented stage is primarily intended for master’s level students. However, there are occasional exceptions to this norm, where certain undergraduate students, driven by their exceptional abilities and specialized interests, may partially engage with the curriculum of the latter stage.

The second factor can be designated as the factor of sociocultural disparities in teaching written language. Researchers have meticulously examined language errors in this context [8]. It is important to clarify that this study addresses sociocultural disparities at two initial levels: the level of course content and the level of teaching methods within the subject. The first level is extensively discussed in the article by E.S.Chuikova [1].

Regarding teaching methods, it is worth noting that in Azerbaijan, a substantial gap exists in the realm of academic literacy between undergraduate and graduate programs. Many Azerbaijani students exhibit characteristics such as a lack of motivation, limited comprehension of the subject’s purpose, insufficient experience, and a limited vision of potential applications for their acquired knowledge. The most significant challenge that educators encounter is striking a balance between utilizing individual and group approaches in teaching the “Academic Writing” discipline. This situation is further complicated by the necessity of imparting not only academic style but also another culturally determined style of thinking.

The third factor can be identified as the factor of personal learning orientation. This factor often clashes with the “unwritten” yet stringent guidelines governing the subject of academic writing. Teaching experiences demonstrate that the course is often burdened with a plethora of academic requirements in general, along with numerous cultural inconsistencies within these requirements. A deficiency in the development of professional motivation can result in waning interest in the subject and a failure to apply acquired knowledge effectively.

Addressing this issue necessitates the adoption of a person-centered approach, implemented on multiple levels. These levels include defining the subject’s objectives, curating and structuring the content of the discipline, and utilizing appropriate teaching technologies for academic writing.

### **5 Conclusion**

In the realm of speech interaction, mere language proficiency is insufficient. It necessitates adherence to specific principles that enable the coordination of actions and expressions between conversational partners.

The development of speech, particularly written speech, relies on a dual foundation. On one hand, it encompasses the cultivation of written language skills, progressing from simplicity to complexity. On the other hand, it involves the mastery of effective communication skills.

Each facet within the domains of reading, writing, or speaking continually evolves and refines throughout the learning journey.

Especially in technical universities, it is imperative to foster a scientific environment conducive to nurturing scientific discourse at various levels, thus promoting intellectual growth. Utilizing a taxonomic approach allows for the assessment of the level of cultural competence through academic writing genres. However, it is important to note that mastering the intricacies of these genres serves not as an end unto itself but as a means to develop a particular style of thinking, construct coherent ideas, and instill motivation for research endeavors within one's own country while engaging with the international community.

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

## THE PROCEDURE FOR THE INTEGRAL ASSESSMENT OF THE UNIVERSITY STUDENTS' COMPETENCE: THE POSSIBILITIES AND POTENTIAL OF EXPERIMENTAL METHODS

<sup>a</sup>IRYNA SHUMILOVA, <sup>b</sup>IRYNA CHEREZOVA, <sup>c</sup>OLENA HORETSKA, <sup>d</sup>NATALIIA SERDIUK, <sup>e</sup>VIKTORIIA FEDORYK

<sup>a</sup>National University of Life and Environmental Sciences of Ukraine, 15, Heroiv Oborony Str., 03041, Kyiv, Ukraine

<sup>b-e</sup>Berdiansk State Pedagogical University, 66, Zhukovs'ki Str., 69000, Zaporizhzhia, Ukraine

<sup>a</sup>az.kurshifb@gmail.com, <sup>b</sup>irinacherezova69@gmail.com,

<sup>c</sup>gorecka73@gmail.com, <sup>d</sup>Serdyknata85@gmail.com,

<sup>e</sup>fedorikv@gmail.com

**Abstract:** The study determines the realism of precisely the integrative approach for assessing the complex, multidimensional, multiaspect structure of universities' graduates competence. The justification of integrative approach, carried out in the context of the experimental paradigm of assessing the competence of a university student, allows noting its advantages for the implementation of one of the basic principles of assessment - the principle of completeness and comprehensive nature of the assessment, which is especially important for assessing the student's unified social and professional competence, considered as a holistic (integral) result of education. It is shown that, understanding the integrative approach as a holistic representation of a set of objects, phenomena, processes, united by the commonality of at least one of the characteristics, as a result of which its new quality is created, integration should not be considered as the sum or mechanical combination of the assessment results for each of the selected assessment plans but as their organic interpenetration. Without excluding the specifics and independence of the individual parts of the assessment, integration ensures their connection, coordination, ordering, as well as their functioning in a holistic process and presentation in a single integrative form.

**Keywords:** integral assessment; integral competence; experimental assessment; case study; competency-based education.

### 1 Introduction

Today, the categorical imperative of the development of higher education is revealed in the postulates of the cognitive, axiological, cultural, and communicative paradigm of pedagogy. With this approach, the dominant is not the amount of acquired knowledge and skills, but personal development, the ability to synthesize and analyze information, the ability to independently make the right decisions in a non-standard environment. The educational process of university and self-education are designed to contribute in every possible way to the expansion of cognitive activity of students, the activation of their own intellect and moral 'tension', the formation of the professional competence of a specialist [1; 2; 11].

Scientific and practical efforts and the researchers' search in the training of specialists are due to the need to resolve the contradictions that have arisen in modern higher professional education often even in highly developed countries:

- Between the socio-economic development of society and the pace of modernization of the higher education system;
- Between the theoretical elaboration of the humanistic paradigm of education and its practical implementation;
- Between modern requirements for the personality of a professional and the methods and forms of training of specialists prevailing in universities;
- Between the theoretical level of development of the relevant science and its implementation in the content of education.
- Known contradictions are observed both in the theory and practice of intrauniversity activities, the essence of which is as follows:
- Demands of the labor market are insufficiently satisfied in the practice of university training of specialists;
- The individual characteristics and capabilities of students as consumers of educational services are little taken into account by university educational departments and teachers;
- The humanistic paradigm is more declared than implemented in the educational process of higher education;

- Self-education of students, which is the cornerstone of continuous education, is not given due attention in a systematic nature;
- The importance of the development of cultural and moral values of students is not fully understood by the teaching staff [6];
- Reproductive methods and forms of education prevail in the methodology of university teaching.

The resolution of the noted contradictions actualizes the problem of developing the student's professional competence and related issues, the main of which we see as the individualization of education, a systematic and integrative approach to the educational and cognitive activities of students, the development of their creative abilities, the orientation of teachers to co-creative, interactive communications with students.

The measurement that university teachers carry out in the learning process requires the development of a sufficiently portable and reliable methodology that they can use in real learning conditions. Such a methodology does not currently exist, since there is no holistic methodology for assessing student learning in terms of a competency-based approach. In fairness, it should be noted that even in the conditions of the implementation of the latest generation standards, there is no unified method and methodology. The practice of assessment at the university represents a combination, sometimes a complex of different methods in order to confirm the compliance of the learning process with the state educational standard.

There are several reasons to address the problem of assessment in the process of teaching students. First, at each stage of the development of education, the goals of assessment change. Secondly, the objects of evaluation change. Finally, thirdly, the means and procedures of evaluation are changing. Consequently, the methodology of assessment in the process of teaching students is developing.

In case of the formation of the university students' competencies, we must say that the purpose of assessing this process is to improve learning, since the competencies mastered by students are the unity of the content of a certain activity and the methods of its development. Therefore, it seems legitimate to us the question of the methodological foundations for assessing the formation of competencies of university students. Many authors see cognitive theory as such a basis, which for a long time occupied leading positions in the psychology science of the 20th century [13; 15; 20; 22]. As Bryan and Clegg note in their work, cognitive psychology "has retained the notion of hierarchies characteristic of behaviorism, replacing, however, the hierarchies of simple conditioned reflexes from which complex forms of behavior are produced, by hierarchies in which complex mental processes are composed of more elementary processes" [3, p. 74].

In relation to the learning process, this means that the knowledge, skills, and abilities of students can be decomposed into components. Moreover, both knowledge, skills, and their elements and components are invariant with respect to conditions, activities, etc. and, therefore, are valuable in themselves. This means that testing is quite enough to assess the learning process, and these elements should act as objects of assessment.

However, modern cognitive theory argues that this approach is not true. Learned individual facts are quickly 'erased' from memory, because they do not make sense and do not fit into the student's conceptual map [19]. The knowledge acquired in this way is useless, since it cannot be applied, generalized, or recalled if necessary. Meaning facilitates learning, as the learner knows where to place facts in his mental picture; and meaning makes knowledge useful, since the purposes and methods of application are already embedded in understanding [7]. Skills

and knowledge are now considered dependent on the context in which they were acquired and tested; facts cannot be learned individually and then inserted into any context. In addition, the assessment of individual components encourages the learning of individual components, and this is not enough for learning how to solve problems or develop thinking skills. "Attempts to evaluate thinking and problem-solving abilities by identifying individual components of these abilities and testing them separately from each other will interfere with the effective teaching of such skills" [22, p. 26]. Thus, the integral assessment of students' competence is becoming increasingly important. The integrative approach ensures the completeness of the assessment of the student's competence, presented in the structure of his unified socio-professional competence.

Theoretical in its essence knowledge has long been the main goal of the educational process. Meanwhile, today knowledge is becoming a tool that allows a person to make decisions in a particular field of activity. In this regard, competence is considered as the general readiness of the student to establish connections between knowledge and situations and form a procedure for solving the problem [14].

The importance of integral competence in the work and career of graduates is clearly seen in Figure 1 below, which shows the rank of necessary soft skills, ranked by employers in EU as obligatory ones in the structure of graduates' professional competence. Without them, a graduate today will not be sufficiently competitive in the labor market.

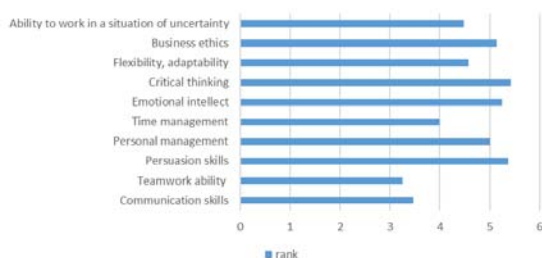


Figure 1. The importance of competence in the work and career of graduates, according to employers in EU [7]

In this context, the most significant pedagogical conditions and means of forming the competence of university students are: a) highlighting in the content of education a system-forming idea that determines intra-subject and inter-subject relationships between the disciplines of the curriculum; b) selection of the content of disciplines, taking into account the criteria of consistency, hierarchy, integrity, and pragmatism; c) managing the study of subject material by activity regulation algorithms that combine a set of indicative foundations for activities of different types.

The essence of the formation of key competencies is a purposeful process of organizing the educational activities of students to master knowledge, skills, gain experience and develop the ability to effectively use them in professional activities by strengthening the practical orientation of all types of training sessions and the opportunity to gain experience with a set of problems and facts that correspond to reality. The content is the systematization of general social, cultural, and general professional competencies, which are called integral competencies in the article.

The structure of the formation of key competencies among university students as a pedagogical process is represented by subjects and objects, purpose, tasks, patterns, contradictions, principles, technology for the formation of key competencies and their results. At the same time, the experimental model of the formation of key competencies among students is a combination of the competencies themselves, the stages of their development, methods, techniques, criteria and indicators of their formation, and the purpose of the experimental model is to develop pedagogical ways that contribute to the creation of a

favorable environment for mastering a number of key competencies that make up the basis for the effective activity of the future graduate.

## 2 Method

The methodological and theoretical foundations of the study were: at the philosophical and methodological level - leading philosophical ideas about the relationship between goal and means, part and whole, material and ideal, the unity of theory and practice; at the general theoretical level - the position on the unity of theory and practice, the influence of economic and social conditions on the development of the individual.

The paper uses the results of studies of a systematic approach to the analysis of pedagogical phenomena and processes, as well as studies on the introduction of a competency-based approach to the university education, on the theoretical understanding of the problem of forming the professional competence of a specialist.

## 3 Results and Discussion

The humanistic paradigm of higher professional education implies the appeal to the concept of professional competence, the definition of which is determined by a combination of professional and personal qualities. Methods, forms, and ways of developing professional competence are considered, on the one hand, as self-education, self-improvement of the student, on the other hand, as the activity of the teaching staff, creating opportunities for adequate development of the individual, taking into account his needs and abilities.

In turn, a rational approach to the selection of didactic principles that are most conducive to the development of the professional competence of a future specialist implies an appropriate organization of the educational process. The transition to a modern system of training specialists involves:

- Students' awareness of the purpose and meaning of their educational and cognitive activity by liberation from all forms of "consumer-contemplative consciousness";
- Building truly individual humanistic relations in the university, where the effectiveness of the educational process is determined by the ability of teachers and students to change;
- Replacement of the "ritual" [12], professional-dogmatic behavior of the participants in the educational process with a conceptual one.

The development of a student's professional competence in the humanistic space of a personality-oriented approach makes it possible for teachers and students to seek and find such relationships that stimulate the expansion of the sphere of consciousness, increase the motivation of education in order to acquire their own individual meaning in professional activity.

The stages of competence development include: diagnostic (allowing, by applying a system of diagnostic methods, to determine the current level of formation of key competencies); attitudes installation (associated with the formation of a positive attitude among students to the formation of key competencies); training (consisting in the implementation of technology aimed at the development of key competencies); evaluation and control (aimed at assessing and monitoring the level of formation of key competencies).

The most effective methodology for the formation of key competencies, which allows for an experimental assessment of integral competence, is based on activity-oriented learning, in which knowledge is acquired by students independently through the creation and development of their own knowledge base, which allows them to learn how to independently solve professional tasks.

Criteria and indicators of the formation of key competencies include the following ones: motivational (presence of the students' need to work on key competencies in their professional

activities; the presence of cognitive, competitive motives, as well as motivation to change activities); meaningful-content (availability of knowledge, skills necessary for practical activities); applied (application of acquired knowledge, skills and abilities in a particular field of activity, as well as during internships at various enterprises and organizations); evaluative-reproductive (self-assessment of the level of key competencies formation; the ability to analyze the state of competence; self-teaching and self-education to correct the state of competence).

In both exploratory assessment and measurement, the emphasis is now shifting from intermediate or final learning outcomes to learning process. This contradicts the statement contained in the educational discourse that “the learning process is not as important as the result”, but the logic of the competency-based approach is such that when assessing the formation of competencies of university students, the learning process itself is included in the object of assessment. This process is characterized by context nature, and therefore, the assessment of any of its discrete fragments (knowledge, skills, etc.) does not give an objective picture of the formation of students' competencies.

Let us consider the pedagogical experiment described by N. Rezaei [18], which was conducted to assess the formation of the social and informational competence of university students. By social information competence, the authors of experiment understand the possession of information technologies, a critical attitude to social information disseminated in the media. The pedagogical experiment involved 1st-5th year students of the specialty “Organization Management” in the amount of 752 people. The first stage of experiment included the selection of control and experimental groups based on the input testing. Testing was carried out using integrated tests in order to determine the initial level of student learning level [18].

After analyzing the curriculum for the specialty “Organization Management”, the authors determined the list of disciplines that will be included in the integrated tests. Firstly, this is a discipline from the cycle “General mathematical and natural sciences” – “Informatics (Information Science)”. Secondly, the list included the discipline “Information technologies of management” from the cycle “Special disciplines”. Thirdly, the discipline “Social Informatics” was chosen from the block of elective disciplines. Based on the test results, a selection of control and experimental groups was made.

The second stage was actually the pedagogical experiment itself. In the process of its implementation, the training of students in groups took place in different ways -namely, in the experimental group, the authors used the methods of forming social-informational competence, and in the control group, methods and technologies of training, based on the requirements of the state educational standard.

Let us dwell on the characteristics of the methods of formation of students' social-informational competence. In order to form social and informational competence, the technology of creating a virtual organization by students was substantiated and used as part of the study of the discipline “Information Technologies of Management”. This technology meets the requirements for pedagogical technologies used in the educational process. Since, in the end, the main goal of the technologization of the process is to obtain a product of a given (designed) sample, this allows concluding that the goal of the technology developed for creating a virtual organization is the formation of social and informational competence among students.

In order to form the operational component of the socio-informational competence of students, educational quests were developed and the authors of the experiment offered them to students when studying the discipline “Informatics (Information Science)”. In addition, a special course “Methods for the formation of professional competencies of students” was developed, the modular program of which is completely competence-oriented. To the main modules, the study of which is aimed at forming the professional competencies of future

managers, the authors have added such a module as “The Role of Management in the Information Society”. This section involves the study of such issues as: the influence of the information society on the methods and functions of management, new requirements for the qualification “Manager” in the conditions of digital transformation of society, the features of socio-cultural management in the information society [18].

The third stage included exit testing in order to determine the achieved level of students' learning, which should correspond to the initially set didactic goals. For this, also the method of integrated testing was used. Unlike the test that was used at the first stage of the pedagogical experiment, the exit test included fragments of larger activity blocks.

The main outcomes obtained as a result of the pedagogical experiment are presented in the table. The reliability of the obtained results was verified using Student's t-test. The result obtained indicates that the difference between the two samples is significant.

Table 1: Evaluation of the formation of social and informational competence of students [18]

Assessed competencies	Control group		Experimental group	
	$K_b$	$K_e$	$E_b$	$E_e$
<i>Work with information</i>				
Find and use various sources of information	2.1	2.6	2.1	3.5
Extract primary information (statistical source, media)	1.8	2.1	1.9	2.9
Extract secondary information	1.9	2.0	1.9	2.5
Determine the type and form of information	2.3	2.5	2.2	3.4
Reveal accuracy and relevance of information	1.9	2.2	1.9	3.0
Extract key fragments and main content from a large amount of information	2.3	2.5	2.4	3.4
Find useful information online	2.5	2.8	2.5	3.8
<i>Work in group</i>				
Express own point of view persuasively	1.7	1.9	1.7	2.5
Present reasoned arguments orally and in writing	1.5	1.8	1.6	2.4
Provide clear verbal and written information that is relevant to the needs of the group	1.7	2.2	1.8	2.8
Determine what support team members need and provide that assistance	1.9	2.1	1.8	2.5
Share experiences and information with group members	2.3	2.6	2.2	3.6
<i>Reliability of differences</i>	p<0.05		p<0.05	

Note:  $K_b$  – the average score of the assessment of students in the control group at the beginning of the experiment,  $K_e$  – average score of students in the control group at the end of the experiment,  $E_b$  – the average score of the assessment of the students of the experimental group at the beginning of the experiment,  $E_e$  – the average score of the students of the experimental group at the end of the experiment; the significance of differences was determined by Student's t-test.

The fourth stage (output questioning) was carried out in the experimental groups in order to identify the subjective assessment of students regarding the quality of the training

sessions using the methods of forming social information competence.

The fifth stage was carried out after 4 months, in order to determine the residual knowledge, skills, and abilities acquired by students during the period of experimental training. As in the third stage, the reliability of the obtained results was also checked using Student's t-test. When conducting a comparative pedagogical experiment, the authors of the experiment used information technologies of education in the educational process: visualization lectures using presentations, case technologies, business games using information technologies, creation of virtual organizations, educational quests, practical tasks using software applications, e-learning methodological complexes, development of projects using special software, including tests. In this regard, it became necessary to calculate the didactic effectiveness of the use of information technologies in the process of forming the social and informational competence of university students.

The assessment factor  $K_i$  was chosen as one of the main criteria for evaluating the effectiveness of the use of training information technologies

$$K_i = K_{in} / K_n$$

where  $K_{in}$  – group assessment obtained using information technology training,  $K_n$  – group assessment obtained with traditional learning technology [18]. In the described study,  $K_i$  turned out to be 2.3, which indicates that the use of information technologies in education is more effective in the process of forming the social and informational competence of university students.

Also, it should be emphasized that the principles of competence-based education were taken as the basis of the model of training and control by means of the case method. The case method is an integrative teaching method based on the analysis of practical situations that could or have happened in reality. Students are invited to analyze the problem, presented in an explicit or hidden form, and offer the most favorable solution in the existing conditions. The main advantage of the case method is the possibility of its application for both the formation and assessment of competence as an integrative personal characteristic, which includes the knowledge component, experience of activity, personal qualities and motives [9]. This advantage is implemented through the consideration of practical situations, the solution of which requires the use of knowledge and skills from related and non-core disciplines, as well as the integration of professional competencies with personal qualities and worldviews due to the presence of the psychological and moral aspects of the problem in the cases. The case method is an active method, which helps to increase learning motivation, because students have the opportunity to influence the learning process, to defend their own positions [16; 17].

The experimental model can be used not only as a tool for formation, but also as a tool for assessing competence in the field of management. In one of the UK universities, a model was developed in order to increase the efficiency of the educational process for the training of management personnel. Based on the goal, tasks were formed based on the principles of competence-based education [23]. Also, this model reflects the organizational and pedagogical conditions for implementation in order to increase the efficiency of competence formation by means of the case method. On the basis of this model, a technology for working with cases was developed, based on the didactic principles of consistency, openness, predictability of learning outcomes. This technology includes a description of the activities of students and teachers, forms and methods of work, the possibility of forming competencies, and the implementation of control functions. The model makes it possible to carry out the ascertaining, transforming, and generalizing stages of the pedagogical experiment. During the practical implementation of the model, at the ascertaining stage, the experts-authors of the model evaluated the level of competence formation in students of the control and experimental groups, in accordance with the

levels of distinguishing, understanding, application, analysis, synthesis, and evaluation. According to the developed scale, an independent expert group and a teacher could assess the initial level of competencies and the dynamics of competency development [23].

In the key of the selected indicators, the logic of achieving the educational result is traced, which consists in the complication of the methods of professional activity, the transition from mastering simple accessible information to mastering more complex information, as well as skills and ways of structuring it. The category of “distinguishing” or “recognition” corresponds to the ability of the student to distinguish the studied object or phenomenon from their analogues. The category “understanding” is comparable to the skills of interpreting, predicting, and converting material from one form of presentation to another. The category of “application” corresponds to the ability to use the studied material in specific conditions and new situations. The student demonstrates an understanding of the functional dependencies between the phenomena being studied, solves problems based on cause-and-effect relationships, connects the mastered material with practical and professional activities.

The category “analysis” implies the ability to break down information into components so that the structure is visible, as well as the ability to present a set of facts according to the identified structure. The fifth category - “synthesis” - corresponds to the skill of combining elements to obtain a whole that has novelty. Finally, the skills of evaluating (assessing) the value of particular information are comparable with the category “evaluation”.

The presented system for assessing learning outcomes, in the fair opinion of its authors, meets modern standards for training competitive specialists. An assessment sheet was developed for the experts, the assessment of the competencies of each student was held on a ten-point scale and correlated with the categories of achieving the educational result. So, 1-2 points of expert assessment corresponded to the category of “distinguishing”, which did not allow speaking about the concept of “competence”. The category “understanding” is comparable to 3-4 points - this number of points reflected the presence of skills in identifying the situation, classifying it as similar ones, solving the situation in connection with the algorithm for a group of similar ones. The category “application” corresponded to 5-6 points, i.e., students who were given such scores demonstrated the possibility of using a set of tools to solve non-standard situations, predicting the consequences of a decision, describing the course of a decision, the ability to compare alternative options and offer practical solutions. The category “analysis” is synonymous with seven points of expert evaluation, which stated the ability to identify a problem and describe the conditions for its solution, the necessary resources and tools, and organize the activities of a small number of specialists to solve the problem. Eight points are comparable with the category “synthesis”: the experts revealed the ability to organize work to solve the problem, the ability to monitor the effectiveness of the stages of solving the problem. Nine and ten points of the expert assessment corresponded to the category “assessment”, the ability to develop and make new proposals based on the experience gained, the ability to choose the style of leadership and managerial influence based on an analysis of the situation and the characteristics of the problem being solved [23].

By means of cases, an assessment of the level of formation of competencies and competence was also carried out, that is, cases acted as a means of control. In this context, cases were given to students at the beginning of the exam and time was provided to prepare a solution. To make a decision, it was possible to use only the information of the case, own experience and knowledge. Thus, not only the knowledge of theoretical aspects was tested, but also the expediency, the method of their application for decision making. After the expiration of time, the students proposed a solution to the case. The task could be complicated by excluding one of the resources from the case

(time, finance, etc.) or adding a moral and social aspect. Assessing the effectiveness of competence formation, the experts also took into account the results of psychological diagnostics to track the dynamics of the motivational and personal spheres [23].

Thus, the goal of experimental teaching is the formation of professional competence among students, i.e., shaping the ability to apply the acquired knowledge and skills in practical activities, which they will need to be engaged in within the chosen specialty. In the basis of effective learning activities, there is a high level of student motivation, formed by means of active teaching methods. In turn, the assessment of the results of such training plays the role of an experimental assessment of competencies.

In particular, the case method contributes to the development of the ability to analyze situations, evaluate alternatives, choose the best option and draw up a plan for its implementation. For example, the technology of group work with cases implies preparing students for the lesson in advance, i.e., receiving a case-task with a list of references for self-study. At this (preparatory) stage, the increase in motivation for learning activities can be judged by such signs as turning to additional sources, asking questions to the teacher during consultations and during training sessions. In the empirical study mentioned above, a comparison showed that in the experimental group there are (on average) 3-4 more sources in the list of additional literature than in the control group [23]. Thus, such tasks-tests within the framework of the experimental paradigm of competency assessment make it possible to effectively assess the integral competence of students, which includes, in particular, the ability to independently find and apply the necessary information.

The use of the case method and other interactive methods of teaching and control makes it possible to implement a competency-based approach, develops a methodological system of teaching, and enriches the content of disciplines. In turn, the implementation of integrative education requires the presence of three components: a) teachers who are fully versed in modern pedagogical technologies; b) psychological and pedagogical technologies adapted to specific conditions, aimed at developing the professionalism of teachers; c) didactic support of the educational process at different levels of education [5; 17].

Ensuring a high level of creative activity of students in the process of self-education requires solving problems: analytical ones (reconstruction of traditional situations), problematic (resolving contradictions using existing knowledge and skills), search (performing non-standard methods and actions) [17]. Accordingly, the experiential assessment should contain modules for stepwise evaluation of all three of these components.

Louis Soares from the Center for American Progress back in 2012 offered a conceptual learning model (see Figure 2 below). He noted that “With a competency-based approach, students advance when they have demonstrated mastery of a competency, which is defined as “a combination of skills, abilities and knowledge needed to perform a task in a specific context” [21, p. 2].

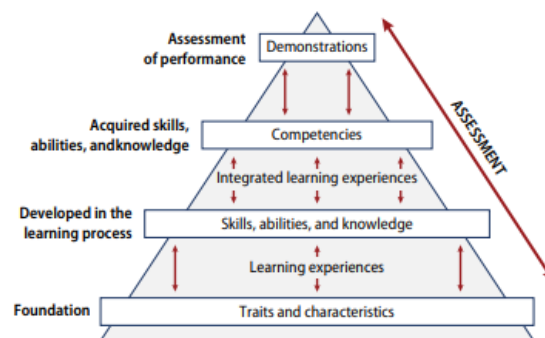


Figure 2. A conceptual learning model within the context of assessment [21]

“In competency-based education, assessment is embedded in every step of the learning process in order to provide students with guidance and support toward mastery. This heightened level of assessment is designed to build competencies in real time” [21, p. 2].

In our teaching and consulting practices, we recommend creating a cyclic step-by-step system of involving students from the first to last year in research work. This program provides: a) at the first, propaedeutic, stage - familiarization of students with the main directions and topics of scientific research of the department and teachers, initial acquaintance with the methods of scientific research; b) at the second stage - the organization of research work in educational activities (at special seminars, when writing term papers, scientific reports, etc.), the participation of students in the work of scientific societies, problem groups; 3) at the third stage - individual (and collective) research work on a specific topic.

The research assignments we are developing are a synthesis of theoretical and practical work. Theoretical tasks are aimed at mastering the ability to analyze primary sources, navigate in bibliographic publications. They become more complicated from course to course: in the 1st year, students master the ability to extract the necessary information on certain issues; in 2nd-3d years, they learn to analyze primary sources, synthesize information from different sources, abstract, review primary sources, make annotations, draw up scientific abstracts, prepare a report on the problem; at 4th-5th years, future specialists master and improve the ability to search for the necessary literature, analyze it, compile a bibliography, literature reviews, and give its critical analysis. Practical research involves a scientific analysis of certain production experience, understanding of specific situations and modeling more effective content and methods of work. For example, for future teachers, an important means of forming effective knowledge, skills, and developing creative activity is the use of such teaching methods as discussions of the work of innovative teachers, acute problems of innovative schools, business games, and modeling of pedagogical situations [5].

Revealing the theoretical and methodological, as well as didactic features of self-education and research work of students, assessed on the basis of an experimental approach, it is necessary to develop a system for their organization, specific forms of independent research activity that form the creative abilities of future specialists as the foundation of integral competence.

The assessment of design competence requires quantitative assessments - therefore, of course, there is a need to develop parameters that would satisfy the conditions of objectivity, accessibility, and ease of definition. Thus, for each specialty and taking into account the characteristics of a particular university, a system of indicators and criteria for the formation of design competence is needed. For these purposes, it is advisable to single out such criteria of competence: cognitive, activity, and



personal. Each criterion should have a number of indicators describing its manifestations. An analysis of the scientific literature on the correlation of knowledge, skills, and personality traits in the overall effective assessment of specialist training made it possible to identify the following weight coefficients of competence components: cognitive component ( $K_c$ ) - 0.2; activity component ( $K_a$ ) - 0.5; personal component ( $K_p$ ) - 0.3 [10]. These weights can be used in calculating the numerical coefficients of integral competence in the process of experimental assessment. Also, to assess the formation of the selected components of competencies, it is advisable to use expert assessment, which is carried out by teachers, self-assessment (during the survey before and after the project session of the experimental assessment), and mutual (peer) assessment. Such an approach would facilitate a kind of triangulation of the results of assessment, increasing its credibility. In addition, this is a step towards creating an assessment center in education, using project activities to involve students in assessment.

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#### Primary Paper Section: A

#### Secondary Paper Section: AM



## INCORRECT NOMINATIONS OF PERSONS AS VIOLATIONS OF JOURNALISTIC ETHICS IN MODERN MATERIALS OF SENSITIVE MEDIA CONTENT (ON THE MATERIALS OF UKRAINIAN MEDIA)

<sup>a</sup>NATALIIA SHULSKA, <sup>b</sup>NATALIIA KOSTUSIAK, <sup>c</sup>ROMAN PYKALIUK, <sup>d</sup>INNA SYPCHENKO, <sup>e</sup>OLENA BONDARENKO, <sup>f</sup>OKSANA DUBETSKA, <sup>g</sup>IRYNA YEVDOKYMENKO, <sup>h</sup>OLHA ZYMA

<sup>a,b</sup>Lesya Ukrainka Volyn National University, 13, Voli Ave., 43025, Lutsk, Ukraine,

<sup>c</sup>Volodymyr Vynnychenko Central Ukrainian State University, 1, Shevchenko Str., 25006, Kropyvnytskyi, Ukraine

<sup>d,e</sup>Sumy State University, 116, Kharkivska Str., 40007, Sumy, Ukraine,

<sup>f</sup>Ukrainian State Drahomanov University, 8/14, Turgenyevska Str., Kyiv, Ukraine

<sup>g</sup>Taras Shevchenko National University of Kyiv, 36/1, Yu. Illenka Str., 04119, Kyiv, Ukraine

<sup>h</sup>S. Kuznets Kharkiv National University of Economics, 9a, Nauky Ave., 61166, Kharkiv, Ukraine

email: <sup>a</sup>chulska.natalia@vnu.edu.ua,

<sup>b</sup>kostusyakov.nataliia@vnu.edu.ua, <sup>c</sup>rvpykaliuk@cuspu.edu.ua,

<sup>d</sup>isypchenko@journ.sumdu.edu.ua,

<sup>e</sup>olbondarenko@journ.sumdu.edu.ua,

<sup>f</sup>o\_o\_dubetska@edu.udu.ua, <sup>g</sup>irina\_eydokymenko@knu.ua,

<sup>h</sup>olyazyma 86@gmail.com

**Abstract:** The article presents a study of the socially sensitive content of the Ukrainian informal space, in particular, regarding the nomination of persons based on various characteristics. The incorrect names used for nominating persons of various social groups (those with disabilities, certain diseases, according to age characteristics, ethnicity, social status, those who suffered as a result of the Russian-Ukrainian war, etc.) were identified, structured, and comprehensively analyzed. Relevant counterparts correlating with the rules of social etiquette are proposed for each incorrect nomination. The materials of the study were media texts, which present linguistic units – the nominations of people – that do not correspond to the journalism of tolerance, and in some places also give rise to the language of enmity. It is noted that anormative nominations are presented both in the title complex of publications and in the text content itself. It was observed that the use of incorrect nominations of persons (“disabled”, “blind”, “deaf”, “wheelchair”, “handicapped”, “special child”, “schizophrenic”, “person with oncology”, “blonde driving”, “negro”, “Asian”, “homeless”, “gypsy”, etc.) not only carries negative semantics, but is offensive to these categories of people, violates language and ethical norms, indicates a lack of gender sensitivity, and shows the unprofessionalism of journalists and editors. It was found that the media often do not avoid stereotypes regarding the correct portrayal of those with disabilities, and deliberately, for the sake of sensationalism and attracting attention, detail the disabilities of such persons, pitying them out of measure, and sometimes even over-heroizing them. The headlines testifying to the use of incorrect words or phrases of a discriminatory nature to denote a person's ethnic, national, or racial affiliation have been recorded. False lexemes based on people's age characteristics were also detected in stories about those who live alone, who are homeless, have drug or alcohol addiction. Often, for the sake of sensationalism and clickbait, journalists attach rating labels to people even before a court decision, resort to hyperbolized and provocative media titles, and “taste” violence, death, or crime. Incorrect nominations, which became especially widespread in the conditions of the Russian-Ukrainian war, to denote people who changed their place of residence in connection with active hostilities, were also analyzed.

**Keywords:** incorrect nominations of persons; media; journalistic ethics; sensitive content; Ukrainian language; professional communication.

### 1 Introduction

The Ukrainian media space at the beginning of the 21st century is characterized by rapid development and modernization, which, on the one hand, presents new tasks and challenges to the authors of multi-topic and multi-genre texts of modern mass media, and on the other hand, requires the creation of quality material in compliance with professional standards, including the use of verified facts, objectivity, accuracy and completeness of information, impartiality and disinterestedness in the transmission of news, including sensitive content. In this aspect, it is important to remember that a person is always at the center of a journalistic text. A significant part of today's media materials record stories about the destinies of people, inform about personal values and problems of vulnerable population groups, which obliges the author to be able to empathize, to be guided by the norms of public morality, to try not to cause harm and psychological trauma both to the reader and to the who is mentioned in the article. In the conditions of war, it is often

necessary to write about people with incurable diseases, disabilities, about other socially vulnerable layers of the population who cannot take care of themselves without outside help, as well as report on painful topics for Ukrainians, crimes committed by persons of different nationalities, fields of activity, and age characteristics, and thus the issue of compliance with ethical norms becomes relevant. It is important not to go beyond the limits of journalistic tolerance in the struggle for sensationalism and vividness and to convey the desired message to the reader with the help of correct vocabulary and terminology.

Many scientific works are devoted to the problem of socially sensitive journalism, the authors of which focus attention on the importance of forming correct values, the need to avoid incorrect and manipulative statements, use of ethical vocabulary, and also provide specific recommendations regarding the language of media materials. In this regard, J. Pukalo notes that “words whose meaning seems obvious can be inappropriate and biased. And the media, which write about socially important topics, create the illusion of tolerance and popularize vocabulary that confirms stereotypical ideas about different sections of the population” [12]. In this context, H. Dacyshyn raised the issue of language tolerance in the names of older persons and identified the possibilities of the media in the formation and destruction of stereotypes [3]. The researcher drew attention to words and phrases that contain an accompanying pejorative meaning, and therefore need to be replaced with positively colored or neutral lexemes, which will contribute “not only to changes in public opinion, but also to a new awareness by the elderly of their lifestyle and their capabilities” [3, p. 92]. N. Pikula characterized the nominations of the elderly presented in the Polish media space, in particular in youth magazines, newspaper publications, Internet portals, advertising and informational programs [11]. O. Fudorova defined the role of the mass media in the formation of tolerant public opinion about people with disabilities [5]. The issue of political correctness in the English-language media discourse was reflected in the article by S. Aleksenko. The researcher characterized the ethical language means for marking race and nationality [1]. V. Tarasova's publication, based on the material of English and Ukrainian mass communication media, is close in terms of issues [14]. In this context, it is worth mentioning the work of S. Baranova and D. Mishchenko, in which stylistic means of expressing political correctness in journalistic texts are defined, emphasizing the importance of preventing expressions that are offensive to people with limited physical and mental capabilities, non-standard appearance, to representatives of certain nationalities, sexual minorities, believers, etc. [2]. In addition, we consider the advice for journalists printed in media publications to be valuable. In particular, I. Virtosu gave recommendations on how to correctly name people with disabilities. In her opinion, a single-aspect description of a disabled person does not make it possible to fully focus attention on the person as a personality [15]. L. Petrunkina's article is similar in topic, in which the author offers a list of correct nominations for people with physical disabilities, names of people by nationality, social status, etc. [10].

The war in Ukraine became a significant external factor that led to the updating of publications about persons forced to leave their homes due to active hostilities. In this connection, the question arose about the correct naming of those who had to settle in relatively safe settlements of Ukraine or go abroad. L. Filipchuk [4] and I. Ladyka [8] devoted articles to the mentioned problem, in which they presented a number of valuable recommendations. V. Kasyanchuk and O. Levchuk covered a wider range of issues, emphasizing the correctness of the terminology used in media texts about the Russian-Ukrainian war [7].

Despite the presence of publications with different thematic and genre ranges, which show a relationship to socially sensitive journalism, there is currently a lack of scientific works devoted to the study of ethically incorrect nominations of persons in the Ukrainian information field. We consider the raised problem to be relevant, as it points to the pressing problems of today, among which there is the formation of respect for professional standards and ethical norms.

The purpose of the article is to identify, structure, and comprehensively analyze the incorrect nominations of people of various ethnic and social groups presented in the language of modern Ukrainian mass media, to offer relevant equivalents that correlate with the rules of social etiquette.

## 2 Materials and Method

Media texts devoted to important social problems, in which language units are presented were selected as the material of the study – these are nominations of persons with disabilities, nominations of people who changed their place of residence due to the war, persons with various diseases, national or ethnic affiliation, etc. The objectivity and comprehensiveness of the research was ensured by the use of a number of methods: descriptive, with the help of which language units that are outside the boundaries of ethical norms and journalistic tolerance were systematized and characterized; contextual analysis used to identify and clarify the role of incorrect vocabulary and terminology within the analyzed texts; communicative and pragmatic analysis, the purpose of which is to find out the impact of sensitive content on recipients, in particular, on vulnerable groups of the population.

## 3 Results and Discussion

An example of negative semantics in mass media is the use of bright, provocative headlines, as well as incorrect nominations for ethnic, religious, certain social groups or for specific representatives of these communities. In newspapers and online publications, we repeatedly come across incorrect word forms that are unacceptable for a journalist or editor to use: *«хитрий циганчук», «жидяра», «негр», «каліка», «карлик», «прикутий до інвалідного візка», «шизофренік», «бомж»* (“cunning gypsy”, “gypsy”, “negro”, “cripple”, “dwarf”, “wheelchair bound”, “schizophrenic”, “bum”), etc. Preparing materials by playing on emotions, using words that demean the honor and dignity of a person, or, on the contrary, keeping silent on relevant topics – all these are examples of violation of journalistic ethics.

According to the observations of media experts, the number of publications related to persons with disabilities has increased in the mass media in recent years. This is caused by a variety of reasons, the main of which is the Russian-Ukrainian war. Journalists constantly cover the stories of people who became disabled as a result of hostilities. However, the media often do not avoid stereotypes regarding the correct portrayal of those with disabilities, and deliberately, for the sake of sensationalism and attracting attention, detail the disabilities of such persons, express redundant pity towards them, and sometimes even heroize them. Meanwhile, the main task of the mass media in covering persons with disabilities is to avoid stereotypes and write about them as ordinary representatives of society. It is not necessary to emphasize the inferiority of such people or to feel sorry for them, and there is no need to heroize them. The “Ethical Code of the Ukrainian Journalist” states that it is necessary to refrain from hints or comments related to physical defects or illnesses of a person, to avoid the use of offensive expressions, profanity. It is not appropriate to portray persons with disabilities as victims of violence, as this would indicate their disability and vulnerability. Media workers should not portray this category of persons as a burden for their relatives, as this discredits them in the eyes of the public. People with disabilities should be shown as full members of society. With this in mind, it is unacceptable in the journalistic lexicon to use the words *«незвичайний», «жертва», «тагар», «неповносправний», «неповноцінний», «насилля»* (“unusual”,

“victim”, “burden”, “disabled”, “inferior”, “violence”) and the like when covering topics related to these individuals. It is necessary to talk about people with disabilities like in talking about ordinary people. This aspect of the image will be a unifying factor between these people and non-disabled people. An example of a violation of speech ethics is the publication *«Незвичайні діти у звичайній школі»* (“Unusual children in an ordinary school”) (“Lviv portal”, March 26, 2018), in which journalists, resorting to an oxymoron in the headline, denote children with special educational needs as “unusual”, differentiating them from other members of society and making an aspect of their “otherness”. When speaking in the mass media about children with special educational needs, it is incorrect to use the subjunctive phrases “special child”, “inclusive child”, which is not always remembered by employees of individual institutions, because unethical norms are mostly found on educational resources: *«Особлива дитина в закладі дошкільної освіти»* (“A special child in a preschool institution education”) (emetodyst.mcfra.ua); *«Особлива дитина. Інформація для батьків»* (“A special child. Information for parents”) (vompkil.od.gov.ua). This is evident also in other media: *«“Особливі діти” в садах і школах. Леся Лутвинова про інклюзивну освіту та стереотипи»* (““Special children” in kindergartens and schools. Lesya Lytvynova on inclusive education and stereotypes”) (“Slovo i Delo”, November 29, 2019); *«Луцькі батьки особливих дітей ініціювали оригінальний флешмоб»* (“Lutsk parents of special children initiated an original flash mob”) (“Pershiy”, April 25, 2019); *«У санаторії “Пролісок” відпочивають особливі діти. Фото»* (“Special children rest in the “Prolisok” sanatorium. Photo”) (“Pershiy”, April 17, 2019); *«У Калуші особливі діти місили тісто і вчилися робити манікюр»* (“In Kalush, special children kneaded dough and learned to do manicures”) (“Vikna”, May 20, 2023).

In order for journalists to observe professional ethics, an important aspect when reporting on people with disabilities is the use of correct and non-offensive words. Since the token *«неповносправні»* (“disabled”) indicates a description, not a group of people, it should therefore be avoided. Instead, we repeatedly come across this false phenomenon in the mass media, in particular, in the headlines: *«Проблеми неповносправних під час виборів обговорили за круглим столом»* (“Problems of the disabled during the elections were discussed at a round table”) (“Lviv portal”, October 26, 2019); *«Проблеми неповносправних під час виборів обговорили за круглим столом»* (“The Agency for employment of disabled persons will operate in Lviv”) (“Zaxid.net”, January 21, 2018), as well as directly in the texts: *«Неповносправна жінка з Нововолинська не є соціально небезпечною, не виявляє агресії, дає собі раду у побуті. Підстав для примусового обстеження й лікування – жодних»* (“The disabled woman from Novovolynsk is not socially dangerous, does not show aggression, manages herself in everyday life. There are no grounds for forced examination and treatment”) (“Volyn Post”, February 9, 2019); *«На думку прем'єрки, справедлива держава не повинна однаково підтримувати тих громадян, які можуть працювати, і тих, що не можуть (неповносправних, осіб похилого віку, багатодітних одиноких матерів тощо)»* (“In the opinion of the Prime Minister, a just state should not equally support those citizens who can work and those who cannot (the disabled, the elderly, single mothers with many children, etc.)”) (“High Castle”, August 1, 2023); *«Невинні люди гинуть: десятки тисяч були вбиті лише тому, що це – жінки, неповносправні чи геї, або якщо вони належать до іншої гвілки ісламу»* (“Innocent people are dying: tens of thousands have been killed just because they are women, disabled or gay, or because they belong to another branch of Islam”) (BBC, December 7, 2020).

It is not appropriate to use nominations in journalistic materials such as: *«людина з обмеженими можливостями», «людина з особливими потребами»* (“person with disabilities”, “person with special needs”) (as an exception, *«діти з особливими освітніми потребами»* (children with special educational needs)), *«інвалід», «каліка», «колясочник», «візочник»,*

«психічно хворий», «сліпий», «глухий», «дитина-даун», «аутист», «епілептик», «децепешник» (“disabled”, “crippled”, “wheelchair”, “wheelchair user”, “mentally ill”, “blind”, “deaf”, “down child”, “autist”, “epileptic”, “degenerate”). Instead, the constructions «людина з інвалідністю», «людина, що для пересування використовує візок», «людина з розладами психіки», «слабобачачий, особа зі слабким зором», «незрячий», «слабочуючий, людина зі слабким слухом», «сонячна дитина», «дитина з синдромом Дауна», «дитина з аутизмом» or «дитина з розладами аутистичного спектра», «людина з епілепсією», «людина з ДЦП» (“person with a disability”, “person who uses a wheelchair for movement”, “person with mental disorders”, “impaired sight, person with poor vision”, “person with vision impairments”, “weakened person, person with poor hearing”, “sunny child”, “child with Down syndrome”, “child with autism” or “child with autism spectrum disorders”, “person with epilepsy”, “person with cerebral palsy”) are justified, because certain signs of a health condition should not become a characteristic of a person directly. Despite the fact that media experts advise using the lexemes “low-sighted” or “hearing-impaired” in the texts (see [4]), we still consider them abnormal from the point of view of linguistic culture, because verbs *уч(-юч) / -ач(-яч)* are not justified in Ukrainian language, so it is worth giving preference to the constructions: «незрячий», «людина зі слабким зором», «людина зі слабким слухом» (“person with visual impairments”, “person with poor eyesight”, “person with poor hearing”).

In this context, such headlines of regional and all-Ukrainian mass media are ethically incorrect, in which:

1) It is said in general about a person with a disability: «У ярмарку вакансій у Новооволинську взяли участь 14 осіб з обмеженими можливостями» (“14 persons with disabilities took part in the job fair in Novovolynsk”) (“Bug”, November 1, 2018); «Розповіли, скільки грошей потрібно на оздоровлення особливих дітей» (“They told how much money is needed for the rehabilitation of special children”) (“Konkurent”, November 23, 2018); «Волинські спортсмени-інваліди отримуватимуть стипендію Президента» (“Disabled athletes from Volyn will receive a scholarship from the President”) (“Volyn24”, December 21, 2016); «В Ірані жінка створила ідеальний транспорт для інвалідів» (“In Iran, a woman created an ideal transport for the disabled”) (“TSN”, May 7, 2018); «В Одеській області чоловік-інвалід зарізав молодшого брата через пульт від телевізора» (“In the Odessa region, a disabled man killed his younger brother using a TV remote control”) (“UNIAN”, November 26, 2019); «У Луцьку інвалід грабував школи і садочки» (“In Lutsk, a disabled person robbed schools and kindergartens”) (“Konkurent”, February 6, 2019);

2) A person with visual impairments is depicted: «Волинські інваліди зору піднімають тонни заліза» (“Volyn blind people lift tons of iron”) (“Volyn News”, November 13, 2017); «У Дніпрі продавці на базарі побили сліпого чоловіка за випадково пошкоджену рекламу» (“In Dnipro, sellers at the bazaar beat a blind man for accidentally damaging an advertisement”) (“Under the gun”, August 18, 2017); «Після зцілення сліпого брата передала ікону в монастир» (“After healing the blind brother, she handed over the icon to the monastery”) (“Volyn-nova”, November 14, 2018); «У Дніпропетровську сліпі вийшли на протест заради роботи» (“TCHN”, 12.08.2018); (“In Dnipropetrovsk, the blind protested for work”) (“TSN”, August 12, 2018); «Ізрайльські вчені створили диво-окуляри для сліпих» (“Israeli scientists have created miracle glasses for the blind”) (“TSN”, August 19, 2020); «Сліпий чоловік прозрів, поцілувавши фотографію дружини» (“Blind man regained his sight after kissing his wife's photo”) (“TSN”, February 18, 2019);

3) It is about a person in a wheelchair: «На Волині автомобіль налетів на інваліда-колясочника» (“A car hit a wheelchair user in Volyn”) (Volyn.ua, September 20, 2018); «На Волині автомобіль збив візочника: у чоловіка – значні травми.

«Фото» (“A car hit a wheelchair user in Volyn: the man suffered significant injuries. Photo”) (“VolynPost”, September 20, 2018); «Депутати ВР зробили колясочників учасниками дорожнього руху» (“Deputies of the Republic of Belarus made wheelchair users road users”) (“Varta1”, December 3, 2019); «У Луцьку волонтер-візочник відремонтував сотні автомобілів для ЗСУ: це наш фронт для хлопців, які зараз перебувають на передовій. Відео» (“In Lutsk, a volunteer wheelchair user repaired hundreds of cars for the Armed Forces: this is our front for the guys who are currently on the front lines. Video”) (“Obozrevatel”, December 24, 2022); «Узимку українські інваліди-візочники задля виживання перетворюються на суперменів» (“In winter, Ukrainian wheelchair users turn into supermen in order to survive”) (“TSN”, December 17, 2018);

4) There is a talk about a person with poor hearing: «Глухий хлопчик з Волині терміново потребує грошей для пересадки кісткового мозку» (“Deaf boy from Volyn urgently needs money for a bone marrow transplant”) (“VolynPost”, October 24, 2018); «Як глухі живуть в умовах війни: інтерв'ю з перекладачкою жестової мови з Полтави Наталією Московець» (“How the deaf live in the conditions of war: an interview with Nataliya Moskovets, a sign language interpreter from Poltava”) (“Suspilne”, June 25, 2022); «“Тихі” таксі: в Києві глухі водії створюють серйозну конкуренцію на ринку перевезень» (“Silent” taxis: in Kyiv, deaf drivers create serious competition in the transport market”) (“TSN”, October 28, 2019);

5) People with mental disorders are depicted: «На Волині розишукують небезпечного психічно хворого хлопця» (“They are looking for a dangerous mentally ill boy in Volyn”) (“Volyn24”, December 17, 2018); «В Одеській області психічно хворий чоловік вбив та вилупав власну матір» (“In the Odessa region, a mentally ill man killed and dismembered his own mother”) (“UNIAN”, April 11, 2023); «У Луцьку психічно хворий чоловік порізав собі обличчя» (“In Lutsk, a mentally ill man cut his face”) (“Konkurent”, February 5, 2022).

Sporadically in media texts, we come across a simultaneous combination of two incorrect tokens: «Глухий і сліпий чоловік оштрафований за перевищення швидкості» (“Deaf and blind man fined for speeding”) (“RBK-Ukraine”, October 24, 2019).

Given the fact that certain characteristics of a person's state of health do not need to be similarly transferred to his nomination, instead of the incorrect tokens «аутист», «епілептик», «децепешник», «діабетик» (“autist”, “epileptic”, “decepeschnik”, “diabetic”), it is better to use the more acceptable constructions, respectively, «людина з аутизмом» або «людина з розладами аутистичного спектра», «людина з епілепсією», «людина з ДСП», «людина з діабетом» або «людина, яка має діабет». (“person with autism” or “person with autism spectrum disorder”, “person with epilepsy”, “person with cerebral palsy”, “person with diabetes” or “person who has diabetes”). Often in journalistic publications, we record non-compliance with these norms, which is indicated by the following headlines and fragments of texts: «Журналісти спробували показати світ очима дітей-аутистів» (“Journalists tried to show the world through the eyes of autistic children”) (“TSN”, July 15, 2022); «На Тернопільщині дівчина-аутист дружить із вороною і хоче отримати професійну освіту» (“In Ternopil Oblast, an autistic girl is friends with a crow and wants to get a professional education”) (“TSN”, April 3, 2019); «Діти-аутисти. Які вони?» (“Autistic children. What are they?”) (“Ukrainian Pravda”, October 27, 2021); «Ліонель Мессі – аутист?» (“Lionel Messi is autistic?”) (“High Castle”, September 19, 2020); «Померлий був 1986 року народження, перебував на обліку в медичній частині як епілептик» (“The deceased was born in 1986, was registered in the medical department as an epileptic”) (“UNIAN”, January 28, 2019); «Райдержадміністрація позбавила діабетиків ліків – ЗМІ» (“Regional administration deprived diabetics of medicines – mass media”) (“Ukrainian Pravda”, July 8, 2019); «У Росії мобілізують діабетиків і людей після інсультів – ЗМІ» (“In

Russia, diabetics and people after strokes are mobilized - mass media") ("Gordon", February 28, 2022); «В окупованому Севастополі діабетики залишилися без пільгових тестів на цукор» ("In occupied Sevastopol, diabetics were left without preferential sugar tests") ("Suspilne Krym", October 20, 2020).

In journalistic materials, it is also necessary to avoid the use of medical 'stamps' that can reinforce a stereotypical view of persons with disabilities, such as: «нездорово людина», «вада», «хвороба», «хворіє на», «жертва» ("unhealthy person", "disability", "disease", "suffer from", "victim"), etc. Ethical violations are also demonstrated by headlines in which the diagnosis is unnecessarily presented and a special emphasis is placed on it, which violates journalistic ethics, for example: «Шизофренік тероризує ціле село» («Під прицілом», 24.10.2018); «Учені запевняють, що навчилися вираховувати потенційних шизофреніків» ("Schizophrenic terrorizes the whole village") ("Under the gun", October 24, 2018); «Учені запевняють, що навчилися вираховувати потенційних шизофреніків» ("Scientists assure that they have learned to reveal potential schizophrenics") ("TSN", October 16, 2020); «У Луцьку шизофренік порізав п'ятьох перехожих: одному всадив ніж у спину, іншому – у скроню» ("In Lutsk, a schizophrenic stabbed five passers-by: he stuck a knife in the back of one, and in the in the temple of another") ("TSN", December 28, 2018); «Японець з шизофренією захворів на рак. Пересадка кісткового мозку виликувала і онкологію, і психічний розлад» ("A Japanese man with schizophrenia got cancer. A bone marrow transplant cured both oncology and mental disorder") ("TSN", January 7, 2019). Nominations conveying danger, suffering, isolation, or passivity should not be used in texts. Media expert O. Holub notes that "it is necessary to avoid general phrases that can give a negative connotation to a person's health condition, for example: "deaf as a grouse", "deaf to our wishes", "dumb as a fish"» [6].

When talking about people with cancer, it is also necessary to be as tolerant as possible. One should not use the verbalizers "a person suffering from oncology", "cancer patient", because they not only have a pessimistic meaning, but are also incorrect. A person cannot be sick with oncology, because oncology is a branch of medicine, not a disease. In communities that support those who have cancer, the English expression "cancer survivor" is often used (literally translated to Ukrainian as «той, що пережив рак / бореться з раком» ("the one who survived cancer / fights cancer"). The constructions "a person with cancer" or "a person with an oncological disease" will be justified in such materials. Some counselors offer the terms "cancer patient" / "female cancer patient", because supposedly the lexeme "patient" indicates a temporary social role, and it is important to see a person in everyone, and not a disease [13]. When writing about those who have cancer, one should also avoid the verbalizers "sick" or "ill", as they are not only offensive, but also do not show the true status of a person. In the case of cancer, a person can be in remission and at the same time have the status of a patient, because it is necessary to remain under the supervision of a doctor.

Monitoring the domestic Ukrainian information space, we find incorrect lexemes in the media names themselves, which testify to the unprofessionalism of those who prepared the publications. For example: «Для пацієнтів з онкологією запустили гарячу лінію» ("A hotline has been launched for oncology patients") ("Ukrinform", October 21, 2022); «Де українцям з онкологією та іншими важкими захворюваннями надають допомогу в Чехії» ("Where Ukrainians with oncology and other serious diseases are helped in the Czech Republic") ("Radio Ukraine", July 26, 2022); «На військового з онкологією, який мав лікуватися в Швеції, написали рапорт про самовільне залишення частини нібито "без поважної причини"» ("A military man with oncology, who was supposed to be treated in Sweden, was reported to have voluntarily left the unit allegedly "without good reason") ("Letters", June 19, 2023); «Як допомогти онкохворій людині, яка щойно дізналася про діагноз» ("How to help an oncology-ill person who has just learned about the diagnosis") ("Ukrainian Pravda", July 29,

2021); «"Рак не чекає на завершення війни", – як борються за життя онкохворі з Чернігівщини» ("Cancer does not wait for the end of the war" – how oncology-ill patients from Chernihiv region fight for their lives") ("Suspilne", April 3, 2022); «Онкохворій Заворотнюк залишилося недовго: лікар дав актрисі страшний прогноз» ("Oncology –ill Zavorotnyuk did not have long left: the doctor gave the actress a terrible prognosis") ("UNIAN", April 20, 2023); «Хвора на рак дівчинка розповіла, як прийняти діагноз і побороти хворобу» ("A girl with cancer told how to accept the diagnosis and overcome the disease") (February 4, 2022); «Хворий на рак король футболу Пеле звернувся до вболівальників із лікарні» ("Sick of cancer, the king of football Pele addressed the fans from the hospital") ("NTA", December 4, 2022). Bearing in mind the fact that oncological diseases are considered chronic by world medicine, and after the end of treatment there is always a risk of relapse, the construction "achieved remission" is more acceptable instead of the erroneous "defeated cancer", although media professionals do not always emphasize this, using incorrect phrases: «"Я перемогла рак". Історії тих, хто одужав» ("I beat cancer". Stories of those who recovered") ("Radio Svoboda", February 18, 2019); «Перемогла рак та створила онлайн секс-шоп. Історія дівчини з Чернівці» ("She beat cancer and created an online sex shop. The story of a girl from Chernivtsi") ("Suspilne", February 4, 2022); «Думала, що можу не дожити до наступного Різдва": легендарна тенісистка вдруге перемогла рак» ("I thought I might not live to see next Christmas": the legendary tennis player defeated cancer for the second time") ("TSN", March 21, 2023). Also, instead of the phrases "terrible / fatal / incurable diagnosis", which instill fear, it is better to use the specific name "oncological diagnosis". However, modern mass media do not neglect such constructions: «Горохівчанину поставили страшний діагноз, він потребує коштів для лікування за кордоном» ("A Horohiv resident was given a terrible diagnosis, he needs funds for treatment abroad") ("Volyn", February 9, 2021); «Важкохворому Брюсу Вільсону поставили страшний діагноз» ("Seriously ill Bruce Willis was given a terrible diagnosis") ("Patriots of Ukraine", February 17, 2023); «Новоспеченій мамі поставили страшний діагноз за місяць до весілля: симптоми були багато років» ("A new mother was given a terrible diagnosis a month before the wedding: the symptoms had been present for many years") ("TSN", April 26, 2023); «У чоловіка 5 років болів палець на носі: йому поставили страшний діагноз» ("The man's toe hurt for 5 years: he was given a terrible diagnosis") ("Volyn 24", April 17, 2023); «Відомому футболісту поставили смертельний діагноз» ("A famous football player was given a fatal diagnosis") ("Sport news", 07/28/2023); «У Повалій горе – онуку поставили невиліковний діагноз»; «У Повалій горе – онуку поставили невиліковний діагноз» ("Povaliy goes through grief – the grandson was given an incurable diagnosis") ("Radio Track", March 28, 2022); «Бо що може бути гіршим за те, коли твоїй дитині ставлять невиліковний діагноз?» ("Because what could be worse than when your child is given an incurable diagnosis?") ("Tribune", February 17, 2023).

It is unprofessional on the part of journalists to call a person with HIV-positive status "HIV carrier" or "HIV-infected": «"Носіями ВІЛ / СНІД тепер є наркомани, а люди з благополучних сімей", – лікар» ("HIV/AIDS carriers are now not drug addicts, but people from prosperous families", – a doctor") ("Zaxid.net", November 24, 2020); «"Я дізналася, що ВІЛ-інфікована, коли була вагітна" – розмова з Вірою Варигією» ("I found out that I was HIV-infected when I was pregnant" – a conversation with Vira Variga") ("Hromadske", November 6, 2019); «Повідомили, скільки людей в Шацькому районі є носіями ВІЛ-інфекції» ("They reported how many people in the Shatsk district are carriers of HIV infection") ("Shatsk district", December 1, 2020); «На Львівщині за рік побільшало ВІЛ-інфікованих» ("In Lviv Oblast, the number of people infected with HIV has increased over the year") ("Your city", December 1, 2019). The nominations "person with HIV-positive status", "person living with HIV/AIDS", "person with HIV/AIDS" are ethically correct.

When covering human stories, it is important to remember the main postulates of the “Ethical Code of the Ukrainian Journalist” that no one can be discriminated against because of their gender, language, race, religion, national, regional or social origin or political preferences. The relevant characteristics of a person (group of people) should be indicated only in cases where this information is an indispensable component of the material. In this regard, T. Pechonchyk, a member of the Journalistic Ethics Commission, claims that many definitions of “hate speech” are based on the establishment of the fact of inciting enmity, humiliation or discrimination based on certain features in the statements, with a list of these features. The source of hate speech is negative stereotypes, or superstitions, which are often produced in order to justify discrimination – most often ethnic or racial. The persistent desire to exaggerate the alleged antisocial tendencies of representatives of ethnic or “racial” minorities is explained by the peculiarities of the human psyche. People are inclined, firstly, under the impression of rare phenomena, to give them much more importance than these phenomena deserve; secondly, to attribute to one's group the most desirable moral qualities that favorably distinguish it from other groups (as it is known, “one's own” is usually equated with a positive assessment, and “other's” in most cases is assessed either neutrally or negatively); and thirdly, to exaggerate the negative qualities of “strangers”, transferring them from individuals to entire groups to which they belong (cited in [9]).

We fix headlines that testify to the use of incorrect symbols of a discriminatory nature to denote a person's ethnic, national, racial affiliation. Among them, there is the ethically unjustified use of the term «цигани» (“gypsies”), especially in a negative context, which gives rise to hate speech. For example, headlines that reveal violations of journalistic standards repeatedly appear in the mass media: «Цигани як невід’ємна частина луцької автостанції» (“Gypsies as an integral part of the Lutsk bus station”) (“Konkurent”, March 29, 2019); «Женяться цигани з українцями. Помінялася нація» (“Gypsies marry Ukrainians. The nation has changed”) (“Volyn”, July 29, 2020); «Українське село повстало проти свавілля циган» (“The Ukrainian village rose up against the arbitrariness of the Gypsies”) (“TSN”, January 19, 2018); «Розгром циганського табору на Лисій горі: з’явилося відео» (“The destruction of the Gypsy camp on Lysia Gora: a video appeared”) (“TSN”, April 25, 2018); «Лучанку розсердила навала циган на автостанцію» (“A woman in Lutsk was angered by the influx of gypsies at the bus station”) (“Volyn.ua”, February 3, 2019); «Цигани-попрошайки з п’яними дебошами на луцькій автостанції дістали чоловіка» (“Gypsies-beggars with drunken brawls at the Lutsk bus station angered a man”) (April 16, 2023). Instead of this exonym, experts suggest using the lexemes “Roma”, “people of Roma nationality” more often. However, some contradictions arise here, because we cannot call all representatives of Gypsies Roma, but only those who are truly ethnically descended from the Roma, that is, they are Romani, and who speak the Romani language. There is a group of gypsies who call themselves Sindhi and who do not identify themselves with the Roma in any way. In addition, the word “Gypsy” is in many other languages, not only Ukrainian. Obviously, in the media, the very context related to this ethnic group is important, and not what word we use.

The language of enmity in the mass media is also fueled by incorrect tokens for the nomination of persons of African-American nationality, namely: «негр», «нігер», «темношкірий», «чорний» (“negro”, “nigger”, “dark-skinned”, “black”), which usually have a negative connotation in the media context: У Луцьку напали на негрів. Відео (“Negroes were attacked in Lutsk. Video”) (“VolynPost”, March 5, 2018); Мережа вибухнула жартами про “п’яних негрів на танках” у Дебальцевому (“The network exploded with jokes about “drunk negroes on tanks” in Debaltseve”) (“TSN”, February 17, 2018); На Закарпатті з’явився власний негр (“Own Negro appeared in Transcarpathia”) (“Transcarpathia online”, September 14, 2018); Продовження скандалу ПСЖ-“Істанбул”: румунські судді стверджують, що темношкірий тренер називав їх циганами (“Continuation of

the PSG-Istanbul scandal: Romanian judges claim that the dark-skinned coach called them gypsies”) (December 9, 2020); «Навіщо Шевченка зробили негром?» (“Why was Shevchenko made a negro”) (“High Castle”, October 17, 2018). It is most correct to use the speech-acceptable phrases “originating from a particular country”, “originating from the African continent”, “African American” to denote such persons.

We identify journalistic publications with the incorrect lexeme «азіати» (“Asians”). For example: «Азіати надали перевагу штучній свинині під час “сліпого” тестування – дослідження» (“Asians preferred artificial pork during “blind” testing – study”) (UNN, November 10, 2021); «Замість українців – азіати? Польський ринок праці зазнає змін» (“Instead of Ukrainians – Asians? The Polish labor market is undergoing changes”) (“UPMP”, October 24, 2019); «Істерія через коронавірус: в Італії азіати піддаються дискримінації» (“Hysteria due to the coronavirus: Asians are discriminated against in Italy”) (“Letters”, February, 25, 2020). The Ukrainian lexeme “азіати” is a lexical error, as it attests to Russianism, so, in Ukrainian, it is worth using the normative variant “азійці” or naming a specific country of origin of people.

In covering women and men, it is important to remember the gender sensitivity of the text, which journalists often do not observe. It is not expedient to emphasize the color of a woman's hair if it is not related to the material. Today, the stereotype «блондинка за кермом» “blonde behind the wheel” is popular in the mass media, which usually carries a negative context, cf.: «Блондинка / білявка за кермом: у Києві жінка, переплутавши педалі авто, влетіла у бізнес-центр» (“Blonde behind the wheel: in Kyiv, a woman confused the pedals of a car and flew into a business center”) (“Visti”, August 15, 2020); «ЗМІ: скандальна блондинка, що трощила віділок поліції, – родичка прокурора ГПУ» (“Media: the scandalous blonde who trashed the police station is a relative of the GPU prosecutor”) (“Ukrainian Pravda”, February 5, 2018); «Блондинка за кермом: як позаяти на авто без прав і відео експеримент на першому водінні» (“Blonde driving: how to drive a car without a license and a video experiment on the first drive”) (“TSN”, July 11, 2019); «Скандальна білявка після нападів на поліцію втекла до Монако і публічно ображає українців – ЗМІ» (“The scandalous blonde fled to Monaco after attacks on the police and publicly insults Ukrainians – mass media”) (“TSN”, February 8, 2018); «Блондинка і драгер: спіймана за кермом п’яна дівчина стала приводом для дискусії в мережі» (“A blonde and a dragger: a drunk girl caught behind the wheel became a reason for discussion on the network”) (“RBK-Ukraine”, August 13, 2019). The analyzed statements in media names are gender discriminatory and also indicate a low level of journalists’ professional training.

In Ukrainian media publications, older people are usually called pensioners. However, such a nomination is not always justified, as it characterizes people who receive a pension regardless of age. It is known that a pension can be assigned, for example, to a child or another person. Media expert Ya. Pukalo, writing about tolerance journalism, notes that “according to the classification of the World Health Organization, the elderly are considered to be 60-75 years old, senile – 75-90 years old. Those who have reached 90 years or more are generally called long-lived. It is best to use the phrase “старше покоління”, “люди старшого віку”, “старші люди” (“older generation”, “elderly people”) [11]. Today, the nomination “elderly people” is also distinguished in Ukrainian legislation. An alternative can be the construction of “people of the third age”, which is used in English-speaking countries. Some journalism advisors also offer the phrase «люди літнього віку». It must be remembered that if the material does not say that people have grandchildren, then they cannot be called “grandfathers” or “grandmothers”, since the use of these words indicates family ties, and some of the persons mentioned in the texts may not have family or grandchildren. Analyzing the modern media space, we observe that journalists do not always adhere to those norms, using the terms «пенсіонери», «люди у віці», «бабусі», «дідусі», «старі» (“pensioners”, “aged people”, “grandmothers”,

“grandfathers”, “old people”), which are unjustified for professional ethics, for example: «*Пенсіонери старше 70 років отримають доплати до пенсії з наступного року*» (“Pensioners over 70 years old will receive supplementary payments to the pension starting next year”) (“Economic truth”, September 15, 2021); «*Українським пенсіонерам доплатять по 300 гривень: хто отримає надбавку*» (“Ukrainian pensioners will be paid additionally 300 hryvnias each: who will receive the bonus”) (“Slovo i Delo”, September 15, 2021); «*Опанувати діджиталізацію: чому українська пенсіонерка радіє новим гаджетами*» (“Mastering digitalization: why a Ukrainian pensioner is happy with new gadgets”) (“TSN”, March 10, 2020); «*Навіщо пенсіонерам мати соціальні мережі та гаджети*» – розповідає активна користувачка Ольга Рябчун (“Why should pensioners have social networks and gadgets” – says active user Olga Ryabchun”) (“TSN”, March 10, 2020); «*У Києві орудує бабуся з очумілими ручками – поцупила у дитини “колеса”, щоб кататися на пенсії*» (“In Kyiv, a grandmother with clumsy hands works – she snatched a child’s “wheels” to ride in retirement”) (“Znay.ua”, March 10, 2020); «*Що відомо про українську бабусю з червоним прапором, яку Росія зробила своїм символом*» (“What is known about the Ukrainian grandmother with a red flag, whom Russia made its symbol”) (“VVS”, May 5, 2022); «*Рівненські ЗМІ поширили фейк про бабусю з Дубровиці*» (“Rivne mass media spread a fake story about a grandmother from Dubrovitsa”) (“Rayon.in.ua”, October 25, 2021); «*У Китаї 100-річний дід одужав від коронавірусу*» (“In China, a 100-year-old grandfather recovered from the coronavirus”) (“UNIAN”, March 10, 2020); «*У Дніпрі обурений відсутністю світла 79-річний дідусь “замінував” 6 будинків – ЗМІ*» (“In Dnipro, outraged by the lack of light, a 79-year-old grandfather “mined” 6 buildings – mass media”) (“Nikopol news”, January 27, 2023); *Пенсіонат останньої надії: як живуть старі люди на прикордонні Чернігівщини (фото)* (“Pension of the last hope: how old people live in the bordering Chernihiv Oblast (photo)”) (“Cheline”, November 1, 2022); «*Молоді люди п’ють горілку, а старі – ліки*» (“Young people drink vodka, while old people drink medicine”) (“Gazeta.ua”, October 5, 2020).

The professional ethics of media are violated by the examples of a *single mother* or a *single father* in the publications, while it would be correct to write “a mother or a father raising a child on their own”: «*В Україні змінили правила соціалізації матерям-одиначкам: кого залишили без допомоги і скільки тепер платять*» (“In Ukraine, the rules of social benefits for single mothers have been changed: who was left without help and how much they pay now”) (“TSN”, August 19, 2020); «*Мати-одиначка з чотирма дітьми розповіла про роботу вебкам-моделлю. Фото*» (“A single mother with four children talked about working as a webcam model. Photo”) (“UAinfo”, August 6, 2023); «*У РФ батька-одинака чотирьох дітей оштрафували і заарештували через українську музику*» (“In the Russian Federation, a single father of four children was fined and arrested because of Ukrainian music”) (“UNIAN”, October 13, 2022); «*Дітям з батьками-одиначками живеться не гірше, ніж дітям в повних сім’ях – дослідження*» (“Children with single parents live no worse than children in full families – research”) (“Hromadske”, January 6, 2019).

In the mass media, we also come across the uncharacteristic calling of homeless people “бомжі” (“bums”), when journalists use the Soviet abbreviation: «*У рф “бомж” порився в смітнику і заявив, що все одно любить путіна*» (“In the Russian Federation, a “bum” rummaged in the trash and declared that he still loves Putin”) (“UNIAN”, April 15, 2023); «*“Я, фактично, – бомж”: історія рівненського безхатька, переселенця із Северодонецька*» (““I, in fact, am a bum”: the story of a homeless man from Rivne, an immigrant from Severodonetsk”) (“Chetverta Vlada”, April 5, 2023); «*Бомжі бояться не вулиці, а холоду*» (“The bums are not afraid of the street, but of the cold”) (“Zakarpattia online”, December 1, 2019); «*На Львівській у Луцьку бомжі займалися оральним сексом*» (“Bums are engaged in oral sex on Lvivska Street in Lutsk”) (“Konkurent”, July 19, 2022). During official and unofficial use, this lexeme acquired a pejorative semantics, so

today it is suggested to avoid it. The legally approved terms “homeless citizens” have not gained much popularity in the Ukrainian mass media. Only sporadically do we come across headlines with the following wording: «*Право на життя: як врятувати бездомних людей під час морозів*» (“Right to life: how to save homeless people during frost”) (“Ukrainian Pravda”, February 15, 2021); «*Понад три сотні українських біженців у Британії стали бездомними*» (“Over three hundred Ukrainian refugees in Britain have become homeless”) (“Suspilne”, May 12, 2023); «*Росія взялася мобілізувати на війну безпритульних – ЗМІ*» (“Russia undertook to mobilize the homeless for the war – mass media”) (“Glavkom”, September 4, 2022); «*У київському метро безпритульний побив поліцейського*» (“A homeless man beat a policeman in the Kyiv metro”) (“LB.ua”, March 1, 2018). These constructions are emotionally neutral by connotation, they only indicate that a person has no place to live and satisfy his needs for sleep, food, hygiene, privacy, etc. Now, the archaic Ukrainian lexemes “bezkhato”, “bezhatchenko”, which until 2010 were not in daily use of Ukrainians, are gaining more popularity in the mass media for the nomination of homeless persons. The following headlines are examples: «*На Дніпропетровщині школяр забив до смерті безхатченка – ЗМІ*» (“A schoolboy beat a hobo to death in Dnipropetrovsk region – mass media”) (“UNIAN”, August 17, 2021); «*Ніжинські укриття облюбували безхатченки*» (“Nizhyn shelters were chosen by hobos”) (“Nezhatyn”, August 22, 2023); «*У Луцьку безхатченки організували паркувальний бізнес*» (“Hobos organized a parking business in Lutsk”) (“Glavkom”, August 18, 2021); «*Безхатько назвав себе богом та штовхнув під потяг метро жінку (фото)*» (“A hobo called himself a god and pushed a woman under a subway train (photo)”) (“Glavkom”, January 2022); «*Поліція каже, що безхатько напав у Ковелі з ножем на поліцейського*» (“The police say that a hobo attacked a policeman with a knife in Kovel”) (“Kovel media”, June 24, 2021); «*Безхатько отримав притулок на Вишгородщині*» (“A hobo received asylum in Vyshhorod Oblast”) (“Poglyad”, February 22, 2021).

One of the important aspects in media ethics is the presumption of innocence – a priori, a person cannot be accused until the contrary is proven. Accordingly, a journalist cannot call a person a criminal until it is established by a court. Among the most obvious reasons for such violations, there is the pursuit of ratings and sensationalism, which often lead to a taste for violence, death, or crime. Another block of reasons is related to the lack of expert knowledge of the topic and the reluctance to spend time on research. Usually, mass media choose the easiest way – to inform about the fact of the crime, in the best case – about the court’s decision. These stories are filled with details of violence, abusive language, and disclosure of personal data. Of course, what “sells” best is what will interest the audience. However, when covering high-profile topics, it is necessary to take care not only of the speedy dissemination of socially important information, but also of its ethical coverage [9]. Journalists repeatedly submit clearly hyperbolized headlines when, even before the court decision, they consciously or unconsciously “hang” so-called evaluation labels on a person, such as “dangerous criminal”, “rapist”, “maniac”, “murderer”, cf. «*У Полтавській області із залу суду втік особливо небезпечний злочинець*» (“A particularly dangerous criminal escaped from the courtroom in Poltava region”) (“NV”, June 27, 2018); «*На зламаних ногах далеко не втечеш: в Одесі небезпечний злочинець поплатився за спробу втечі*» (“One cannot run far on broken legs: in Odesa, a dangerous criminal paid for an escape attempt”) (“Obozrevatel”, November 28, 2019); «*Поліція взялася за франківських гвалтівників: вручено дві підозри та 6 повісток*» (“The police took on Frankish rapists: two suspicions and 6 summonses were served”) (“Pravda”, February 1, 2023); «*На Хмельниччині судитимуть гвалтівника, жертву якого встановили за допомогою ЗМІ*» (“A rapist whose victim was identified with the help of the media will be tried in Khmelnytskyi”) (“Day by Day”, November 19, 2022); «*Вбивство 16-річної на Полтавщині: гвалтівник шантував друзів друзів позбутися тіла – ЗМІ*» (“The murder of a 16-year-old girl in Poltava region: the rapist blackmailed his friends

to get rid of the body – mass media”) (“UNIAN”, July 3, 2021); «На Луганщині орудує небезпечний маніяк: поліція просить про допомогу» (“A dangerous maniac is ‘at work’ in Luhansk region: the police are asking for help”) (“Aspi News”, January 9, 2021); «“Пардон, я присяду”: у Києві ширяться чутки про маніяка-вбивцю» (““Excuse me, I’ll sit down”: rumors about a murderous maniac are spreading in Kyiv”) (August 31, 2023); «ЗМІ назвали можливого вбивцю Пригожина» (“The media named the possible murderer of Prigozhin”) (“Korespondent.net”, August 26, 2023); «Вбивцею військового у Києві виявився український чемпіон, – ЗМІ» (“The Ukrainian champion turned out to be the murderer of a military man in Kyiv, – mass media”) (“UAinfo, October 23, 2022).

We also reveal the neglect of the norms of the correct naming of people with alcohol or drug addiction. Instead of the correct nominations “person addicted to alcohol” or “person with alcohol addiction”, journalists resort to unethical nominations, using the lexemes «алкогольний», «алкоголік» (“alcohol-addict”, “alcoholic”); «Колишній алкогольний зарозумілий зараз сам рятує людей від страшною звички» (“A former alcohol addict now saves people from a terrible habit himself”) (t1.ua, July 18, 2020); «Як це – бути дружиною алкогольного» (“What is it like to be the wife of an alcohol addict”) (“VolynPost”, April 18, 2023); «Більшість не знає, як поводитися з алкоголіками у сім’ї» (“The majority do not know how to deal with alcohol addicts in the family”) (“Radio Maria”, March 9, 2023); «Алколік – не тільки той, хто ристьє у смітку. А й той, хто потайки п’є витримане віскі» (“An alcoholic is not only someone who digs through the trash. But also the one who secretly drinks aged whiskey”) (“High Castle”, August 27, 2018); «Чому алколік не хоче лікуватися пояснює тернопільський нарколог» (“The Ternopil narcologist explains why an alcoholic does not want to be treated”) (“20 Minutes”, June 6, 2018); «Як зрозуміти, що ви алколік: перші майже непомітні ознаки» (“How to understand that you are an alcoholic: the first almost imperceptible signs”) (“Radio Track”, July 9, 2023). The same applies to naming people addicted to narcotic substances in the texts. Acceptable ones for news or analytical materials are the constructions “person with addiction to narcotic substances / drugs” instead of the incorrect “drug addict”. Instead, publication texts often demonstrate the use of incorrect tokens with distinctly negative semantics when covering stories about these persons: «У Запоріжжі 17-річний наркозалежний порізав патрульного ножем: правоохоронець у критичному стані» (“In Zaporizhzhia, a 17-year-old drug addict stabbed a patrolman with a knife: the law enforcement officer is in critical condition”) (TSN, December 28, 2020); «З львівської психіатричної лікарні втік наркозалежний пацієнт» (“A drug-addicted patient escaped from the Lviv psychiatric hospital”) (“Zaxid. Net”, October 13, 2021); «Наркозалежний тероризує мешканців будинку у Звенигородці» (“A drug addict terrorizes the residents of a house in Zvenigorodka”) (“Cherkashchyna News”, June 23, 2020); «У Луцьку затримали наркомана, який поцупив поштові ящики» (“A drug addict, who stole mailboxes, was arrested in Lutsk”) (“Volyn24”, September 30, 2018); «У Луцьку наркоман в одязі перепливав річку» (“In Lutsk, a drug addict swam across the river in his clothes”) (“Volyn24”, October 16, 2018); «У Києві наркоман намагався викрасти автомобіль з дружиною власника – ЗМІ» (“In Kyiv, a drug addict tried to steal a car with the owner’s wife - mass media”) (“UNIAN”, January 12, 2019); «“Ти ще не готовий від нас піти”. Як реабілітаційні центри для наркозалежних лікують, ламають і міцно тримають» (““You are not ready to leave us yet”. How rehabilitation centers for drug addicts treat, break, and hold tightly”) (“Hromadske”, July 6, 2021). Usually, such characteristics depersonalize a person.

After the full-scale invasion and the increase in the number of internally displaced persons (IDPs) from the territories where hostilities are active, the Western Ukrainian media space was flooded with news with the incorrectly used lexeme “біженці” (refugees) instead of normative *переселенці*, *внутрішньо переміщені особи*, *тимчасово переміщені особи* (displaced persons, internally displaced persons, temporarily displaced

persons,) which we record in the headline complex: «На Волині розселили 13 тисяч біженців. Є ще місця для 5 тисяч осіб» (“13 thousand refugees were resettled in Volyn. There are still places for 5,000 people”) (“Volyn News”, March 15, 2022); «На Волині розселили понад 6 тисяч біженців» (“More than 6,000 refugees were resettled in Volyn”) (“Volyn Post”, March 5, 2022); «Повідомили, скільки тисяч біженців розселили на Волині за добу» (“They reported how many thousands of refugees were resettled in Volyn per day”) (“Konkurent”, March 7, 2022); «Куди звертатись біженцям у Львові та як їм допомогти» (“Where refugees can turn to in Lviv and how to help them”) (“Zaxid.net”, February 26, 2022); «Допомога біженцям у Львові: куди звертатися переселенцям» (“Help for refugees in Lviv: where displaced people should turn”) (“UNIAN”, March 14, 2022); «Львів’яни просять допомогти біженцям: що потрібно» (“Lvivians ask for help to refugees: what is needed”) (“Suspilne.News”, February 24, 2022). However, usually in the lead or already in the text of the publication of the same materials, journalists use the correct vocabulary: «У Львові на стадіоні «Арена Львів» діє центр розселення вимушених переселенців, крім того, в місті є кілька точок, де збирають допомогу для них» (“In Lviv, there is a resettlement center for forcibly displaced people at the Arena Lviv stadium; in addition, there are several points in the city where aid is collected for them”) (“Zaxid.net”, February 26, 2022); «На цей час у Львові працює 7 координаційних центрів для вимушено переміщених осіб» (“There are currently 7 coordination centers for forcibly displaced persons in Lviv”) (“UNIAN”, March 14, 2022); «У Львові створили координаційний центр для допомоги вимушено переміщеним особам» (“A coordination center has been created in Lviv to help forcibly displaced persons”) (“Suspilne. News”, February 24, 2022). Media experts emphasize that, according to the UN Convention on the Status of Refugees, this word refers to people who are outside their country and who have crossed the official border. In the case of Ukrainian conflict, regarding people who moved from temporarily occupied territories, it is correct to use the names “forced migrants” or “people who were forced to leave their homes”.

#### 4 Conclusion

Thus, the scientific generalization, theoretical substantiation, characteristics and specifics of the study of materials of socially sensitive journalism, in particular incorrect nominations of persons in the modern mass media space, made it possible to draw the following conclusions. Many times, media workers, writing about representatives of different social groups of people (with disabilities, certain diseases, age characteristics, ethnicity, social status, internally displaced persons, etc.), violate tolerance journalism by resorting to ethically incorrect phrases or statements. They single out these individuals, emphasize their “otherness”, mercilessly criticize or over-heroize them. In part, similar statements about certain categories of people give rise to so-called hate speech. It was noted that incorrect nominations are presented both in the title complex of publications and in the text content itself. Moreover, media workers are not always aware of the gender sensitivity of materials. When preparing stories about the destinies of people, journalists should be guided by the fact that the person should be put first, not the sensationalism or clickability of the publication. Highlighting the problems of vulnerable population groups, authors must empathize with their characters without harming either them or the readership. When writing about people and for people, it is important for media professionals to adhere to standards and professional ethics in order to shape public opinion and language etiquette of Ukrainians with high quality, as well as to demonstrate the high level of their professional communication.

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**Primary Paper Section: A**

**Secondary Paper Section: AI, AJ**



## SYNTAX VERBALIZATION OF MODERN MEDIA NAMES: STYLISTIC AND COMMUNICATIVE-PRAGMATIC ASPECTS

<sup>a</sup>NATALIIA KOSTUSIAK, <sup>b</sup>NATALIIA SHULSKA, <sup>c</sup>YURII HROMYK, <sup>d</sup>TETIANA MASYTSKA, <sup>e</sup>OKSANA PROSIANYK, <sup>f</sup>YAROSLAVA SAZONOVA, <sup>g</sup>LIANA NAUMENKO, <sup>h</sup>MARIIA ROZHYLO

<sup>a,d,h</sup>*Lesya Ukrainka Volyn National University, 13, Voli Ave., 43025, Lutsk, Ukraine*

<sup>e</sup>*S. Kuznets Kharkiv National University of Economics, 9a, Nauky Ave., 61166, Kharkiv, Ukraine*

<sup>f</sup>*H. S. Skovoroda Kharkiv National Pedagogical University, 29, Alchevskiyh Str., 61002, Kharkiv, Ukraine*

<sup>g</sup>*State Tax University, 31, Universitetska Str., 08200, Irpin, Ukraine*

*email: <sup>a</sup>kostusyak.nataliia@vnu.edu.ua,*

*<sup>b</sup>chulska.natalia@vnu.edu.ua, <sup>c</sup>gromykyurij@vnu.edu.ua,*

*<sup>d</sup>masytska\_tetiana@vnu.edu.ua, <sup>e</sup>oxppro s@gmail.com,*

*<sup>f</sup>sazonova\_yaroslava.hnpu@gmail.com,*

*<sup>g</sup>naumenko\_liana@gmail.com, <sup>h</sup>RozyIo.Mariya@vnu.edu.ua*

**Abstract:** The article characterizes the syntactic means of expression of newspaper headlines, in the field of which sentences of different status and structure are presented, their communicative and pragmatic potential and stylistic role are clarified. It is noted that the representation of Ukrainian media names is mainly related to simple two-syllable constructions (53.3%), to a slightly lesser extent – to one-syllable constructions (46.7%). It was found that the two-syllable constructions presented in the heading complexes are usually common and expressively neutral, although sometimes they contain linguistic units that amplify the expression of phase, give it an emotional and evaluative color, which makes the journalistic material attractive to the recipient. Focusing on the modal plan and the frequency of use made it possible to recognize narrative expressions as dominant, and to include interrogatives in the field of peripheral ones. It was determined that a limited expression is inherent in a two-syllabic incomplete sentence. The application of the method of quantitative calculations provided a hierarchy of monosyllabic constructions, among which the unmarked-personal (62.4%), definite-personal (16.3%), impersonal (8.2%), nominative (7.8%), and infinitive (5.3%) syntactic units are fixed. It was found that most of the two-syllable and one-syllable sentences that form the headlines of newspaper articles are uncomplicated. The periphery includes constructions structured by complicating components, in particular, sentences with homogeneous members, addresses, sentences separated by members, and modal syntaxes. The article focuses on headings modeled by complex syntactic units. It has been observed that complex syntactic units are represented in a rather limited way in media names, and in terms of quantitative indicators, there are complex sentences without conjunctions on the opposite axis to them. Complex constructions of non-segmented and segmented structure, aimed at attaching information about the content of the publication, were analyzed.

**Keywords:** headline, mass media; syntax; syntactic units; sentence; communicative-pragmatic aspect; stylistic role; jargon; secondary nomination; Ukrainian language.

### 1 Introduction

The modern information space has undergone noticeable changes. Among the priority tasks that the authors of media content set before themselves, there are advocating of the ideas of anthropocentrism, orientation towards the implementation of communicative and pragmatic instructions, influence on the formation of public opinion, etc. An equally important role is played by excessive attention to the means of verbalization, which emphasize the text, often amplify its expressing, give it an emotional and evaluative color programmed by the journalist, which attract the reader's attention and cause him the desired reaction. A well-chosen language arsenal serves as a powerful tool aimed at the availability of information about certain realities and events, and often at the manipulation of public consciousness. In this context, it is appropriate to pay attention to the headlines – “one of the structural elements of the text of a modern newspaper, which primarily makes an impression on the recipient. The title, as an expression of the main purpose of the message, establishes contact with the reader, attracts his attention, causing interest in the topic of the published material” [5, p. 164]. The title content, which serves as a kind of ornament of the text and its inseparable component, plays an important nominative-characteristic function. An apt, intriguing, creative, unusual and at the same time concise media title largely determines whether the publication will be read, whether it will satisfy the recipient's needs and meet his expectations. In the fight for the attention of the readership, journalists try to present the headline complex in such a way as to surprise the reader and

create an interesting and competitive text, as well as to take care of the publication's image.

### 2 Literature Review

The problems of describing title complexes are reflected in many scientific works. Among the issues raised, there are criteria and means of expression of effective headlines [6], their functional [4] and pragmatic [8] potential, expressive specificity [3], features of architectonic [7], communicative and logical strategies of creation in modern mass media [11], metaphorical verbalization of concepts within media names [2], stylistic role of lexical [9] and some syntactic units structuring the analyzed complexes [5; 10], etc. The specified list of raised issues testifies to the relevance of the study of Ukrainian names of media publications, but does not cover absolutely all issues related to their comprehensive study. The description of title complexes in the context of stylistic syntax requires deepening and detailed scientific interpretation, which will make it possible to find out the specifics of expressive language means of different status, structure and role, to determine their communicative and pragmatic parameters, emotional-evaluative and expressive load. In this context, it is worth noting that the functioning of headings is limited by time dimensions, and therefore requires fixation and comprehensive study, in particular, with regard to syntactic structure and stylistics.

The purpose of the article is to comprehensively characterize media names, analyze their syntactic structure, find out communicative and stylistic functions, and determine the pragmatic role.

### 3 Materials and Method

Ukrainian mass media with high ratings and a relatively large readership served as the research material, in particular, the all-Ukrainian publication “Gazeta po-ukrainsky” (<https://gazeta.ua>) and the regional “Volyn-nova” (<https://www.volyn.com.ua>) (2020–2023), from which headings expressed in sentences of different structure were selected. The comprehensiveness and objectivity of the study was ensured by the use of a number of general scientific methods, in particular, the descriptive method, which made it possible to form the theoretical basis of the study and generalize own observations. With the help of the method of system and functional analysis, the specificity of heading complexes was determined, they were inventoried, the peculiarities of the combination of components within structurally more complex language units were clarified, the types of syntactic connection between the parts of complex sentences were emphasized, the types of sentences were distinguished based on the number of main components, presence/absence of complicating units, etc. The method of contextual and stylistic analysis was used to determine the stylistic role and communicative and pragmatic potential of expressive means. The application of the method of quantitative calculations contributed to the objectivity of the formation of a scale built on the basis of the frequency of use of sentence constructions with different structural parameters, presented in media titles.

### 4 Results and Discussion

Headlines of journalistic texts in the Ukrainian mass media implement a number of functions, among which nominative, informative, expressive-appeal, advertising, separating, etc. claim priority status. Their use is aimed at reproducing the main content of the publication, as comprehensively as possible, and at the same time concisely and accurately outline its issues, interest the recipient. Media names of newspaper publications are represented by various sentences that reflect a relatively independent opinion and convey a fragment of the real world, inform about certain facts, events, etc. As it is known, in modern linguistics, based on the number of grammatical bases, sentence

structures are divided into simple and complex. Incidentally, we note that the representation of headings is mainly related to simple constructions, although the use of complex sentences cannot be considered fragmentary. It is customary to divide simple structures into two-syllabic and mono-syllabic, the basis of differentiation of which is the sign of the presence of two or one main components, respectively. At the same time, attention should be paid to the cases of implicit expression of the subject or predicate, which should not be considered as an indicator of monosyllabicity. Such sentences belong to two-syllable incomplete ones, which we will discuss in more detail later. Bisyllabic and monosyllabic constructions have a number of common qualifying features – in particular, they can be common and uncommon, complicated and uncomplicated.

As evidenced by the source database, there are more two-syllable sentences that function as titles of media texts than one-syllable sentences. Usually, two-syllable constructions are common, which makes it possible to specify the headings informatively and to predict the content of the publication itself. Performing the role of means of explication of media names, such sentences reveal a certain commonality, they are semantically complete and expressively almost neutral: *Бойові дії стихнуть у квітні (The hostilities will subside in April)* (<https://gazeta.ua>, December 24, 2022); *Над Брянськом знову пролетіли невідомі дрони (Unknown drones flew over Bryansk again)* (<https://gazeta.ua>, August 31, 2023); *Український морніх зробив гарний прогноз щодо контрнаступу (The Ukrainian marine made a good forecast regarding the counteroffensive)* (<https://gazeta.ua>, September 2, 2023); *На Волині мама та донька загиблих Героїв отримали нагороди (In Volyn, the mother and daughter of the fallen Heroes received awards)* (<https://www.volyn.com.ua>, August 30, 2023); *Данілов прокоментував інформацію про втрати ЗСУ у війні (Danilov commented on the information about the losses of the Armed Forces in the war)* (<https://www.volyn.com.ua>, September 1, 2023); *Орбан оскардили за заяву про програш України у війні (Orban was scandalized by a statement about Ukraine's loss in the war)* (<https://gazeta.ua>, August 30, 2023). Occasionally, there are constructions that contain words with accompanying stylistic shade. For example: *У серпні 2023 року ЗСУ встановили новий рекорд у «демільтаризації» російської армії (In August 2023, the Armed Forces of Ukraine set a new record in the “demilitarization” of the Russian army)* (<https://gazeta.ua>, September 1, 2023). The noun *demilitarization* enclosed in quotation marks gives the title an ironic tone, as it alludes to the Russian authorities' announced goal of a full-scale invasion of Ukraine – the so-called denazification and demilitarization of Ukrainians. In addition, it performs the role of secondary nomination, used instead of the noun *знищення (destruction)*. Sometimes, in the titles of media publications, modeled by a two-compound simple sentence, there are elements of a colloquial style, in particular, slang vocabulary. For example, in the title *Бізнесмени хотіли «наварити» на танкових двигунах для Міноборони (Businessmen wanted to “cook” on tank engines for the Ministry of Defense)* (<https://gazeta.ua>, September 1, 2023), the verb *наварити (to cook)* performs not only an informative function, but also a communicative and pragmatic one, it conveys information more emotionally, amplifies the expression, provides it with a touch of casual communication, which inspires confidence in the reader. Title sentences of this type testify that modern newspaper reporting sometimes contains deviations from the approved norms, which makes the text attractive to the recipient.

In media names expressed by simple two-syllable sentences, one can find metonymically represented language units built on the basis of transfer by contiguity, in particular, by logical, spatial, temporal, causal, and other parameters. Such secondary names ensure the conciseness and aptness of the statement, make it possible to briefly inform about the situation, to actualize the reader's attention on the most important, saving language means. According to O. Gapchenko, “consideration of metonymy in the communicative and cognitive aspect shows that it is an extremely convenient, creative, multifunctional and, at the same

time, economical and rational means of embodying various meanings” [1, p. 62]. In the names of newspaper publications, we come across various groups of metonymically designed language units, modeled according to the following schemes: 1) common name of a non-being → common name of a person (persons): *Перша країна у Європі закрила посольство в Росії (The first country in Europe closed its embassy in Russia)* (<https://gazeta.ua>, August 2, 2023); 2) the proper name of a non-being → the general name of a collection of persons. In the corpus of the research material, nominations for the designation of geographical objects, the highest state or world organizations, other institutions, companies, etc., used to name people, were found, for example: *США підсилять Україну снарядами зі збідненим ураном (the USA will strengthen Ukraine with shells with depleted uranium)* (<https://gazeta.ua>, September 2, 2023); *Білорусь звинуватила Польщу у порушенні кордону (Belarus accused Poland of violating the border)* (<https://gazeta.ua>, September 1, 2023); *Росія відкрито хоче укласти угоду про вивезення зерна з Туреччиною (Russia openly wants to conclude an agreement on the export of grain with Turkey)* (<https://gazeta.ua>, August 30, 2023); *Болгарія безоплатно передасть Україні сотню БТРів (Bulgaria will hand over a hundred armored personnel carriers to Ukraine free of charge)* (<https://gazeta.ua>, August 4, 2023); *Італія допоможе відбудувати Преображенський собор Одеси (Italy will help rebuild the Transfiguration Cathedral of Odessa)* (<https://gazeta.ua>, July 23, 2023); *ЄС поки не домовився щодо чергового траншу допомоги для України (The EU has not yet agreed on the next tranche of aid for Ukraine)* (<https://gazeta.ua>, September 1, 2023); *ЄС хоче перевиконати план з підготовки біців ЗСУ (The EU wants to over-implement the plan for training soldiers of the Armed Forces)* (<https://gazeta.ua>, August 30, 2023); *Нобелівський комітет ухвалив нове рішення щодо російських та білоруських дипломатів (The Nobel Committee adopted a new decision regarding Russian and Belarusian diplomats)* (<https://gazeta.ua>, September 1, 2023).

In order to attract the attention of readers, media professionals use another type of secondary nomination – a paraphrase, which serves as a kind of synonym, usually saturated with imagery, emotionality, and accompanying evaluative value. Linguistic units of this variety used in two-syllable heading sentences make it possible to emphasize the characteristic features of a person and convey information in a condensed manner: *«Професора з окопу» призначили послом (“Professor from the trenches” was appointed ambassador)* (<https://www.volyn.com.ua>, August 19, 2023).

The corpus of factual material is mainly represented by two-syllable narrative sentences, while interrogative constructions occur much less often, compare: *Внаслідок поранення помер захисник з Волині Ігор Кальчик (Defender from Volyn Ihor Kalchuk died of injuries)* (<https://www.volyn.com.ua>, August 24, 2023); *Українська ракета «Нептун» знищила «Триумф» в окупованому Криму (The Ukrainian Neptune missile destroyed the Triumph in occupied Crimea)* (<https://www.volyn.com.ua>, August 24, 2023) and *Чому росія так часто підіймає літаку МіГ-31 у небо? (Why does Russia so often raise MiG-31 planes into the sky?)* (<https://www.volyn.com.ua>, August 26, 2023). Headlines of the interrogative modality implement the function of specific motivation. They are peculiar expressive-communicative variants of syntactic units, within which motivational semantics are layered. After getting acquainted with the media name in the form of a question, the recipient subconsciously perceives it as a motivation to find out the answer, to expand his knowledge about certain subjects, events, phenomena, etc. For this, he needs to read the text of the publication. Compared to dialogic speech, the interrogative intent is somewhat weakened in the headings, and the addresser-addressee correlation is also somewhat violated. As it is known, in oral communication the addresser produces a question to which the addressee must give an answer. Instead, in media content, the addresser both formulates a question and answers it himself. However, it cannot be claimed that the role of the addressee is leveled, because the interrogative media title prompts the imaginary interlocutor-reader to think and evaluate

the depicted events. Usually, the modal value of interrogativeness is implemented by partially interrogative sentences, in the structure of which the words *хто, кому, чому* (*who, to whom, why*), etc. are presented, which are at the beginning of the statement: *Хто очолить наступний бунт у Росії?* (*Who will lead the next riot in Russia?*) (<https://gazeta.ua>, July 10, 2023). General question constructions that predict affirmative, negative answers or their modifications function much less often: *«Чи справді Україна зацікавлена у боротьбі з корупцією?»* – *The Economist* (“*Is Ukraine really interested in fighting corruption?*”) – *The Economist*) (<https://gazeta.ua>, September 5, 2023). While in dialogic speech the answer is mainly represented by affirmative (*так, аякже*) (*yes, sure*) or negative (*ні*) (*no*) particles, in the means of mass communication the answer is the publication test.

In the field of media titles, two-compound constructions with direct word order prevail (61.1%): *Аналітики США оцінили подальшу стратегію контрнаступу ЗСУ* (*US analysts assessed the further strategy of the counteroffensive of the Armed Forces of Ukraine*) (<https://gazeta.ua>, September 6, 2023); *Блінкен приїхав у Київ* (*Blinken came to Kyiv*) (<https://gazeta.ua>, September 6, 2023); *Волинь продовжує приймати переселенців* (*Volyn continues to accept migrants*) (<https://www.volyn.com.ua>, September 4, 2023); *Мер Борисполя вступив до лав ЗСУ* (*The mayor of Boryspil joined the ranks of the Armed Forces of Ukraine*) (<https://www.volyn.com.ua>, September 5, 2023). According to quantitative indicators, constructions with inversion, the purpose of which is to actualize an important component, are inferior to them (38.9%), for example: *На війні героїчною смертю загинув волинянин Борис Шевчук* (*Boris Shevchuk from Volyn died a heroic death in the war*) (<https://www.volyn.com.ua>, September 5, 2023); *Унаслідок потужної негоди загинули рятувальники* (*As a result of severe weather, rescuers died*) (<https://www.volyn.com.ua>, September 6, 2023). Let us compare with the sentences in which the words are in direct order: *Волинянин Борис Шевчук загинув на війні героїчною смертю*; *Рятувальники загинули внаслідок потужної негоди* (*Borys Shevchuk from Volyn died a heroic death in the war; Rescuers died as a result of severe weather*).

In the studied media publications, the headline complex is partially represented by two simple two-syllable sentences: *Є просування на півдні і сході. ЗСУ закріплюються на рубежах* (*There is progress in the south and east. Armed forces are fixed at the borders*) (<https://gazeta.ua>, August 31, 2023); *Зеленський звернувся до ЄС. Сказав про п'ять небезпек* (*Zelensky appealed to the EU. Said about five dangers*) (<https://gazeta.ua>, March 23, 2023). In one of these constructions, there may be stylistically marked units, including metonymic units: *Москва скасовує рейси. Робота найбільших аеропортів РФ паралізована* (*Moscow cancels flights. The work of the largest airports of the Russian Federation is paralyzed*) (<https://gazeta.ua>, September 1, 2023); *Україна почала тестувати власні бойові ракети. Данілов показав відео* (*Ukraine began testing its own combat missiles. Danilov showed a video*) (<https://gazeta.ua>, August 31, 2023). Sometimes, in the first sentence, there are fairy-tale-like metaphors that arose as a result of transferring the features of fairy-tale characters to people. Instead, the second construction specifies the person hinted at in the first syntactic unit: *Цар – голій. Путін виявився слабким, нерішучим та некомпетентним* (*The tsar is naked. Putin turned out to be weak, indecisive and incompetent*) (<https://gazeta.ua>, July 9, 2023). In the given complex, a catchphrase is presented, which has undergone partial modification: the word *король* (*king*) is replaced by *цар* (*tsar*), which performs an important communicative and pragmatic function, as it makes it possible to focus attention on the behavioral stereotypes of the head of the Russian Federation. As it is known, the emergence of secondary nomination is related to the mental perception of one phenomenon through another and is based on a cognitive process that proves the indisputable interaction of language and thinking. In addition to the fact that the emergence of secondary names is associated with associative-thinking operations, it is appropriate

to emphasize the purpose of these units to express human emotions. Incidentally, we note that, forming the title complex *Цар – голій. Путін виявився слабким, нерішучим та некомпетентним* (*the Tsar is naked. Putin turned out to be weak, indecisive and incompetent*) (<https://gazeta.ua>, July 9, 2023), the author of the publication did not even make the reader think out, as in the second part he cited as many as three adjectives that highlight the negative features of Vladimir Putin. In general, figuratively used words play an important role in media texts – they emphasize the object of description, serve as a means of implementing an evaluative function, and reveal pragmatic potential. Using them, journalists try to abandon certain stereotypes and stamps, give the text an appropriate tone, make it more emotional and expressive.

In the studied publications, there are publication titles presented in two-syllable incomplete sentences with an omitted subject and a formally presented predicate in the form of the third person singular: *З протезом ноги грає у футбол* (*He plays football with a prosthetic leg*) (<https://www.volyn.com.ua>, October 16, 2022); *Українці вкрали гроші і втік* (*Stole money and ran away*) (<https://www.volyn.com.ua>, March 11, 2020). In addition to independent use, incomplete constructions function as one of the parts of non-conjunctive sentences or as a separate sentence that together with another one forms a heading. In both cases, the accompanying syntactic unit clarifies the content of the media title of the article: *Поширювала кремлівську пропаганду: СБУ оголосила підозру власниці телеканалу* (*She spread Kremlin propaganda: the SBU announced suspicion of the owner of the TV channel*) (<https://gazeta.ua>, March 9, 2023); *Задушила та закопала: у Києві ревнива жінка жорстоко розправилася із суперницею* (*She strangled and buried: in Kyiv, a jealous woman brutally dealt with her rival*) (<https://www.volyn.com.ua>, August 16, 2023). A group of incomplete title sentences is formed by elliptical syntactic units with an omitted predicate component: *Усі донати – на квадрокоптери та пристрої нічного бачення* (*All donations – for quadcopters and night vision devices*) (<https://www.volyn.com.ua>, July 11, 2022); *Київ під ударами ракет* (*Kyiv is under missile strikes*) (<https://gazeta.ua>, February 25, 2022). They can also be a part of an unconjugated sentence, the second component of which specifies the content of the first part and the entire publication: *«Ворогу – лише знищення»: Зеленський розповів про нараду з військовими* (“*Only destruction is for the enemy*”: *Zelenskyi spoke about the meeting with the military*) (<https://gazeta.ua>, April 1, 2023). Elliptical constructions in newspaper speech serve as a means of its dynamization, they condensed and easily express an opinion, give the expression an emotional color. Functioning in media titles, elliptical sentences attract the reader's attention, create the effect of content uncertainty, which can be eliminated after reading the publication.

The commonality of the media editions “Gazeta po-ukrainsky” and “Volyn-nova” is that they use monosyllabic constructions a little less often to model headline complexes. Among the simple sentences presented in the media names, 53.3% are two-syllable and 46.7% are monosyllabic. Sentence constructions with one main component make it possible to focus on one aspect: on an object, a person, a fact of objective reality, or on the action, process, or state itself. Among the types of monosyllabic sentences presented in heading complexes, preference is given to indefinite-personal ones (62.4% of all monosyllabic structures): *Українців попередили про високу ймовірність російських ракетних ударів* (*Ukrainians were warned about the high probability of Russian missile strikes*) (<https://gazeta.ua>, September 2, 2023); *У Росії почали видавати повістки мігрантам* (*Russia started issuing summonses to migrants*) (<https://gazeta.ua>, September 2, 2023); *В ООН підтвердили приїзд Зеленського на засідання Ради безпеки* (*The UN confirmed Zelensky's arrival at the Security Council meeting*) (<https://gazeta.ua>, September 1, 2023); *Показали деталізовані супутникові знімки атаки на аеродром у Пскові* (*They showed detailed satellite images of the attack on the airfield in Pskov*) (<https://gazeta.ua>, September 1, 2023); *У селищі на Волині в укриттях встановили електронні замки* (*In a village in Volyn, electronic locks were installed in shelters*)

(<https://www.volyn.com.ua>, August 24, 2023); *Для пересування у комендантську годину зроблять нові перепустки (New passes will be issued for movement during the curfew)* (<https://gazeta.ua>, September 1, 2023). The main component of such syntactic units usually has the form of the past tense; occasionally, present and future tense verbs are in this area, for example: *Дружині загиблого Героя з Волині вручили державну нагороду (посмертно) (The wife of the fallen Hero from Volyn was presented with a state award (posthumously))* (<https://www.volyn.com.ua>, August 23, 2023); *Сьогодні до Луцька третій день поспіль везуть на щиті загиблих Героїв (Today, for the third day in a row, fallen Heroes are being carried on shields to Lutsk)* (<https://www.volyn.com.ua>, August 24, 2023); *Завтра на Волині прощатимуться з Героєм (Tomorrow in Volyn they will say goodbye to the Hero)* (<https://www.volyn.com.ua>, August 17, 2023). The task of such sentences is to inform, first of all, about the action itself, its duration or result. Although it is not about the performers of the action here, it is clear that they can only be people.

Quantitative limited ones reveal monosyllabic definite-personal sentences (16.3%), the predicate of which is expressed by a verb in the form of the first and second person singular and plural of the present and future tenses. Such sentence constructions, although they do not have a subject, are nevertheless complete in their structure. The meaning of the person in them implements the ending of the verb. The functioning of definite-personal sentences in media titles reveals certain regularity: they are mostly quotes from persons to whom the publication is dedicated. If the author of the statement is not named in the title, then the sentence is usually put in quotation marks: *«Досі чекаю на нього» («I'm still waiting for him»)* (<https://www.volyn.com.ua>, November 5, 2022) Without quotation marks, those constructions in which lexemes are presented through dashes – proper names that identify a person – are given: *Дуже активно працюємо над повітряним щитом – Зеленьський (We are very actively working on an air shield – Zelenskyi)* (<https://gazeta.ua>, May 22, 2023). In some cases, definite-personal sentences structure one of the parts of an unconjunctive construction: *«Неприховано радіємо»: у ЗСУ прокоментували нову «бавовну» в Криму («We are openly happy»: the Armed Forces of Ukraine commented on the new “cotton”<sup>1</sup> in Crimea)* (<https://gazeta.ua>, August 31, 2023).

Monosyllabic impersonal syntactic units, in which actions or states are presented as independent of the will of a person (8.2%), are uncommon in the media plane. In the corpus of the researched material, the following structures function independently or within conjunction-free sentences: *Усика названо найкращим боксером серпня (Usyk was named the best boxer of August)* (<https://gazeta.ua>, September 2, 2023); *«Тягне на місце злочину»: Подоляк прокоментував нещодавню поїздку Путіна («He feels drawn to the crime scene»: Podolyak commented on Putin's recent trip)* (<https://gazeta.ua>, September 2, 2023).

Infinitive sentences (5.3%) tend to belong to the impersonal group, the main member of which is a syntactically independent indefinite form of the verb. Infinitive constructions express various modal meanings: necessity, inevitability, desire, etc. In media names, syntactic units of this variety are presented sporadically and function as part of a non-conjunctive sentence: *Перемогти у війні та не програти країну: Зеленський заявив про Українську доктрину (To win the war without losing the country: Zelensky declared about the Ukrainian doctrine)* (<https://gazeta.ua>, August 10, 2023).

Focusing on the syntactic aspect allows focusing attention on headings expressed by monosyllabic nominative constructions (7.8%), the main member of which is a noun in the nominative case form. These sentences report about the subject, person, phenomenon, objectified actions, processes, states, existence or

presence of someone/something, etc., that is, they participate in the creation of static descriptions, which can reveal an accompanying dynamic shade (it is about verbal subjects). Nominative constructions differ from other types of monosyllabic sentences in that they do not contain verbs. Because of this, they do not express verbal morphological categories, in particular, time categories, although the speaker usually associates the existence of objects marked with the nominative case of the noun with the present tense. The analyzed sentences occasionally function independently, much more often they are included in the structural scheme of non-conjunction syntactic units, for example: *Великий острів української свободи (Great island of Ukrainian freedom)* (<https://gazeta.ua>, July 6, 2023); *«Рамштайн»-14: протимінна коаліція, навчання пілотів і снаряди (Ramstein-14: anti-mine coalition, pilot training and shells)* (<https://gazeta.ua>, July 9, 2023); *15 мільйонів допомоги сім'ям загиблих воїнів. Алгоритм оформлення і отримання (15 million in aid to the families of fallen soldiers. Registration and receipt algorithm)* (<https://gazeta.ua>, August 30, 2023); *Підриєв Каховської ГЕС: Клименко назвав офіційну кількість загиблих (Explosion of Kakhovskaya HPP: Klumenko named the official number of dead)* (<https://gazeta.ua>, July 20, 2023); *Вступ України до НАТО: Путін побачив небезпеку для себе (Ukraine's entry into NATO: Putin saw danger for himself)* (<https://gazeta.ua>, July 13, 2023). All nominative clauses found in the mass media are common, which we consider absolutely necessary for headline complexes. We consider their use within complex syntactic units or along with other simple constructions to be justified, as this protects them from the fact that the publication may be overlooked by the reader due to the limited informativeness of the media title.

Uncomplicated sentences predominate among the two-syllable and one-syllable syntactic units that form the headlines of newspaper articles. The periphery includes constructions structured by complicating components, in particular: appeals that mainly function in sentences that convey someone else's speech and serve as a means of intimating the context: *«Мамо, я вирішив іти воювати» «Мом, I decided to go to war»* (<https://gazeta.ua>, August 23, 2023); in sentences separated by members: *Україна отримає антидронові системи Slinger, здатні збивати вертольоти й «Шахеди» (Ukraine will receive Slinger anti-drone systems capable of shooting down helicopters and “Shakheds”)* (<https://www.volyn.com.ua>, September 1, 2023); modal syntaxes (insertion language units): *Окупанти вивозять системи ППО з Курильських островів. Ймовірно, їх перекинуть в Україну (The occupiers are taking air defense systems out of the Kuril Islands. Probably, they will be transferred to Ukraine)* (<https://gazeta.ua>, September 1, 2023).

An equally important means of expressive syntax in the title composition is parcellation, which often gives the expression unexpectedness: *Озолотилися за... 40 секунд (They became golden in... 40 seconds)* (<https://www.volyn.com.ua>, September 5, 2020); *Гроші на лікарню витратили на її... рекламу (The money for the hospital was spent on its... advertising)* (<https://www.volyn.com.ua>, May 22, 2020); *Побачити Париж і... ще більше полюбити життя (To see Paris and... to love life even more)* (<https://www.volyn.com.ua>, 05/26/2020); *Закохана у... футбол (In love with... football)* (<https://www.volyn.com.ua>, June 9, 2020).

Despite the fact that the titles of newspaper materials tend to be linguistically economical, in the analyzed press we come across some of the headlines modeled by complex connecting sentences. An important feature of these structural units is the presence of a sequential or subjunctive relationship, which enables a formal syntactic distinction between compound and complex sentences. Compound syntactic units are represented in the heading complexes in a rather limited way: *Рашисти за рік зарилися в землю, а наш уряд лише зараз виділив гроші на фортифікацію! (The Rashists buried themselves in the ground for a year, while our government has only now allocated money for fortification!)* (<https://www.volyn.com.ua>, August 25, 2023).

<sup>1</sup> After Russia's full invasion, the Ukrainian word “бавовна” (in English, literally – cotton) is used to denote explosion. This is because Russian media describe explosions on their territory with the word “хлопок” (clap), which in Russian is spelled the same as the word “хлопок” (cotton)

In this structure, the role of a formal device connecting both parts of a complex sentence is performed by the contrasting conjunction *a* (*while*), which helps to contrast two situations.

In media publications, there are headlines with complex constructions of non-segmented and segmented structure. The specificity of the first consists in the obligation of the subordinate part and its predictability by one of the supporting words of the main part. In compound sentences of a dismembered structure, the subordinate part is often subordinated to the subject-predicate base of the main one, connected with it by asemantic conjunctions and connecting words, and its removal does not destroy the content structure of the complex sentence. The corpus of the collected material is dominated by headings expressed by complex subordinate interrogative sentences of an undivided structure, in which the main part is semantically and structurally incomplete, while the subordinate part compensates for this incompleteness and answers case questions of the noun. As it is known, in Ukrainian language, the subordinate part can perform the role of a subject missing in the main part, a controlled member of the sentence, or specify the content of the main part of the sentence expressed by the pronoun. Among the constructions presented in media names, those in which the subjunctive part descriptively replaces the controlled component dominate: *Путін підтвердив, що зустрінеться із Сі Цзіньпіном* (*Putin confirmed that he will meet with Xi Jinping*) (<https://gazeta.ua>, September 1, 2023); *ЗМІ повідомили, коли Україна отримає перші танки Abrams* (*The mass media reported when Ukraine will receive the first Abrams tanks*) (<https://gazeta.ua>, September 1, 2023). In such headline sentences, the main part can be both two-syllable and one-syllable, compare: *Гумениук пояснила, що відбувається на фронті після прориву першої лінії оборони росіян* (*Humeniuk explained what is happening at the front after the breakthrough of the first line of defense of the Russians*) (<https://gazeta.ua>, September 1, 2023); *Зеленський сказав, за яких умов війна може закінчитися вже у цьому році* (*Zelensky said under what conditions the war could end already this year*) (<https://gazeta.ua>, September 1, 2023); *Лубінець розповів, скільки українських дітей примусово усиновили росіяни* (*Lubinets told how many Ukrainian children were forcibly adopted by the Russians*) (<https://gazeta.ua>, September 2, 2023) and *В ГУР повідомили, які російські генерали виступали проти війни з Україною* (*the GUR reported which Russian generals opposed the war with Ukraine*) (<https://gazeta.ua>, September 2, 2023); *На оновлених картах боїв показали, де ЗСУ зуміли просунутися* (*On the updated battle maps, they showed where the Armed Forces managed to advance*) (<https://gazeta.ua>, September 2, 2023); *У ГУР сказали, коли Росія знову нападе на Україну в разі поразки* (*The GUR said when Russia will attack Ukraine again in case of defeat*) (<https://gazeta.ua>, September 1, 2023). The explanatory subordinate part most often realizes the meaning of the verb predicate of the main part, which is mainly characterized by the semantics of the message, the transfer of information, mental activity, etc. The means of communication in complex constructions of the correlative-specific structure is the semantically non-specialized and stylistically neutral conjunction *що* (*that*). In addition, there are complex subjunctive constructions of an undivided structure with connecting means of the interrogative sphere *який, де, куди, звідки, коли, скільки* (*which, where, where, from where, when, how much*), etc.

A not too extensive and widespread group is formed by compound sentences of a dismembered structure, which model heading complexes. Among them, there are complex syntactic units with subordinate clauses: *Якби ЗСУ слухали Вашингтон, то втратили б бойову міць за кілька днів* (*If the Armed Forces listened to Washington, they would lose their combat power in a few days*) (<https://gazeta.ua>, September 1, 2023). The title *Ти не ти, коли продовжуєш працювати в РФ. Mars і Pepsi визнали міжнародними спонсорами війни* (*You are not you, when you continue to work in the Russian Federation. Mars and Pepsi were recognized as international sponsors of the war*) (<https://gazeta.ua>, September 1, 2023) has a strong pragmatic effect. It modifies the famous advertising slogan “You’re not you

when you’re hungry” associated with the chocolate bar. The author very successfully chose the title of the article, which is about companies that did not refuse to cooperate with Russia during the period of active military operations.

A limited group is formed by complex subjunctive disarticulated constructions with a subjunctive attributive part. The specificity of the syntactic units of the specified sample is that their subordinate part is related to the member of the sentence of the main part, expressed by a noun or a secondary substantive, and indicates the feature of the subject. Nouns denoted by the subjunctive part can perform the function of any member of the sentence in the main part, but the role of the subject or controlled component is dominant: *П’ять смачних сніданків для школярів, від яких важко відмовитись* (*Five delicious breakfasts for schoolchildren, which are difficult to refuse*) (<https://gazeta.ua>, September 6, 2023); *Росіяни та білорусів не допустили до Азіатських ігор, де вони планували кваліфікуватися на Олімпіаду-2024* (*Russians and Belarusians were not allowed to participate in the Asian Games, where they planned to qualify for the 2024 Olympics*) (<https://gazeta.ua>, September 1, 2023); *Стерненко показав унікальне відео, як знищили літаки у Пскові* (*Sternenko showed a unique video of how planes were destroyed in Pskov*) (<https://gazeta.ua>, September 1, 2023). Disarticulated subjunctive pre-substantive-attributive sentences, although related to definitions as members of a simple sentence, are grammatically and semantically richer than them. The periphery of the linguistic realization of the titles is formed by compound sentences of interrogative modality: *Як діагностувати діабет, коли це немає зовнішніх симптомів?* (*How to diagnose diabetes when there are no external symptoms yet?*) (<https://www.volyn.com.ua>, August 17, 2023).

The limited display is typical for headings modeled by complex sentences with several subordinate parts. In such constructions, each subsequent part serves as an additional means of unfolding the thought: *Данілов відповів, чи мобілізуватимуть чоловіків, які здобувають другу вищу освіту* (*Danilov answered whether men who obtain a second higher education will be mobilized*) (<https://gazeta.ua>, September 2, 2023).

One of the common syntactic models that serves as a means of expressing mass media headlines is complex sentences without conjunctions. They mainly consist of two parts, one of which informs about the source of the message and contains verbal predicates with the meaning of speech or thinking activity, feeling, perception, etc. Usually it is in the second place. The first part is direct speech enclosed in quotation marks, or it reproduces the form of direct speech not being it. The role of a means of expressing the subject of speech is performed by nouns: 1) personal names of persons used in the singular: *«Їх дуже багато»: Буданов зробив заяву про втрати на війні* (*“There are a lot of them”: Budanov made a statement about losses in the war*) (<https://gazeta.ua>, September 1, 2023); *У росіян скоро «палатиме»: Данілов розповів про нові українські ракети* (*The Russians will soon have a “fire”: Danilov talked about new Ukrainian missiles*) (<https://gazeta.ua>, September 1, 2023); *Ключова увага – Україна: Кулеба назвав домовленості з ЄС* (*The key focus is Ukraine: Kuleba named the agreements with the EU*) (<https://gazeta.ua>, August 31, 2023). It is noteworthy that usually in the headlines, media persons provide only surnames, without mentioning names; 2) general names of persons: *Ліквідували високопоставленого офіцера – командир розвідників розповів про відчайдушні операції* (*A high-ranking officer was eliminated – the commander of intelligence officers told about desperate operations*) (<https://gazeta.ua>, August 30, 2023); *У російському МВС не вистачає кадрів – аналітики назвали причини* (*The Russian Ministry of Internal Affairs lacks personnel – analysts named the reasons*) (<https://gazeta.ua>, September 1, 2023); 3) metonymic nominations that ensure the conciseness of the statement: *Купа техніки та понад 570 загарбників: Генштаб повідомив про нові втрати Росії* (*A pile of equipment and more than 570 invaders: the General Staff reported new Russian losses*) (<https://gazeta.ua>, September 2, 2023). Sometimes, there

is no information about the direct subject of the message, but it can be identified with the help of other nominations. For example, in the sentence *Чи підвищать українцям пенсії у 2024 році: у Мінсоцполітики відповіли* (*Will the pensions of Ukrainians be increased in 2024: they answered in the Ministry of Social Policy*) (<https://gazeta.ua>, September 1, 2023), this role is performed by the prepositional phrase in the *Ministry of Social Policy*. The media name *Стрільщина в Дніпрі: в патрульній поліції прокоментували запобіжний захід співробітнику* (*Shooting in Dnipro: the patrol police commented on the preventive measure against the employee*) (<https://gazeta.ua>, September 1, 2023) is built according to the specified model.

A productive means of expressing headlines are complex sentences without conjunctions with explanatory and complementary relations: *Волинь у жалобі: війна забрала життя ще одного Героя* (*Volyn in mourning: the war took the life of another Hero*) (<https://www.volyn.com.ua>, August 30, 2023); *Міни, босприпаси і залишки ракет: рівненські чотирилані «полицейські» допомагали в розмінуванні* (*Mines, ammunition and remnants of missiles: Rivne four-legged "policemen" helped in demining*) (<https://www.volyn.com.ua>, September 2, 2023); *На Одещині місцевий житель збив Shahed з рушницею: момент потрапив на відео* (*In Odesa region, a local resident shot down Shahed with a gun: the moment was caught on video*) (<https://gazeta.ua>, September 2, 2023); *Росія атакувала Україну «Калібрами»: на Вінниччині є поранені* (*Russia attacked Ukraine with "Calibers": there are wounded in Vinnytsia*) (<https://gazeta.ua>, September 1, 2023); *ЗСУ просуваються на південь від Бахмута: нові карти бойових дій* (*The Armed Forces of Ukraine are advancing south of Bakhmut: new maps of combat operations*) (<https://gazeta.ua>, September 2, 2023).

Among the syntactic units presented in the heading complexes, there are unconjugated sentences, the second part of which, according to formal indicators, in particular the interrogative words used prepositively, resembles a simple interrogative sentence, but the interrogative intent in it is leveled while the narrative modality, instead, is actualized: *Україна отримає від Австралії новітні антидронові комплекси: що про них відомо* (*Ukraine will receive the latest anti-drone complexes from Australia: what it is known about them*) (<https://gazeta.ua>, September 2, 2023); *Керівник МЗС Туреччини зустрівся із Шоїгу: про що говорили* (*The head of the Turkish Foreign Ministry met with Shoigu: what was discussed*) (<https://gazeta.ua>, September 2, 2023); *В РФ почали арештовувати Z-блогерів: яка причина і кого вже затримали* (*Z-bloggers began to be arrested in the Russian Federation: what is the reason and who has already been detained*) (<https://gazeta.ua>, September 1, 2023).

Outside the established structural schemes, there are non-conjunctive constructions, one of the parts of which corresponds to an unarticulated simple sentence. *Ого: Нідерланди передадуть Україні всі свої винищувачі* (*Ho! The Netherlands will transfer all its fighter jets to Ukraine*) (<https://www.volyn.com.ua>, August 25, 2023). The first part of *Ого* (*Ho!*) is an exclamatory syntactic unit to indicate the emotional and evaluative reaction of the author of the publication to the situation. Its main purpose is to influence the sensory sphere of the reader, to cause admiration and surprise in him. In this way, the journalist tried to convey his emotional state as expressively as possible and to influence the imaginary interlocutor.

## 5 Conclusion

Thus, the formal means of expression of newspaper headlines are sentences of different status and structure, aimed at a laconic and at the same time information-rich reproduction of the main content of the publication, as well as at arising of the interest in reader. The representation of Ukrainian media names is mainly associated with simple two-syllable constructions (53.3%), to a slightly lesser extent – with monosyllabic constructions (46.7%). Two-syllable constructions usually presented in title complexes

are common and expressively neutral, although sometimes they contain language units that express the statement, give it an emotional and evaluative color, which makes the text attractive to the recipient. Focusing on the modal plan and the frequency of use makes it possible to recognize narrative expressions as dominant, and to include interrogatives in the field of peripheral ones. A limited expression is inherent in a two-syllabic incomplete sentence. Among communicatively and cognitively relevant syntactic phenomena, monosyllabicity occupies an important place. In heading complexes, one-syllable indefinite-personal structures (62.4%) are predominant, which inform about the action, its duration, or result without specifying the performers. A limited group is formed by one-syllable definite-personal sentences (16.3%), which are usually quotes from persons to whom the publication is dedicated. Quantitative limitation is revealed in monosyllabic impersonal (8.2%) and infinitive (5.3%) syntactic units that inform about actions or states as those independent of a person's will. Monosyllabic nominative constructions (7.8%) have a fixed function of denoting objects, persons, phenomena, objectified actions, processes, states. Most of the two-syllable and one-syllable syntactic units forming the headlines of newspaper articles are uncomplicated. The periphery includes constructions structured by complicating components, in particular homogeneous members of sentences, addresses, isolated members of sentences, and modal syntaxes. Despite the fact that the titles of newspaper materials tend to use language economy, in the analyzed press some of the headlines are modeled with complex sentences. Complex syntactic units are presented in a rather limited way in media titles. On the opposite axis in terms of frequency of use, there are complex sentences without conjunctions. In addition, in the modeling of the headings, complex constructions of non-segmented and segmented structures are involved, aimed at the inclusion of information and the most complete representation of the publication content.

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## EMOTIONAL INTELLIGENCE OF A MUSICIAN-PERFORMER

<sup>a</sup>OLEKSANDRA SAPSOVYCH, <sup>b</sup>LIANG ZHENYU, <sup>c</sup>LI ZIYU, <sup>d</sup>LI YANFEI, <sup>e</sup>LI ZHICHAO

<sup>a-e</sup>A. V. Nezhdanova Odessa National Academy of Music, 63, Novoselskogo Str., Odessa, Ukraine  
 email: <sup>a</sup>sapsovich@gmail.com, <sup>b</sup>y542863271@gmail.com,  
<sup>c</sup>liz429858446@gmail.com, <sup>d</sup>1014860130@qq.com,  
<sup>e</sup>zhichao.1@yahoo.com

**Abstract:** The purpose of the research presented in the article is to reveal some features of the differentiation and integration of emotions in music and musical performing activities. The article reveals the multifaceted nature of the psychological concepts of "emotional intelligence" in relation to musical performing creativity. An attempt is made to search for the significance of the development of emotional intelligence in achieving the unity of technical and artistic-imaginative, logical-constructive and emotional-sensual, reflective and intuitive, reproductive and creative principles in musical and instrumental performance. It is shown that in the conditions of musical performance, emotional intelligence receives a specific refraction, determined by the characteristics of musical and artistic activity. This is manifested in the development of such qualities as managing own emotions, self-motivation, empathy, etc.

**Keywords:** musical art; artistic playing; musical performance game; artistic emotions; emotional intelligence; verbal factors; musical text; musician-performer; professional experience; professionalism.

### 1 Introduction

At the turn of the 20th and 21st centuries, in the desire to develop algorithms for achieving maximum personal and professional growth of an individual, society launched a search for new keys - properties, including of a communicative plan, which, if available, would act if not as guarantees then at least as declarative conditions for the direction to the desired development and success of a person. In fact, similar attempts have already taken place in the 20th century - it is enough to recall the ideas of recognizing a person's potential, taking into account his IQ. As it is known, a series of experiments over time simplified this connection, but did not remove the statement of the question itself. Considering the fact that in recent decades we have been at the stage of globalization of society, there was crystallizing of demand for the development of such a category of properties, which would not necessarily be present in a person immediately - by nature (like, again, IQ) but would be completely the kind that develops, synthesizes, can be trained, and, under the conditions of competent development, opens to itself and to the world. The derivative of this lively search became relevant developments, first in the field of psychology, and later - directly in art history. In particular, IQ (Intelligence Quotient) was replaced by EI - Emotional Intelligence. In the margin, we should note that among psychologists, at a certain stage, when trying to move away from the recognition of IQ, the phenomenon of "creativity" was discussed - as the one that is responsible for the prerequisites for a person's successful realization in life.

However, in its modern sound, the term 'emotional intelligence' was used in 1990 by Peter Salovey and John D. Mayer. They spoke of it as a form of social intelligence that includes the ability to monitor one's own feelings and emotions as well as the feelings and emotions of other people, to recognize them and apply this information to guide own thinking and actions.

Salovey and Mayer began to develop a methodology for measuring emotional intelligence and researching its significance. We will not delve into the specifics and content of their peculiar tests now, but will only note that the intermediate results of the respective experiments emphasized that individuals who had high indicators of perception, understanding, and evaluation of emotions - that is, were able to more deeply identify and name the mood that is experienced, recovered their emotional state faster, and upon further observation, responded more flexibly to changes in their social environment, which ultimately could have a certain impact on a person's competitiveness.

At the same time, the function of fiction is inherent in the artistic form, and all artistic psychology (emotions, feelings, thoughts,

desires, interests, behavior, etc.) represents an imaginary, fictitious psychology. It is necessary to distinguish fictitious, imaginary emotions in art from the emotions of real life, life psychology. Accordingly, musical emotions differ from life emotions, and the artistic form serves as a marker of their distinction.

Developing this idea further, musical emotions can be understood in the form of musical-emotional images, the unity of the emotional and intellectual principle in artistic creativity. On the other hand, musical emotion is a vital emotion transformed under the influence of an artistic form. Being part of musical emotions, life emotions color and concretize the latter, giving them more specific valences.

In the field of musicology, musical emotions are studied primarily in connection with melody, rhythm, harmony, polyphony, and analysis of musical forms. This series can be supplemented by composition techniques, orchestration, arrangement, means of musical expression, and the history of orchestral styles. In the "psychological knowledge" field of music psychology, musical emotions are studied primarily in connection with perception, life emotions, emotional ideas and imagination, emotional memory, and the subject's thinking. One can also raise the question of integrating the analysis of musical emotions within these two areas of interest in music psychology. Then it is possible to talk about at least three statuses of musical emotions. They are analyzed, firstly, as a musicological concept, secondly, as a psychological concept, thirdly, as an interdisciplinary concept, their integrator. In the case of integration, it is proposed to correlate musical emotions, at a minimum, with the life emotions of a person, on the one hand, with the material, form, and expressive means of a musical work, on the other hand, with the emotional ideas and imagination of a specific subject of perception, on the third. Thus, the consideration namely of emotional intelligence as a multifaceted complex phenomenon in musical performance seems to be a very relevant scientific task, especially taking into account the innovative transformations taking place in the musical art and performance today.

### 2 Materials and Method

The theoretical and methodological basis of the study includes the theory of emotional intelligence, conceptual provisions of the psychology of musical activity about the peculiarities of the course of creative processes, as well as some fundamental provisions of the theory of the complex nature of a musician's professional skill.

During the study, methods of analysis of scientific literature on the research problem, as well as comparison, synthesis of theoretical positions, views, and assessments were used.

### 3 Results and Discussion

In the 1990s, Daniel Goleman, who worked with the New York Times (specializing in research on the brain and human behavior) and at the same time studied psychology at Harvard University, got acquainted with the works of Peter Salovey and John D. Mayer. At Harvard, Daniel Goleman also collaborated with David McClelland, who, in turn, belonged to a group of researchers which questioned the informativeness of cognitive tests in relation to the indicator of a person's success in life. All of this inspired him to write his own book, *Emotional Intelligence: Why It Can Mean More Than IQ* [1]. In the book, Goleman emphasizes that emotional intelligence includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. We will return to the sequential analysis of these components, but for now we will note that the idea of the superiority of emotional intelligence over cognitive intelligence in determining life success was so impressive that within five years of the book publication, 5 million copies were sold. And already in the early 2000s in Canada and Europe, there



were institutes that carefully studied the problems of emotional intelligence, which confirmed the great social demand for the solution of the issues of understanding feelings and emotions in order to achieve success in all spheres of human activity, i.e., individual's 'establishment' in society.

Goleman defines the emotional mind as the basis of emotional intelligence. The author understands emotional mind as predispositions, and emotional intelligence as abilities formed on the basis of predispositions. In general, his reflection on the topic of the relationship between the two components that directly form this phenomenon (feeling and mind) is very productive for us - scientists and artists, because the search for balance between the sensual, emotional, reflective sphere and the objective, intellectual, rational sphere is practically a problem of the entire path of the artist's development. Olga Oganezova-Gryorenko very interestingly and deeply addresses such reflections and enters into a dialogue with Golman in her doctoral research on the topic. In particular, in the work of the scientist, the existence of the relationship and interaction of the mind and feelings is consistently confirmed, which for a professional artist has a special meaning and fusion technology [4]. The performer conveys thoughts to the listener with the help of emotions, which, in turn, must be "sent" through a clear professional language based on a conscious technological process. The quality of the connection and interpenetration of feelings and the mind in the artistic profession is important like nowhere else, because, as Goleman himself testifies, "only [exclusively] the cognitive model is an impoverished image of the mind, it is unable to explain the rapid growth of feelings that provide the "highlight" of the intellect" [1, p. 88].

Thus, emotional intelligence, according to Oganezova-Gryorenko, with whom we completely agree, is an extremely important quality of the artist's mental organization. It can be considered a tool of *initial* [our italics] recognition of a musical impression, which allows an artist to "read" emotional information from music without error [4, p. 83]. Given that, according to Goleman, the emotional mind is much faster than the rational mind [1, p. 508], the artist's ability to "recognize emotional reality instantly, at the level of intuitive perception" [1, p. 510] confirms the executive understanding of the algorithm for deciphering the author's information as a mechanism for realizing the original unconscious musical impression. Ultimately, it turns out that "actions guided by emotional reasoning have a powerful energy component" [1, p. 509]. Now let us return to the very structure of Goleman's emotional intelligence. Proposing five main aspects of emotional intelligence (in turn, based on Gardner and Sayloway [1, p. 91-93]), the scientist actually enables us to easily involve their formulation in the musicological and performance discourse. Let us remind these abilities. In particular, self-awareness - the recognition of any feeling - is the cornerstone of emotional intelligence. Regarding the performer, two scenarios are distinguished here: firstly, it is "knowledge of own emotions", the ability to intuitively "catch" the desired emotion and "recognize" it in a musical impression, bypassing the process of analysis and reflection [4, p. 84]. Secondly - at a higher level - this is the ability of the artist to 'distribute' on the stage the "living" of the global emotion received under the influence of music, logically and in detail: with "entering" this state, "justifying" it, "living in it", conscious transformations of the state in a certain time period, a logical "exit" from the emotion, which, according to the synergistic worldview, is the beginning of entering another state, another emotion.

Managing emotions - the ability based on self-awareness - is especially important in situations where a musician feels nervous or stressed. The ability to control own emotions allows a musician to maintain high concentration, maintain contact with the audience, and enable stable high performance quality. We should also note that a related phenomenon - self-control and its nature - was studied by one of the most cited psychologists of the 20th century, Walter Michell, who, in turn, also discovered the role of emotional intelligence as a factor that determines the effectiveness of people's use of their mental abilities [1, p. 160].

As to self-motivation, the ability to (consciously!) bring self into a state of "inspiration", this aspect is certainly closely intertwined with the intensity of the creative dominant and the presence of professional will. It is necessary to realize that the process of self-building as a professional personality in creative professions, especially in artistic professions, lasts a lifetime, during which the artist and musician discovers new secrets of the profession for himself, probably never understanding it to the end. "Perhaps, this is one of the most attractive features of the creative process - it is endless. All his life, throughout his entire professional career, the artist constantly conducts internal work aimed both consciously at increasing the level of his competitiveness in the environment and unconsciously at satisfying his "creative hunger" [4, p. 81].

Recognizing other people's emotions is empathy based on self-awareness. Therefore, for vocalists "<...>this aspect of emotional intelligence helps in partner communication on stage. In the creative process on stage, artists react to their partner not with "learned emotions" acquired in the rehearsal process, but with emotions born "here and now". But these emotions are born not only in the process of living the role-image by the artist himself, but also in the process of reacting to the partner, who also lives his role-image, and always in a different way. That is, the artist intuitively guesses the partner's emotions, and already on the basis of the "unexpectedness" of these emotions gives birth to his "fresh", unplanned emotions, but at the same time realizing them and directing them in the direction necessary for the development of the role-image" [4, c. 85]. Let us go further: instrumentalists can feel something similar - artists of string chamber ensembles, artists of an orchestra in almost transcendental, metaphysical dialogue with the conductor. It must be noted that here empathy will be a more difficult element of dialogue - considering the fact that, unlike a vocalist, both instrumentalists and sometimes pianists, in conveying an image and under the conditions of stage communication, are devoid of gesture, the dynamics of mise-en-scene, the power of the word - instrument of verbal transmission of the image by the partner. However, if, for example, a pianist performs in an act of co-creation with a vocalist, or a string player as an accompanist or an ensemble player, such a dialogue of emotional states is also possible, and when performing solo, the sense of the word inherent in the partner's part, precisely due to the lack of unanimity of the word sense inherent in the partner-vocalist' part, the interpreter's embodiment of the musical text will require even enhanced, sharpened, more reactive empathy - but already in dialogue with the composer. Here we cannot fail to quote a formulation, the implementation of which continues in the musician's class without stopping: the subjective world of the composer's emotional experiences should become the objectivity of the existence of music itself for us [5].

Finally, "social skills" should be mentioned - those that allow the musician to effectively interact with colleagues and the public, creating a harmonious and emotionally rich atmosphere. The special ability to sense the emotional reactions of the audience allows the classical musician to adapt and change his performance in real time to meet the expectations of the listeners and deepen their emotional perception.

Thus, in a professional algorithm, emotional intelligence, in a certain sense, is the basis for the use of cognitive intelligence. We find confirmation again in Goleman, who defines two ways-means of the emergence of emotions - fast and slow, one through direct perception, the other through awareness [1, p. 512]. The artist uses both of these tools in a professional algorithm: a musical impression gives birth to an emotion, which the artist's creative apparatus must realize, test on self, model, relying on own and general professional erudition, transform the original emotion into a "correct and necessary" one in order to embody the necessary character at implementation of the composer's intention.

We draw attention to one more property of emotional intelligence - it has inherent associative logic [1, p. 513]. So, namely emotional intelligence "uses" unconscious reservoirs of

emotional memory, which Goleman calls "selective" [1, p. 517], thus focusing attention on its function of selecting emotional information. Thus we can come to the conclusion that the professional activity of an artist is an interweaving of mind and emotions on a conscious and unconscious level, their mutual birth and further existence: "in the dance of feelings and thoughts, the emotional ability controls our momentary decisions and, acting together with the rational mind, turns on or turns off own thinking" [1, p. 69].

We find interesting reflections on the methodology of developing emotional intelligence among representatives of instrumental specialization. In particular, in the article by Elena Yergieva, also dedicated to emotional intelligence, a number of techniques are analyzed, some of which may seem quite debatable, and some of which arouse interest [6]. For example, this is the method of association (especially appropriate in the performance of program music, where associations arouse emotions and guide thinking in the necessary direction immediately after getting acquainted with the title of the work [6, p. 277]), a visualization method designed to activate the development of the musician's imagination; the author also provided a number of exercises that are obviously more familiar to string players: "help me calm down" (especially useful in classes with an ensemble (string quartet, ensemble, orchestra, chamber ensembles of mixed composition)), because it teaches to relieve the tension of partner in the ensemble, and already then to transfer this skill to self, an exercise of "underlining unity", which is realized through the search for no more and no less than 20 qualities that unite partners on stage, "emphasis of significance" (in the process of which it is necessary to find in the character of the surrounding people those traits that are liked, cause sympathy; in musical performance - features that are to your liking, in musical literature - works that are most to the heart). It is also writing own "emotional dictionary". Let us note that the representative of the Odesa Piano School, professor O. Kardashev, used a similar method with his students to solve the problem of enriching the imaginative 'piggy bank', although he did not propose to compile own dictionary, but to study and use a kind of sheet of musical terms and notes by O. Scriabin - which previously was already compiled from the comments that the composer made in his scores. The fact is that the purely verbal constructions used by the author were so rich and diverse that their involvement in developing an emotional state in the works of even other composers showed its considerable effectiveness. A group of so-called deprogramming methods is also offered: "pure flow", "contemplation of own thoughts-emotions", "the method of psychologist Larry Nims", which consists of getting rid of psychological discomfort by fixing and writing down own problems and is called "be set free fast", "emotional freedom technique", "Khivopad Slavinsky's method" - the so-called *aspects technique*, thanks to which a person is able to live external experiences in his consciousness, is able to transition from a dual perception of the world to one in which we are only a small part of it, but a very important part, the "method of biomechanics" (according to V. Meyerhold) - when the movements that release unconscious emotions are cultivated, the method of planning own activities, etc. [6]. All these ways of working out the personal level of development of emotional intelligence can be studied, tried or denied - the focus for us is what is called neurolinguistic programming in the article.

Neuro-linguistic programming is NLP for short. Most of all, in this word combination, we are inspired by that part of it, which is responsible for the linguistic beginning, that is, something that is generally combined with the category of the word. We should note that in the article by Yergieva, NLP is used as a kind of self-training: there are tips on how to adjust self, as if to speak in front of the stage: "I love the stage, I am confident in myself, I love my work, my instrument, my sound, everything will work out for me", and so on. We admit that this is a really effective thing and for a reason, for example, Yakiv Zak said that any passage fails first of all in our head [2], so it is necessary, in addition to polishing it, to solve difficulties - to believe and be sure that it will be performed successfully. But based on the experience of purely performing activity, we testify that the

linguistic programming itself should be directed not only or not so much to the construction of own internal states, but to an attempt to actually explain them to self.

And indeed, listening to own or someone else's performance, we understand that we feel "something": we grasp something that may or may not like, convince, or disappoint, but in order to pass this intuitive feeling through own professional toolkit, we should speak own professional, narrow erudition - not only to play music, but also to speak about ourselves in it and about it in ourselves. It is necessary to try to transform our sensory experience into verbal constructions ever more widely and deeply. Verbalization of our states and reflections, verbalization of the code that we have to professionally read from the composer's speech is a direct path to the real training of emotional intelligence and - as a result - the mastery of a performer and teacher.

We emphasize with all responsibility that both the performer and the teacher are obliged to be able to passionately, expressively, with a lot of associations, artistically explain practically every note of the performed work.

But the important question is what often happens in practice. Let us turn to the stage of primary education: when young children come to the 1st grade, to a preparatory music school - how do we deal with them, how do teachers-specialists deal with them? We play music for them and ask: draw what you hear. It is not necessary to draw clear figures, to distinguish characters - just the matching of colors, the expression of shades is suitable; we offer them to write a story about what is performed or what the future artist hears in this music. We try to compose poems together with them based on the music which is taught - we are constantly working on their imagination.

Not less important question is: What happens after? Despite all the declarativeness of the statement that, during the entire education, it is really necessary to implement the prolongation of the development of imaginative abilities of the student, in practice, quite a large number of teachers-musicians and performers do not do this. They stop communicating with fantasy, neglect associative thinking, as if believing that now, when, say, in school or college, the technical difficulties of the program are increasing, all the time should be spent on improving the performing of purely technical details, without ceasing to practice stability of speaking the text in order to play it without mistakes, to pass the exam in time and so on... This, in our opinion, is a real problem that we need to talk about and to the solution of which we need to orient our students - both those who plan to engage in performance and those who see themselves in pedagogy in the future. No wonder H. Neuhaus said that "in order to speak and have the right to be heard, one needs to have something to say" [3, p. 13]. This is the second part of the construction: "to have something to say" is the so-called *input* (a concept that was introduced into the musicological discourse by O. Sapsovich when studying the emotional memory of a musician [5, p. 155]). So, this is about the concept that is implemented by involving various types of arts, the context of what is being performed; directly in musical art, it is based on the ability to analyze own inner states, experiences, personal, professional, artistic experiences of any order. And the first part of Neuhaus's statement - "to speak and have the right to be heard" - directly implies the ability to speak. Despite the fact that, of course, this phrase is more about performance, we still see the need to talk about it in the direct sense - in the sense of verbal speech itself.

So, under the conditions that, at least, there is something that the performer can and wants to convey in his playing, there is the need to speak this "something intuitive" (even high-quality intuitive artistic searches) with high quality in order to specify, structure, and finally, master it.

Therefore, we consider it necessary to teach our students, our disciples, to build the right relationship with the word, to understand what the art of oratory can enrich - enrich and

specify the basis on which a deep and significant interpretation can grow.

#### 4 Conclusion

Emotional intelligence plays an important role in the life of a classical musician, helping him to understand and express his emotions, manage them, trace their influence on musical performance, perceive and convey the emotional nuances of the score, revealing the composer's intention, overcome nervousness and stress, which is especially important during performances, to consciously cultivate the inspiration and passion in music that is reflected in playing, and, finally, - to communicate with the audience, not allowing the act of creativity to remain a "thing in itself".

The development of emotional intelligence is practically carried out thanks to the accumulation in own 'piggy bank' of the experience of living works of musical, artistic, poetic, and literary art, etc., with subsequent verbalization of reflected states, which allows musicians-performers to achieve a deeper and stronger connection with the score, the audience and art, making their performance such that it awakens emotions in the recipients, professional or non-professional listeners, thus distancing them from the worst virus of today - indifference.

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## ACTIVITY APPROACH TO THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF CIVIL SECURITY SPECIALISTS IN POSTGRADUATE EDUCATION (THE UKRAINIAN EXPERIENCE)

<sup>a</sup>VIKTOR MYKHAILOV, <sup>b</sup>VALENTYNA RADKEVYCH,  
<sup>c</sup>LYUDMILA YERSHOVA, <sup>d</sup>NELIA KINAKH, <sup>e</sup>RAISA  
 PRIMA, <sup>f</sup>MYKOLA-OLEG YERSHOV, <sup>g</sup>MYKOLA  
 PRYHODII, <sup>h</sup>OLGA GETALO, <sup>i</sup>HALYNA HAIIOVYCH,  
<sup>j</sup>OLENA SALIY

<sup>a,i</sup>*Institute of Public Administration and Research in Civil  
 Protection, Kyiv, Ukraine*

<sup>b,c,g</sup>*Institute of Vocational Education of the National Academy of  
 Educational Sciences of Ukraine, Kyiv, Ukraine*

<sup>d</sup>*Volyn Institute of Postgraduate Pedagogical Education, Lutsk,  
 Ukraine*

<sup>e</sup>*Lesya Ukrainka Eastern European National University, Lutsk,  
 Ukraine*

<sup>f</sup>*LTD "The Ukrainian Center of Dual Education", Zhytomyr,  
 Ukraine*

<sup>h</sup>*Kyiv International University, Kyiv, Ukraine*

<sup>j</sup>*Kyiv National University of Technologies and Design, Kyiv,  
 Ukraine*

email: <sup>a</sup>mvn2006@ukr.net, <sup>b</sup>ipto\_info@ukr.net,

<sup>c</sup>yershova67@ukr.net, <sup>d</sup>nelyakinax@gmail.com,

<sup>e</sup>primar@ukr.net, <sup>f</sup>my.yershov@gmail.com, <sup>g</sup>prygodii@ukr.net,

<sup>h</sup>olgagetalo1970@gmail.com, <sup>i</sup>halina15ukr@gmail.com,

<sup>j</sup>saliy.oo@knuud.edu.ua

**Abstract:** The practice of developing the professional competence of civil security specialists requires thorough study and experimental confirmation of existing problems. In the study, the authors propose the application of a pedagogical concept for the development of professional competence of civil security specialists in Ukraine, based on an activity approach. In the presented structural-logical scheme, separate elements of the activity approach to the development of professional competence of civil security specialists operate and interact with each other, and also focus on larger contextualizing systems to achieve the target result - the acquisition of new knowledge. The main goal of the study was to compare the level of development of the activity component of the professional competence of specialists in the process of improving their qualifications using educational and cognitive (project training, modeling, performing situational tasks, cases of various types) and practice-oriented (command and staff, object training, analysis of the professional situation, problem-based training) teaching methods with the effectiveness of traditional teaching methods, which are based on the informative and illustrative activities of the scientific and pedagogical worker (narration, demonstration, lecture) and reproductive activities of specialists. The unit of analysis is a group of specialists with the appropriate category (for example, heads, deputy heads of structural subdivisions of executive power bodies and local self-government bodies, whose activities are related to the implementation of civil protection measures), who interact to achieve goals that characterize the development of their professional competence in the field of civil security. Based on the obtained results, the authors believe that the activity approach involves better mastering of knowledge, skills, personal and professional qualities by specialists, increasing their activity and motivation to study compared to the use of traditional methods. The authors of the study present their conclusions about the impact of the activity component on the professional competence of specialists, obtained after diagnosing the training process conducted in a higher education institution and institutions of the field of civil security. The presented research used theoretical (analysis and synthesis of research data), empirical (survey, questionnaire, pedagogical experiment, expert evaluation), statistical (quantitative and qualitative analysis) methods and infographics on three levels of development of professional competence of the specified specialists. The results of Pearson's  $\chi^2$  test confirmed the significance of the differences between the indicators in the groups before and after the experiment at three levels of observation.

**Keywords:** activity approach; components of professional competence; civil safety specialist; experimental verification; effectiveness.

### 1 Introduction

At the beginning of the 21st century, education in the field of civil security in Ukraine experienced deep transformations. It can be assumed that these transformations are related to several reasons. The first one is represented by political changes and a significant number of major disasters, among which the man-made environmental and humanitarian disaster at the Chernobyl NPP occupies a special place. These and other transformations changed the previous paradigm of civil security, which at that time provided for a system of measures to protect people and material assets in the event of military operations. The priority of the new paradigm determined the protection of the population and territories from peacetime threats and the search for a new model of such protection, which should be accompanied by the transition from a technical and technological society to an information society and a learning society [3].

As the second reason, one can consider the state's awareness of the need to change the existing education system in the field of civil security, since the educational institutions of that time did not sufficiently prepare society for life in a new, changing reality. Such education has become an integral component of achieving a high level of safe life and activity of people, based on awareness, timely and effective professional actions of specialists [4]. The formation of competences of an innovative direction for specialists in the field of civil security becomes, in a certain sense, a weapon, given the need to strengthen the safety of people's lives and activities [15], since increasing technical potential alone is not enough to ensure state-guaranteed security.

While professionals organize and diligently solve problems to cope with the changes occurring in their professional lives, new real-world changes are rapidly catching up with them: socio-economic processes currently taking place in Ukrainian society; risks, threats, and dangers of a natural, man-made and social nature, produced and provoked by society; the dangers caused by Russian aggression against Ukraine, as well as the desire of Ukraine to integrate into the European community, require further improvement of the activities of civil security specialists. At the same time, the determining factor should be education in the field of civil safety and its influence on the behavior of various social subjects in the probability of occurrence and degree of spread of new natural and man-made hazards.

The educational policy of Ukraine is aimed at solving these problems, the key issues of which are reflected in the national laws (laws of Ukraine "On Education" (2017), "On Higher Education" (2014), the Code of Civil Protection of Ukraine (2013), the draft Law of Ukraine "On Adult Education" (2022), Strategy for the Development of Higher Education in Ukraine for 2022-2032) and foreign (Copenhagen Criteria for Membership in the European Union (1993), Sustainable Development Strategy "Europe – 2030" (2019), Global Convention on the Recognition of Higher Education Qualifications (2019)) legislative and regulatory documents.

In the course of social development, which is marked by deep socio-cultural changes and radical transformations of the economic system, an avalanche-like increase in the amount of generated information plays a significant role. Due to its rapid growth, there are prolonged changes in the information field of society, which leads to a significant discrepancy between the pace of civilizational development and the traditional education system, that can be eliminated only under the condition of continuous educational activity. Therefore, as L. Lukyanova notes, the main theoretical innovation of the modern educational paradigm was the expansion of the concept of education [11, p. 21].

The philosophical and pedagogical idea of the continuity of education, which consists in creating opportunities for each person to acquire and replenish knowledge, develop, improve, and self-realize throughout life, is the most significant conceptual basis for the development of adult education [2]. At the EU Lisbon Summit in March 2000, a clear goal was set to make the European Union the most competitive and dynamic knowledge-based economy in the world [19]. The core of the Inchon Declaration – "Education - 2030: ensuring comprehensive, inclusive and fair quality education and lifelong learning" [8] is based on the humanistic concept of education and development, which has in its very foundation the awareness of the importance of human rights and dignity, social justice, protection of cultural, linguistic, and ethnic diversity. The Memorandum of Lifelong Education [1] substantiates the concept of continuous education, built on the principles of interaction between all types of learning – formal, non-formal, and informal, which opens up opportunities for human development throughout life. The provisions of continuous education were reflected in the National report "Goals of sustainable development: Ukraine", aimed at achieving an

increase in the level and quality of life of the population, compliance with the constitutional rights and freedoms of a person and a citizen [5].

According to scientists, adult education as a component of lifelong education, being a relatively independent social institution with its own vector of development, exerts an anticipatory influence on safety [12, p. 8]. Modern trends in the development of a safe society require an independent, self-sufficient individual who has good professional knowledge, skills, personal and professional qualities, and has the ability to act in a dynamically changing environment. Critical thinking skills and flexibility of methods of professional activity in solving security problems are important for specialists in the security industry [16, 21].

However, the question of which pedagogical concepts can be used to meet the requirements for the development of competences for different categories of specialists in the security industry remains open. The authors of the study believe that such concepts should be based, in particular, on modern methodological approaches aimed at finding new ideas and solutions, improving the efficiency of the professional activity of specialists. For the development of professional competence of such a category of specialists as heads, deputy heads of structural divisions of executive power bodies and local self-government bodies, whose activities are related to the implementation of civil protection measures, as an option, it is possible to consider a pedagogical concept based on an activity approach, thanks to the potential formal, non-formal and informal education. At the same time, the professional competence of the specified specialists is considered as an integrated characteristic of the individual, which reflects the level of formation of professional knowledge, skills, organizational and professional qualities based on the components of civil protection, which allow them, taking into account experience, to successfully conduct professional activities aimed at protecting life and people's health in emergency situations [13].

The conclusions and provisions of the leading pedagogical theories, which reflect the trends in the development of the professional competence of specialists, are highlighted in the scientific works of E. Adamida, B. Bly, O. Dubasenyuk, Y. Engestrem, I. Zyazyun, L. Lukyanova, L., Petrenko, and others. Along with the general theoretical foundations of specialist training, scientists reveal various aspects of professional development. According to their conclusions, the activity approach involves the development of a specialist's ability to be highly active, with critical thinking, creative professional work taking into account one's own experience. According to S. Honcharenko, the essence of the activity approach lies in the existing process of human interaction with the surrounding world, which ensures the fulfillment of certain vital tasks. An active approach means identifying and describing those methods of action that should lead to the uncovering of the content of the concept in the educational material and the full assimilation of relevant knowledge [6, p. 500].

The leading idea of the activity approach to the development of the professional competence of civil security specialists is action in the interaction as a process of solving real educational and cognitive, practice-oriented educational tasks in view of the functional responsibility of specialists [15, p. 293]. A graphic representation of the structural and logical scheme of the active approach to the development of professional competence of civil security specialists is presented in Figure 1.

As can be seen from the figure presented, this approach is implemented due to the presence of the following main elements: subject, context, tool (resource), formal and defining rules. The subject can be an individual specialist or a group of civil security specialists who are trained during the course or inter-course period. Context is an (un)safe environment (situation, event) that is related to a material object, a technological system, or a problematic space in which activities in the field of civil security are carried out [10]. In this

environment, the result of activity is achieved through a wide range of physical or imaginary tools (resources) of professional development (standards, programs, methods, etc.). The subject uses the tools (resource) in the quest to transform the context according to the goal. Formally defined rules (norms, statutes, provisions, requirements) provided for in the activity approach are accepted and established organizational, legal and scientific-technical (technological) principles that are managed during training, which determine the interaction of elements in the middle of the activity system.

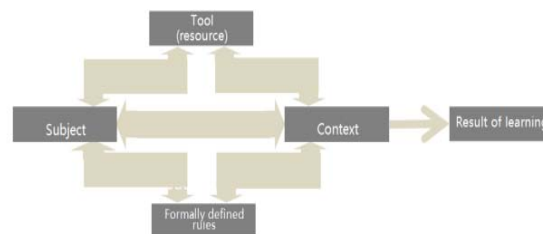


Figure 1. Structural and logical scheme of an active approach to the development of professional competence of civil security specialists

The activity approach to the development of the professional competence of the specified specialists represents a movement from individual actions to a holistic activity, a way of action and interaction aimed at the context, and leads to the formation of a new object. The active approach is determined by the desire to define and achieve a goal in the context that characterizes the development of professional competence of civil security specialists. The process of creating and systematizing new knowledge takes place by choosing a new way of its synthesis, formation and adoption of new views, which enables specialists to acquire new competencies. Such a choice is connected with access to one of the elements defined in this environment, where the transformation of activity takes place, internal contradictions in relationships and organization are expected during training, as a result, a process of self-organization and coherence of new knowledge occurs, which gives rise to new professional activity and generates it various specific manifestations. In each case, this means that specialists achieve new learning outcomes that they apply when performing civil security tasks. Questions for reflection make it possible to understand the educational and cognitive and practice-oriented tasks of civil security.

Information about the qualifications possessed by a civil security specialist and the competences he demonstrates is the basis for making personnel decisions regarding employment, periodic evaluation of his work, promotion on the career ladder or referral for training. If the verification of the specialist's qualifications does not raise questions, then the determination of the level of his professional competence, which must constantly develop and improve, needs attention.

The study of the state of development of specialists' professional competence creates a need for objective and unbiased diagnosis due to the use of valid tools [9]. Pedagogical diagnosis is a process of identifying and describing those relevant signs, qualities, properties that characterize a specialist in civil security issues at the stage of development, confirm the presence of certain factors and elements of his professional competence.

In our research, we proceed from the fact that the diagnostic apparatus should ensure obtaining objective data, should qualitatively characterize the pedagogical phenomenon - the development of professional competence of specialists; evaluate exactly what it is intended for, be adequate to the phenomenon for which it is used to measure, and make it possible to obtain quantitative parameters regarding the development of each of the structural components.

The activity component of the professional competence of specialists is considered particularly difficult to accurately measure, as it is related to the dynamic development of the field

of civil security knowledge. Actually, activity in the specified field is the main condition for achieving the goals of developing a competitive specialist. The operational component of the professional activity of civil security specialists is particularly important, as it includes such elements as analyzing the situation, determining the goal of the activity, choosing the optimal ways to achieve the goal, implementing planned actions and evaluating the results; it involves the ability to understand the context in which the specialist works, and make decisions based on it.

The generalization of scientific views highlights the fact that a modern specialist increasingly has to solve civil security problems that had no analogues in the past, which requires the development of relevant knowledge, skills, personal and professional qualities. In connection with the fact that scientists pay more attention to the study of aspects of the training of future specialists in civil security issues [18], it is possible to conclude about the insufficiency of scientific achievements in the field of pedagogical science on the development of the activity component of professional competence, and, accordingly - the absence of results of experimental verification of effectiveness pedagogical influences on them.

In view of the above, the aim of objective and unbiased diagnosis of the activity component of the development of the professional competence of civil security specialists in postgraduate education, the dynamics of the development of the specified component is outlined.

## 2 Method

The general hypothesis of the study is the assumption that the level of professional competence of managers, deputy managers of executive authorities and local self-government bodies, whose activities are related to the implementation of civil protection measures, will ensure positive development if it is based on scientifically justified theoretical and methodological principles. Experimental verification of the basic hypothesis makes it possible to find out its relevance, if necessary, to design corrective actions regarding the content and technologies of pedagogical influence on the studied category of specialists, as well as methods and tools for evaluating the effectiveness of such influence.

For the specified category of specialists involved in the experiment, the sample population was 42 people (out of the general population of 386 people) based on their personal consent. The indicated number of the sample, the use of a complex of complementary diagnostic tools ensured the objectivity of the obtained data regarding the state of development of the professional competence of the pedagogical experiment participants.

Based on the works of scientists S. Honcharenko [6], L. Petrenko [17], Yu. Surmin [20]), we did not divide specialists into control and experimental groups. Our task was to compare the effectiveness of the study before and after the implementation of pedagogical influence.

The research was carried out in the institution of higher education and institutions of the field of civil security of Ukraine (Institute of State Administration and Scientific Research on Civil Protection, educational and methodical centers of civil protection and life safety of Volyn, Kyiv, Lviv, Sumy, Chernivtsi, Khmelnytskyi regions), which train specialists on matters of civil security.

The advanced training of the specified specialists was carried out using the most effective forms, methods and technologies during the course and inter-course periods of training, which are characterized by the appropriate content and means for their implementation. The course period involves theoretical development, improvement of the practical component of civil security, integration of the components of the specialist's professional competence. In turn, the inter-course period provides for individual training, group exercises during

command and staff training and special object training at the business entity's facility, etc.

The diagnostic toolkit of this study includes the use of well-known methods, supplemented by self-developed questionnaires. The developed author's questionnaire "Professional competence of civil security specialists" and the adapted technique "Communicative and organizational tendencies (KOS)" provide clarification of the level of development of the activity component of professional competence. The diagnostic toolkit for assessing the current level of development of the specified component of professional competence of specialists implies test control of knowledge, control tasks, self-assessment methods. The study was conducted during three months (February - April 2021).

The conducted research requires the application of several research methods to solve the tasks and test the research hypothesis:

- Theoretical: analysis of the results of scientific research on professional pedagogy; structural and functional analysis to determine structured requirements for knowledge, skills, personal and professional qualities, clarification of professional competencies; generalization for the formulation of conclusions and recommendations to ensure the effectiveness of the system of improving the qualifications of specialists; synthesis to reveal the essence of the chosen issue;

- Empirical: methods of expert assessment to identify key characteristics of civil security specialists, personal qualities that affect the level of their professional activity; surveys (questionnaires) to measure the current level of development of the components of professional competence of specialists; pedagogical experiment (formative stages) to check the state of development of professional competence of specialists in postgraduate education;

- Mathematical and statistical: quantitative and qualitative analysis to calculate the average value ( $X$ ) as a generalized characteristic of a qualitatively homogeneous population based on a certain quantitative characteristic; statistical processing of the results of the experiment to determine the reliability of coincidences and differences in the experimental data, testing the hypothesis about the equality of the average values of the populations, analyzing the presence of dynamics of changes in professional development;  $\chi^2$  for processing and interpretation of experimental research results; infographics for graphical display of the obtained results.

One of the important aspects of the research activity was building a relationship between the researcher and respondents based on mutual trust. Ethical principles were applied throughout the research process, which helped to prevent obstacles in data collection.

## 3 Results and Discussion

The professional competence of civil security specialists is built on a combination of mutually relevant components of professional competence, mobilized for active activity, enabling the successful performance of professional tasks in the field of civil security. Each of the components is filled with a certain content, the definition of which is based on the fact that civil security specialists have to perform professional tasks in conditions of uncertainty and risk, in extreme situations, etc.

In our opinion, the activity component is based on general techniques and methods of intellectual activity (analysis, synthesis), includes managerial activity as a way of achieving its results; personal-value one implies a set of personal professionally significant and valuable aspirations, beliefs, views, attitudes towards the product and the subject of activity. The specified component corresponds to the theory of personality development and the structure of subjectivity, and allows drawing a conclusion about the structure of professional competence of specialists [15].

The activity component is a complex system entity, represented by the parameters by which it is possible to observe and evaluate the development of the professional competence of specialists. For the development of the activity component of professional competence, a set of methodical support was developed (textbooks, educational and methodical manuals, practicum, practical advisors and methodical recommendations). Considering the importance of our research, we highlight: methodical recommendations "Conducting a complex practical session with management staff and specialists whose activities are related to the organization and implementation of civil protection measures (according to the case-study method)"; "Practical workshop for teaching staff of educational and methodical centers of civil defense and life safety on conducting practical classes using the method of analyzing specific educational situations"; methodological manual "General training of employees of enterprises, institutions, organizations for actions in emergency situations", compiled, in particular, taking into account the practical experience of Sweden and Germany regarding the training of the specified specialists.

To develop the professional competence of civil security specialists, we have implemented our own training organization technology. The specified technology, as a tool for the development of professional competence, is based on a cyclical basis to achieve the acmeological level of mastering a wide range of knowledge, skills, personal and professional qualities during the course and inter-course periods.

In the course of diagnosis, the level of development of the activity component of professional competence in the process of upgrading the qualifications of civil security specialists was calculated using the average number of typical correct and incorrect answers to questions in questionnaires about the components of this component according to the formula [7]:

$$X = \frac{X_1 + X_2 + X_3 + X_4 + \dots + X_n}{N},$$

where X – arithmetic mean;

$X_1, X_2, X_3, \dots, X_n$  – the results of individual observations (sign values);

N – number of observations.

To measure the level of development of the activity component of the professional competence of civil security specialists, analytical and synthetic skills, managerial and communicative knowledge and skills were diagnosed according to the relative scale of mastery results: low level of development - 0-33%; average level of development - 34-66%; high level of development - 67-100%.

In the course of diagnosing the analytical skills development, the number of students of advanced training courses with a low level of their formation decreased from 45.20% to 14.29% (-30.91%), while the number of those who developed such abilities increased by 21.36% to the average level - from 33.40% to 54.76%, and those who reached a high level - by 9.55%, i.e., from 21.4% to 30.95%.

The number of respondents with a low level of development of synthetic skills decreased from 71.43% to 33.33%, that is, by 33.10%; with an average level, on the contrary, there is an increase of 38.09% (from 28.57% to 66.66%), at the same time, not a single specialist from the experimental group reached a high level.

It is worth noting the growth of the average level of development of management knowledge and skills from 9.60% to 57.20% in the group of respondents, i.e., by 47.60%, and the decrease of the low level - from 90.40% to 42.80% (-47.60%).

There is also a decrease in the low level in the group of respondents regarding the development of communicative knowledge and skills, from 100% to 50%, and an increase to 50% in the number of respondents who have developed this ability to an average level.

The level of development of the components of the activity element of the professional competence of civil security specialists is illustrated by the graph in Figure 2.

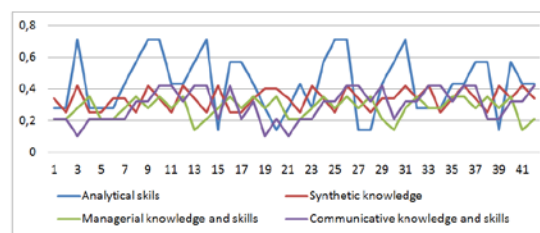


Figure 2. Chart of indicators of the level of development of the elements of the activity component of the professional competence of civil security specialists (formative stage)

The obtained results of the comparative analysis, highlighted in Figure 3, illustrate the positive dynamics of the development of the activity component of the professional competence of civil security specialists at the beginning and at the end of the pedagogical experiment.

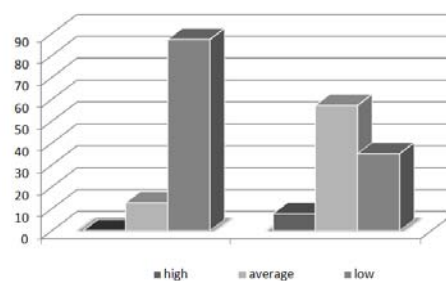


Figure 3. Dynamics of changes in the levels of the activity component of the professional competence of civil security specialists

The statistical significance of the results of the experimental work was proved using the Pearson  $\chi^2$  agreement criterion. The empirical value of  $\chi^2$ , which was calculated using the formula:  $\chi^2_{\text{emf}} = N \cdot M \cdot \sum_{i=1}^l \frac{\left(\frac{n_i \cdot m_i}{N \cdot M}\right)^2}{n_i + m_i}$ , exceeded its critical indicator ( $\chi^2_{\text{emf}} > \chi^2_{\text{cr}}$ ). That is,  $87.18 > 5.991$  for  $\alpha(0.05)$ , which proved the non-randomness of the obtained data and the effectiveness of measures to improve the qualifications of civil security specialists in postgraduate education.

#### 4 Conclusion

Deep and qualitative transformations in education in the field of civil security in Ukraine have become an integral component of achieving the level of safety of people's lives and activities, based on their awareness, timely and effective professional actions of civil security specialists. However, risks, threats and dangers of a natural, man-made and social nature, which are produced and provoked by society, require further improvement of the training of specialists, in particular, in postgraduate education.

Meeting the requirements for the development of professional competence of civil security specialists is possible with the use of modern methodological approaches aimed at finding new ideas and solutions to improve the efficiency of their professional activities. One of such methodological approaches is the activity approach, the leading idea of which is action in interaction as a process of solving real educational and cognitive, practice-oriented educational tasks in view of the functional responsibility of civil security specialists. Such an approach is implemented due to the presence of elements: subject, content, tool (resource), formal-determining rules, which in interaction represent a movement from individual actions to a holistic activity, that leads to the formation of new knowledge and gives rise to new activity and generates it various manifestations.



As a result of the conducted experimental verification of the effectiveness of the development of the activity component of the professional competence of civil security specialists, positive changes in the levels of its development were revealed. Changes in the levels of development of the components of the activity component of the professional competence of the specified specialists attest to their significance and determine the use of experimental methods of professional development. The obtained empirical data became the basis for substantiating the promising innovative directions of development of system of professional development of civil security specialists in postgraduate education at the national, institutional, and personal levels.

The presented results will contribute to the improvement of the quality of training of specialists within institutions in the field of civil security.

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## SYNTACTIC FUNCTIONS OF THE INFINITIVE IN SLAVIC LANGUAGES

<sup>a</sup>NATALIIA SHCHERBII, <sup>b</sup>OLEKSII VOROBETS, <sup>c</sup>DARIIA MYTSAN, <sup>d</sup>OKSANA KORPALO, <sup>e</sup>NATALIYA MAGAS, <sup>f</sup>OLHA ANDRIIV

<sup>a-e</sup>Vasyl Stefanyk Precarpathian National University, 57, T. Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine

<sup>f</sup>King Danylo University, 35, E. Konovaltsia Str. 76018, Ivano-Frankivsk, Ukraine

email: <sup>a</sup>natalia\_shcherbii@pnu.edu.ua,

<sup>b</sup>oleksii\_vorobets@pnu.edu.ua, <sup>c</sup>dariia\_mytsan@pnu.edu.ua,

<sup>d</sup>oksana\_korpalo@pnu.edu.ua, <sup>e</sup>nataliia\_mahas@pnu.edu.ua,

<sup>f</sup>olha\_andriiv@ukd.edu.ua

**Abstract:** The article describes the infinitive as a hybrid form that is on the border of the verbal and noun parts of speech, as it is the so-called "fossilized case form of former verbal nouns", which has lost its morphological features, but has retained its syntactic potential. Accordingly, the infinitive can perform subject, object, predicative, attributive functions, as well as the adverbial syntactic function of the determining secondary member of the sentence. From the point of view of the nature of semantic-syntactic relations and conjunctiveness in the sentence, the subject, object, and pre-substantive infinitive are distinguished. However, these functions are expressed differently in each of the Slavic languages. In the Ukrainian language, the functions of the infinitive are more developed, compared to the Polish language, which is the reason for the so-called phenomenon of idiosyncratic or patient approach to life and understanding, while the agentive one is characteristic of Western languages. In the Ukrainian language, we record a wide range of auxiliary and phase verbs that are used together with the infinitive in the predicative function, in comparison with the Polish language. The infinitive in the modal function has a wide range of meanings in Ukrainian, in Polish, for example, infinitive constructions with the particle *by* are rarely used, according to NKJP. In the South Slavic languages, there is a decline in the use of infinitive forms. In the modern Bulgarian language, the infinitive is used very limitedly - only in complex negative forms of the imperative mood, and in some archaic forms of the future tense, instead, the supine is common. More characteristic of the Bulgarian infinitive is the combination with the subjunctive, which is used to express doubt, uncertainty, wish, recommendation, command, or condition.

**Keywords:** syntactic functions; infinitive; hybrid verb forms; Slavic languages; semantics; sentences.

### 1 Introduction

One of the most controversial topics in modern linguistics is the study of intercategory relations against the background of several related languages. Such a multifaceted linguistic phenomenon is verbal formation, the so-called "hybrid forms of the verb" (infinitives, participles, gerunds, verbal nouns, forms ending in *-no*, *-mo*), which are on the border of several parts of speech, revealing syncretism at the morphological and semantic-syntactic levels [19].

The basis of "hybridity" is O. Peshkovsky's theory of mixed parts of speech, which consists in the formation of parts of speech that combine categories characteristic of different classes of words, such as state, tense, inversion, case, number. Bailyn, writing about Peshkovsky's theory, emphasizes its provision that all the named mixed parts of speech are united by the type category, which primarily belongs to the verb, so it is necessary to study these parts of speech on the basis of the verb [4].

The infinitive is a frozen noun form that has lost its morphological features, but has retained its syntactic potential (for example, acting as an adjunct). Nominative predicative functions compete with verb ones, and the proportions between these functions are different in different languages.

### 2 Method

The work uses general scientific research methods, including: the descriptive method, which implies generalizations and consistent classification of factual material, the method of component analysis, syntactic modeling techniques, comparative and typological methods. Along with traditional structural-semantic analysis, the research used functional-semantic analysis of language material.

The main method used was contextual-semantic analysis, which consisted in determining the semantic and functional characteristics of the infinitive based on context indicators, as well as certain methods of transformation analysis.

### 3 Results and Discussion

V. Skalichka singles out several functions of the infinitive: the first and main one is the addition of modal and phasic verbs, where there are no grammatical functions, but modal ones are present. Other functions are the strengthening of the substantive nature of infinitive, that is, its use as a subject or an adjunct, or a circumstance [16, p. 9-10].

The most productive are the functioning of infinitive in the verb and noun syntactic zones [25]. I. Vyhovanets believes that the noun function of the infinitive takes first place in the hierarchy of its syntactic positions, and its verb function is implemented with the help of analytical syntactic morphemes or modal or phase modifiers [20, p. 81-82; 21]. The origin, semantics, and morphological features of the verb determine its role in the syntactic structure of the word combination and sentence. V. Horpynych notes that this non-finite form performs the following functions: it acts as a subject; acts as a predicate; can be a definition; acts as a circumstance; performs the function of an adjunct; in a phrase it is a supporting and dependent component; it controls, if it is a supporting component; takes the position of a noun and an adjective in a sentence [8, p. 163].

Below we describe each syntactic function in more detail:

#### *Adverbial position, in which the infinitive can express subject and object functions with personal and impersonal verbs*

From the point of view of the nature of semantic-syntactic relations and conjunctiveness in the sentence, the subject, object, and pre-substantive infinitive are distinguished. According to the "Dictionary of Linguistic Terms" edited by D. Ganych and I. Oliynyk, "The object infinitive is an adverbial infinitive that is subordinate to a verb with a motive meaning, means the action of another person than the personal form of the verb, and performs the role of an adjunct. The subject infinitive is an adverbial infinitive that refers to the same subject of action as the personal form on which the infinitive depends, and in a sentence it is part of a compound predicate. The pre-substantive infinitive is the one which depends on the noun and acts in the sentence as an uncoordinated meaning" [7, p. 98].

In the function of a secondary member of a sentence, the infinitive most often acts as an adjunct, since the infinitive is originally an indirect form of a verbal noun, so its original function in a sentence is an adjunct [3]. O. Peshkovsky (cited in Bailyn, 2014) pointed out the syntactic proximity of the infinitive to the adjunct, but he did not use the term "adjunct" [4].

For the most part, this function is performed by the object infinitive, dependent on verbs with the meaning of expression of will (order, advice, wish, etc.), request, training, such as: *наказати, умовити, примусити, зазадати, заставити, просити, запросити, дозволити, доручити, заборонити, заказати, не дати, веліти, запропонувати, заповідати* (to order, to persuade, to force, to suggest, to pledge, to ask, to invite, to allow, to entrust, to forbid, to not give, to offer, to bequeath), etc., as well as on the verbs of some other semantic groups, in particular the verbs *дати, подати, нести, допомагати, заважати, мати* (to give, to submit, to carry, to help, to hinder, to have), where the action is directed to the object-subject, and the infinitive does not express the action of the same verb, because it is in object relations with it, for example: *Старався передати їй власні думки, сказати, що вони не вороги, просто заблукали, і просив допомоги, просив упустити до лісу, просив дати можливість вибратися живими і, якщо її ласк, не шкودити подорожнім, які глибоко шанують світ неврів* (I tried to convey my own thoughts to her, to say that they were not enemies, they just got lost, and asked for help, asked to allow getting into the forest, asked to give the opportunity to get out alive and, if it pleases her, not to harm travelers who deeply respect the world of nevrivs) (Dara Korniy)

- where the infinitive reveals an object meaning, since the infinitive has its own subject, which may not coincide with the subject of the main verb, and, therefore, such an infinitive performs the function of an adjunct.

In this function, the infinitive can be uniquely distinguished when it is equivalent to a verbal noun that has the meaning of the name of the action. For example, the verb *jeść* can appear in such a function, as in: *Pan tu mieszka na stałe? - kończąc jeść, dyskretnie dała do zrozumienia, że dostrzega parę rzeczy w kuchni, które wymagałyby remontu* (Jan Grzegorzcyk), where *jeść* = *jedzenie*. In such a function, the infinitive can appear after verbs: *dać / dawać Teraz przyszedł do Uli Dunaj i ona mu daje jeść, że...* (Irena Jurgielewiczowa); *dostać Za to dostają jeść, mają gdzie spać* (Izabela Filipiak); *przynosić / przynieść: Teraz przyszedł do Uli Dunaj i ona mu daje jeść, że...* (Irena Jurgielewiczowa). In these examples, the infinitive *jeść* implements not the object meaning, but the ancient supinal one: *dali coś do jedzenia, aby zjedli* - and, accordingly, acts as a goal.

The object infinitive, the action of which does not coincide with the action of the conjugated form of the verb, is used with verbs of the following semantic groups:

1) To denote an order, e.g.: *Від них дізнались, що будучи в другій лінії вони мали наказ стріляти в нас у випадку, якщо б ми почали втікати* (We learned from them that being in the second line, they had an order to shoot at us in case we started to run away) (Yaroslav Ovad). In the Polish language, in such a construction, we observe the use of a verbal noun instead of an infinitive: *I kto, nierozumny, wydał rozkaz strzelania?* (Jerzy Krzysztóń).

2) Advice, wishes, requests, invitations, persuasions, e.g.: *Банальна логіка відвідала професорську доньку ближче до ранку, коли вона врешті вмовила Іветту прийняти душ і трохи перепочити у ліжку* (Banal logic visited the professor's daughter closer to the morning, when she finally persuaded Yvette to take a shower and rest a little in bed) (Lyuko Dashvar); *Zawzesse przepowiadał w taki sposób, że polecał opracować pozory i nadę po simply nakazywał w nie wierzyć* (Andrzej Anonimus);

3) Processes of learning, instruction, e.g.: *Людям дали змогу пізнати грамоту, але потворну, їх навчили читати, але тільки те, що дозволяли, їх навчили писати, але тільки те, що дозволено, їм говорили одне, а робили інше* (People were given the opportunity to learn literacy, but ugly, they were taught to read, but only what was allowed, they were told one thing but another was did) (Valery Shevchuk); *Już oni by wam zorganizowali życie, nauczyli pracować* (Wojciech Zukrowski).

Subject infinitives can also perform the function of an infinitive adjunct, which are combined with verbs of certain semantic groups, characterized by completeness of meaning and, unlike auxiliary phase or modal verbs, they do not need to supplement their semantics with a predicative expander. Usually, adjuncts are infinitives next to full-fledged conjugated verbs with the meaning of agreement, intention to perform an action, emotions and feelings, thinking, etc., e.g.: *Між іншим, намір зробитися лікарями виник у них саме після поїздки в Пуцу-Водицю* (By the way, the intention to become doctors arose in them precisely after a trip to Pushcha-Vodytsia) (Vsevolod Nestaiko) - cf.: *... intention to become doctors* (the presence of object semantics is confirmed by the transformation of the infinitive into a subjunctive part).

Combining with modal verbs to denote subjective-emotional evaluation such as *любити, полюбляти, ненавидіти, боятися, надіятися, соромитися, вчитися* (to love, to adore, to hate, to fear, to hope, to be ashamed, to learn) and with the meaning of expressing will *мріяти, бажати, жадати, готуватися* (to dream, to wish, to crave, to prepare), the infinitive performs a double function: it denotes the action of the subject and the object of the action expressed by the conjugated verb form, e.g.: *Я не давав їй отямитися, адже боявся почути навіть звук її голосу* (I didn't let her wake up, because I was afraid to hear

*even the sound of her voice*) (Iren Rozdobudko); *Był sprytniejszy, okazywał śnulość i przywiżące, nie wstydził się prztylić* (Manuela Gretkowska).

The infinitive with verb forms that have the general meaning of expression of will and convey a demand, a statement of some action, a message, are used in the same syntactic function as nouns. The approximation of the infinitive in the function of an adjunct to a noun in the same function is facilitated by the fact that infinitives, when they have no object, stand after transitive verbs and are used in a sentence instead of a noun in the function of a direct object, i.e., an adjunct. For example: *Ще ця розмова велась, як уже казали давати обідати* (This conversation was yet conducted, while they already said to give dinner) (Anatoly Svidnytskyi), where the infinitive is close in its meaning and function to the nouns of the same base (*обідати* — *обід* (to dine — dinner)), and, therefore, they are related by their function to nouns in the accusative case of the direct subject (*приготувала обід*) (she prepared dinner) and the generic incomplete object (*нодаїме воду* (give me some water)). It should be noted that there are no verbs with this meaning in the Polish language - accordingly, a noun will be used in this function, such as: *Wybrałyśmy się z mamą, starsza hrabina nas przyjęła, była w takim czymś czarnym, w takim pintuarze, tak się chyba ten strój nazywał... była bardzo miła dla nas, kazała nam dać obiad i powiedziała, że jej syn się żeni i przyszła synowa potrzebuje pokojówki, Polki...* (Maria Nurowska).

In Polish language, the infinitive is much less often used in the function of an adjunct, since this role is performed by verbal nouns [13, p. 162], compare: Pol. *Nie było to oczekiwanie psów, psy, niepokojone być może przez podkradającego się leśnego zwierza, czekały w Skalce całą noc, ich szcęk tylko z początku przeszkadzał w zaśnięciu ...* (Andrzej Sapkowski); Russ. *Это не был лай собак. Собаки, встревоженные, возможно, подкрадывающимся лесным зверем, лаяли в Скалке всю ночь, их лай только вначале мешал засыпать ...* (Andrzej Sapkowski).

#### Predicative function

The predicative function is most characteristic of the infinitive, and according to O. Potebny (as cited in Wade, 2011), it is the only one [22]. The main verb part of the simple structure is inherent in the monosyllabic infinitive sentence: *Кого питати і як спокнутувати мій гріх?* (Whom to ask and how to atone for that sin?) (Vasyl Shklyar). In bisyllabic and monosyllabic impersonal sentences, the infinitive is used in the structure of a compound verb predicate and the compound main member of a monosyllabic sentence. The basis of the predicate of the analytical structure is the infinitive of full-meaning verbs: *Хомів сказати з глузом, а вийшло начеб жалісливо* (I wanted to say mockingly, but it turned out pitifully) (Volodymyr Lys). At the same time, grammarians emphasize that not every combination of the conjugated form with the infinitive is a compound verb predicate.

The infinitive as a predicate of the main clause occurs less often in Polish than in East Slavic languages, and the reason for this is a number of specific features of the Polish language, in particular, individuality and the more frequent use of a verbal noun instead of an infinitive, as M. Łazinski claims [13], compare: Pol. *Jeśli politycy rosyjscy biorą się do oceniania stanu emocji partnerów, zazwyczaj oznacza to, że podejrzejawją ich o złe intencje* (Gazeta Wyborcza); Russ. *Если российские политики начинают оценивать эмоциональное состояние своих партнеров, это обычно означает, что они подозревают их в дурных намерениях* (Gazeta Vyborcha).

The main component of a compound verb predicate is the infinitive (it names a specific action). An auxiliary verb conveys the grammatical meaning of manner, time, person, number. Auxiliary verbs, or as they are also called in Ukrainian linguistics, verb connections or predicate connections undergo partial desemantization in the position of the predicate and remain verbs, because they semantically modify the main part of

the predicate and perform the grammatical functions of the connection, since they verbalize it [10; 12].

Auxiliary words can act as:

- a) Verbs with the meaning of the beginning, end, continuation of the action — *почати, перестати, стати, зостатися, кинутися, продовжувати* (to start, to stop, to become, to stay, to rush, to continue);
- b) Verbs with the meaning of possibility, impossibility of action, aspiration, desire — *мусити, хотіти, бажати, уміти, думати, треба, любити* (must, want, wish, can, think, should, love);
- c) Participles - *змушений, покликаний, приречений, зобов'язаний* (forced, called, doomed, obliged);
- d) Predicate adverbs – *слід, треба, можна, шкода, необхідно, жаль, соромно, пора* (should, can, pity, necessary, pity, shame, time to).
- e) Adjectives of the type *повинен, зобов'язаний, змушений, здатний, готовий, рад, згоден, ладен, спроможний, схильний* (should, obliged, forced, able, ready, glad, agree, capable, inclined), etc.:

According to this division, we distinguish several types of subject infinitive, following the classification proposed by V. Brytsyn and Itskovych [5], as well as B. Bartnicka [2]:

*The infinitive in the analytical form of the future tense in the composition of the predicate with phasic verbs of initiation:*

The most clearly functor-non-characteristic function is manifested in the verb connection *бути* (to be), which in combination with the infinitive is traditionally understood as an analytical form of the future tense. The non-independent infinitive performs the grammatical function of a component of the analytical form of the future tense of imperfect verbs in combination with personal forms of the auxiliary verb *був / бути* [2, p. 82]. The close connection of *бути* (to be) with the infinitive is evidenced by the impossibility of replacing the infinitive with any other form, which is interpreted as a predicative one [5, p. 34]. For example, with the help of the transformation method, we replace the infinitive with another form, for example, with a verbal noun that is closest in terms of its morphological and syntactic characteristics to the infinitive, and we observe the illogicality of the construction: Ukr. - *Сядь-но тут коло мене, небого, – почав до неї ласкавим голосом дід Макар, – і слухай, що я тобі буду говорити* (Sit here next to me, dear, - grandfather Makar began to her in a kind voice, - and listen to what I will tell you) (Тимofiy Bordulyak) –\*... *і слухай, що я тобі буду говорити*; Pol. *Rozumiet. Nie będziemy cię już dzisiaj przemęczać* (Adam Barczyński) –\* *Nie będziemy cię już dzisiaj przemęczenie*.

The given examples show that the forms *буду / będziemy* have the function of a modal-temporal morpheme, which transforms a predicate infinitive construction into a predicatively formed sentence. In addition, the Polish example shows that the construction can be divided by other words, and in the case of repetition of the construction, the phenomenon of ellipsis is also possible, that is, the omission of the repeated verb conjunction or infinitive, for example: - *А будеш любити, як я хочу?* – *Буду ... Лише скажи як ...* (Will you love as I want? - I will ... Just say how ...) (Boris Teneta) - the ellipsis of the infinitive *любити* (to love), and in the following Polish example *Nie będę czytać gazet. Ani gapić w telewizor na ludziki, pomniejszone do wielkości rybek akwarijnych* (Manuela Gretkowska) – ellipsis of the verb conjugation *będę* with the infinitive *gapić się*.

Forms of the future tense, which include the infinitive of the imperfect form of the verb, are formed in all Slavic languages, but only in Polish, in addition to these constructions, an equivalent construction with a predicate in *-l* is used (past active participles in *l, -la, -lo*), so-called archaic pre-future tense. Let us compare the translation and the original: *Якщо кожна з ланок державного механізму буде рухатися у своєму, більш прийнятному для неї, напрямку... Шлі жадне ogniwo państwowego mechanizmu będzie się poruszało we własnym,*

*latwiejszym dla niego kierunku ...* ([https://www.batory.org.pl/doc/drogi\\_ukr.pdf](https://www.batory.org.pl/doc/drogi_ukr.pdf)) - as we can see, in the Polish translation, the infinitive is translated by an analytical construction with a form in the past tense in *-l*, which is more natural for the Polish language and, accordingly, more frequent in use. In addition, the analytical construction of the future tense with the past tense form in *-l* is the only possible one for the modal verbs *chcieć, musieć*. NKJP<sup>1</sup> provides only one word usage in a journalistic text for the form with the infinitive *będzie musieć i będzie chcieć*: *Teraz propozycję środowiska ciężkowskiego będzie musieć zatwierdzić jeszcze zarząd i rada powiatu, co jest jedynie formalnością* (Dziennik Polski), on the other hand, the form *będzie musiał* has 4,630 word usages, which only confirms this rule.

In the Ukrainian language, in particular, in some regions of Ukraine (Halychyna, Podillia, Bukovyna, Pokuttia), the archaic pre-future tense is still preserved, which is formed by the auxiliary verb *бути* (to be) in a certain person and the main verb in the corresponding person of the past tense: *буду писала, будемо писали* (I will write, we will write), etc. This form is also found in Western Ukrainian and diaspora authors or in folk songs. For example: *Каже: мамо, то далеко, що я буду робив, як з вами шось сі стане* (He says: Mom, it's far away, what I will do, if something happens to you) (Natalka Snyadanko) – in this example, we observe stylization according to the vernacular, accordingly, the archaic pre-future form is used instead of the normalized form with the infinitive *буду робити* (I will do).

Instead, only the Ukrainian language among all Slavic languages has another form for expressing the future tense, a synthetic (simple) form for imperfect verbs, which was formed as a result of the morpholization of the originally analytical form, which was the unity of the infinitive of the main verb and person-number forms verbs using the suffix *-м*. In Ukrainian, the synthetic and analytical forms of the future tense are equivalent. Let us compare the translations: Pol. *tym mniejsza liczba przeciętnych Ukraińców będzie chciało wyjeżdżać za granicę w poszukiwaniu zarobku* // Ukr. *Чим краще йтимуть справи в українській економіці, тим менше пересічних українців бажатимуть виїхати за кордон на заробітку* (The better are things in the Ukrainian economy, the less average Ukrainians will want to go abroad to earn money).

In Polish, the infinitive can also act as a component of the past tense in combination with the form of an auxiliary verb in impersonal constructions [2, p. 82]: *Naraz dane nam było oglądać miłość* (Izabella Filipiak). In the Ukrainian language, such forms are not recorded in GRAC.<sup>2</sup>

The analytical form *буду* (I will) + infinitive is not endowed with a modal-temporal paradigm, but performs a constative function, indicating the presence or absence of certain features of the subject, that is, it acts as an analytical lexical-grammatical morpheme, in contrast to the part of the predicate with phase verbs of the type *стати* (to become) + infinitive, which states a change that is already taking place or has taken place with the agent [18, p. 182]. Let us compare: *Ще я боявся, що він стане розповідати мені про дивні події, які коїлися останнім часом докола нього ...* (I was still afraid that he would start telling me about the strange events that had been happening around him recently...) (Volodymyr Lys) ⇒ *Ще я боявся, що він буде розповідати мені про дивні події, які коїлися останнім часом докола нього*.

In the semantic-syntactic structure of the sentence *ставати, стати* (becoming, to become) (perfect form of *ставати*) represent predicate non-proprietary conjunctions that are not completely devoid of their lexical meaning and at the same time are syntactic expressions of grammatical verb meanings of time, manner, gender and species and modifiers of the main semantics (binding) part of the predicate [12].

<sup>1</sup> Narodowy Korpus Języka Polskiego: <http://www.nkjp.uni.lodz.pl/>

<sup>2</sup> General regionally annotated corpus of the Ukrainian language: <https://parasol.vmg.uest.uni-jena.de/grac/>

The presence of a paradigm in the verb *стати* (*to become*) qualifies its combination with the infinitive as a component of a polypredicative predicate that has modal-temporal, phasic, and propositive components, which gives grounds to qualify its intermediate status between a word combination and an analytical form [5, p. 35]. So, we fix the forms from *стати* (*will become*) and *став* (*became*) plus the infinitive, which are analytical idiom-temporal forms that have the meaning of starting an action, for example:

In Polish, the verb connection *zostać* can be used with an imperfect participle to form the passive state, but with the infinitive in NKJP we record only a few forms, for example: *Trudno było to kalkiem zataić, więc kiedy Albert-Wojtek nie przyszedł z szychty, wiadomo było, że został strajkować i że ma suchary* (Małgorzata Szejnert), which gives reason to claim about the absence of the possibility of connection of *zostać* with the infinitive.

It is worth noting that in Russian language, the presence of analytical features of the verb *стати* (*to become*) is evidenced by the fact that the form of the perfect tense corresponds to the infinitive, and the form of the imperfect form of the verb *ставати* (*becoming*) cannot be combined. The specific limitation of the relationship of *стати* (*to become*) + infinitive is due to purely grammatical reasons - the necessity of assigning an action or process that is expressed by the infinitive, the mode of being.

In the Ukrainian language, we record combination of the infinitive with both *стати* (*to become*) and *ставати* (*becoming*), that is, with the perfect and imperfect forms. *Чим далі вривалися вони в земну твердь, тим важче ставало працювати* (*The further they dug into the earth, the harder it was becoming to work*) (Volodymyr Malik).

As noted by M. Lazynskyi, the use of Russian infinitive in combination with phase verbs of *стать*, *продолжать* (*to become*, *to continue*) is characterized by a high frequency, in contrast to Polish or Czech languages, which is explained by the specificity of the Russian imperfect form. Unlike the Polish language, the Russian language does not allow the use of imperfect form to name the next action, if the previous one was expressed in the perfect form. The next action is expressed, as a rule, by a combination of the phase verb *стати* and the infinitive [14, p. 163-164]. Let us compare the original and translations: Pol. *Potem pisał w milczeniu na receptach — delikatne środki uspokajające, na sen, na wzmożenie* (Olga Tokarczuk "Ostatnie historie") // Ukr. *Потім мовчки випишував рецепти / легкі заспокійливі, снодійні, загальнозміцнюючі* (*Then he silently prescribed prescriptions / light sedatives, hypnotics, tonics*) (Olga Tokarczuk "Last Stories", 2007) // Russ. *И стал молча выписывать рецепты – легкие транквилизаторы, снотворные, общеукрепляющие* (*And he began to silently write out prescriptions - light tranquilizers, hypnotics, tonics*) (Olga Tokarczuk "Poslednie istorii", 2004) - the Polish original and the Ukrainian translation are as close as possible in terms of grammar and meaning, because both use the personal form of the verb, while the Russian translation uses the phase verb *стать* in combination with the infinitive. Such an analysis makes it possible to understand that Russian language needs an additional indicator to express procedurality, which indicates the initial stage of the action, while in Polish and Ukrainian, an imperfect verb is sufficient.

Unlike the connection *бути* (*to be*), which can be combined with the infinitive only in the form of the future tense, the connection *стати* (*to become*) corresponds to the infinitive in the form of the present, past, and future tenses. For example: *Зараз таку легше стає працювати на селі* (*Now it is becoming easier to work in the village*) (Vysoky Zamok);

In addition to the verb *стати* (*to become*), which denotes the formation of an action or process, we record a number of other verbs that are close in meaning, in particular: Ukr. *почати* / *починати*, *взятися* / *братися*, *хапатися*, *піти* (in the meaning of *почати* (*to start*)), *кинутися*, *пуститися*,

*прийнятися*; Pol. *zacząć* / *zaczynać*, *roszczyć* / *roszczać*, *jąć*, which are characterized by the intensive meaning of the beginning of an action.

The verbs *почати* / *починати* (*to begin*, *to start*) are related to infinitives denoting actions and processes, and at the same time, such a combination expresses the semantics of initiation, the initial phase of an action or process, the beginning of a repeated action. Accordingly, the connections *почати* / *починати* in combination with the infinitive act in a functor-non-characteristic function, just like *стати*. However, the verb *починати* in combination with process infinitives weakens the phase meaning, which brings these constructions closer to sentences with personal full-meaning verbs, for example: *Лідери роблять так, щоби навколо них не було конкуренції й близько, – створюють навколо себе свої князівства, які з часом починають загнивати через нестачу інновацій* (*Leaders make sure that there is no competition around them and close - they create their principalities around themselves, which over time begin to rot due to a lack of innovation*) (Pavlo Sheremet) ⇒ ... *які з часом загнивають через нестачу інновацій*.

However, unlike the connection *стати*, the verbs *почати* / *починати*, *взятися* / *братися*, *хапатися* can be correlated with verbal nouns, but transformation or interchangeability cannot always be applied. It is worth noting that in GRAC, we quite often record forms with a preposition and a verbal noun with the same meaning as with an infinitive, for example: *Після завершення міжнародної майстерні учасники отримують можливість та необхідні інструменти для того, щоб приступити до втілення авторських ініціатив та медіаінструментів, продуманих під час програми* (*After the completion of the international workshop, the participants will have the opportunity and the necessary tools to start implementing the author's initiatives and media tools, thought out under time of the program*) (Internet newspaper "Reporter") ⇒ *приступити втілити*.

However, in Russian language, there is a discrepancy between the verbs *почати* / *починати* with verbal nouns, which denote processes, for example, V. Brytsyn notes that the forms *\*начинать золотение, \*начинать узнавание, \*начинать видение, начинать оттаивание* (*\*begin gilding, \*begin recognition, \*begin vision, begin thawing*) are defective, which is explained by the ability of the Russian infinitive to express process, inactive manifestations of the predicate denotation, while verbal nouns are weaker relative to the infinitive [Brytsyn 1990, p. 38]. Those examples that are fixed in the Russian language are marked by a difference in meaning, for example: *Он начал совещаться - Он начал совещание; Он начал обсуждать - Он начал обсуждение* [5, p. 38]. The reason for this is the ambiguity of verbal nouns and the acquisition of objective features, since *обсуждение* and *совещание* (*discussion*) in the Russian language have the meaning "one of the methods of persuasion, a method of involvement in the process of revealing the truth".

In Polish, the verbs *zacząć* / *zaczynać* can be combined both with infinitives and with verbal nouns or nouns with a specific meaning. We also find, for example: *zacząć* / *zaczynać* (Paweł Zuchniewicz) ⇒ *zaczął ofiarować*. The combination of *zacząć* / *zaczynać* with the infinitive in Polish language is a fairly common phenomenon, appearing both in personal constructions, for example: *Po chwili zaczęła czegoś szukać w dużej, czarnej torbie* (Bronisław Świdorski), and in impersonal constructions, such as: *Zaczęło padać i pochód nieznacznie przyspieszył kroku* (Sławomir Mrożek), which is intransitive in nature.

The verbs *roszczyć* // *roszczać* and *jąć* without the perfect form have a book character and are rarely used in spoken language, in particular, we find several hundred examples with the verb *jąć* in the NKJP, but almost all of them are from pre-war literature, such as: *Sam widzisz! Jąć powiedzieć nie mogą nic!* (Wacław Gąsiorowski). Bartnicka notes that she does not find examples of the combination of the verb *jąć* with the infinitive in sentences

without a subject, but we will allow ourselves to disagree, because we record in modern literature the example of *Jęło zmierzczać, gdy Jakub spróbował przejść przez tę wąską granicę, która ich jeszcze oddzielała od siebie* (Andrzej Sarwa).

The verbs with the meaning of the beginning of the action can include *rozpocząć // rozpoczynać*, which mostly govern a noun or a verbal noun in the accusative case, such as: *Trzeba je znać, żeby postawić diagnozę i rozpocząć właściwe leczenie* (Anna Dodziuk, Włodzimierz Kamecki); examples of use with the infinitive not found in NKJP, although Bartnicka notes that they are possible in fiction, in particular due to the closeness of meaning with *zacząć, rozpocząć*.

A group of Ukrainian derived verbs *пiти, кинутися, ринути, приступити, приступати*; Russ. *пойти, пуститься, броситься, кинуться, ринуться, приступити, приступать* with the primary meaning of 'movement' and *взятися / братися, вдатися* with the meaning of 'other physical actions' in combination with the infinitive is marked by a functor-non-characteristic function, however, in such constructions, these connections become a necessary component, but are de-semanticized and lose their main meaning, such as: *Він засичав, випустив з руки кліщики і кинувся шукати воду* (He hissed, dropped the pincers from his hand and rushed to find water) (Yuriy Vinnychuk); *Andrea ogłądala przez pewien czas telewizję i poszła spać* (Adam Barczyński).

In the Polish language, the verbs *przystąpić, rzucić się, brać się* are not used in the function of connection in combination with the infinitive (we record only single examples in NKJP), but are combined with a preposition and a verbal noun or a noun, for example: *Odwrócił butelkę do góry dnem, potrząsnął, sprawdzając szczelność zamknięcia, obejrzał pod światło, czy w szkle nie ma wad, nierówności lub skazy, a gdy uznał, że wszystko jest w porządku, przystąpił do pakowania* (Leon Pawlik).

In the Russian language, the verbs *пойти, хватиться* are not combined with verbal nouns at all, but *броситься, кинуться, ринуться* are only sometimes combined with a noun and a preposition: *Пилот бросился целовать землю после жуткого приземления* (Internet).

When combined with infinitives or verbal nouns, linking verbs lose their independence and become modal-phase ones, capable of marking either the beginning of an action or the beginning of a process.

The absence of prepositional semantics in phase verbs with the meaning "beginning of action" in combination with the infinitive determines their contextual ellipsis, which is used instead of them, as well as in certain situations of the form *давай* (when indicating the intensive beginning of an action or the manifestation of a process), such as: *Вони до мене, давай питати, звідки я вкрав люк і куди везу* (They came up to me, and started asking where I stole the hatch from and where I'm taking it) (Internet newspaper "Firtka").

In the Polish language, combinations of the infinitive with the particles *dalej i dawaj* are also used in the inchoative sense. The dictionary of the Polish language by V. Doroshevsky says that *dalej* "oznacza rozpoczęcie, zwykle nagle, czynności wyrażonej bezokolicznikiem, wyrażeniem przyimkowym" [17]. The combination *dalej + infinitive* is used in colloquial language and has an expressive character, NKJP gives an example from 1902: *Prusakowi zdawalo się, że poradzi... dostał kaducznie w skórę pod Jęną a potem wzięli mu Lubekę, Kistrzyń, więc Prusak nogi za pas i dalej tupać...* (Wacław Gąsiorowski), however, in the modern Polish language we do not find examples of usage in such a context, therefore we treat such a form as obsolete, which has gone out of use.

In Russian language, the participle *давай* (let us) can appear in several functions, in particular, in the imperative form with the infinitive or 1st person plural or in the inchoative function, such as: *Давай дружить! Давайте играть вместе! «Давай*

*бросать» — это сообщество бросающих курить, где можно быть собой* (Internet) - imperative.

In the Polish language, the construction *dawaj + infinitive* appears only in the inchoative function and is characteristic primarily of spoken language; it has an expressive color and is territorially limited [2, p. 85], such as: *Usiedliśmy wieczorem z mężem prawie ze łzami w oczach i dawaj szukać drogi wyjścia* (Marek Chrzanowski) - we note that the selected construction has the character of a predicate that refers to a specific personal subject, in this context *my*, which is understood from the personal ending first predicate *usiedliśmy*. The particle *dawaj* can also signal the resumption of an action with increased intensity: for example: *Ma pan rolę Komarowi polecono wykuć na pamięć po angielsku tekst modlitwy "Zdrowaś Mario" – "Hail Mary". - Wziąłem tekst i dawaj ryc na pamięć* (Gazeta Wyborcza).

*Infinitive in the composition of the predicate with phase verbs expressing continuation of the action*

Phase verbs with the meaning of 'continuation of an action or process' can include *zалишатися, залишитися* (to stay, to remain), which are combined only with infinitives, and *продовжувати* (to continue), which are correlated with both infinitives and nouns, but we do not find examples of use specifically with verbal nouns in GRAC, for example: *Тут він і далі живе, доглядаючи за домашнім улюбленцем (...) продовжує вирощувати хризантеми на продаж разом зі своєю дружиною* (Sofia Andruhovich).

In the Polish language, this type of infinitive is not represented, since the phase verb *продовжувати* (to continue) in the context is replaced by the adverbs *nadal, dalej, wciąż, ciągle*, as in: *I продовжував міцно тискати її руку, наче був свідомий її присутності* (And he continued to squeeze her hand tightly, as if he was aware of her presence) // transl. Pol. *Wciąż ścisnął ją mocno za rękę, tak jakby zdawał sobie sprawę z jej obecności* (<https://app.glosbe.com/tmem/show?id=9181583172801559761>). In addition, in the translation, instead of the infinitive, the verb is used in the personal form. There are many similar examples of replacing the infinitive with the personal form.

The verbs *залишити / залишатися* (to leave / to remain) in combination with the infinitive form a single semantic formation only in the sense of 'continue own staying in the previous state', for example: *Станом на 15:00 внаслідок цього на маршруті №27 залишилися працювати чотири автобуси* (As of 15:00, as a result, four buses remained working on route #27) (Internet newspaper "Firtka") - the infinitive with such a phase verb does not receive a phase or time characteristic, but indicates the purpose of continuing the action indicated by the infinitive. Accordingly, the infinitive in such a construction will be used in the imperfect form, because it expresses an action that is incomplete and continues.

*Infinitive in the composition of the predicate with phase verbs expressing termination of action*

The number of verbs that, in combination with infinitives, indicate termination of action include: Ukr. *закінчити, скінчити, завершити, припинити, перестати, кинути*; Pol. *kończyć / skończyć, przestawać / przestać, dokończyć*, which express the complete cessation of an action, and *закінчувати, припиняти, кидати, переставати*, which describe the process of gradually ending an action or process. We observe a number of semantic differences between these verbs, in particular, the verbs *закінчити, скінчити, завершити* have the semantics of 'bring to an end' and, unlike the verbs *закінчувати, припиняти, кидати, переставати*, which do not have this sense, cannot be combined with infinitives denoting a process or unlimited, abstract (non-limiting) actions. *Я закінчив їсти, розгорнув записку і прочитав : «Станіславів»* (For example: I finished eating, unfolded the note and read: "Stanislavov") (Yuriy Vinnychuk). However, we find in GRAC only 4 examples of the infinitive in combination with the abstract verb *думати* (to think), but all of them are translations from other

languages, such as: *Мабуть, настане й моя черга, подумала жінка, можливо навіть у цю саму мить, перш ніж я закінчу думати те, що думаю* (Perhaps, my turn will come, thought the woman, maybe even at this very moment, before I finish thinking that I am thinking about) (Jose Saramago) - accordingly, it should be noted that the translation into Ukrainian is unsuccessful, because the use of the phase verb to finish with an abstract infinitive is ineffective, while a more successful counterpart would be the use of the verb *припинити думати* (to stop thinking).

Verbs with the meaning of cessation of action express semantic differences between themselves, if combined with infinitives of finite action, for example: *Далі інформував, що почав писати книжку про Хвильового* (He further informed that he had started writing a book about Khvylovy) (Gryhoriy Kostyuk); *Я недавно закінчив писати книжку, в якому розумінні роман, і після того як виправив рукопис, передрукував його, опрацював у палітурки і поставив на полицю, то вже не знав, чим заповнити своє дозвілля ...* (I recently finished writing a book, in some sense a novel, and after I corrected the manuscript, reprinted it, bound it and put it on the shelf, I didn't know what to fill my free time with...) (Viktor Shovkun)

At the same time, the verb *перестати* (to stop) is dominated by process semantics, which makes its combination with nouns impossible, e.g. *Перестаньте мою кицьку ображати, що вона зрuba* (Yuriy Vynnychuk), and in the verbs *припинити, кинути* (to stop, to quit), there are the semantics of the action, which in combination with nouns, on the contrary, is strengthened and, accordingly, in GRAC, among the use of the last verbs in the composition of the predicate, we find a combination with a noun, and not with an infinitive, such as: *«Українка» погрожує припинити доставку пенсії* (Internet newspaper "Firtka").

In the Polish language, the verbs *kończyć* // *skończyć* can be combined both with infinitives and with nouns and possessive nouns in the accusative case. A characteristic feature of the combination of the verb *skończyć* and the infinitive is the impossibility of combination with the perfect form, while the use of the infinitive in the imperfect form with *kończyć* indicates the final phase of the action, which is still ongoing. For example: *Gdy skończył przemawiać i zaczął rządzić* (Polityka) – the infinitive *przemawiać* has an imperfect form, accordingly the auxiliary verb *skończył* signals the completion of this action; on the other hand, in the sentence *Był jeszcze w łazience, bardzo się spieszył i wolał, że jest już spóźniony, więc żeby szybko skończyła przeglądać te kopie* (Agata Miklaszewska), the auxiliary verb *kończyć* is combined with the perfect infinitive, accordingly, it denotes an action that ends at the moment of speaking.

The verbs *przestawać / przestać* do not combine with nouns, but only with the infinitive in the imperfect form, such as: *W ostatnich latach nie dość, że gminy przestały remontować domy, to nawet nie mają za co naprawiać bieżących usterek* (Gazeta Wyborcza). Instead, the verbs *zaprzestać / zaprzestawać*, which are synonyms for *przestawać / przestać*, have the ability to connect both with verbal nouns and with infinitives, but in NKJP we still find most examples with nouns in the genitive case, for example: *Jego przeciwnikowi tej odwagi brakowało, bał się ciosów, a zauważysz, że towarzyszy przegrzywa, zaprzestania atakowania i cofał się, dając do zrozumienia pogardliwym wyrazem twarzy, że uważa to wszystko za głupie* (Irena Jurgielewiczowa), and only a few word usages of *zaprzestać + inf*, such as: *Wcześniej, bo dnia 7 lipca 1998 r., pozwany spłacił ze środków znajdujących się na rachunku inwestycyjnym kredyt w GbG S.A. w kwocie 20 000 zł, a dnia 22 września 1998 r. zaprzestął korzystać z rachunku inwestycyjnego* (Orzecznictwo Sądu Najwyższego, Izba Cywilna) in an official-business style. It is worth noting that both infinitive and verbal nouns can be used interchangeably in these contexts.

In Polish, the infinitive does not combine with the forms of the verb *przerwać / przerywać*, which indicate a temporary cessation of action. These verbs appear only in combination with a verbal noun in the accusative case: *przerwał czytanie*, which is confirmed by the statistics in NKJP, where we record only a few examples with the infinitive.

It is worth noting that in the Polish language the initial (inchoative) form can be expressed not only with the help of auxiliary verbs + *inf*, but also with the help of prefixed verbs, since the prefix *za-* carries initiality, but not every verb can create such a form. Moreover, the prefix *za-* can have other shades of meaning - accordingly, analytical inchoative constructions are more informative [2, p. 87].

The verb *wydawać się* does not combine with the infinitive - we cannot say not only *Nogi wydają się robić ciężkie*, as well as cf. *Wydawał się czytać książkę uważnie*, and even more so *Wydawał się być zmęczony* (<https://sjp.pwn.pl/poradnia/haslo/Wydawac-sie-bezokolicznik;17323.html>).

#### Infinitive in the composition of analytical modal predicates

J. Andersh counted phase and modal verbs as optional components, in which the functional positions in the minimal sentence structure are not provided by the predicate: *Робітники будували дім – Робітники почали будувати дім; Дитина спить – Дитина хоче спати* (The workers were building a house - The workers started building a house; The child is sleeping - The child wants to sleep). According to the researcher, these sentences contain simple and complicated predicates, which, despite the fact that they are characterized by the same essential features (actualize the sentence by correlating it with extraverbal reality; agree with the subject; reflect a certain state of affairs of real situations), but express them differently: a simple predicate - synthetically, while a complex one - analytically, and phase and modal verbs specialize in expressing the first two features, and the infinitive - the third one. Phase and modal verbs are devoid of an independent predicate meaning, they only participate in the creation of the modal time frame of the sentence, the predicate center of which forms the meaning of the infinitive. Their content is formed by seven modifiers "beginning", "continuation", "possibility", "desirability", etc., which, superimposed on the predicate semantics, modify it in the modal-temporal plan [1, p. 32-33].

Expressions of such a modal component can be:

#### 1) Modal verbs meaning:

a) possibility/impossibility, ability/inability to perform an action or be in a certain state: *могти, не могли, змогти, не змогти, уміти, не вміти, зуміти, не зуміти*, etc. In case of impossibility or inability to perform the action, the main article is expressed by an infinitive with a negative participle, e.g.: *Він навіть ніколи не досягне того рівня, щоб могли голосувати ...* (He will never even reach the level to be able to vote ...) (Roman Horak); *Може то і lepiej, widzieć go z daleka i nie móc podejść, nie móc do niego zagadać to było jeszcze gorsze* (Maria Nurowska);

b) courage, bravery, willingness to do something: *сміти, не сміти, наважуватися, не наважуватися, наважитися, не наважитися, відважуватися, не відважуватися, відважитися, не відважитися, осмілюватися, не осмілюватися*, etc., e.g.: *Укр. Вже ніхто не наважився надинці вирушати в дорогу, ба, навіть наблизитися до тієї гори* (Brii Vynnychuk); *Pol. Patrzą na codzienne klasztorne prace i nie śmiem wyjąć aparatu fotograficznego* (Manuela Gretkowska);

c) obligation/optionality to perform some action: *мусити, не мусити, мати, не мати*, e.g.: *В результаті виявляється, що його світ закінчується щодня, що Воцек просто знищує себе і що нікого не врятує від зла світу: ні своєї родини, ні друзів, ні А.О, бо спершу мусів би знайти (точніше: мусів би хотіли знайти) спосіб*

порятунку самого себе (Yuriy Izdryk); Pol. *W ten sposób nie musiałam już nawet klamać* (Jan Grzegorzczak). In this subgroup, it is worth highlighting verb phraseological compounds, mainly based on the verb *мати* (to have): *мати можливість, мати намір, мати змогу, мати нагоду, мати звичку, мати право* (to have the opportunity, to have the intention, to have the habit, to have the right), for example: *Ми маємо право вимагати компенсації; Ви маєте намір («нам'їр») це продати?* (Irene Rozdobudko);

d) desire / reluctance, intention to perform a certain action: *хотіти, не хотіти, бажати, воліти, мріяти, ждати, збиратися, надумати, вирішити, готуватися, намагатися, пробувати*, e.g.: Ukr. *Чи любов – хотіти зроби ти коханого частково себе* (Maria Matios); *Він намагався мовчати, зате не мовчала вона* (Yevgeniya Kononenko); *I ви її збираєтесь карати?* (Lina Kostenko); *Uboldo mnie to i już mi chciałem powiedzieć, że nie będę więcej do niego przychodził, gdy znów się odezwał* (Wiesław Myśliwski);

e) forms with the meaning of subjective-emotional evaluation: *любити, полюбити, боятися* (to love, to be afraid), e.g.: *А я зайти туди боюсь* (Lina Kostenko);

e) modal verbs with the meaning of the degree of regularity of the action: *навчитися, звикнути, пристосуватися* (to learn, to get used to, to adapt), etc., e.g.: *I щоб навчитися цим дорожити, відчутти потребу все це берегти* (Oles Gonchar);

f) established compounds of the type: *у змозі, не в змозі, не в силі*; nouns: *майстер, мастак*, e.g.: *Серйозного інтерв'ю ніхто зараз дати не в змозі, та в цій метушні від них цього й не вимагатиметься ...* (Olexandr Irvanets) [9, p.41-42].

2) Modal adjectives of the full, less often - short form. Short (predicative) forms of adjectives are the remnants of the ancient simple type of declension of masculine adjectives, where instead of the zero ending there was *ep*, at the same time, the full forms are representatives of the compound type of declension. In the Polish language, some of these short adjectives have a stylistically colored character and are used in fixed expressions. Short forms are used in the adverbial position performing the syntactic functions of an auxiliary word in a compound predicate, in Polish - usually in combination with the proper conjunction *być*. However, in combination with the infinitive in the Polish language, such constructions are rarely used, mostly we can observe the counterpart with a personal verb (see the comparison of Ukrainian and Polish constructions below). Such constructions indicate:

a) ability/inability, the opportunity of a person to perform a certain action: Ukr. *здатний, не здатний, не здатен, спроможний, не спроможний, годний, не годний, годен, не годен* // Pol. *godzien, pelen, świadom, zdrow, wart*, etc., let us compare: *Що б вони не робили, ми здатні зроби ти щось краще* Pol. *Sokolwiek zrobią, ty zrobimy to lepiej* (<https://pl.glosbe.com>). The modifiers of the meanings of the main predicates expressed by infinitives are much less often the forms of modal auxiliary verbs, primarily such as *могти, уміти, зуміти, хотіти, мусити, сміти*, etc. A characteristic feature of this modification is that the modal value of auxiliary verbs is superimposed on the modal value of desirability, possibility, obligation, which is expressed by infinitives without the particle *б(бу)* and with it directly by their semantics, which contributes to the expression and strengthening of the desired modality of monosyllabic infinitive sentences with a simple infinitive main member, cf.: *Передати б пакет і Зуміти б передати пакет; Забігти б на хвилиночку і Хотілося б забігти на хвилиночку; Побачити б відомого артиста і Хотілося б побачити відомого артиста; Спитати б про дівчину і Сміти б спитати про дівчину;*

b) obligation/non-obligation of a person to do something: *змушений, не змушений, зобов'язаний, не зобов'язаний, повинен, не повинен* // Pol. *winię, e.g.*: Ukr. *Люди, евакуйовані через вулкан, були змушені тимчасово прожити у таборах, де швидко поширювались хвороби* (People evacuated due to the volcano were forced to temporarily live in camps, where diseases spread rapidly). *Ewakuanci musieli mieszkać w tymczasowych ośrodkach, gdzie gwałtownie szerzyły się choroby* (<https://pl.glosbe.com>) – in Polish, the modal verb *moć* does not have a perfect counterpart; Ukr. *Ми повинні використовувати кожну хвилину для щастя*. Pol. *Potrzebujemy każdej minuty, aby się cieszyć* (<https://pl.glosbe.com>).

d) readiness, consent/disagreement of a person to perform a certain action: *готовий, не готовий, згодний, згоден, не згоден, ладний, ладен, рад*, etc. // Pol. *gotów, świadom, rad, wesół*, e.g.: *Та протє в Селі дехто готовий записатися, що Момус – це Клям і ніхто інший*. Pol. *A jednak znajdziesz we wsi ludzi, którzy przysięgną, że Mokus to Kiam i nikt inny* (<https://pl.glosbe.com>). Due to the fact that predicate adjectives do not have formal means of expressing verbal categories, the grammatical meanings of time and manner in this type of verbal compound predicate are conveyed by the form of the verb proper conjunction *бути* (to be).

Impersonal sentences with different means of expressing the main member occupy the second place in terms of modal modification among monosyllabic sentences, but these modal modifications are limited only to the meaning of obligation, and cause the same structural modification of the main member of impersonal sentences as in two-syllabic sentences. This indicates that the modal verb component is attached to the whole main member of the monosyllabic sentence.

In Polish language, infinitive constructions with the particle *by* are rarely used (in NKJP, we record only a few dozen examples), which is the reason why the particle is used together with the verb, and not separately, and the infinitive cannot form a conditional mood, as it is stated in traditional grammars. However, forms with a combination of the infinitive with the particle *by* can be interpreted as analytical infinitive forms of the conditional mood [6, p. 25-26]. It is worth distinguishing such constructions from sentences with the conjunction *by*, such as: *Afiszę informujące o kontakcie z dzielnicowym zawierają dane policjanta, numery telefonu pod jakie musimy zadzwonić by porozmawiać z dzielnicowym oraz wielkość rejonu jakim się zajmuje* (Janusz Kucharski).

The infinitive as the predicate of the main clause appears much less often in Polish than in Russian, since in Polish use of a verb phrase with a participle as the main predicate as the main predicate is very common.

As in all European languages, the Polish infinitive also has an imperative function in the main clause and can be used in interrogative sentences. The Polish imperative infinitive is used in categorical commands and prohibitions and cannot be used to express a request, advice, or polite recommendation. Let us compare the commands of MS Windows, which of all the Slavic languages, only in Polish, Serbian and Croatian are in the imperative form: pol. *Zachowaj. Wytnij. Kopiuj. Wklej. Wstaw*; Ukr. *Зберегти. Вирізати. Копіювати. Вkleїти. Вставити*.

Polish questions with an imperative in the main clause express, as a rule, a general point of view or internal compulsion: *Co robić? Co mi biednemu począć?* [13, p. 160].

The most differences are observed in affirmative sentences. The reason may lie in the fact that language is also interpreted in psycholinguistic or symbolic categories. According to D. Wierczek, unlike other West Slavic languages, the Ukrainian language is characterized by the verbiage phenomenon discussed in the first paragraph of this section [23]. A. Wierzbicka (as cited in Yaamaguchi, 2014) expresses a similar opinion about the

Russian language, which, according to her observations, embodies a patient approach to life, while Western languages have an agentive approach, as evidenced by the large number of infinitive constructions [24].

Western languages, unlike Slavic languages, especially East Slavic, have a large number of personal constructions. Let us compare: In the Polish language, the perfect form of verbs is more often used to indicate the completion of an action that has a clear ending, such as: *Poszłam do sklepu, kupiłam chleb i wróciłam do domu* - in this sentence, the perfect verbs “*poszłam*” “*nišla*” (*went*), “*kupiłam*” “*купила*” (*bought*), “*wróciłam*” “*новернулася*” (*returned*) are used to indicate completed actions; Czech “*Jdu do obchodu, kupuju chleba a vracím se domů*” - this sentence uses the imperfect verbs “*jdu*” (*I am going*), “*kupuju*” (*I am buying*) and “*vracím se*” (*I am returning*) to indicate actions that are ongoing at the moment or should continue in the future. As these examples illustrate, the perfect form of verbs is more common in Polish to indicate a sequence of completed actions, while the imperfect is more common in Czech to indicate actions that are ongoing at the moment or should continue in the future.

The constructions “*da się*” + infinitive in Slavic languages (for example, in Polish, Ukrainian, Belarusian, Russian, etc.) are used to express the possibility of performing a certain action. This construction is translated as “*можна*” or “*можливо*” (“*can, possible*”) in Ukrainian.

For example, in the Polish language: *To się da zrobić* literally means “It can be done” or “It is possible to do it”.

In addition, in Polish, this construction is also used to express the ability to do something with difficulty, with reluctance or with a feeling of lack of time. For example: *Da się to zrobić, ale będzie trudno. Da się, ale nie mam na to czasu*. In Ukrainian, it can be translated as “*Це можливо зробити, але буде важко*” (*It is possible to do, but it will be difficult*) or “*Це можливо, але я на це не маю часу*” (*It is possible, but I don't have time for it*).

In the Balkan languages, in particular Bulgarian and Serbian, there is a decline in the use of infinitive forms. Thus, in the modern Bulgarian language, the infinitive is used very limitedly, only in complex negative forms of the imperative mood, and in some archaic forms of the future tense. However, as remnants of the old forms, the possibility of using the infinitive with the modal verbs *мога*, sometimes *смея*, remains, for example: *Такъв правопис, който не се обляга на морфологията, можем кйза е безреден, анархистичен* (K. Myrchev); *Да го видиш, не мбжеш го позна човек ли е, мравка ли е. Мбжеши ли купи слънцето, мбжеши ли го раздели със ейнури?* In such combinations, the infinitive of both the perfect and imperfect form is possible, while the latter are more common, according to Maslov [15].

More characteristic of the Bulgarian infinitive is the combination with the subjunctive, which is used to express doubt, uncertainty, wish, recommendation, order, or condition. The subjunctive is used in subordinate clauses and depends on the main clause. In Serbian, the subjunctive has its own forms for verbs in the present, past, and future tenses, as well as in a number of conjunctions and expressions. In addition, the Serbian language uses special particles to express the subjunctive, such as *да, не би, да не, не да, ако* (*ako*) and others, such as: *можем да кажем, не можеш да разбереш*, etc. This type of construction is also called the infinitive conjunctive in the composition of a complex verbal predicate, such as: *искам да чета; мога да ниша*, where the personal form of the verb in combination with the servicing part of speech makes it possible to use this form in all syntactic functions, as well as the infinitive, so such forms have gradually replaced the infinitive not only in the Bulgarian language - similar processes are also observed in the Serbian language.

In Bulgarian, the subjunctive has forms that coincide with the infinitive or with the form of the 3rd person plural. The subjunctive is used in subordinate clauses with various

conjunctions, such as *да, за да, като, ако, без да, за да не*, etc. For example: *Да изляза* (let him come out) - conjunctive in the form of the infinitive. *Да отидат* (let them go) - subjunctive in the form of the 3rd person plural.

#### 4 Conclusions

Thus, the infinitive is a hybrid form that is on the border of the verbal and noun parts of speech, since there is a so-called “fossilized case form of former verbal nouns”, which has lost its morphological features, but has retained its syntactic potential. In a sentence, given the nature of semantic-syntactic relations, the infinitive can perform subject, object, predicative, attributive functions, as well as the adverbial syntactic function of the determining secondary member of the sentence. However, these functions are expressed differently in each of the Slavic languages. In the Ukrainian language, the functions of the infinitive are more developed, compared to the Polish language, which is the reason for the so-called phenomenon of idiosyncratic or patient approach to life and understanding, while the agentive one is characteristic of Western languages. In the Ukrainian language, we record a wide range of auxiliary and phase verbs that are used together with the infinitive in the predicative function, in comparison with the Polish language. The infinitive in the modal function has a wide range of meanings in Ukrainian, in Polish, for example, infinitive constructions with the particle *by* are rarely used, according to NKJP. West Slavic languages have a large number of personal constructions, in particular, this can be traced on the example of recommendations in computer programs, where in Polish they will be used in the imperative form, while in Ukrainian and Russian - with the help of infinitive constructions. In Polish, the constructions “*da się*” + infinitive are common to express the possibility of performing a certain action or doing something with difficulty, with reluctance or with a feeling of lack of time. In the South Slavic languages, there is a decline in the use of infinitive forms. In the modern Bulgarian language, the infinitive is used very limitedly, only in complex negative forms of the imperative mood, and in some archaic forms of the future tense; instead, the supine is common. More characteristic for the Bulgarian infinitive is the combination with the subjunctive, which is used to express doubt, uncertainty, wish, recommendation, command, or condition.

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**Primary Paper Section: A**

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## HOW TO DEVELOP THE AESTHETIC CULTURE OF LANGUAGE TEACHERS IN POST-INDUSTRIAL SETTINGS

<sup>a</sup>HADİ BAK, <sup>b</sup>VALENTYNA PAPUSHYNA, <sup>c</sup>RAHMAN ÖZDEMİR, <sup>d</sup>CAN KARAYEL, <sup>e</sup>ÖZLEM ÜNSAL, <sup>f</sup>EMRE KIRLI

<sup>a,c,e</sup>Atatürk University, 25240 Erzurum, 25080 Erzurum, Turkey

<sup>b</sup>Khmelnytskyi National University, 11, Instytutka Str., 29000 Khmelnytskyi, Ukraine

<sup>f</sup>Ardahan University, Çıldır Yolu, 75000, Ardahan

Merkez/Ardahan, Ardahan, Turkey

email: <sup>a</sup>hadi.bak@atauni.edu.tr, <sup>b</sup>papushyna@ukr.net,

<sup>c</sup>rahman.ozdemir@atauni.edu.tr, <sup>d</sup>can.karayel@atauni.edu.tr,

<sup>e</sup>o.dibekoglu@atauni.edu.tr, <sup>f</sup>emrekirli@ardahan.edu.tr

**Abstract:** The purpose of article was to reveal the postmodernist peculiarities of education in general and language teaching in particular, within the framework of aesthetic culture and appropriate competence of language teachers. Based on thorough theoretical analysis and consideration of teaching approaches and practices characteristic of various regions of the world (on the example of Australia, Germany, China, and Turkey), it was demonstrated that aesthetic culture is more and more becoming an integral element of language teaching, which implies shifting paradigm in education of language teachers both in higher education and at the workplace.

**Keywords:** aesthetic culture; language teachers; glocalization; culture-oriented paradigm of education.

### 1 Introduction

The current post-industrial civilization has reached a level of development at which society can no longer be characterized in traditional terms of economic, political, and spiritual freedoms. The newly discovered possibilities of man and society must be matched by completely different cultural sources, thanks to which these potentials are implemented [9]. Among such sources or forces of cultural existence, there is aesthetic culture. The latter, acting as a manifestation of the creative potential of man and society, determines the development of the entire culture as a whole. The term "aesthetic" itself is an integrative concept. It reflects what is common to the beautiful and the ugly, the harmonious and the chaotic, the sublime and the base, the tragic and the comic, etc. The aesthetic is found everywhere in nature, in man, in tools, in social processes, in art.

Aesthetic taste, which, in our opinion, forms the core of aesthetic culture, stimulates social practice. At the same time, aesthetic taste, on the one hand, carries out an innovative search and recognition of viable innovations, and on the other hand, protects people from dubious innovations in the sphere of production, everyday life and culture, until they have received due public recognition. So, a person with a developed aesthetic culture earlier than others positively evaluates and critically masters the new things that are introduced into public life. The emergence of culture (including artistic culture) as an economic good has strengthened its identification with goods - crafts, music, tourism, books, films, etc. On the one hand, the dissemination of ideas and visual products enriches the world, but on the other hand, there is a risk of reducing concern for culture to the protection of what is sold and bought. As a result, customs and traditions are forgotten. Along with the creation of new technologies, the global market for cultural products is becoming increasingly monopolized. Faced with this threat, many countries have begun to argue for non-extension of free trade agreements to cultural products. All this convincingly testifies to the awakening of aesthetic culture of many peoples and societies. Only such an awakening can protect the entire world from one-dimensionality, as evidenced by the phenomenon of globalization.

To extrapolate glocalization into the purely linguistic sphere, it seems necessary, based on the definition of globalization, to consider the dichotomy "homogenization - hybridization." Namely they (along with competition and indifference) are the fundamental principles of interaction between cultures, according to the classification of globalization theorist D. Held

[4]. In the context of globalization, homogenization and hybridization, as multidirectional characteristics of linguocultural evolution, express the aspirations, respectively, of the pragmatic, assimilatory function of the domain language and the objectively realized function of cognition, which the language of intercultural communication is designed to fulfill. The studies show that the processes of homogenization, which presupposes averageness, monotony and stereotyping, are triggered by the national, predominantly American version of English, which, fulfilling the function of ethnocultural representation, thus transmits the Anglo-Saxon mentality. Homogenization, metaphorically identified with McDonaldization as "rational" standardization, in the linguocultural dimension manifests itself in globally distributed brands and logos of "English-speaking" cultural products through advertising projects in the media [39]. This action contributes to the flooding of ethnic languages with Anglo-Americanisms and is philosophically unfounded. The processes of hybridization represent "a compilation of cultural, sometimes artificial, spontaneously arising and disintegrating, previously incompatible components" and occur in the communicative zones of transcultural space, a priori devoid of ideological background [4]. These processes are launched in different spheres of communication by the global lingua franca, a specific variant of English, formed on the basis of its national counterpart. Representing a "new sociocultural reality", a kind of mentally neutral entity, it performs the function of cognitive communication. Penetrating into other cultures in this capacity, it does not affect their deep archetypes. This means that coexisting in the complex system of human languages, global English cannot claim to assimilate ethnic languages, but, on the contrary, complements and enriches them.

In the conditions of transculture, the basis for objective glocalization can only be the principle of complementarity, which is precisely the fusion of multidirectional functions between global and local languages. The local, as national, at the same time acquires a transnational form, while the global, in turn, is localized, acquiring an aesthetic flavor.

Thus, a characteristic feature of the post-industrial era in which we live is a radical change in the linguistic and cultural situation in society.

In modern Western aesthetics, along with the justification of the status, nature, and standards of aesthetic culture, the problems of future aesthetic education are discussed, intensely debated between representatives of two schools - scientific and antiscientific [42]. Significant one in this regard is the appearance of the first experiments in philosophical analysis of the phenomena of aesthetic culture, carried out at the intersection of aesthetics and cultural theory. Recently, many authors have also paid some attention to the issues of methodology for studying aesthetic culture, both at the philosophical and sociological levels [1; 32; 33; 44]. So, over the years of intensive work, extensive research material has been accumulated on the theoretical and applied aspects of the study of aesthetic culture and related problems of aesthetic education.

At the same time, it is evident that, despite the existing diversity of approaches, the attempt to develop a holistic, multidimensional vision of aesthetic culture still remains unrealized. The reason for this phenomenon is insufficient attention to the aesthetic aspect of work activity itself, associated with the development of the creative potential of the individual, with the subjective experience of creativity as a special spiritual state in the unity of its purely intellectual and practical-spiritual aspects, as well as to the understanding of the existential foundations of society and the potentialities of the existence of the individual, with deterministic specific laws of beauty [6]. All these aspects, taken in unity, determine the necessary content (one might even say, the paradigm) of the aesthetic culture of a modern person, both as an individual and as a specialist in the

labor market. Accordingly, one of the key functions of teachers in the education system is the formation of such a culture among students. This function can be most fully implemented in teaching the language as an expression of the culture of each people. The anthropocentric orientation of modern pedagogy in general and language teaching methods in particular has stimulated interest in the linguistic personality of the student.

Meanwhile, not all teachers successfully use their discipline in the formation of students' aesthetic culture. Individual and differentiated approach to the formation of aesthetic culture is not always successfully used. Insufficient attention is drawn to the successful use of the cognitive, motivational, activity, communicative, emotional component in the formation of aesthetic culture by university teachers. In addition, in the practice of language teaching, there is still a clear priority of intellectual development over emotional development to the detriment of the latter and, ultimately, to the detriment of the development of the individual as a whole.

At the same time, aesthetic education should be aimed at the formation of a holistic creative personality, also covering its intellectual and value-oriented aspects. It permeates all spheres of human life: the depth of his thinking, and the subtlety of feelings, and the nature of selectivity, and attitudes. Only the teacher, who himself is such a holistic creative person, is able to successfully form the necessary level of students' aesthetic culture. Accordingly, this determines the urgent need for the development of aesthetic culture of language teachers, taking into account the postmodern landscape of both education and the functioning of society in general.

Education in the era of postmodernism is distinguished by multiple characteristics. These include the following parameters [20]:

- 1) Decentration as the absence of a structural center in favor of deconstruction, pluralism, in the philosophical sense called "rhizome"; "rhizome" is directly opposed to structure as a systemic and hierarchically ordered organization
- 2) Connectivity and heterogeneity as the absence of clear boundaries and hierarchy; at the same time, "areas that, it would seem, cannot be connected" turn out to be connected [20]; in this sense, the rhizomatic system implies uncertainty, and this is a feature that cannot be inherent in education in its traditional sense.
- 3) Multiplicity as the presence of many nodes, connections, intersections; the system is reduced not to a single, but to a plurality; as a consequence, "the result of learning is measured not by quantitative indicators "how many (units of knowledge, person, etc.)" and "in what time frame", but using the models "I can" and "I realize" [20]
- 4) Discreteness as a discontinuous division of the structure, "branching of the rhizome" in its astructural essence
- 5) Cartography as a mismatch of the structural model, the presence of an unforeseen direction of movement/development in an effort to create, but not to destroy
- 6) Event-based construction of reality as a set of different artifacts, including those subjectively conditioned (personal ideas, personal experience, own conclusions, etc.); the result of learning is the student's ability to give his own meanings to the things he studies. The task of the teacher is to provide an environment in which students can become familiar with different cultural perspectives and values; at the same time, each student individually constructs educational meanings
- 7) The rejection of binarism "as a principle that gives reality structure, hierarchy", which implies the rejection of the subject-object relationship of the teacher and the student, when the latter is subjected to a kind of violence and oppression (psychological); postmodern concepts absolutize the role of the subject of knowledge, his ability to interpret the world; the student becomes an equal subject of narrative interaction in the projection "teacher -

educational material – student", carrying out the process of cognition together with the teacher;

- 8) Subjectivity as "a reflection of the specific circumstances and conditions in which the educational process takes place, adapted to the reality and experience of the student.

Proponents of postmodernism emphasize the uniqueness of both each student who needs special forms of education and individual curricula, and each employee of an educational institution who brings their own talents and skills to their work. In a broad sense, the Man himself, his moral position, multifaceted nature-conforming activity, his culture, education, and professional competence are proclaimed to be the basis of development [6].

With this approach, the mission of education is the creation of opportunities, conditions, and prerequisites for the personal self-development of the individual, the implementation of his needs, creative abilities, and aesthetic culture.

In addition, transformations at the level of theory and methodology of teaching foreign languages are predetermined by new formats and parameters of foreign language communication, as well as the importance of the ability to communicate in a foreign language in the post-industrial information society and globalization processes. There is a growing need for interethnic integration, cooperative projects, and the rapid comprehension of new information about the surrounding space. As a result, foreign language becomes a vital means of mutual understanding. At the same time, the language itself is changing, moving into the format of Internet communication, the interaction of people through a foreign language is perceived and studied exclusively through the prism of discursive practices, and therefore, taking into account multiple and unpredictable extralinguistic factors.

All these circumstances necessitate a revision (and not a one-time, single one, but systematic, regular and operational) of a system of teaching foreign languages from the point of view of postmodernism as a modern post-methodology. At the same time, it is important to take into account that the postmodernist reformatting of education and language education requires the preservation of systemic features. Accordingly, the content and parameters of the competence of language teachers are changing, including in terms of their aesthetic culture.

The postmodern projection of the goal of teaching foreign languages focuses on the development of the student's linguistic personality, which, through comprehension of the language, penetrates into the culture, mentality, and national character of the native speakers of the country(ies) of the language being studied. Comprehending the originality of his potential partners in intercultural communication, the student is able to comprehend his own worldview, understand the features of his national mentality, identify similarities and differences between himself and a native speaker. Thus, the goal of language education is shifted from mastering knowledge and acquiring a set of skills, abilities, and competencies given from outside to providing conditions for students to create their own ideas (from the standpoint of postmodernism - "constructions") to realize their national identity. At the same time, the use of culturally compatible approaches (especially intercultural one) is extremely advisable: they create the conditions, the environment for the self-development of a linguistic personality. The value of the aesthetic culture of a language teacher in such conditions can hardly be overestimated.

The cultural and historical activity of people is simply impossible outside the formation of a "cultural language". The literary language reflects those features of the socio-cultural process that are inherent in the general cultural, and then the artistic development of different peoples, nations, and social strata. Therefore, language by its very nature has an aesthetic function.

The aesthetic function of language is most noticeable in literary texts, but the scope of its functioning is much wider. An

aesthetic attitude to language is possible in colloquial speech, friendly letters, publicistic, oratorical, popular scientific speech to the extent that for speakers, speech ceases to be only a formal shell of content and acquires an independent aesthetic value.

In addition, an important didactic aspect of culture-oriented learning is the consideration of the language as an organic part of the culture of each people. At the heart of linguistic structures, there are socio-cultural structures. This means that in order to actively use the language as a means of communication, it is not enough to know the meanings of words and the rules of grammar, here, a deep knowledge of the world of the language being studied is required. The picture of the world surrounding native speakers is not only reflected in the language, but forms the language and its native speaker. Without knowledge of the world of the language being studied (in different scientific schools this phenomenon is called differently: background knowledge, vertical context, etc.), it is impossible to study the language as a means of communication, because a living language lives in the world of its speakers, and studying it without knowing this world turns a living language into a dead one, i.e., deprives the learner of the opportunity to use this language as a means of communication. The study of the world of native speakers is aimed at understanding additional semantic loads, political, cultural, historical, and other connotations of units of language and speech.

The formation of the aesthetic culture of future language teachers is possible under the condition of the implementation of its components, defined as value-motivational, cognitive-linguistic-cultural, activity-creative, personal-developmental, which, in turn, include value attitudes for the development of motives and needs, increasing intellectual and aesthetic reflections, provide for the development of aesthetic views, creativity, critical thinking, empathy, mastery of aesthetic categories, development of a personal life position, orientation towards self-education, self-identification in the process of practical aesthetic activity of teachers.

The essence of the modern culture-oriented paradigm of teaching a foreign language lies in the fact that the role of cultural component in mastering a foreign language is characterized by the synthesis of linguistic and aesthetic knowledge and knowledge about the country of the language being studied, which is the main task of language acquisition in the cognitive aspect [37]. This helps to assimilate the image of the world inherent in the linguistic society through the prism of the national culture of native speaker, expressed by various verbal and non-verbal means (speech, literature, painting, architecture, music) and puts the process of mastering a foreign language on a qualitatively different level, turning it into an effective mechanism of aesthetic education.

The ultimate goal of aesthetic education is the formation of an aesthetically, harmoniously developed personality that has the ability to perceive and evaluate the phenomena of national culture and art. From this point of view, culture and language should be considered as a means of aesthetic education of the individual, for which it is advisable to consider the experience of various countries in different regions of the world regarding the development of the aesthetic culture of language teachers in the conditions of post-industrial realities described above.

## 2 Method

The nature of the study required the involvement of both general scientific approaches (analytical, comparative, historical and cultural, etc.) and philosophical methods. Among them, there are: sociocultural, axiological approaches to the study of ethnocultural/linguistic identity, the principle of objectivity in the study of language functions, the method of typology, modeling, systematization. Methods of empirical analysis of specific areas of culture were also used: linguistic, linguo-cultural, sociological.

The following methods were employed: analysis of philosophical, pedagogical, psychological, methodical, aesthetic,

art history literature on the problem under study; study and generalization of pedagogical experience; outlining modeling of the process of education.

In particular, the methodological basis of the study was: the socio-philosophical foundations of the language as an element and factor in the formation of the spiritual culture of the individual; theory of aesthetic education in higher educational institutions; socio-philosophical concept of activity, interaction of objective conditions and subjective factors in the process of practical implementation of the aesthetic function of language in higher educational institutions and in corporate adult education.

## 3 Results and Discussion

The aesthetic categories present the entire historical experience of the aesthetic attitude to reality and the aesthetic characteristics of the world of culture. Aesthetic categories change and develop historically, reflecting the stages of development of aesthetic experience and knowledge. The entire educational process, where personality formation takes place, should be based on universal human values, touch national and regional culture, aesthetic traditions that have developed historically in a certain society.

The transcultural or transnational model of globalization, considered from the perspective of the concepts of transcultural space (M. Waters, R. Robertson, etc.), is a relevant environment for the interpenetration of languages and cultures. Attention is drawn to the transformation of the traditional space, "turning" into the timeless one, devoid of locus. Transculture as a "continuous cultural environment" (M. Epstein) turns out to be a culture of virtual reality (M. Castells). This eliminates the ideological component, the possibility of engagement and presence in this context of the language-domain, which allows seeing in the global language the potential for the objective implementation of linguo-cultural communication. Transculture, revealing itself in terms of "space-flows" (M. Featherstone), "global cities" (E. King, S. Sassen), "global village" (M. McLuhan) and in equivalent creative class "new professional designers" (E. King), states the processes of objective hybridization, internationalization, and integration.

In general, the progressive process of development of industrial and post-industrial society, but leading to the global spread of Western-style mass artistic culture, is not always adequate to the national scale of artistic values in other countries. There is a danger of the denationalizing influence of the commercial mass industry, which is crowding out folk culture and folklore. Many peoples have a negative attitude towards mass culture as a threat to the existence of their own national culture, and reactions of its rejection are often manifested.

The problem of national self-consciousness has always existed in every nation as one of the impulses of the "folk spirit" and its constructive and creative role. The main source in this process has always been folklore and other components of folk culture. Often, the ideas of "national renaissance", the comprehension of the original national character, the processes associated with the development of national art schools, etc., come to the fore. Of course, the artistic culture of every nation undergoes changes under the influence of social progress. But we note the relative independence of the stability of the components of folk culture: traditions, customs, beliefs, folklore, which consolidate the ethnos as an immanent element of culture and, accordingly, both instrument and environment of the formation of the aesthetic culture of a linguistic personality. It is obvious that the mastery of aesthetic categories through understanding the deep layers of folklore and art should be at the heart of the artistic culture of future language teachers.

Interestingly, participating in, responding to, and creating a variety of imaginative texts, such as stories, songs, theater, and music are all applied in universities in Australia. Students respond to and produce inventive works that highlight the aesthetic aspects of language use, individual creativity, and the chance to compare aesthetic ideals between cultures (see Table 1).

Table 1: The vision of aesthetic dimensions of language use in Australian universities [39, p. 36]

Concepts	
imagination (fact, fiction, inner/private world, social/public world)	freedom (expression, liberty, activism, opportunity)
emotion (romance, love/affection, suffering, fear, pain)	morality
beauty (admiration, people, places, ideas)	character
power (law, rules, opposition, reform)	experience (sequence; life-world)
journey (challenge, struggle, adventure)	journey (challenge, struggle, adventure)
Text-types	
song/rap	stories
rhymes	dramatic representations
poetry	narratives
film	descriptions
literature	recounts
cartoons	
Processes	
listening, speaking, reading and writing	experimenting
creating	interpreting
performing	clarifying
expressing	participating in shared reading
describing	re-creating
recounting	responding
captioning	elaborating
labeling	connecting/relating
responding	teaching

Students acquire the skills necessary to 'move across' languages and the meaning systems they create. This involves 'encoding' and 'decoding' as well as literal translation and interpretation. Moving between languages also involves more difficult interpretation and meaning-making techniques, such as "reading between the lines" for indications of values, attitudes, and presumptions, and then communicating these concepts to others in a clear, compassionate manner.

Language learners can interact, analyze how language and culture affect learning, and reflect on their learning through participating in learning activities rather than 'completing tasks'. Here, the focus is purposefully placed on the idea of experience as opposed to "task". An experience is something that individuals do and "live", as opposed to a task, which they only "do".

It is now well established in the United States, Canada, and Europe, including the United Kingdom, that students who learn with an emphasis on the arts (often referred to as "high arts students" in American literature) perform better academically, score higher on tests overall, are less likely to quit early, rarely complain about being bored, and have a more positive self-concept than students who do not have access to the arts. Interestingly, they are also more inclined to participate in community service (volunteer work) [45].

The Washington-based Arts Education Partnership has released two significant reports: *Champions of Change: The Impact of the Arts on Learning* [13] and *Critical Links: Learning in the Arts and Student Academic and Social Achievement* [7]. They offer compelling evidence of the existence of a substantial positive association between engagement in the arts and benefits for individual learners of an academic, social, and behavioral type, and hence broader social benefits, as well as a remarkable degree of agreement on this subject.

In contemporary society, learning, comprehension, and enabling all depend on aesthetic knowledge. While orthodox schooling, and particularly assessment systems, focus on those cognitive

aspects of knowledge that can be made explicit and learned propositionally, just in words or numbers, providing aesthetic knowledge is difficult for schools and teachers because it is an experience that engages the brain, body, and emotions all at once in a range of symbolic languages and forms. Research must be prioritized in order to address these problems responsibly, and it must also be shared with practitioners and decision-makers. Research is a natural activity for scientists, but it is less of a natural activity for arts educators, who have historically been more focused on arts practice and practical pedagogy, as well as on maintaining and advancing their right to work in schools. While it is important to keep in mind that participating in arts programs and processes fosters enjoyment and encourages imaginative and creative activities, it is also true that by participating in the arts, one gains a greater understanding of the full range of human experience. Life paths and learning perspectives are broadened. It is important to recognize and celebrate the role that the arts may collectively play in altering students' learning in general.

The arts are clearly positioned to support transformation in educational systems and institutions in Australia. All academic fields and disciplines need to incorporate artistic and cultural components in order to support this inclusion. To make this possible, there will need to be active collaborations between governments, community organizations, artists, and schools. All children must be exposed to the arts at a young age, and all early childhood learning environments must include opportunities for enriching artistic experiences. When young people think about the future, arts education should be focused on the broad spectrum of societal and cultural concerns that are currently being debated. The environment, migration, sustainable development, global citizenship, and the desire for peace are some of their concerns. Results from a variety of research and practitioner sources show that, while not a fix-all, the arts do have the ability to assist in addressing many of the ingrained problems that are consistently present in today's educational institutions and in the community at large [17].

The development of imagination and creativity would need to take precedence over other goals or 'add-ons'. Interdisciplinary encounters, such as those involving digital and other developing art forms, must be valued rather than dismissed. It is true that teachers and schools would first face additional challenges if there was a trend toward greater cross-curricular work involving the arts and other (non-arts) topic areas working together on creative and/or cultural themes. Such advancements will need to be put into practice, and this will require both enough financial assistance and leadership at the policy level. Policymakers and those in charge of creating the new national curriculum must give the arguments and supporting data considerable consideration [12].

In Germany, Schiller's ideas of humanizing people are closely connected to German philosophy. Important points of reference include Immanuel Kant's theory of aesthetic judgment and Alexander Baumgarten's book *Aesthetica* (1750), which declares sensorial perception as a special way of cognition and thus refers to the original meaning of the Greek word "*aesthesis*" in terms of perception through the senses. Schiller finds particularly fascinating Kant's notion of aesthetic judgment as the unrestrained interaction of reason, emotion, and imagination. It provides a way of expressing what is unique about experiencing art. According to Schiller, aesthetic education aims to balance people's inner motivations, notably their feelings and intellect, through the use of the arts [23].

German aesthetic education and educational philosophy have been greatly influenced by Schiller's views, particularly in regard to the German concept of '*Bildung*'. Although there is no English word that describes '*bildung*' in terms of cultivation or formation, it has grown in popularity in recent years in international education [30]. It speaks about the development of self-reliant, mature individuals via education and self-cultivation who discover their own skills and learn to act in society's best interests. It describes the development of self-reliant, mature

individuals via education and self-cultivation who discover their own skills and learn to act in society's best interests. '*Bildung*' encompasses more than merely education - it also refers to a person's moral and ethical growth.

The discussion of aesthetic education in Germany has extended recently. Contemporary aesthetic experience now includes popular music. In terms of democratic education and involvement for social justice, aesthetic education now refers much more to society and the state than it does to the persons and their development. The idea of *Heimat* (homeland), which denotes the continual search for cultural identity and protection, is increasingly connected to aesthetic education.

According to Greene (2001) [15], art and aesthetics can not only improve students' aesthetic talents but also positively influence their intellectual and emotional growth. Greene argues that the value of aesthetics is crucial throughout the teaching and learning process. Additionally, from the standpoint of education development, education is a manifestation of aesthetics. All educational activities are truly infused with the value of aesthetics since education is a type of aesthetic education and a reflection of the value of aesthetics. The utilitarian nature of education is opposed by the aesthetics of education, which promotes a high level of compassion for individuals. The study of educational aesthetics, which aims to apply aesthetic theory to investigate the aesthetic phenomena that exist in the field of education and the science of its development rules, has progressively emerged as a new discipline as a result of the expansion and development of aesthetics and its influence on other fields of study. The idea of educational aesthetics is not merely a theoretical construct, but it also serves real-world needs. The discipline of educational aesthetics has developed as a distinct subfield from aesthetics, philosophy of value theory, and philosophy of education. It has resisted the utilitarian, instrumental, meaningless, and spiritless pursuit of education and has used the spirit of aesthetics and aesthetic value to awaken the ultimate care of education for people. "It has rejected the traditional aesthetic view of packaging and embellishing education with beauty in the common sense" [23].

In China, the modern theory of aesthetic education is being developed within two directions - traditional and innovative. Within the traditional direction, aesthetic education is considered as one of the components of education, and the emphasis is made on transferring knowledge to students about various cultural phenomena. Within the framework of the innovative direction, aesthetic education is understood as a phenomenon that ensures the holistic development of a person. The innovative direction combines two approaches: humanistic, whose representatives consider the main task of aesthetic education to be the development of the student's personality through the means of art; humanitarian, in which the ideas of Confucianism are integrated and whose representatives emphasize the value nature of aesthetic education, link it with the ability of students, especially future teachers, to see, understand and create beauty in life and art, to comprehend and appropriate the values that underlie human existence. The main direction in the development of education in the PRC is to overcome the focus solely on the "knowledge" approach and on the narrow professional training of specialists. In the theory and practice of education, the provisions of the personal approach are affirmed, orienting teachers to the importance of solving educational and developmental problems in the process of education and professional training of specialists [47]. Such provisions are reflected, in particular, in the Strategy for the Modernization of Education in the PRC until 2035.

According to supporters of the innovative approach, the goal of aesthetic education is to improve the quality of human life, increase his creative potential, improve human nature, demonstrate its beautiful and noble side and remove from a person's life everything that is designated in aesthetics by the category "ugly." "Aesthetic education should lead people to achieve the perfection of human nature... The comprehensive development of man corresponds to the fundamental nature of

aesthetic education" [26]. According to Cai Yuanpei, "the purpose of aesthetic education is to 'create' a living and creative spirit and develop a noble and pure personality" [47]. Aesthetic education is intended not only to ennoble a person, but also to contribute to the harmonization of relations between people and thereby to the improvement of society. An important task of aesthetic education is considered to be the formation in a person of the ability to work on himself, cultivating the beautiful and eradicating the ugly in his own spiritual world [2].

Modern Turkish culture is characterized as the one "between traditionalism and modernity" [28]. Within this landscape, visual culture and critical pedagogy can both be seen as countermovements to and responses to authoritarian institutional structures, positivistic ideologies, and conservative formations. In all of its forms, critical pedagogy opposes technocratic educational approaches that rely on depoliticized curricula and purportedly objective classroom procedures. Critical pedagogy seeks to offer an alternative to conventional ideas of education, authority, and knowledge formation in this way [3].

Since Turkey is a developing country that absorbs Western principles for the sake of westernization while being influenced by Islamic norms, evaluating what visual culture means there may be complicated. This produces distinctive aesthetic shapes that combine elements of the West and the East, the Christian and the Islamic, or the ancient and the new.

Further research is needed to understand how Western symbols are blended with traditional symbols in Turkey to create unusual forms. A great illustration of the juxtaposition of the local and the global, or the term "glocalization", as used in the Introduction section, would be an exhibition that the Coca-Cola Company organized in Istanbul in 2002. The show featured intriguing Coca-Cola bottles, one of which had "Nazar Boncuğu" (traditional good luck charm, Evil-Eye beads) beads wrapped around it. This is not unusual in Turkish culture, where every piece of furniture, including kitchen cabinets, dining tables, coffee tables, dressers, chairs, and even glasses and plates, are adorned with embroidery and other needlework [22]. The floors are covered in carpets with floral patterns, and the interiors are adorned in a variety of ways. That specific Coca Cola bottle symbolizes that characteristic.

Meanwhile, it is considered that the effectiveness of including visual culture in teacher preparation might provide Turkish students new perspectives on recontextualizing themselves and critically appreciating what influences them. Visual culture can thus inspire a critical pedagogy that gives students the power to decide how they will renew themselves in the future. Students' knowledge of their social surroundings may increase when they make conscious decisions. In order to comprehend power dynamics and take action to address injustices, visual culture retains a goal of social reconstruction.

According to Turkish researcher Salim Pilav [35], the relevant specific purposes established in Turkish Language Teaching Programs are meant to help students achieve the following goals:

1. Adopt a habit and pleasure of reading; helping them to develop their aesthetic taste.
2. Memorize favorite poems and prose.
3. Develop the practice of selecting poems and participating in word choirs to give these poems life.
4. Develop the practice and enjoyment of compiling a collection of chosen poems.
5. Develop oratory and poem reading abilities in verbal art activities, if they do not already exist.
6. Develop the ability to narrate, introduce a setting, an event, a person, or a living object, as well as to communicate thoughts and feelings about these people or things. This is done by developing a strong sense of satisfaction and emotional control by establishing the habit of deliberating and reflecting on linguistic concerns.
7. Recognize the quality of national culture's knowledge, taste, and beliefs; by doing so, educate and control own emotions.

8. Change their focus to what is “the good and the beautiful, hence enabling them to get stronger through joy of living, self-confidence and good habits” [34].

The key sources for fulfilling the aforementioned objectives are the materials (texts) found in Turkish textbooks. With this aim, the texts must be chosen with the utmost care from the best representations of each genre. When selecting these examples, it is vital to adhere to particular aesthetic standards. Pilav identifies the following requirements after taking into account the typical traits of such aesthetic texts [34]:

- Using metaphors, personification, similes, hyperbole, and other figurative language devices.
- Creating the connotation of infinity
- Idioms
- Aesthetic components of the subject matter - terms that invoke the idea of aesthetics (using the terms “beautiful” and “the beauty” in texts demonstrates the aesthetic value)
- Creating fictitious texts (transposing a text into a story format makes it more aesthetically pleasing and increases reader enjoyment; this might be a gauge of aesthetic worth).
- Cultural base. All of a society's values, both material and spiritual, are included in its culture. Giving cultural components some room in the texts could help the readers develop a sense of aesthetics. Thus, establishing a cultural foundation would demonstrate an aesthetic worth. It might be possible to raise or teach people who have a highly developed sense of aesthetics if books with the aforementioned components are chosen.

The interest in the connection between education and aesthetics has significantly grown over the past few years, both in theory and in actual practice. One may even claim that there has been somewhat of an “aesthetic turn” in the way educational methods are thought upon.

The idea of aesthetics is frequently related to artistic processes. We are interested in that specific orientation. But we prefer to think of aesthetics in a more general way. Thus, Nikolas Kompridis's (2014) [25] definition of “aesthetic” or “aesthetics” as “much more than a specialized inquiry into the nature of art, artworks, or beauty, grounded in a sensuous, typically non-cognitive, mode of perception” serves as our inspiration. According to him, the definition of aesthetics is far broader: “it is about what we are able to see and hear and what we are unable to see and hear” [25, p. XVIII]. Jacques Rancière, who defines aesthetics as the “distribution of the sensible”, has a major influence on this approach. According to him, aesthetics is the study of the “order of the sensible”, which is the “specific distribution of space and time, of the visible and invisible, that create specific forms of “commonsense”, regardless of the particular message such-and-such an act intends” [36, p. 141].

Paul Mecheril (2015) [29] makes the more specific claim that “cultural-aesthetic education” cannot be limited to the knowledge of artworks, concerts, and plays, nor to the attributes of perception capacities. Instead, it has to do with how aesthetic experiences relate to the larger contexts in which we live, such as the question of what is worthwhile to strive for. John Dewey, who studied the role of art in human behavior, is another source of inspiration for such a broad approach to aesthetics. Dewey places more emphasis on the broad sensory experiences that draw people's attention than on the results of creative practices. [8].

Recent research on education in general and adult education in particular reflects these broad understandings of “aesthetics”. The limitations of a cognitivist approach of educational methods are indicated by a number of authors. They assert that education and learning encompass all senses, such as seeing, feeling, tasting, and touching, and not just thinking, memorization, and comprehending [5].

Other authors underline the crucial role of aesthetic education, especially those who write on adult education. Anne Harris

(2014) [19] examines how modern economy and industry use creativity as a tool to increase profits. She responds by making a case for a fresh “aesthetic imaginary” in various educational contexts and artistic practices. Other writers, such as Ana Zarella and Elizabeth Tisdell [46], envision aesthetic education as a vehicle to convey the ethical component of critical public pedagogy.

An analysis of socio-philosophical views on the aesthetic role of language in the process of communication shows that language is not only a product and indicator of the culture of peoples, but also an active means of developing culture itself and the cultural and aesthetic formation of a person. Along with the development of culture on the paths of social progress, there was a constant enrichment and improvement of the culture of the language - strengthening its harmony, deepening the semantic content and significance, expanding and enriching the terminological lexicon, complicating the linguistic and symbolic forms of reflection of objective reality.

The further development of civilization and scientific and technological progress led to the emergence in the 20th century of a symbolic direction in cultural studies, whose representatives not only highly appreciate the role of language in the formation and functioning of culture, but at the same time exaggerate the role of language and other symbols in the content of culture, reducing the entire culture of man and society to a set of sign-symbolic forms.

There is an internal and natural relationship between the language and the aesthetic culture of society and the individual. The socio-philosophical model of this relationship is a system of interaction between objective, internal, essential properties of the content of the language and subjective, external forms of speech communication, which manifest themselves at the following levels: logical (harmony, identity, consistency, persuasiveness, evidence); phonetic (sonority, tempo, pitch, timbre, intonation); semantic (semantic significance, direction, completeness, figurativeness); phenomenological (clarity, emotionality, expressiveness), and hermeneutic (accessibility, receptivity, understanding, penetration).

The aesthetic content of language, as a connecting element between language and aesthetic culture, is presented at various levels of its structure, in particular, at the logical, semantic, phonetic, phenomenological, and hermeneutic levels. These levels act as links between the language and the aesthetic culture of society and the individual.

At the logical level, the perfection of the language and the beauty of speech are determined by the laws and requirements of formal logical thinking - the correct use of concepts, the accuracy of expressing thoughts in judgments, the observance of the order and rules of inference, the validity and argumentation of conclusions and put forward provisions. It is impossible, for example, to violate the known laws of logic in the use of language and speech. There are also rules for operating with concepts, judgments, and drawing conclusions. Their observance in speech communication determines the beauty and perfection of human thinking, its effectiveness and productivity, persuasiveness and evidence, consistency and flexibility, i.e., “iron logic” of thought, as it is commonly called.

At the phonetic level, the beauty and sonority of speech are predetermined by the norms of a particular language, which dictate how sounds should be pronounced, in what order, what is the meaning of various combinations of sounds. The range of sounds is wide and varied. Expressive, sound speech, a clearly pronounced word, correctly placed stress, a sense of the tempo of speech, its melodic sound, the ability to convey a variety of feelings with intonation testify to the aesthetic development of the language. In live speech, as in a mirror, a person is reflected, his culture and attitude to what he says. With the help of intonation, a person gives speech melody and musicality. Facial expressions and gestures expand the semantic capacity of the sounding word and make speech more expressive, emotional, and understandable.

At the semantic level, let us first of all point out the connection between the beauty of an utterance and the accuracy and completeness of the expression of thought in it. At the same time, one must bear in mind the importance of the form of expression, the ability to clothe a thought in a living phrase that is born before the eyes of the listener and therefore has attractiveness and persuasiveness. This is what the spoken word is about. However, another important form of linguistic communication, along with oral speech, is "written" speech. Conveying the semantic richness of the world, written speech faces certain difficulties. Words are the form of existence of the concept. But there are much fewer words in the language than there are concepts that people have. If there were a separate word for each concept, the vocabulary of a natural language would become so large that it would be impossible to learn it, language and communication would be difficult. Therefore, most words have many meanings. One word has the ability to serve as a material shell for several concepts. The ability to evoke the desired association is a special aesthetic effect. This technique is especially often used by "artists of the word" [14].

The introduction of a person to the objects of artistic culture largely depends on the person himself, his aesthetic culture or aesthetic potential. The latter, in turn, sets the ability to create, cognize, evaluate, and communicate. Namely this integrative potency forms the basis of aesthetic culture.

In particular, under the formation of the aesthetic competence of a future language teacher by means of ethnology, we mean a complex integrated process that provides for the possession of knowledge, skills, the formation of aesthetic judgments, feelings, values, ideals, behavior, certain creative experience and allows a student to successfully use the means of ethnology in the formation aesthetic competence of his future students. The teacher cannot carry out the process of forming the aesthetic competence of students by means of ethnology, if the level of his aesthetic knowledge, culture, values is low, so this process must be purposeful and permeate all areas of activity.

Aesthetic competence is closely related to the concepts of "creativity", "creative activity". The driving force of creative activity is the desire of the individual for self-actualization, for the realization of one's potential. Creativity also originates in feelings that manifest themselves in the aesthetic sphere. Creative activity is "an activity to create a new, original" [31]. Implementation of creative efforts and self-realization of the individual are the goal of creative activity. Students acquire their personal experience of aesthetic experiences, aesthetic feelings in educational activities, and in the future this experience will be useful in professional activities.

One cannot but agree with the statement of N. Rogers that "living" the creative process is "the path to self-disclosure, self-respect, self-confidence" [38]. The development of the aesthetic competence of a person involves the development of such components as creative imagination, creative activity, artistic and aesthetic perception of the world, emotional and sensory reactions in the field of artistic and aesthetic, cultural and aesthetic attitudes.

The aesthetic principle is laid down in the forms of student education. Let us consider how the tasks of developing the aesthetic competence of students are solved at the lecture "Communicative qualities of speech", conducted by a teacher of the department "Modern French" of one of the universities of Paris. The lecturer set the following goals: 1) to acquaint students with the history of the development of the doctrine of the qualities of speech from antiquity to the present day; 2) to develop students' skills of aesthetically expressive speech; 3) to instill in students a taste for aesthetically expressive speech. The lecture begins with a short historical digression. Historically, a different set of speech qualities has been distinguished. This lecture organically entered the system of lectures on the "Culture of Speech". The aesthetic development of students by means of a lecture was one of the goals set by the teacher. Aesthetically expressive content was chosen. The lecturer noted the importance of the doctrine of communicative qualities of speech

in the language education of speakers, in instilling the skills of speech culture. According to the lecturer, it is necessary to highlight the following communicative qualities of speech: correctness (compliance with speech norms), accuracy, consistency, purity, clarity, brevity, relevance, vocabulary richness, expressiveness. Correctness implies the observance of socially fixed norms of the language. Accuracy realizes the connection between language and thinking; subject and conceptual accuracy. Purity is determined by the linguistic taste of the speaker, the absence of dialectisms, colloquial words. Clarity requires the absence of ambiguity. Brevity eliminates unnecessary jumble of phrases. Relevance is associated with the stylistic differentiation of language means; style, goals, and tasks should be taken into account. The richness of the vocabulary is determined by the speaker's active vocabulary. Expressiveness consists in the choice of lexical means, intonation and logical design. The lecture was presented logically and consistently. The lecturer skillfully created a positive emotional background, an atmosphere of trust. Of particular note is the teacher's speech culture, which meets all the requirements of the lecture. The lecture was positively assessed by the majority of students, contributed to the development of students' aesthetic competence, gave new knowledge about speech, instilled a taste for competent, aesthetically expressive speech [6].

The formation of an aesthetic attitude to language among university students should, accordingly, take into account the dialectical unity of aesthetic norms common to the language and their modifications in different spheres of human activity. The level of implementation of the aesthetic function of language in the educational process can be studied using several methods: test analysis of the perception of the meaning of a speech message or written text; using a semantic differential to assess the nature of the emotional-figurative perception of a speech or text message; statistical generalization of the frequency of phonetic information and the search for links between their rational, visual and auditory perception.

The process of implementing the aesthetic content of the language in the course of teaching and educating students at a university through conscious activity presupposes the existence of ideal psychological forms of their expression, various ways of understanding them by subjects and objects. These are: firstly, knowledge of the patterns, objective conditions and prerequisites of this process; secondly, the social assessment of the aesthetic content of language, turning it into strong beliefs, views, and motives for the behavior of students; thirdly, goal-setting, development of specific programs and action plans.

Currently, the method of projects is actively used in universities, and language teaching is not an exception here. The method of projects, along with project activities, is a component of project-based learning. Project activity is used as one of the forms of educational cooperation at the university, including with the aim of developing the aesthetic competence of students.

The application of the project method in the context of academic disciplines allows the teacher to organize training taking into account the individual characteristics of students, including consideration of the levels of development of aesthetic perception, imagination, aesthetic needs, tastes, ideals, interests.

We understand project activity as a human activity aimed at a phased solution of the problem and the practical implementation of the project, taking into account the goal of developing the student's aesthetic competence. The project method allows combining linguistic and aesthetic components.

The project methodology is characterized by high communicativeness and involves students expressing their own opinions, feelings, active involvement in real activities, taking personal responsibility for progress in learning [16].

It should be noted that the topic of project should not only be included in the general context of language learning, but also be interesting enough for students. The choice of the topic of project work is very important, often namely the topic of the



project can ultimately determine the success and effectiveness of the project work as a whole. Topics can be related to both the country of the language being studied and the country of residence; students are focused on comparing events, phenomena, facts from the history and life of people from different countries, specific cultural patterns and established aesthetic standards. The problem offered to students is formulated in such a way as to orient them to 'extract' facts from related fields of knowledge and various sources of information. It is necessary to involve all students in the work, offering each one a task, taking into account the level of his language training. The main goals of introducing the project method into practice are: to reveal the skills of an individual student or a group of students; to help students use the research experience acquired at the university; to let students realize and implement own interest in the subject of research, increase knowledge about it; enabling students to demonstrate the level of knowledge of a foreign language, rise to a higher level of education, development, social maturity. The project methodology uses a very fruitful idea. Along with verbal means of expression, students also widely use other means: drawings, collages, pictures, plans, maps, diagrams, questionnaires, graphs and charts. The soundtracks of the course use onomatopoeia and sound effects. Thus, the development of communication skills is reliably supported by a variety of means that convey particular information. This teaching system widely uses involuntary memorization of lexical means and grammatical structures in the course of solving project problems, and stimulates the development of creative thinking and imagination. Conditions are created for freedom of expression of thought and comprehension of what is perceived.

In developing interest in a subject, one cannot rely only on the content of the material being studied. If students are not actively involved, then any meaningful material will arouse in them only a contemplative interest in the subject, which will not be a cognitive interest. In order to awaken active activity in students, they need to be offered an interesting and significant problem. The project method allows students to move from mastering ready-made knowledge to their conscious acquisition. The essence of the approach is that students are given the opportunity to construct the content of communication themselves, starting from the first lesson on the project. Thus, the project method provides excellent opportunities for the formation of aesthetic culture, and also ensures adherence to the best andragogical practices - the best paradigm for both university education and advanced training for existing language teachers, and their on-the-job training. The use of andragogical methods of training future language teachers will ensure continuity of life-long learning of language teachers, in particular, through the creation of corporate universities for teachers within their educational institutions.

During the project activity, the student is given the opportunity to express his own opinions, feelings, and share experiences. This is especially important in the context that, as noted above, the postmodern era involves providing an educational environment that allows students to create new knowledge based on their own experience, and not through the transfer of universal academic information from the outside.

Within the framework of andragogy as a postmodern paradigm of higher education, in comparison with the classical pedagogy of the modern era, changes are taking place at the level of content of language education - the content focuses on the personal experience of the student, and not on external educational goals. The postmodern vision of education is based on what J. Kincheloe and S.R. Steinberg calls "post-formal thinking", the main feature of which is the "production of one's own knowledge" [24]. Postmodernists put forward the personal experience of the student as a source of educational content. The educational process should provide him with the opportunity to:

- Rather not to reproduce someone's knowledge, but to produce one's own "constructions";
- Interpret moments of own life in connection with new acquired information;

- Discover own potential for activity, as well as opportunities and abilities;
- Establish connections between unrelated, sometimes opposing things and events;
- Consider facts not as isolated and abstracted from reality, but as part of the general, associated with practical activities;
- Emotionally "experience" new facts and events;
- Contextualize the proposed training content;
- Reveal cause-and-effect relationships between facts and phenomena;
- Perceive the world around in the form of a "text" that needs to be understood and interpreted.

As one can conclude, for adherents of postmodernism, the content of education cannot fit into the format of a certain standard matrix. For them, it is something undefined, aesthetic, emotional, autobiographical, intuitive, eclectic. "The content of education for them is a constantly (up to each lesson) renewed, emerging, and changing phenomenon" [43]. The content of education is "born" directly in the classroom, in the educational process in connection with the proposed educational material, which is not so much an object of mastery but rather a stimulus for personal, individual "constructions".

Speaking about specific methods of implementing the andragogical paradigm in the development of aesthetic culture of language teachers, a number of general principles should be noted:

1. Providing practice in mastering new skills, allowing seeing immediately the results and feasibility of training. The use of a complex of visual materials and interactive technologies.
2. Using the inductive method in presenting the material, constructing an explanation based on particular practical problems to general theoretical principles.
3. Taking into account the problems associated with the implementation of the educational process of an adult: psychological, social nature. Creation of acceptable study and self-study formats.
4. Using tutors, creating a "smart learning environment" with the ability to support an individual educational route.
5. Experiencing core values in the process of learning. Ensuring this provision involves modeling educational situations that provide a motivated adult with conditions for 'living' (experiencing) specific values. Such experiences are associated with deep understanding and emotional reflection of the personal significance of the profession, fulfillment of duty, participation in socially significant activities, living a civic position, etc. In order to enrich the palette of activities of the subject of education, it is necessary to live a new experience and connect it with his past valuable life practice.
6. Reflection on the educational process on the part of students and their adoption of an active position.

Due to the fact that adults have the ability for consistent self-learning, the center of gravity in the educational process shifts from teaching to the activities of the student. Hence a new understanding of education as a process of creating favorable conditions for self-directed learning, as well as a reevaluation of the role of the teacher, who in the new paradigm is called upon to promote self-directed learning and serve as a source of training for self-directed students. In the context of the need to form an aesthetic culture, which for a language teacher is at the intersection of hard skills and soft skills, this is especially important.

On the background of above-mentioned, let us note Iser's view - that the unique quality of any literary text is that it contains voids or places of ambiguity that can only be filled by the reader. The learner eventually has a more enjoyable learning experience when required to contribute his or her own vision and creativity to the reading event. Iser argues that "the indeterminate sections or gaps, of literary texts" are in no way to be considered a flaw;

rather, they “are a basic element for aesthetic response” [21]. Because “indeterminacy is the fundamental precondition for reader participation” [21], texts and teachings that are works of art are open-ended and attract participation. The learner will be less engaged if the lesson is more explicitly stated and provides fewer blanks for the reader to fill in. “Teaching which is less explicit and more aesthetic invites participation on the part of the learner because (like the work of art rather than the diagram) gaps are left that only learners can fill” [31].

Interestingly, Schon, whose perspective on teaching as artistry is well-known, uses exactly the same terminology as Iser to highlight the fact that teaching necessitates engaging in “messy, indeterminate situations” in order to explain why the rational-technical view of teaching provides an entirely inadequate and insufficient account of teachers’ activities [41]. Teaching is an art in that teachers, like painters, composers, actresses, and dancers, make judgments largely based on qualities that emerge during the course of action. As such, instilling expectations that learning need not be messy and indeterminate and can be effectively sanitized to make the learning experience clear-cut and straightforward is profoundly misguided [11].

Encouraging students to reflect upon their own perspective, as they bring themselves before the work of art, has been observed to have profound effects because “knowing how we see and read helps us to see and read things differently” [18].

This is expressed in the fact that students develop and implement an individual learning path on their own. For this purpose, not only the recommendations of the teacher are used, but also personal experience, which is introduced into the content of education. In this case, only one parameter of the educational process remains fixed - the result, which coincides with the goals and objectives of training.

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**Primary Paper Section: A**

**Secondary Paper Section: AL, AM**

## CHAMBER-INSTRUMENTAL CREATIVE WORKS OF UKRAINIAN COMPOSERS OF THE LATE 20TH AND EARLY 21ST CENTURIES: AN EXPERIMENTAL DISCOURSE

<sup>a</sup>IRYNA DRUZHHA, <sup>b</sup>LIUBOV MANDZIUK, <sup>c</sup>KOSTIANTYN NOVYTSKYI, <sup>d</sup>NATALIA VODOLIEIEVA, <sup>e</sup>IVAN PANASIUK

<sup>a,c,e</sup>*Ukrainian National Tchaikovsky Academy of Music, 1-3/11, Architekt Gorodetsky Str., 01001, Kyiv, Ukraine*

<sup>b</sup>*Kharkiv National Kotlyarevsky University of Arts, 11/13,*

*Maidan Konstytutsii, 61003, Kharkiv, Ukraine*

*email: <sup>a</sup>minky1tyru0608@gmail.com,*

*<sup>b</sup>lubov\_mandziuks@gmail.com, <sup>c</sup>konstantinn\_may@gmail.com,*

*<sup>d</sup>vodo1eeva76@gmail.com, <sup>e</sup>Ivanpanasiuk17@gmail.com*

**Abstract:** The study is devoted to the analysis of modern Ukrainian banduristics on the base of instrumental and vocal-instrumental music for bandura of the late 20th–21st centuries in the context of the latest performing and expressive means and techniques. The authors claim that among the varieties of modern musical content, bandura creativity is one of the most active and intensively developing areas, in particular, due to changes in the design of the instrument. One of the key theses of the article is that the rapid development of bandura music creativity in the second half of the 20th–21st centuries is connected not only with the improvement of traditional ways of playing, but also with the expansion of the sphere of expressive possibilities of bandura due to the emergence of new performance techniques and means. Using the example of the work of modern Ukrainian composers, it is shown that modified traditional and modern means of expression are a relevant topic of modern banduristics. Nowadays, a concert bandurist has a significant set of technical tools in his arsenal, which make it possible to solve the multi-component tasks of reading the author's idea of a work.

**Keywords:** bandura; Ukrainian music art; folklore tradition; instrumental music.

### 1 Introduction

Among the varieties of modern musical content, bandura music creativity is one of the most active and constantly developing areas. This process is connected primarily with changes in the design of the instrument, aimed at expanding its performance and expressive capabilities and enriching the stylistic field of the original bandura opuses, as well as active including of the expressive arsenal of bandura in the sphere of modern experimental creativity. In the course of this process of instrumental self-organization, systemic ideas and principles of bandura creativity are born, reproduced and improved, because the expressive palette of bandura attracts the modern composer both with the ability to experimental searches and attempts to embody a wide range of artistic and philosophical contexts of the author's idea [9; 11; 25; 29]. These mutually determined processes affect the development of bandura's instrumental expressiveness, the search for new playing techniques, and the formation of a stylistic variety of performing creativity [22]. Based on a composer's experiment, it encourages the reproduction of a convex picture of modern bandura' functioning, which has its foundation in the procedural nature of the development of modern bandura art, the analysis of its musical and sociocultural phenomena, as well as the musical and communicative features of bandura at the modern stage.

The proposed understanding of the stated problem field is determined by its three main components, namely:

- Expansion of the timbre-sound palette of the composer's searches in the chamber-instrumental sphere with the intention of the performance-expressive orientation of the bandura in the works of the late 1990s-2000s;
- The need to analyze new techniques of playing and methods of sound production on the bandura;
- Performance and communicative possibilities of modern Ukrainian instrumental works at the turn of the 20th-21st centuries for (or with the participation of) the bandura with the use of modified means and techniques of playing this instrument and their promotion to the listening audience not only in Ukraine, but also abroad.

The purpose of research is to reveal the specificity and role of bandura music creativity in the dialogue between composer creativity and performance practice in the field of instrumental creativity of the late 20th and early 21st centuries.

In accordance with the goal, the following research tasks were formulated:

- To give a general description of banduristics as a phenomenon of modern creativity that functions in the interaction of composer creativity and performance skill;
- To trace the structural changes and expressive possibilities of bandura at the modern stage;
- To characterize modern means and techniques of playing on the example of the latest compositional practices in the heart of bandura creativity;
- To analyze the collection of instrumental works for bandura by Volodymyr Zubytskyi, Ivan Taranenko, Maryna Denysenko, and Georgy Matviyev in order to distinguish their artistic and figurative characteristics, as well as interpretive and performing possibilities.

### 2 Method

The theoretical basis of the study consisted of the works on the following problems:

- The functioning of bandura culture in the musical art of the 20th–21st centuries (Violeta Dutchak, Inna Lisnyak, Lyubov Mandzyuk, Viktor Mishalov, Nina Morozevich, Taras Yanitskyi, etc.);
- The connection between theory and the performing skill of playing the bandura (Nadia Broyako, Mykola Davydov, Violeta Dutchak, Nina Morozevich, Oleksandra Oleksienko, etc.);
- Formation of bandura, its expressive and performing content (Oksana Bobochko, Iryna Dmytruk, Iryna Zinkiv, Olena Nikolenko, Taras Yanitskyi).

### 3 Results and Discussion

The chamber-instrumental works of modern Ukrainian composers of the late 1990s and early 2000s had an impact on the process of expanding the expressive capabilities of the instrument. Innovations in the composer's search can be traced in the works of Volodymyr Zubytskyi, Maryna Denysenko, Ivan Taranenko, and Georgy Matviyev, whose works showed attention to timbral and sonorous expressiveness along with the expansion and re-emphasis of the established performance and expressive possibilities of bandura repertoire [23; 24; 28].

Understanding the integrity of a modern bandura composition involves the proposed stages, an intonation-figurative representation of the work, and the definition of relationships between the artistic level of the composition and the means of its implementation. The comprehensive vision of the work by the performer-practitioner is realized through a deep analysis of its form and definition of the content in the context of the search for a convincing interpretation.

Volodymyr Zubytskyi appeals to the spiritual values of human existence, raising philosophical questions, but together with the renewed figurative sphere and content, means of musical expressiveness (harmony, texture, sharpened intonations, etc.), he adheres to the established canons - focusing on the classical construction of musical form, the integrity of musical image, end-to-end development. The composer's works became milestones in revealing the potential possibilities of bandura performance on both the dramatic and sonoristic levels ("Madrigal" (1981), "Serenade" (1977), "Burlesque" (1982)). The composer often emphasizes that among his contemporaries, who had the greatest influence on the formation of his compositional handwriting, there were Yevhen Stankovych, Alfred Schnittke, Gia Kancheli, as well as the outstanding accordionist Volodymyr Zolotaryov. He was one of the first to write academic works for bandura, using modern means of expression, thanks to cooperation with leading Ukrainian

bandura instrumentalists (in particular, Professor Serhii Bashtan) [1; 2]. Volodymyr Zubytskyi began to experiment with the possibilities of bandura, thoroughly studying its specifics and playing technology. His work became a milestone in revealing the potential possibilities of bandura instrumental performance on both the dramatic and expressive levels [5; 6].

The author is well acquainted with the expressive possibilities of the instrument, but the novelty of his own searches, the embodiment of his stylistic “Self” prompted him to expand the framework, where traditional bandura playing techniques sound in the original composer's understanding. It is about comparing tonal plans, expanding the texture of the sound (imitation of the layered interpretation of the texture - polylayeredness during polyphonic formation), polyrhythm - as a method of original solution of dynamization of musical fabric, application of the principles of playing on other instruments (tremolo on thematic structure as a technique of playing on the domra, etc.). Analyzing the main stylistic features of the composer's creative method, we will first of all define the following [18-20; 34]:

- The baroque-romantic tradition of the author's writing, from where the elevated tone of the work, the nature of which originates in the elements of polyphonic “games”, the increased intensity of colors and timbres, hyperbolism in the expression of feelings;
- The folklore tradition of thematism as a model for the formation of structural logic of melody;
- The jazz system of expressiveness as a special manner of intonation, the syncopation of movement graphics in layers of the texture, and most importantly, the improvisational nature of the development of the musical fabric.

All innovations in the works of Maryna Denysenko and Ivan Taranenko are subject to programming and have corresponding musical and formative features - form-creating elements, connections between the figurative meaning of the work and its structure, individual signs of reading the form chosen by the composer, authorial findings. Important ones in this context are also the interrelationships between the means of artistic expression in the context of the timbre palette - melody, harmony, metrorhythm, tempo, agogic, shades of dynamics, timbre gradations, methods of sound production, intonation and stroke features, etc. [7]. Understanding these components of the composer's idea makes it possible to reproduce the essence of the author's idea in a convincing stage reading at the level of appropriate figurative generalizations. The implementation of integrity involves not only the knowledge of textual and musical components of the cycle, but also the process of preparing a stage performance [12]. Therefore, having deeply understood the original textual source and analyzed the composer's notes and elements of the original musical language, determining the nature of the work, the interpreter begins the next creative stage - working on details and technical difficulties.

These artistic and scenic approaches, aimed at decoding the author's idea, often different in mood and dramatic saturation, always function in the field of the composer's artistic generalizations. At the same time, the “performance of the performer under the composer” is determined by the performer's charisma. After all, the interpreters must not only professionally overcome their instrumental and technical difficulties, but also become, first of all, interesting actors in this self-modeled “theatre”, evoking appropriate emotional responses from the audience.

These innovative works often use aleatorics, sonorous effects, atonal organization and typological technique - the use of partially prepared instruments, etc. For example, in Marina Denisenko's chamber works (“Winter and Spring”, “August-Sickle”), one of the characteristic means of intonation organization of the musical fabric is the combination of pitch-relative melodic formulas with pitch-fixed sound complexes, which is primarily based on the use of the articulation and timbre capabilities of bandura. In the direction of assimilation of different stylistic directions, Ivan Taranenko (“Fusion-

processing of wedding songs”) is searching for new combinatorial connections between folklore and sonorous technique, neoclassical trends in form and theme formation, and jazz style [27].

In general, it should be noted that the use of bandura by Maryna Denysenko is somewhat different from the approach of Ivan Taranenko, which includes the bandura as a colorful instrument with a bright folk sound, combining it with folk singing, jazz stylistics, mixed with the means of academic music, that is, makes it an element of diversity called “fusion”. Instead, Maryna Denysenko interprets it as an instrument equal to the piano, although it cannot be called completely academic here either, due to the means of expression used by the composer. She follows the European tradition of “new music”, not adhering to and perhaps consciously avoiding classical musical syntax, but at the same time bandura sounds in a more “strict” context of the “serious” genre. However, here too, one can see certain allusions to folk sources at the level of small motifs and the general color of the sound, connected with the traditions of celebrating Ukrainian winter and spring holidays [10-15].

Fusion processing of Ukrainian folk songs is a special genre in Ivan Taranenko's work. It involves, as a rule, a solo performance of a song in an authentic folk-singing style combined with fusion-style accompaniment. Such an extraordinary combination creates the effect of “immersion” of the sound of a solo (or ensemble) song with a characteristic timbre color into a contrasting sound environment, which gives such an instrumental format. The instrumental part of the score of Ivan Taranenko's fusion works either creates a sound background for the sound of the voice, or completely separates into an independent sound, developing its inherent improvisational direction. In this way, a certain polyphony is created between the vocal and instrumental parts of the score.

For example, let us analyze two arrangements of wedding songs, combined by the author into one composition. These are Ukrainian traditional wedding songs, recorded in the Kyiv region – “Oh, they took away a measure of wheat for a loaf of bread” (*Ой знесли-звезли мірку пшениці на короваї*) and “We have a bachelorette party today” (*В нас сьогодні Дівич-вечір*). At the beginning, the author makes a short introduction (3 measures) to ‘set up’ the soloist and the listener. Already here, the drums play an important role - the timpani and the hanging cymbal, which creates a noise effect due to a quiet tremolo. This is complemented only by a twice-repeated guitar chord and a syncopated major-octave A in unison in the bassoon and bass clarinet, which is the opening note of the vocal part. And already in the second measure of the soloist's sound, the vibraphone enters with an imitation at the same pitch — this is the canonical implementation of the first two measures of the main melody. After that (the 4th measure of the melody) the bandura enters. It alternately duplicates the melody in parallel fourths.

In the second verse, it already plays the canonical imitation in octaves together with the vibraphone in unison, and in the third, it first continues the canonical imitation, and then alternately develops this melodic line with parallel chords in the composition of the fifth and the octave. At the same time, bandura and vibraphone are already separated by musical material, because each of them develops its own intonation taken from the melody of the song. Other texture elements are the same quarto-fifth timpani and hanging tremolo cymbal that appeared in the intro and continues to the end of the song. Bass clarinet and bassoon are complemented by chords in the piano and form one timbre, harmonic and rhythmic complex. String chords are also added in the last verse. Together, all these tools create a drama of growth, a kind of orchestral crescendo.

So, the composer combines all the verses into a single whole due to the following means:

- Polyphonic (canonical progression of the melody), which “destroys” the boundaries of verses;

- Timbres (using bandura and vibraphone timbres in the same role until the end of the third verse, as well as timpani);
- Textured and rhythmic (preserving one type of rhythm and texture with gradual “growth” of the latter).

After the first song “Oh, they took down a measure of wheat for a loaf of bread”, the composer gives an extended instrumental part, which begins with a scale-like bandura solo at the very end of the last verse of the song. In this part, the bandura plays an important role, as it sounds constantly, entering into its own dialogue with the guitar, then with the saxophone, and at the end combining with the vibraphone (as at the beginning of the composition).

The second song, “We have a bachelorette party today”, is intonationally and harmonically related to the first, but has a calmer character. The opening sounds of both songs literally repeat each other. Such kinship, obviously, became the basis for the composer to combine these songs into a single composition. With this, factor of contrast is the different tempo and nature of the songs stand out. It is interesting that in the accompaniment, as in the first song, timpani appear with the same quarto-fifth movements. They, as in the first case, play this material until the end of the vocal part. Here the composer builds the accompaniment according to a similar principle. However, the polyphonic techniques he uses are no longer imitative, but contrasting. A saxophone and then a trumpet form an undertone to the vocal part, complemented by a vibraphone in unison.

Bandura almost does not play in the first verse — it enters at the end with figurative material (just like at the beginning of the first instrumental part). This musical material in the bandura part is repeated until the end of the song. Bandura here, as in the specified fragment, dialogically “echoes” with the guitar, thus filling the texture [26; 29]. The musical material of the strings, which sounds in the 20th bar, also returns. As there, it is combined with the specified figures of bandura and guitar. With the help of such repetitions, as well as due to the preserved timbre of the vibraphone, which creates mixed sounds with brass (saxophone and trumpet), the composer achieves not only the unity of this part, but also creates small “arches” with the first part. As a result, both songs are even more closely related, and the whole composition sounds more integrated [3; 28].

The final instrumental part of the work has a freer character. Here, against the background of the chords of the entire orchestra, a double bass solo sounds, then a bandura with a guitar, and at the end a purely improvisational fragment on the piano is provided.

So, structurally, this work by Ivan Taranenko consists of parts of the couplet form, represented by songs directly with a vocal melody (two songs), and instrumental parts that follow each of the songs and optionally, in an improvisational character, develop their intonations. The verse structure of the part in the songs is formed into a single development due to the instrumental accompaniment. One should note the freer and richer harmonic structure of the instrumental parts, where the composer uses complex altered chords typical of jazz music. This is obviously due to the fact that there is no need to match the harmony with the chordal basis of the song material. Instrumental parts do not have a clear internal division. And while the first of them plays the role of an interlude and connection that prepares the beginning of the second song, the second one plays the role of the final construction with a piano improvisation at the very end.

In the construction of the whole, the bandura party is important. And, while at first it is used in a melodic role as a counterpoint to the vocal line, later it is used in a timbre-textural one, where the very timbre of the instrument, its well-known characteristic sound, comes to the fore.

Ivan Taranenko's composition “Spring Song for Easter” is written in a three-part form with an introduction and a coda. The work begins with a slow unison introduction. However, this

unanimity on the bandura flows into a complex sound, because the sounds are not drowned out by the performer. Together with additional special playing techniques, such as glissando behind the stand and over the pegs, this creates an interesting polyphonic effect, which, for example, on the piano is achieved by pedaling and playing the strings. On the bandura, such expressive means sound more natural, because they come from the nature of the instrument. The intonations of the introduction are “grouped” around the sound of B-flat. At the beginning and at the end, the composer dwells on the repeated sounds of the B-flat tritone. The key of d-moll, as well as the slow tempo, create a sense of waiting, as if hanging before the dynamic main theme begins.

The main theme (d-moll) is performed in the form of an eight-bar repeated several times. At first it sounds in unison, then it is repeated twice in polyphony on the tonic organ point. Next, another eight-bar structure sounds on the same organ point, which can be interpreted as a variation on the initial eight-bar. After this 32-bar run of thematic material, there are another eight bars of transitional, connecting musical material. It is a chromatic descending sequence of quarter-second block chords.

After that (v. 52) the middle part begins, which does not contrast tonally (also d-moll), but differs thematically. It is built in a free form using general forms of movement, varied rhythmically (in contrast to the homogeneous rhythmic movement of the first part), and also develops separate intonations of the introduction and the main theme. This part is small in size - only 18 bars, but it turns out that it is enough to prepare a reprise.

The reprise is shortened compared to the exposition. The main eight-bar is played here only twice, followed by a connecting fragment of block chords (as in the exposition). It is followed by a familiar melody that is actually an inaccurate quote. This is how the coda begins (v. 94). It consists of two sections. The first one seems to complete the reprise, and the second is built on the musical material of the introduction. In the first section of the coda, the composer uses an original technique - it is an allusion to the well-known folk song “Get out, get out, Ivanka”, used by P. Tchaikovsky in a famous piano concerto. The theme “Get out, get out, Ivanka” is presented by the composer in such a way that it turns out to be close to the main theme of his own work. This is facilitated by rhythmic, tonal, and tempo factors. The second section of the coda, slow (at the tempo of the introduction), frames the whole composition, giving it a complete sound.

In general, the composer combines folk intonations with jazz rhythms and harmonies in the work. First of all, this is clearly manifested in the extreme parts. The syncopated rhythm of the main theme turns into syncopated block chords characteristic of jazz music. The quote from the song “Get out, get out, Ivanka” is a kind of allusion to the famous classical work of P. Tchaikovsky, because this song became world-famous namely thanks to him. Thus, Ivan Taranenko combines folklore with jazz tools and an academic foundation.

A separate page of the innovations of modern banduristics was the work of Georgy Matviyev, a famous performer and composer. In his works, the artist significantly updates the expressive and performing arsenal of playing, at the same time destroying established ideas about the genre models of bandura creativity and offering polystylistic genre precedents created “on the verge of provocation” [32].

The evolution of timbre-intonation criteria of instrumental bandura is marked by such basic performance characteristics as flawless clarity of a certain type of attack in the articulation process, timbre fullness of sound, homogeneity or versatility, brightness or softness in all tessitures of the range, intonation-melodic and timbre stability, especially in the extreme tessitura of the range. Here one should mention also the ability to the finest gradations of dynamic shades, the aesthetic originality of the sound and the specificity of sound modifications and possibilities due to the use of various performing techniques, cantilence as the basis of sound production and sound management, etc. [8].

Among the composer's finds, there are the latest techniques of playing based on articulation-stroke, timbre-textural approaches, harmonic and compositional features, and other means and techniques that are included in the concept of "new sound" of the second half of the 20th and early 21st centuries. Let us note that the process of modernization of bandura playing techniques is constantly developing. The analyzed bandura instrumental techniques can be divided into universal and specific. Moreover, the latter clearly prevail quantitatively and qualitatively. It is significant that all the latest techniques of bandura playing are not only specific, but also embody the new timbre-sonor status of bandura in avant-garde compositional searches [7; 10; 11; 24].

The modern field of composer thinking has expanded enough thanks to the latest techniques of playing, articulation-stroke, timbre-texture, harmonic, compositional, and other means of musical expressiveness, which formed the concept of the "new sound" of the second half of the 20th - beginning of the 21st century. "New sound" means purity of intonation, brightness of timbre, freedom of movement, introduction of various noise effects; often it is playing with various rhythmic techniques on the deka, bandura fretboard, and other composer's inventions [21; 30-33].

These playing techniques have a performing "origin", because they were created "under the fingers" of the bandura performer-interpreter, composer Georgy Matviyev. Let us consider some of them, which enriched the palette of the instrument with new colors. Glissando belongs to a specific technique of playing. To date, we have highlighted six types of new way of performance [18]:

- Glissando with the fifth finger has a characteristic sound of a gentle and refined timbre. Since the fifth finger is physiologically the weakest, it is known that bandura players do not use it during playing. However, the expediency of this new approach to playing, in our opinion, lies in the 'flavor'. After all, glissando fascinates with its mystery and transparency, with its unique timbre. These are new colors that brought a fresh vision of a well-known element to modern performance
- Brush glissando can be called a kind of "lightning" glissando. It gives the work a bright and effective sound, it is better used for the end of the work or its approach to the climax, as a kind of lightning flavor. This approach occurs due to the rapid push of the palmar bone away from the strings, continuing the rapid directional movement along the strings [4]. The part of the palmar surface of the wrist interacts with the strings, while the character of the sound of the instrument is sharper and more penetrating in timbre and dynamic saturation, similar to the "classical cluster" in the piano.

Glissando on one string has the following types:

1. Glissando on one string, i.e., one-note sounding. The performer plucks the string and then presses on it near the stand, and in this process the tuning of this string changes - it begins to "lower" the tone, intonationally detonate downwards. This approach sounds good in the minor and first octave. As the author of the approach points out, it should be used to finish the piece, because the string quickly stops keeping its tune. It is used by the author in the work "Twilight Embrace" (the musician's third album).
2. Glissando (2) on one string - during the performance of this technique, the pitch of the string is changed with the help of the tonality switch with the left hand against the background of the sound of the string being switched. It differs from the previous one not only in the way it is performed, but also in a slightly different timbral effect: the detonation is faster at first, followed by an "approach" exactly to the upper or lower semitone [3]. This technique creates greater possibilities regarding the time of its use, because the performer can bring the sound out of balance multiple times and in a variety of rhythmic and tempo ways. It is indicated with the help of "gliss. switch." or a footnote with an explanation ("Introduction and toccata"

by Georgy Matviyev). The effect of this technique expands the expressive palette of specific sounds and intonations.

3. Glissando (3) on one string — a specific glissando when the string is thrown out of balance after attack with the bandura tuning key. It is denoted "gliss. key" or a footnote with an explanation. These types of glissando are alternative to the traditional one in timbre and character. We suggest marking it with a *glissando morbido* ("soft glissando") or a wavy line with a corresponding explanation ("Improvisation on a folk theme", "De Javu", "Journey home" by Georgy Matviyev).
4. "Harmonic" glissando. This type of glissando is performed with the right hand in a limited range (1–1.5 octaves) with simultaneous damping, covering the strings that are "extra" here. "Covering" is carried out with the left hand near the pegs (the Kharkiv style of play, i.e., overturning) [16; 17]. This technique makes it possible to perform not the traditional bandura diatonic glissando, but glissando on the sounds of any chords, that is, it diversifies the harmonic language of the works (transcription by Georgy Matviyev for bandura and ensemble "Summer time" from the opera "Porgy and Bess" by George Gershwin).
5. Glissando from flageolets, or bead glissando is performed with the right hand in a downward motion. The third finger makes a pinch, the second presses the string approximately in the middle: for the purity of the performance, it is necessary to schematically draw marks on the soundboard in advance, in order to achieve a clean beaded timbre of the instrument during performance.
6. Bass flags. The very name of the proposed approach to playing contains the peculiarity of its performance — bass strings on the fretboard of the bandura. The length of the bass here has a wide range of possibilities for finding a wide variety of intervals and colors. The playing of a regular octave flageolet on the bass strings is performed approximately in the middle of the string. It is interesting that the duodecim, quintdecim, and tertdecim can be played in different places on the bass string (higher to the fret, in the middle of the string, etc.) [20]. This technique gives the sound of bandura a special flavor of mystery, volume, "filled space", characteristic of philosophical or fantastic works. It is essential to emphasize the particularity of the musical moment, including thanks to the visual perception of the viewer-listener ("Two sides of the coin", "Improvisation on a folk theme", "De Javu", "Dive" by Georgy Matviyev).
7. Flageolets with an interval — a mixed flageolet, or a built-in flageolet, which expands the expressive capabilities of the instrument, thereby emphasizing its great creative potential. This flageolet is performed directly with the second and third fingers - the flageolet itself, while the interval is taken with the first finger at the moment when the flageolet is already played.

The range of intervals can be from a second to an octave. The intonations of this mixed flageolet give the sound timbral differentiation of the voices with the effect of "saturation" of the sound instrumental space, because the performer plays in a close arrangement, and sounds discharged and timbrally contrasted in the "continuity" of the vertical interval. When playing the middle sound of the chord with the flageolet, the effect is significantly enhanced. Undoubtedly, in our opinion, the flageolet should be performed with the second and third fingers. The function of the second is to cover, and the function of the third is to pinch. We suggest marking it directly above the upper tone of the interval or singling out the middle tone of the chord (for chords) ("Dive" by Georgy Matviyev).

Percussive and sonorous techniques are also diversified - hits on different parts of the instrument body and their combinations, tempered hits on the neck and instrument body. The bandurist-experimenter draws attention to the thumb of his left hand in his playing: his strike on the fretboard is an imitation of a box, but here it has a fuller, softer timbre. The method of playing consists in the fact that the performer hits the fretboard with the first phalanx of the thumb (the amplitude of hit is small - when

performing a piece in tempo, one simply cannot physically have time to play with a large amplitude, if to put the finger far away and reflect a pulsating rhythm). As a result, we get a kind of "hit on a filled box", which creates a real effect of a filled box - percussion: to hit the neck and play at the same time. Introducing a new palette of shades thanks to impact effects on the body of the bandura, we have an imitation of the sound of a drum, a box. Georgy Matviyev uses this technique in the works "Wi West Jazz" and "Do not go away". It is indicated by rhythmic figures written on one of the stave lines and an explanation.

Staccato damping effect is the performance of one note, intervals, three- and four-note chords by muting them with the palm-hand part of the right hand. It is used to emphasize syncopation, especially in jazz works, and to avoid the sound of the nearest overtones ("Two sides of the coin", "Improvisation on a folk theme", "De Javu", "Dive", "Mood").

Playing near the stand ('Kobzar playing' - Iryna Druzgha) is performed with the aim of changing the sonorous bandura timbre to a more "hugging" one, devoid of a wealth of overtones. It is also possible to gradually change the place of attack of the string from the center to the stand, or to contrast timbral colors. The auditory effect of "change of timbre" is enhanced by a visual series of hand movements ("Introduction and Toccata", "Tears of a Knight" by Georgy Matviyev).

#### 4 Conclusions

It should be noted that the bandura in its modern form (we mean its Chernihiv and Lviv chromatic prototypes) is a young instrument that has undergone a significant transformation over the centuries from an accompanying, traditional attribute of national culture to an instrument with a wide expressive potential of genre and stylistic solutions in reading stylistic discourses. Its dynamic development is evidenced by the processes of recent decades, when bandura became a field of innovative compositional creativity with appropriate experimental techniques and approaches determined by its timbral and dynamic capabilities. The increased attention of composers to the sound of bandura, its "creativity", changeability, length, etc. seems to encourage performers and composers to search for new interesting ways of creating sound on the instrument.

Modern instrumental and vocal-instrumental bandura creativity was considered from the standpoint of the timbre-sound factor as the one that most actively affects innovative experiments in the field of bandura expressiveness. Modern instrumental compositions for bandura are marked by the expansion of stylistic attributes, the use of a wide range of new technological techniques and elements of polystylistics, conventionally classical genre prototypes and the most modern technologies (aleatorics, cluster, layered polyphony, sonoristics, etc.). These searches are also characterized by a deeply individual author's idea, marked by innovative discoveries in the bandura technique, often determined by the timbre and sound design of the composition.

In general, we note that the use of bandura by Maryna Denysenko is somewhat different from the approach of Ivan Taranenko, which includes the bandura as a colorful instrument with a bright folk sound, combining it with folk singing, jazz stylistics, mixed with the means of academic music, that is, makes it an element of diversity called "fusion". On the other hand, Maryna Denysenko interprets the bandura as an instrument equal to the piano, although it cannot be called entirely academic due to the means of expression used by the composer. She follows the European tradition of "new music", not adhering to, and perhaps consciously avoiding, classical musical syntax. At the same time, her bandura sounds in a more "strict" context of the "serious" genre. However, here too, one can see certain allusions to folk sources at the level of small motifs and the general color of the sound, connected with the traditions of celebrating Ukrainian winter and spring holidays.

Another approach is observed in the representative of the young generation of bandurist composers, Georgy Matviyev, who enriches the bandura music literature by expanding its stylistic attributes, using a rich palette of new technological techniques and elements of polystylistics, classic, romantic and popular genre prototypes and modern, cutting-edge playing technologies, until recently not inherent in bandura performance. In the creative method of the bandura composer, two opposite factors coexist, between which such stylistic and performance models can be traced, such as the destruction of bandura performance stereotypes and the perception of bandura as a mythopoetic center, an attempt to convey the spirit of modern creativity, provocative in essence, but such that it enables a look at the instrument as if from the side, without stereotypical visions.

Summarizing the above, we note that the rich resources of bandura make it possible to reproduce most of the specific timbre and sound effects without resorting to a radical restructuring of the instrument. In their introduction, the role of performers is important, who, in close cooperation with composers, contribute to the use of non-traditional timbre and sound techniques.

Thus, the development of bandura on the timbre-expressive evolutionary path during the 20th century took place, on the one hand, due to the improvement of the instrument in general and its individual components, and on the other hand, due to the progressive development of professional skill and performing culture, usually directly related to the formation of artistic and aesthetic modern requirements.

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

# INVOLVING UKRAINIAN UNIVERSITY STUDENTS IN ENGLISH-LANGUAGE MULTICULTURAL EVENTS AND PROJECTS IN THE CONDITIONS OF GLOBAL INTERNATIONAL EDUCATIONAL COOPERATION WITHIN THE FRAMEWORK OF THE TASKS OF INTERCULTURAL PSYCHOLOGY AND FEATURES OF BRAND COMMUNICATIONS IN HIGHER SCHOOL EDUCATION

<sup>a</sup>NATALIIA VASYLYSHYNA, <sup>b</sup>GALYNA BORYN,  
<sup>c</sup>MARGARYTA PONOMAROVA, <sup>d</sup>TETIANA SARKISIAN,  
<sup>e</sup>LILIIA GOMOLSKA, <sup>f</sup>ARNOLD KUPIN, <sup>g</sup>TETIANA  
 HOLINSKA

<sup>a</sup>National Aviation University, 1, Liubomyra Huzara Ave.,  
 03058, Kyiv, Ukraine

<sup>b</sup>Vasyl Stefanyk Precarpathian National University, 57,  
 Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine

<sup>c</sup>Kyiv National Economic University, 54/1, Peremohy Ave.,  
 03057, Kyiv, Ukraine

<sup>d</sup>Volodymyr Vynnychenko Central Ukrainian State University, 1,  
 Shevchenko Str., 25006, Kropyvnytskyi, Ukraine

<sup>e</sup>R. Glier Kyiv Municipal Academy of Music, 31, Hetman Pavlo  
 Skoropadskyi Str., 01032, Kyiv, Ukraine

<sup>f</sup>Zaporizhzhia National University, 66, Zgukov's'kogo Str.,  
 69063, Zaporizhzhia, Ukraine

<sup>g</sup>Kherson State University, 27, Universytets'ka Str., 73003,  
 Kherson, Ukraine

email: <sup>a</sup>filology.N@gmail.com, <sup>b</sup>boryngv@ukr.net,

<sup>c</sup>margaritaponomarova@gmail.com,

<sup>d</sup>tanya.taburanska@gmail.com, <sup>e</sup>premier@ukr.net,

<sup>f</sup>arnold.kupin@gmail.com, <sup>g</sup>t.go1inska71@gmail.com

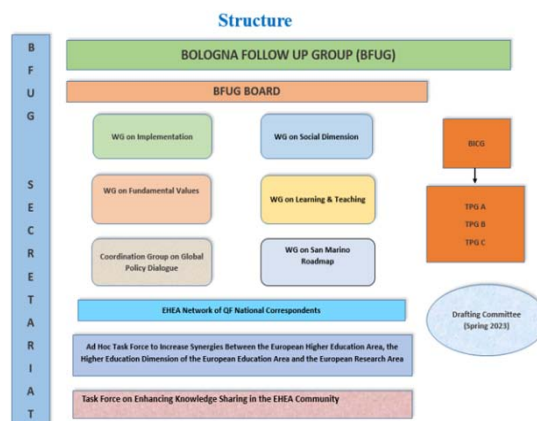


Figure 1. The European Higher Education Area and the Bologna Process

**Abstract:** The topicality of the article is supported with the concepts that education and knowledge in the conditions of active European integration processes of modern society have become a cross-border and transnational phenomenon. Moreover, the formation of a single world educational space occurs due to the convergence of approaches of different countries to the organization of education, which involves the recognition of education certificates of other countries. Joint European educational space, on the one hand, promotes the growth of mobility of students and teaching staff, and on the other hand, academic mobility is a necessary condition for the formation of the common educational space itself. Student mobility is one of the basic principles of the Bologna Process, to which Ukraine joined back in 2005. The very formation of mobility acts as a leading structural component of professional training in many educational institutions. Considering this, the purpose of the article is to determine the impact of academic mobility on provision of high-quality professional training of specialists of Ukrainian universities, in particular shaping the foreign language communicative competence. Consequently, the tasks of the study are as follows: firstly, to give the general account on the provisions of academic mobility in Ukraine as well as double-diploma projects; secondly, to exemplify the fulfillment of academic mobility in Ukraine by means provided by Kanda Centre of Foreign Languages, Japan (Tokyo) and the double-degree master program "Ukrainian-European Legal Studies" (specialty 081 Law) offered by Mykolas Romeris University Law School (Vilnius, Lithuania). The outcomes of the ongoing research have witnessed that modern undergraduates of the Ukrainian university involved into international English events are likely to obtain numerous advantages of participating in academic mobility programs and projects, as well as international exhibitions, especially: obtaining new knowledge, professional skills and new experience; cross-cultural psychology skills and brand communication skills, familiarity with the foreign educational process and teaching methodology; better career prospects; improving language skills as well as acquiring new acquaintances and contacts.

**Keywords:** academic mobility; international English-speaking events; on-line meetings; communication sessions, intercultural psychology, brand communication, marketing.

## 1 Introduction

In this research, we are making an attempt to prove its modern actuality emphasizing on the conceptual principles of academic mobility in the European scientific and educational space.

In modern society, education and knowledge are becoming a cross-border and transnational phenomenon. The formation of a single world educational space occurs due to the convergence of approaches of different countries to the organization of education, as well as through the recognition of documents on the education (educational certificates) of other countries. The European Higher Education Area and the European Research Area form the modern European knowledge society. The common European educational space, on the one hand, promotes the growth of mobility of students and teaching staff, and on the other hand, academic mobility is a necessary condition for the formation of the common educational space itself [3; 9; 24; 28] (Figure 1).

With regard to countries, a distinction is made between external and internal academic mobility. According to the method of organization, organized (carried out within the framework of economic, political, or inter-university academic partnership) and individual (on the student's own initiative) mobility are distinguished. Depending on the goal, a distinction is made between horizontal (for a certain period of time during training) and vertical mobility (for the purpose of obtaining the next academic or scientific degree) [31; 32] (Figure 2).

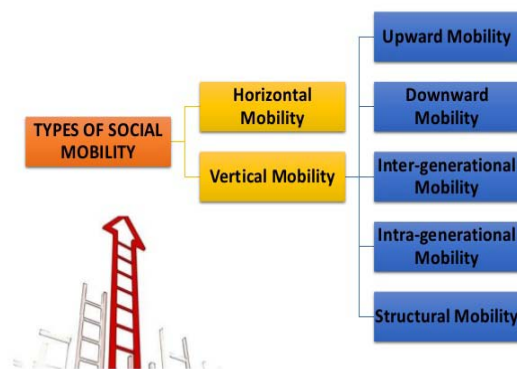


Figure 2. Types of Socio-Academic Mobility

The purpose of the article is to determine the impact of academic mobility on provision of high-quality professional training of specialists of Ukrainian universities, in particular shaping the foreign language communicative competence.

Consequently, the tasks of the study are the following: firstly, to give the general account on the provisions of academic mobility in Ukraine as well as double-diploma projects; secondly, to exemplify the fulfillment of academic mobility in Ukraine by means provided by Kanda Centre of Foreign Languages, Japan (Tokyo) and the double-degree master program "Ukrainian-European Legal Studies" (specialty 081 Law, in Ukrainian classification of specialties) offered by Mykolas Romeris University Law School (Vilnius, Lithuania).

## 2 Materials and Method

The methodological basis of the study is a set of principles and approaches that determine the theoretical and practical guidelines of students' academic mobility, including: the principle of unity of theory and practice; principle of certainty; the principle of specificity; the principle of cognizability; the principle of objectivity; principle of causality; the principle of general development; the principle of general communication; the principle of systematicity; the principle of unity of analysis and synthesis; the principle of going from the abstract to the concrete; objectivity.

As of today, the problem of academic mobility of the future specialists is investigated by a number of Ukrainian scientists, in particular: A. Artyushenko, S. Brynyov, V. Vertegel, N. Gulyaeva, Yu. Klymenko, N. Kovalisco, V. Kozyrenko, I. Svytyashchuk, V. Tryndyuk. Searching for new ways to improve the professional training of students in the context of the requirements of the Bologna Process is observed in the works of I. Bekh, O. Bilyk, S. Goncharenko, I. Zyazyun, V. Kremen, V. Lugovoi, Zh. Talanova, N. Nychkalo, S. Sysoeva. Various aspects of mobility, academic mobility of student youth are considered in research conducted by V. Astakhova, S. Brynev, S. Verbytska, L. Gurch, N. Dmitrieva, O. Dyadchenko, L. Znovenko, D. Yerova, O. Isak, O. Kuchaya, R. Prima, L. Sushentseva [14; 20; 28].

Academic mobility increases a person's chances for professional self-realization, and also enhances the quality of labor resources of the national economy. It becomes the response of national education systems to the challenges of the global educational space, fierce competition in the market of educational services. The European Commission notes that studying abroad should become a standard element of university education [2; 10; 20; 33].

According to UNESCO, only in 2010, 3.6 million students received higher education outside their country. For comparison, in 2000, there were about 2 million students studying abroad in the world. Their projected number in 2020 reached 5.8 million. In absolute numbers, the number of students studying abroad is the biggest in Asian countries – China, India and South Korea [2; 9; 32].

Educational mobility in the European Union is provided by a number of special programs with multi-million dollar budgets. Over 20 years, more than 1.7 million EU citizens have benefited from the Erasmus program. The Erasmus-Mundus ("Erasm-World") program works within the framework of this project for academic exchanges between EU states and other countries. However, despite the professional support from the EU, it was used only by individual universities of Ukraine, which have real partnership relations with universities of the European Union countries [28; 31; 32].

## 3 Results and Discussion

On August 12, 2015, the Cabinet of Ministers of Ukraine approved Resolution No. 579 "On Approval of the Regulation on the Procedure for Implementing the Right to Academic Mobility". The key aspects of the new provision are: granting the right to participate in academic mobility programs to all participants of the educational process; clear definition of types and forms of academic mobility; consolidation of the principle of re-enrollment of received credits on the basis of the European Credit Transfer System (ECTS), in particular, by comparing the content of educational programs, and not the names of courses; preservation of places of study and scholarships for students and places of work for university employees participating in academic mobility programs [3; 8; 22; 23; 25].

The procedure for academic mobility of all participants in the educational process is an important step in the process of implementing the Law of Ukraine "On Higher Education" and creating an effective toolkit for the internationalization of Ukrainian higher education institutions.

Consequently, there is an order of implementation of the right to academic mobility.

This Procedure defines the goals, objectives, procedure for organizing academic mobility, conditions for returning to the place of permanent study (work), implementation of academic mobility programs, recognition and enrollment of their results for those seeking education (scientific degrees) studying in institutions of professional pre-university and higher education institutions, scientific institutions, as well as employees of the specified organizations [26; 33].

Participants of academic mobility in accordance with this Procedure can be: citizens of Ukraine, foreigners and stateless persons, persons who have been granted the status of Ukrainian abroad, persons who have been recognized as refugees, and persons who need additional protection, who are obtaining professional pre-university, higher education of a certain educational, educational-scientific/educational-creative level, a scientific degree on a full-time form of education (with a break from production) or work at the main place of work in a specific Ukrainian institution of professional pre-university, higher education (scientific) institution and who, under the conditions and in the order determined by this Order, participate in academic mobility program in a foreign or other Ukrainian educational institution (scientific institution) [24; 13; 31];

The document also mentions foreigners, stateless persons who obtain a higher education, education of a level similar to professional preliminary education, a scientific degree or work in a foreign educational institution or scientific institution and who, under the conditions and in the order determined by this Order, participate in the academic mobility program in a certain Ukrainian educational institution (scientific institution) [4; 19].

The goals of academic mobility are the following:

- Ukraine's integration into the European Higher Education Area and the European Research Area;
- Exchange of best practices and experience in the fields of education and science;
- Modernization of the education system;
- Digitization of education and education management;
- Improving the quality of education and the effectiveness of scientific research;
- Increasing the competitiveness of the educational and scientific community of Ukraine;
- Development of professional skills and personal qualities of academic mobility participants;
- Deepening cooperation with international partners in the fields of education and science;
- Support of social, economic, cultural relations and connections with other countries [20; 23].

The tasks of academic mobility participants are:

- Increasing of the level of theoretical and practical training, professional skills of the participants of academic mobility;
- Obtaining of international experience in conducting teaching, scientific, scientific and technical activities and access to European and global research infrastructure;
- Implementation of joint scientific, scientific-technical and/or educational projects;
- Increasing of the level of foreign language proficiency;
- Popularization of the Ukrainian language and culture, deepening of knowledge about the culture of other countries [18; 20; 22; 26] (Figure 3).

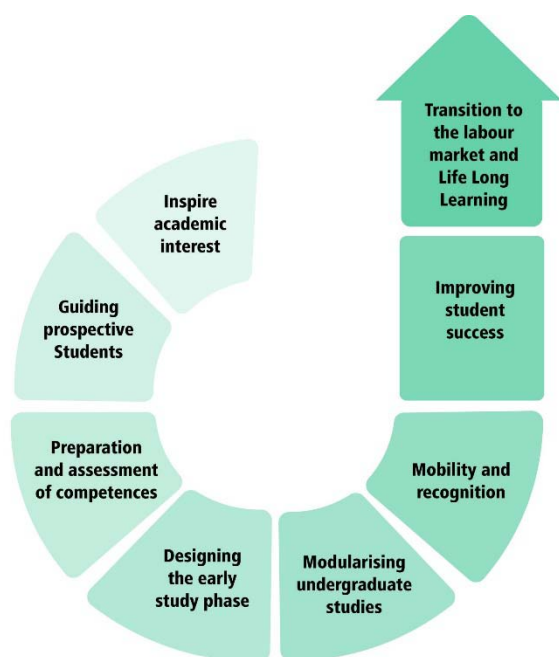


Figure 3. Core Tasks of the Academic Mobility

Among the forms of academic mobility, one should mention the following:

1) For participants of academic mobility who obtain an educational degree of a professional junior bachelor, bachelor, Master:

- study under educational (educational and professional) programs of credit or degree academic mobility;
- language internship (improving the level of practical knowledge of a foreign language in a certain professional activity or field of knowledge);
- educational and scientific internship (activity aimed at gaining practical experience based on research and the formation of new professional competencies in psychological-pedagogical, scientific-research, organizational-management activities within a certain specialty/field of knowledge) [23];
- scientific internship;
- practice (gaining experience of professional activity in the field of future, existing, related specialty under the guidance of employees of an educational institution (scientific institution) with the aim of forming professional competences and skills in real, including industrial, conditions for making independent decisions in practical activities, mastering methods, forms of organization and means of work in a certain professional activity or field of knowledge) [32; 26];
- other forms (participation in seminars, conferences, speeches and publications within a certain specialty/field of knowledge, etc.) that do not contradict the legislation and meet the requirements established by clause 10 of the Procedure;

2) For participants of academic mobility who obtain an educational-scientific degree of doctor of philosophy / doctor of arts, a scientific degree of doctor of sciences or are pedagogical, scientific-pedagogical, scientific, other employees of an educational institution (scientific institution):

- participation of academic mobility participants, who obtain the educational and scientific degree of doctor of philosophy / doctor of arts, in credit academic mobility programs;
- participation in joint educational and/or scientific projects (activities as part of a temporary project group formed for a certain period of time to implement the goal and fulfill the

tasks of a certain educational or scientific project at the expense of a grant provided to partner institutions) [13; 15; 22];

- teaching;
- internship;
- scientific research;
- scientific internship;
- language internship;
- certification training;
- other forms (participation in seminars, conferences, speeches and publications within a certain specialty/field of knowledge, etc.) that do not contradict the law [9; 6; 11; 23] (Figure 4).

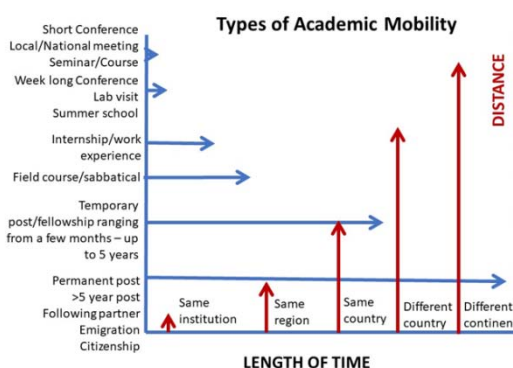


Figure 4. Types of Academic Mobility

With regard to the established norms and requirements to the academic mobility of modern students, the undergraduates of the Ukrainian universities are actively participating in the English-speaking collaborative events.

For instance, on July 11, 2023, at Ukrainian university with the support of the Kanda Center for Online Intercultural Exchange, there was held a massive international English-speaking event with students. The form of the event was the international online meeting “Final Online International Exchange Program”. The international meeting was held on the basis of the Kanda educational institution, Institute of Foreign Languages, Japan (Tokyo), to which students various countries were invited, including Ukraine, Japan, Indonesia, Sri Lanka, India, Laos, Thailand and Great Britain.

It is worth noting that students of the 1st and 2nd courses of different specialties from Ukrainian university actively participated in the event - in particular, they presented English-language presentations of various areas on the topic “Cultural Diversity of Ukraine”; during three sessions, the discussions on the topics “Travel Experience”, “Food and Cuisine” and “Education System” were involved.

The fact was that the event not only created a positive foreign language communicative atmosphere, but also was extremely informative and useful for students enabling them to combine the use of academic English and formation of intercultural communication techniques in order to build strong and productive professional international ties in their future professional activity can be viewed as positive outcomes of cross-cultural training (Figure 5).

## Outcomes of cross-cultural training

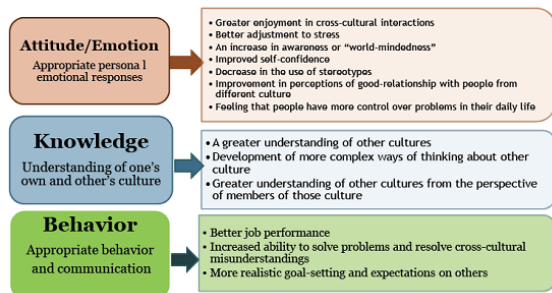


Figure 5. Extensive Outcomes for Learners of Cross-Cultural Trainings

Below, we are giving analysis of the event procedures and approximate structure.

### First Session.

**Task #1.** Over the next meetings, students will not only be working together to discuss issues that affect both their countries but perhaps most importantly getting to know each other personally and better understanding each other's cultures.

Further there is a set of "getting to know you" questions to be asked the partner: What is your name and which country are you from?; What are you studying?; How would you describe your hometown or city?; What are some interesting facts about your country that you'd like to share?; What is your favorite traditional dish from your country?; Do you have any hobbies or activities that you enjoy in your free time?; Have you traveled to any other countries before? If so, which ones?; What is one thing you would like others to know about your culture?; Is there a famous landmark or tourist attraction in your country that you recommend visiting?; What motivated you to participate in this online international exchange program?; What is a typical breakfast like in your country? Do you have any favorite breakfast foods?; Are there any unique festivals or holidays celebrated in your culture that you can tell us about?; What are some popular traditional sports or games in your country? Have you ever participated in any of them?; Can you share a fun fact or interesting historical story about a famous landmark in your country?; How do you get to college?; Who are the most famous people in your country at the minute?; What is your image for my country?; What are some common misconceptions or stereotypes about your country or culture that are not really true?; What would you like to ask me about my country?; Can you recommend a popular movie or musical artist from your country that we should check out? What makes them special or noteworthy?; How many languages are commonly spoken in your country? What are they?; How many languages can you speak?; Can you say anything in my country's language?; How do I say "hello" in your language? [5; 11].

**Task #2.** Preparation of a short slide presentation (5 minutes maximum) about domestic country to share in the next session, including the following issues: basic info (population, flag, map, the capital city); famous places, vacation spots, landmarks; traditional culture (music, clothing); pop culture (music, fashion, entertainment; food; sports.

### Second Session.

**Task #1.** Follow up questions to be discussed: What are some popular trends among young people in your country?; Are there any unique social media platforms or apps that are popular among young people in your country?; What are some popular places for young to hangout at in your country?; Can you recommend any popular TV shows, movies, or music artists that are loved by young people in your country?; Are there any youth-oriented festivals, events, or gatherings that young people look forward to in your country?; How do young people in your country typically spend their leisure time or weekends? [13; 15].

**Task #2.** Sharing with the group a favorite song from domestic country.

For example:

Step 1 - Go to YouTube and type in the name of your favorite song.

Step 2 - Share your screen with the other members of your group.

Step 3 - Tell the group the name of the band and the title of the song.

Step 4 - Play 20 to 30 seconds of the song.

**Task #3.** Cultural Show-and-Tell: Each participant can prepare a small presentation or share an item that represents their culture or country. It could be a traditional artifact, a piece of clothing, or even a popular food item.

### Third Session.

**Task #1.** Ice Breaker - Discussion Questions:

What is your name? And is there a nickname you prefer to go by?; Where are you from?; What are you studying?; Do you have any siblings? If so, how many and what are their names?; What is your favorite book or movie? Why do you enjoy it?; What kind of music do you like to listen to? Do you have a favorite artist or band?; Are there any sports or physical activities you enjoy participating in?; Do you have any pets? If so, what kind and what are their names?; What are your goals or aspirations for the future? What do you hope to achieve? [19; 21; 25].

**Task #2.** "Two Truth and a Lie". Each event participant thinks of three statements about themselves: two of them should be true, and one should be false. When it is their turn, they share three statements with the rest of the group, but do not reveal which one is the lie. After sharing three statements, the other people in the group will have a chance to ask questions or make guesses about which statement they think is false. They listen to their questions and guesses, but do not give away any hints. Once everyone has had a chance to ask questions and make their guesses, reveal which statement was the lie. It is now the next person's turn to share his statements and for the group to guess their lie [12; 15].

**Task #3.** Cultural Exchange: Discussion. What are some unique cultural traditions or customs from your country that you would like to share with the group?; How does your country celebrate major holidays or festivals? Are there any specific rituals or activities associated with them?; What traditional foods or dishes are popular in your culture? Can you describe their preparation or significance?; How do people greet each other in your culture? Are there any specific gestures, phrases, or customs associated with greetings?; What are some traditional clothing styles or garments that are specific to your culture?; How does your culture perceive and celebrate milestones such as births, weddings, or funerals? Are there any unique traditions associated with these events? [11; 18; 32]

**Task #4.** Travel Experience: Warm up and Discussion.

**4.1** Warm up. One member of the team will say a travel destination - "Tokyo", "Rome," "New York City", "Bali". Everyone else should write down 3 words associated with that place. For example, if the destination is "Paris", the associations could be "Eiffel Tower", "Croissants", and "Art". Wait 15 seconds for everyone to write down 3 words and after the time is up, ask each group to share their three associations with the rest of the class.

**4.2** Discussion. What has been your best travel experience so far?; If you could choose one destination to visit where would you go and why?; Have you ever experienced a culture shock while traveling?; What do you know about famous places to visit in my country?; Where would you recommend to go in your country?; What advice would you give me when traveling in your country? [11; 15].



#### Task #5. Food and Cuisine.

Discussion. What is your favorite food from your culture or region?; Are there any specific cooking techniques or ingredients that are commonly used in your culture's cuisine?; What's your favorite Japanese food? What Japanese food do you dislike?; What are some examples of healthy food from your country?; Are there any food-related customs or etiquette specific to your culture?; Share a recipe or dish that you love to prepare. What are the ingredients and steps involved? What makes it special or unique?

Task #6. Education System. What is your major? Why did you choose it?; What extracurricular activities or clubs are popular in your school or community?; How long is a typical college day in your country? Are there any breaks or recess periods?; What are some of the challenges students face in your education system?; Do you have any favorite educational apps, websites, or resources that you use for learning?; What do you think is the most important skill or subject students should learn in school, and why?; How do teachers in your country typically interact with students? Are there any cultural differences in the teacher-student relationship?; What is your plan after you graduate? [14; 28].

The effectiveness of the academic mobility within the educational process of the Ukrainian universities can be proved by the outcomes of the conducted events.

As a result, on July 25-th, 2023 with the participation and support of the Kanda Center for Online Intercultural Exchange Program, English-speaking international event took place. The form of the official event was the international online event the meeting, which was organized by Kanda Institute of Foreign Languages.

The fact that the event contributed to the implementation of teaching goals deserves a positive assessment regarding such tasks of joint cooperation of two institutions as: discussed and planned upcoming online international exchange sessions from September 2023; defined number of sessions for the next semester; the content was discussed and the possibility was studied regarding a special situation when a class of one university cooperates with a class of students educational institution Kanda Institute of Foreign Languages, and also positive foreign language communicative atmosphere was created.

It is worth noting that the international online meeting "Online International Exchange Sessions" was extraordinary informative and useful for teachers of the department of foreign languages and translation - in particular, the proposals for further organization and training of higher education applicants to further joint events in 2023 with participation and support of the Kanda Center for Online Intercultural Exchange Program were planned.

A positive result of the meeting should be considered in the fact that, with the purpose of continuation of international cooperation, students of Ukrainian university of various specialties appeared to be motivated and encouraged to participate in the further English-speaking events and meetings.

In addition, during the international online meeting, it was decided that cooperation between institutions of higher education will be facilitated by involvement of scientific and pedagogical workers of the Ukrainian university to direct active participation in future professional meetings, trainings, seminars, scientific events that will significantly expand the opportunities of Ukrainian university in the field of education and science with the participation of and support of the Kanda Center for Online Intercultural Exchange Program.

Studying under the "Double Diploma" program allows students to receive two diplomas at the same time: a Ukrainian state diploma and a European diploma from one of the proposed

foreign partner higher education institutions under a joint educational program [32].

Among the advantages of the proposed "Double Diploma" programs, one should mention the following:

- Enrollment of received credits while studying in a selected higher education institution abroad within the framework of the current Double Diploma program;
- Obtaining diplomas upon graduation: European model of the indicated universities and Ukrainian state model;
- A two-semester study at a chosen university abroad, which involves the preparation of a master's thesis (project) and its defense and obtaining a diploma

Stages of cooperation between universities include the following:

- Conclusion of an international agreement (memorandum) on cooperation between university-partners;
- Creation of working groups of departments at the level of graduation departments, appointment of a program coordinator;
- Coordination of training plans (an appendix to the agreement, agreed every year) and formation of the Protocol on compliance of disciplines based on training results;
- Conclusion of an agreement on the implementation of a double diploma program in a certain specialty, which outlines the educational process, conditions and terms of study; method of enrollment / re-enrollment / transfer of study results; financial conditions; language of instruction;
- Announcement of the competition (selection conditions and criteria; deadlines, documents for submission);
- Dissemination of information for students about the possibility of studying under the Double Diploma Program [14; 21; 22].

According to the documents submitted by the student, the competitive selection is carried out at the departments by competitive commissions, which include a representative of the management, the guarantor of the educational program, the coordinator of the Program from the representative of the corresponding Center [19].

The entrant enrolls in a double degree program at a foreign partner, namely a student with a bachelor's degree first enters the master's program and has a year or semester (depending on the university) to consider whether to participate in the double degree program. And only then, electronic registration confirms admission to a foreign higher educational institution-partner [28].

The final stage of participation in the program looks as follows:

- The Ministry of Education and Culture sends students' documents to foreign higher education institutions to receive an invitation to study.
- Foreign higher education institutions send students invitations to study.
- Centre provides consultations to students under the double degree program on obtaining a type "D" study visa; filling out online questionnaires and registration forms in a foreign language; putting an apostle on education documents.
- The center issues an order for a student' study under a double degree program.
- Drawing up of a bilateral study agreement and an individual study schedule by the student at the directorate [24; 14; 32].
- The director of the center organizes the educational process of master's training under the double diploma program at the National University of Higher Education (Figure 6).

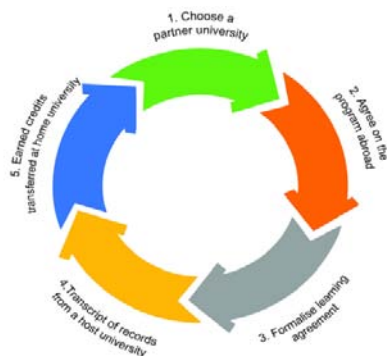


Figure 6. Stages of Involvement to the Academic Mobility Process

In particular, Mykolas Romeris University Law School (Vilnius, Lithuania) offers the double-degree master program “Ukrainian-European Legal Studies” (specialty 081 Law).

The following specializations are included in the Program:

- “Legal Regulation of Public Administration and Human Rights” aims at the preparation of master level graduates. At the end of their study, students will have deep knowledge of the EU Legislation on encouragement of implementation and protection of human rights in public administration area, good practices of the EU Member States and neighboring countries in this area [14; 33]. The specialization has been implemented since 2013, accredited by the SKVC of Lithuania and the German Agency ACQUIN. The first cohort of students was graduated in 2015, the six one – in 2020. Graduates work in public authorities, international human rights organizations, non-governmental organizations, law firms.
- “Intellectual Property Law”, accredited by the SKVC of Lithuania, aims at the preparation of Intellectual Property Law professionals. At the end of their study, students will have knowledge of Intellectual Property legal protection at the international, European, and national levels. They will also have abilities to implement the acquired knowledge in the organization of national, European, and international business, as well as to assess different phenomena related to the exploitation and protection of “Intellectual Private law”. It is accredited in Lithuania, aims at the preparation of specialists in Private Law [33]. At the end of their study, students will be able to efficiently participate in the activity of international, regional, and national private business organizations as well as in EU and national governmental institutions in the field of private law and dispute resolution. Students will also have deep knowledge of modern business and other private subject forms of conduct, methods and contractual, proprietary, edictal and personal remedies for protection of infringed rights, procedures for dispute resolution at international, regional, and national levels. They will be able to apply the gained knowledge and skills in Ukraine, Lithuania, and other countries.

According to requirements, documents are to be submitted to the Ukrainian University. Admission rules are as follows:

- Entrants must have the bachelor diploma in Law and the English language
- Proficiency not less than B2 according to Common European Framework of Reference for Languages [33].

Mode of studies is full-time studies, duration is 2 years. Number of ECTS credits and their distribution is as follows:

- 60 ECTS credits distributed per 2 semesters at Mykolas Romeris University,
- 60 ECTS credits distributed per 2 semesters at Taras Shevchenko National University of Kyiv.

Master thesis is written under the double supervision of the lecturers from partner universities. The defense of the master thesis is to be conducted in face of the joint examination commission that includes the representatives from both partner universities.

In specialization “Legal Regulation of Public Administration and Human Rights”, semesters 1 and 4 are to be spent at University of Ukraine, while semesters 2 and 3 - at Mykolas Romeris University. Students are provided with the opportunity, if they wish, to study during the third semester at one of the partner universities of Mykolas Romeris University within Erasmus studies program, as well as to use the internship opportunities of Erasmus internship [31; 32; 33]. Students are provided with the opportunity of Erasmus internship, if they wish (Figure 7).

### Erasmus + Programme Structure

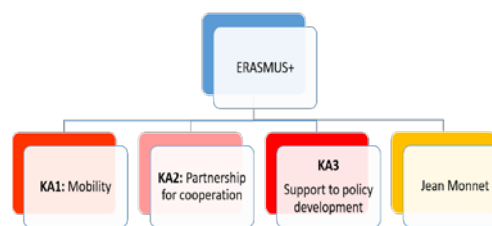


Figure 7. Structure of Erasmus+ Intership

Moreover, one of the highly promising areas is students’ participation in the international exhibitions both as visitors and as members of a team [1]. In particular, students can take active part in preparation of advertising materials of their University, for presentation in the international exhibitions of both educational direction and specialized industry exhibitions and forums (according to the University’ specialization, whether it is law, engineering, banking, medicine, etc.). Participation in such projects as full team members would provide students with excellent opportunity not only to improve their foreign language skills but also to form and enhance cross-cultural psychology and communication skills, will make them familiar with international brand communication concept and technology. This, in turn, will have positive effect on their overall competence and competitiveness on the labor market, since today possessing the skills of cross-cultural psychology and international brand communication, within the array of soft skills, is of high relevance – starting from personal brand management and up to working in the international business. In other words, this will shape integrative cross-cultural educational environment. For example, in August 2023, the International Conference on Language, Innovation, Culture and Education ICLICE (Shenzhen) was held in China - a prestigious event organized with the aim of providing an excellent international platform for academicians, researchers, engineers, industrial participants and aspiring students around world to share their research results with world experts.

World exhibitions allow students to come into contact with the experience of representatives of different ethnic and national groups, cultural traditions, and also with different levels of technical equipment. Moreover, communication on specific topics develops and enriches the thesaurus of student, increases his involvement in global practice in his specialty of study.

The development of international cooperation with other universities around the world makes it possible to organize joint research projects, conferences and exhibitions. Also, for example, by participating in cultural exhibitions, students can introduce the local population and other international students to their country, and perhaps even motivate them to visit or even study there. Effective mastery and application of international brand communication technologies within the framework of such events will have a positive impact on the brand of the university itself.

After analyzing theoretical aspects and practical application of academic mobility on the examples and in modern works [3; 6; 9; 11; 24; 28; 33], despite extensive number of advantages, we might notice the following problematic areas of ensuring incoming mobility:

- The normative enrollment of foreign students for any year of study according to documents confirming previous education and international diplomas is not established;
- There are difficulties with passing the procedure of recognition of education documents (certificates);
- The process of obtaining an entry visa is sometimes complicated;
- Foreign students cannot work during the period of obtaining higher education in Ukraine;
- Information about the profile, requirements, and terms of enrollment of institutions accredited in Ukraine and international programs on the websites of relevant ministries, institutions and educational service providers is often absent or irrelevant;
- A complicated procedure for applying and contacting state authorities for obtaining/extending a temporary residence permit, residence permit, life and health insurance;
- Enrollment at the selected Ukrainian higher education institution may be impossible due to the lack of the necessary infrastructure or accreditation conditions;
- Participation in student academic mobility programs is often impossible due to the lack of special courses in English;
- Excessive bureaucratization of accreditation, financing and recognition of program and institutional mobility (issues of legalization and accreditation of international programs and institutes, determination of their quality and benefits, obtaining state funding) [5; 13; 29; 31].

Nevertheless, the development of academic mobility will make it possible to accelerate the integration of the country into the European educational space, improve educational technologies, bring the quality of Ukrainian education to the world level, enable innovative development of university science and its integration with production, the receipt of significant funds to the state budget that can be invested in the development of the national education system, will improve the quality of the country's labor resources and social capital, as well as and employment opportunities for Ukrainians.

Summarizing the scientific results of the concept "academic mobility" implementation, it should be interpreted as: the opportunity of participants in the educational process under the time of implementation of pedagogical, scientific-pedagogical, scientific and/or innovative activities, which is carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, to conduct scientific research and use the results, implementing them with consideration of the restrictions established by law. The effectiveness of this concept implementation is confirmed with some statistical data (Figure 8).

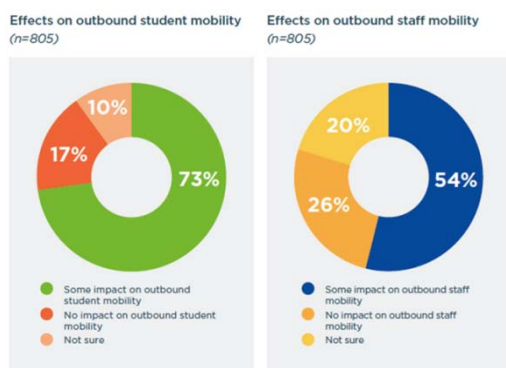


Figure 8. Profound Effect of Academic Mobility

Recommendations for the development of academic mobility as a means of integrating Ukraine into the global scientific and educational space can be formulated in the statement that the achievement of effective international academic mobility in the context of the Bologna process is real only on the condition of creating a productive system of national academic mobility, its regulatory and legal framework, organizational and economic mechanism, identification of sources of funding and readiness for partnership of the subjects of the process of academic exchanges.

To sum up, the academic mobility in Ukraine in the context of the formation of world space of education preserves the traditionally high indicators of the domestic higher school and builds up its own authority and competitiveness in accordance with the requirements of the time, but to achieve global standards it is necessary to implement a number of important measures for its improvement, to study and development of which further scientific research should be devoted.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**

# LITERARY TRANSLATION AND ITS COGNITIVE ASPECTS IN THE INTERCULTURAL COMMUNICATION

<sup>a</sup>NIGAR BABAYEVA

*Baku Slavic University, 33, S. Rustam Str., Baku, AZ1014  
Azerbaijan  
email: "nigar79@hotmail.com"*

**Abstract:** The article implies consideration of cognitive peculiarities of translation as the main mechanism of cross-cultural communication. Translation is distinguished in frames of the research as continuous interpretation of signs and key point of communication for different cultures representatives. Using the example of the Azerbaijani context, it is shown that today it is becoming obvious that no sphere of human activity can do without the widespread use of linguistic resources that have accumulated the experience and knowledge of previous generations of a particular language community.

**Keywords:** cognitive science; translation; intercultural communication; cognitive model of language.

## 1 Introduction

At the turn of the 20th-21st centuries, a new set of life circumstances that emerged in the last two decades fundamentally changed the views of experts and the general public on the learning and acquisition of foreign languages. Modern society now needs not only a handful of language experts and translators but also a diverse array of professionals with a wide profile of international and intercultural communication. It extends far beyond foreign language skills.

Since intercultural communication studies is the intersection of the interests of traditional human sciences - sociology, psychology, anthropology, pedagogy, and linguistics, the study of intercultural communication is within the framework of each discipline. However, given that language serves as the primary source of mutual understanding, there is a reason to argue that the language approach is central one.

With a linguistic approach to intercultural communication, cognitive and lingua-pragmatic aspects of research come to the fore. Language is considered as a symbolic system that allows for ambiguity and can be defined using sociocultural and situational contexts. When individuals encounter different cultural and linguistic environments, they may experience a "cultural shock" due to insufficient knowledge of the values and communication norms of other cultures and languages spoken by others. To avoid all misunderstandings, it is essential to possess adequate knowledge about a particular culture.

In the processes of interaction of cultures, the transformation of one culture's situations, qualities, spheres of activity, values, the emergence of new forms of cultural activity, the influence of external impulses, and the spiritual directions and signs of people's lifestyles are of decisive importance. The process of mutual interaction between cultures is generally a long-term one.

## 2 Method

The specifics of the subject of research determined the need for a broad interdisciplinary approach, which led to the use of various methods, such as the typological method, that made it possible to systematize and generalize historical and cultural material, to construct on its basis a conceptual interpretation of intercultural communication, in accordance with the goals and objectives of the study. The study employed structural-functional analysis of the equivalence of literary translation; comparative method, expressed in comparing the original literary text with its translation.

Axiological, information-semiotic, and communication approaches, elements of which were used in this work, turned out to be essential for the analysis of language and literary translation in the aspect of intercultural communication.

## 3 Results and Discussion

The cognitive model of language has gradually gained recognition since the 80s of the 20th century, becoming an integral part of cognitive science. In all cognitive sciences, when describing a person's cognitive abilities, on the one hand, it is established that there exists a particular level of mental representations (depictions) that should be studied as an abstraction of both the individual's biological and neurological characteristics and on the other hand, social and cultural characteristics. Developing a unified conceptualization of cognitive science is considered essential, given its interdisciplinary nature and the blurring of boundaries between past disciplines in the near future. E. S. Kubryakova states that "it is necessary to acknowledge the fact that behind the issues facing cognitive science in modern times, there is a huge tradition that started from antiquity" [11, p. 34]. Of all the above-mentioned features of cognitive science, it is considered important as an intellectual activity for the practice and theory of translation. The description of mental images through natural language is considered an interdisciplinary field of cognitive science that includes knowledge mediated by psychological, social, historical, national, and cultural factors. Cognitive science studies mental processes related to human consciousness. Cognitive linguistics is a direction in which the main attention is directed to language as a general cognitive mechanism, a cognitive tool - a system of signs that plays a role in the presentation (coding) and transformation of information [12 p. 53]. As a modern cognitive-oriented discipline, cognitive linguistics currently faces three main problems: the nature of linguistic knowledge, its acquisition and how to use it. The subject areas of cognitive linguistics are: cognitive semantics, cognitive analysis of subject names, cognitive neology, conceptual foundations of semantic innovations, cognitive modeling in vocabulary and phraseology, cognitive lexicography, cognitive word creation, cognitive vocabulary development, non-verbal semiotics, psycholinguistics, cognitive foundations of children's speech, linguistic creative activity, etc.

In modern times, cognitive linguistics is applied to all fields of linguistics. The principles and methods of cognitive linguistics are used in the study of phonetics, lexicology and phraseology, textual studies and word creation. G. Mahmudova, who talks about word creation using the morphological method, writes: "The history of the development of the theory of word creation shows that initially an inventory of word formation models was compiled, then logical rules were established for creating words, and subsequently, these rules were linked to human mental activity. Currently, the modeling theory of word creation studies the possibility of deriving conclusions about the nature of mental activities, such as comparison, analogy, inference, derivation, and the formation of concepts related to the structure of complex words" [14, p. 28]. As we can observe, the principles and methods of cognitive linguistics are applied in learning about word creation. Moreover, cognitive linguistics is also used in literary translation and translation analysis.

The cognitive model of language is of great importance for translation theory. The translator's brain can work in various modes: from the most pragmatic to the most intense situations facing the translator in extreme circumstances. Understanding the conceptual basis of mental images of the world and creating semantic innovations in the literary text are criteria that contribute to the creation of new translation works. The latter are transformed into a part of different national cultures, mentalities, and consciousnesses.

Translation process can be characterized in several ways. In the first mode, translation follows a sequence of formal-logical operations, while in the second mode, these operations are accompanied by intuitive-heuristic movements, <...> experience unexpected "insights" [18, p. 98-99]. Both the first and second

modes of translation activity are based on the cognitive competence of the translator. G. Chernov, talking about simultaneous translation, noted that lack of time and information discrepancies are compensated by an advanced understanding mechanism — probability prediction [3, p. 127–129]. This mechanism can be elucidated from a cognitive perspective in terms of the theory of frames. In modern cognitive science, frames, schemas, and plans are information packages stored or created from components in memory. They affect the adequate cognitive processing of standard situations. Such structures play a significant role in the functioning of language: they help establish the coherence of the text, draw necessary conclusions, provide contextual expectations, and predict future events based on past similar occurrences.

The art of translation has a very ancient history. *“The Aswan inscriptions, dating back to ancient times and reaching our modern era, which talk about translation, show that the princes of Elephantine in the Nile River island of the Egyptians were also translators. In that border area, where Nubians and Egyptians lived side by side, bilingualism was developing, which was the foundation of translation activities. The people of the copper mines of Sinai, where the Egyptians and the Semites lived, had interpreters. Interpreters took part in military campaigns and traveled together with trade caravans”* [4, p. 6]. Although traditional translation works have a known historical background in Azerbaijani translation, topics such as cognitive approach to translation and cognitive translation itself have yet to be fully developed in Azerbaijani translation studies. The understanding of cognitive translation and the conceptualization of translation have been investigated and studied for the first time in our article.

The history of the art of translation in Azerbaijan also goes back to ancient times. Academician Mohsun Nagisoylu writes that the historical formation of the art of translation in Azerbaijan, which is an important branch of literature, is related to the Holy Quran. The scholar states that there is a literary translation of the sura “Ikhlās” in the “Book of Dede Korkut”. Furthermore, he points out that *“considering that the 1300th anniversary of the “Book of Dede Korkut” was celebrated in 1999, it can be concluded that the history of the art of translation in Azerbaijan is more than 1300 years old”* [16, p.62]. As mentioned above, Azerbaijani translation primarily develops in a traditional direction.

Therefore, in order to comprehend the translation from the perspective of cognitive science, it can be considered that the cognitive processes of the translator become relevant in creating the target text through a sequence of formal logical operations and in a creative manner.

For different fields within the translation activity, there will be varying proportions of these types. Taking into account the characteristics of fiction literature, it can be noted that the translator's cognitive processes also pertain to the fields of literary studies and poetics.

In exploring the cognitive differences in translation, it is possible to approach it from the perspective of discourse analysis, considering the specific features of various levels of discourse: *phonostylistics, semantics, and grammar*.

Modern translation studies are characterized by various theoretical concepts and research methodologies. As a result of interest in the phenomenon of translation, numerous directions and schools of thought have emerged. As noted by S. Bassnett, we are currently witnessing a kind of “translation boom” (*boom-artificial revival*), because “translation, previously a marginal object of research, is now being recognized as a process that forms the basis of human communication and mutual understanding. There has never been such a great interest in translation as it is today, it has never been studied so intensively” [1, p. 1].

Indeed, it should be specifically noted that when analyzing the current state of translation, we mainly focus on Western

translation studies. This is due to the existence of a certain gap in understanding translation between Azerbaijan and the West regarding the concept of translation. Local Azerbaijan translation studies are based on the linguistic theory of translation developed in the 60s of the 20th century and is characterized by relatively few fundamental studies of a non-linguistic nature.

In contrast, Western translation studies presents a different picture. More interdisciplinary works emerge there: M. Snell-Hornby's concept of integration; interpretation theory of D. Seleskovitch and M. Lederer; cognitive psychology of V. Vilss, H. P. Krings, D. Kiraly, D. Dansett, E.-A. Gutt's theory of relevance, “skopos-theory” of J. Holz-Mänttari, etc.

For a long time, most of the research in the field of translation was conducted purely within the framework of linguistics, but from the beginning of the 80s of the 20th century, some scientists attempted to understand what happens in the mind of the translator between the perception of the main text and the creation of the translated text on paper, turning to the latest achievements in the fields of psychology and cognitive science.

A number of researchers studying the translation process (A. Neubert, G. Schrif, D. Ketan, J. Holmes) use the concept of virtual translation and thus emphasize that the image of a potential translation of the text begins to form in the mind almost instantly. “While translating, we have in mind the image of the source text and at the same time the image of the text we want to create in the target language” [7, p. 96].

While some researchers consider translation as a virtual process, others (R. Bell, E. Gutt, C. Dunsett) use the concept of semantic representation and discuss the existence of a mental model in the translation process. Semantic representation refers to “mental representation attributed to linguistic expressions on the basis of their linguistic features” [6, p. 25].

In the translation process, a similar text exists only in a cognitive image, and the translation process itself takes place “decoding the source text and encoding the translation text in both short-term and long-term memory through the semantic representation of the source text” [2, p. 29].

Semantic representation contains three types of information - pragmatic, syntactic, and semantic information, and reflects the stages of the source text analysis process. The first stage is syntactic analysis, that is, the decomposition of a linear chain of symbols into syntagms. The second stage is semantic analysis or the selection of concepts. The third stage is pragmatic analysis, which involves determining the communicative type of the sentence and the function of functional operators. As a result of further processing, the semantic representation takes the form of thought with proportional content under the influence of the context. Proportional forms have certain logical properties, however two proportional forms can have common logical features. The similarity of mental images based on common logical properties is called “similarity of interpretation”. Thus, translation is “an interlingual interpretation activity, as a result of which the translated text has an interpretative similarity with the source text” [6, p. 27].

Proponents of cognitive psychology (V. Vilss, H.P. Krings) consider the translation process as a problem-solving operation. Since problems are of an individual nature and each translator solves them in their own unique way, researchers focus on the translator's cognitive activity.

According to V. Vilss, the activity of the translator in the translation process goes through three stages: preparation, implementation, and evaluation of the results. In the preparation stage, the translator carries out three types of search when selecting a translation variant: random, systematic, and heuristic. V. Vilss (cited in Komissarov, 1999) believes that “heuristic search is the main, decisive one, as this type of search results in the creation of a cognitive schema, which corresponds to the step-by-step solutions of problems” [9, p. 87].

Within the framework of cognitive psychology, the "thinking aloud" method is widely used, which implies that the translator verbally expresses the ideas that arise while working on the text as much as possible (H.P. Krings, D.Kiraly, J.Dunsett, P.Kassmol, A.G. Minchenkov, etc.).

Everything the translator says is transcribed using an audio recorder. These recorded verbalizations, known as "thinking aloud protocols", are subsequently analyzed by researchers. The use of this research method was first introduced by H.P. Krings and extensively described in his monograph *"What happens in the translator's mind?"* (1986). The central concept in the scientist's research is the concept of "problem of translation", for which two criteria are put forward. The primary set includes core criteria (direct or indirect expressions of difficulties faced by the translator, references to dictionaries, etc.), while the secondary set involves second-degree criteria (discussion of two or more alternative translation options by the translator, textual revisions made during translation, presence of pauses, etc.). Komissarov emphasizes that, among the translation problems, H.P. Krings highlights comprehension problems, transfer difficulties, challenges stemming from insufficient linguistic competence of the translator, and shortcomings in his own translation competence. The resolution of translation problems is achieved through "translation strategies", which are understood as "potentially conscious plans of the translator aimed at solving a specific translation problem within a certain translation work" [10, p. 92].

According to D.Kiraly's observation, the linguistic stimulus creates relevant schemes in the user's mind that enable the user to draw conclusions about the meaning included in the text by the author. These inferences activate long-term memory schemas and, along with them, gradually modify expectancy structures called "revised anticipation structures" as new information is introduced by stimulus. Understanding mainly occurs in the subconscious space, and only when problems arise with the combination of stimulus and expectations, a small amount of information is transferred to conscious processing, which the user can focus regarding the problem, and is transferred to conscious processing, also using cognitive strategies [9, p. 65].

In the process of translation, the translator's mind has the image of two texts at the same time, and the image of the translated text is built gradually, piece by piece. That is, receptive and productive processes go parallel. The translation process is interactive (meaning not only from the source text to concepts, but also from concepts to this text). Within this model, translation is defined as a heuristic process of objectifying the mental structures formed in the mind based on the source text through the language of translation.

In translation studies, A.G. Minchenkov has employed the technique of the above-mentioned "thinking aloud" to develop and prepare the cognitive-heuristic model of translation. Within this model, translation is defined as "the heuristic process of objectifying mental structures formed in the mind based on the source text through the language of translation" [15]. The cognitive-heuristic model considers the factor determining the point of connection between the two languages involved in translation and the fundamental possibilities of translation to be the cognitive factor.

In translation, the concept is characterized as a permanent, fixed entity. At the same time, when necessary, when signs are distinguished from the structure of the concept, these signs also become full-fledged concepts. The concept also emerges as the object of translation, i.e., the mental essence that the translator tries to objectify through the target language.

In the translation process, the source text remains unchanged, and certain concepts, initially, serve as sources for actualizing concepts that are objectified as the prototype meanings of the words entering the text. These concepts are interconnected and, along with initial information and knowledge about the entire context, are transformed into meanings that form specific semantic structures in contemplation.

The conceptual structure that includes particular concepts, when fully or even partially aligned with the concepts constituting the meaning of a word in the target language, generally does not lead to specific issues. Sometimes, however, difficulties arise when the meaning in the source text does not correspond to the meanings of known units in the target language, or when there is no direct alignment. In this case, the translator has to perform mental operations with concepts. In this stage, non-verbal concepts from the language of thought are used. It is much wider than the natural language, and, therefore, the possibilities of the language of thought are limitless, both in principle, in terms of what it can represent in the human mind, and in terms of choosing the combination methods and configurations of concepts. When translating into the language of thought, the translator literally breaks down the given idea by combining concepts to match the meanings of the units of the target language. The following operations are distinguished for the recombination of concepts: segmentation, combination, displacement, assimilation of the concept with the general concept of the proposition, modification of the conceptual schema, and conveying the concept through its own sign.

Hence, two important stages of translation - formation of a conceptual structure and its objectification by means of the target language - and two facultative stages of translation (cognitive search and autocorrection) have been identified in the translation process. Concept recombination was selected as an optional stage of the translation process, which is used when the search for means of translation is required within the framework of cognitive search.

Thus, the review of some approaches developed within the framework of cognitive linguistics allows concluding that the cognitive direction in translation studies, which is intensively developing in modern science, lends new impetus to the scientific comparison of original and translated texts and enables the exploration of essential details of translation technology. Today, the main attention of the researcher is directed from the details of the translation technique to the semantic and mental compatibility between the original text and its translation, as well as to the analysis of the translator's creative activity.

Through translation, languages influence and transform each other, and simultaneously translation activity serves as a powerful stimulus for the development of languages. With the help of translation, the vocabulary and phraseology of the languages in contact are enriched, new lexical elements and models emerge, a number of toponyms and anthroponyms, words expressing different realities of other language communities and cultures spread widely.

Cognitive studies cannot be left out of the theory and practice of translation, because one of their tasks is to study the ways of structuring the flow of information in the transformation of the content of the text into the target language. The study of providing an optimal translation, in our opinion, should be based on a detailed analysis of the expression (of the original text) in order to determine the cognitive parameters of the presented conceptual foundations in the target language, taking into account the specifics of its linguistic, pragmatic, and cultural characteristics. Reconciliation of the cognitive parameters of the original text and the translation ensures their conceptual and semantic equivalence. It is evident that such cognitive compatibility will also contribute to achieving the same pragmatic effect in translation.

The cognitive organization of the original text ensures the transfer of information based on the activation of the mental structures of verbal information present in the human brain. Such an approach to verbal information presupposes the need for conceptual understanding of the original text and not only knowledge of the source language, its grammatical and lexical system (i.e., the linguistic competence of the translator) – it is also encompassing the cognitive models of the information basis used by the representatives of the linguistic and cultural community in the language in which the original is produced. In other words, the translator should not only possess knowledge of

the source and target languages but also “think” in these languages, adequately connecting their cognitive models.

Recent studies show that the conceptual structure (system) of consciousness is closely related to the structure of language, as it is formed both in the process of processing the results of different types of perception (visual, auditory, sensory, kinesthetic) and as a result of linguistic assimilation of experience. As a mental level of consciousness, conceptual structure is a collection of individual meanings, knowledge quanta of concepts forming and reflecting information about the world in the process of perception.

Concepts provide processing of subjective experience by applying new information about certain categories and classes developed by society. Concepts are encoded in language and directly reflected in the grammatical structures of various languages. Thus, the grammatical classification of any language serves as a kind of mental foundation based on lexically expressed conceptual material.

According to R. Jackendoff's perspective [8, p. 72], the constituent parts of the conceptual structure are the main concepts - the object, its parts, movement, activity, place (space), time, ideas about its signs. Basic concepts are present in all languages because they are associated with grammatical categories and indicate the division of words into speech components. “The concept shows a more actual understanding of this or that area of reality in society. An important objective indicator of the relevance of this or another area of reality for a concrete society is the concept of nominative density. If this sphere of reality has many names, then that sphere is more important for the practical activity of the people; therefore, that field has been more comprehensively perceived” [17, p. 192].

In the context of the transmission of the text from one culture to another, the reproduction of the value perspective of the original text becomes prominent in the translated text, which implies the reflection of each original concept by keeping conceptual, figurative, and evaluative components, as well as the place which concept occupies within the conceptual system of the original.

Since not only the conceptual component of the concept, but also the set of figurative and value elements are subject to translation, the translator is not given the role of a “verbal transcoder”, but the role of a translator of the semantic code embedded in the source text. Additionally, when translating the content of the concept, its meaning, the ratio of depth and volume of information is preserved. Z. Aliyeva writes: “*Concept is a mental process, directly occurring in consciousness, and without its manifestation, assessment is not possible. Studying the manifestations of a specific concept provides clarity both about the concept itself and the set of meanings it carries. The products of intellect and contemplation remain inaccessible until they materialize in concrete forms. At this time, we cannot perceive them as they are*” [5, p. 13].

Since each concept is culturally situated within its own national-cultural context, the fact that the conceptual component of the concept has a common verbal meaning in two different languages does not guarantee that the speakers of these languages will understand the information at the level of concepts and conceptual systems.

When a certain language unit quotes a part of the corresponding concept and this language unit “takes root” in the recipient culture, the latter assimilates only the upper, actual layer of the corresponding concept. Concepts included in the concept sphere of representatives of two different linguistic and cultural communities, even if the conceptual side is completely the same, will differ significantly in their depth, which can in turn have no impact on the translation process.

When the translated text is perceived as a representative of the recipient culture in the recipient's mind, first of all, the upper layer of the concept - the conceptual layer - is activated. This

means that the received concept, as a rule, without actualizing additional factors that form a unique denotative-figurative-value unity for a specific culture, its functional properties occurs as a result of transmission.

Therefore, the translation process demands a unique artistic way of thinking from the translators, allowing them to orient themselves towards the mental cultural space of the original. This can be a challenge for the translator. In the value picture of the world of each nation, it is possible to distinguish the shared core and the distinct nuances of linguistic-cultural entities with the rich inner life and peripheral aspects.

What is especially difficult is that the main concepts of the national picture of the world are rarely understood by people native to this cultural space [13, p. 30]. Analyzing such concepts is not easy for non-native speakers. The primary task of the translator is to establish equivalence at the level of concepts, which implies the actualization of the meanings set by the author of the original, that is, conveying the translation of the image existing in the conceptual system when the author created this original in the target language.

#### 4 Conclusion

In conclusion, it should be noted that each culture is based on its own system of social stereotypes, images and cognitive schemas, and behind each cultural concept, there is a fragment of the image of a specific cultural world. Therefore, the text perceived by the translator will never be one hundred percent the same as the author's idea. Although the translator may not fully grasp the deep structures of the text created by the author, according to his professional level, he must recreate the conceptual framework of the text as close as possible to the author's intention. To achieve this, it is essential to thoroughly study the literary text, the historical context in which it was created, the worldview that reflects the values of a certain nation, and only then engage in the direct reproduction of concepts during translation.

It can be stated that the creative aspect of translating literary works (both prose and poetry) indicates the translator's ability to more fully reflect the mental imagination of the literary work's author. The connotative level of an expression is the most challenging process to be comprehended and subsequently processing in the target language.

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**Primary Paper Section: A**

**Secondary Paper Section: AI**

## UKRAINIAN DIGITAL ART DURING THE FULL-SCALE RUSSIAN-UKRAINIAN WAR

<sup>a</sup>ANDRIY SYDORENKO, <sup>b</sup>ASMATI CHIBALASHVILI,  
<sup>c</sup>IHOR SHALINSKYI, <sup>d</sup>SVIATOSLAV BERDYNISKIKH,  
<sup>e</sup>VIKTORIYA MAZUR

<sup>a,b,c</sup>*Modern Art Research Institute of National Academy of Arts of Ukraine, 18D, Yevhena Konovaltsia Str., Kyiv, 01133, Ukraine*  
<sup>d</sup>*KROK University, 30-32, Tabirna Str., 03113, Kyiv, Ukraine*  
<sup>e</sup>*The National Academy of Fine Arts and Architecture in Kyiv, 20, Voznesenskiy Uzviz, 04053, Kyiv, Ukraine*  
*email: <sup>a</sup>sydorar.t@gmail.com, <sup>b</sup>A.smati@ukr.net, <sup>c</sup>amu.igor@gmail.com, <sup>d</sup>Sviatoslav\_BO@krok.edu.ua, <sup>e</sup>viktoryamazur@naoma.edu.ua*

**Abstract:** The purpose of the article is to find out how the full-scale Russian-Ukrainian war and today's technological innovations affected the artistic community, the themes and the creative methods of Ukrainian digital art. The authors of the investigation, on the one hand, consider the digital works of Nikita Titov, Albina Yaloza, Kateryna Lisova, Mykhailo Rai, Oksana Chepehlyk, Yulia Shibirina, Zibra Al, ZVIT, Beata Kurkul and Maria Sharlai, and others, and on the other hand, they highlight the biggest events related to the demonstration of digital art, in particular, "Artists support Ukraine", "Meta History: Museum of War", "Peace Letters to Ukraine", "Art on the battlefield", "UBIENNALE", "Ukrainian wartime poster", and others. The analysis of the collected material revealed that the vast majority of war posters are works of digital art, which in general has become one of the leading media in the work of Ukrainian artists. On the one hand, this was the result of a number of steps taken by the Ukrainian authorities aimed at liberalizing the cryptocurrency market, and encouraging computer game developers to fundraise with the help of NFT in support of Ukraine, on the other hand, the threat of Russian air attacks prompted representatives of the creative class to transfer a significant part of their activity to online, and see the benefits of digital art, which, compared to most traditional media, requires significantly less effort and resources to create, securely store, sell and display. The use of neural networks as a tool to create digital art has become one of the trends in war-themed art, but no catastrophic changes for visual art and design have been detected yet. A significant historical event after February 24, 2022 was the unprecedented support of Ukraine from the world cultural community, in particular, international developers of computer games, as well as famous artists of contemporary art, including Marina Abramovych, Ron Arad, Banksy, Francesco Vezzoli, Nan Goldin, Douglas Gordon, Ivan Messak, Lorenzo Quinn, Luke Tuymans, and others.

**Keywords:** Ukrainian digital art; Russian-Ukrainian war; neural networks; NFT.

### 1 Introduction

The Russian-Ukrainian war became the cause of the biggest political, economic, and cultural crisis since the victory over Nazism. The future of the whole world depends on how these crises end. At the same time, this war has not only a worldview', but also an existential component, which is reflected today in visible art, cinema, literature, music, theater, etc.

Analyzing everything that is created today in world culture in this thematic field is a difficult problem, but at the same time it is a challenge that has already been accepted by many art historians and cultural experts who write about certain types of art, authors, and works.

The subject of research of this article is Ukrainian digital art, and the goal is to reveal how the full-scale Russian-Ukrainian war and technological innovations affected the artistic community, the themes of works and creative methods of Ukrainian digital art.

### 2 Method

The data used in the article were collected as a result of studying periodical printed and online publications, official websites and social media pages of artists, institutions, and state authorities, which contain information about art and events related to the topic of supporting Ukraine during the war. Also the authors of this article had the opportunity to personally observe the artistic life of Kyiv from inside, being witnesses of its events in physical and virtual space. First, the article examines and analyzes the work of individual artists, and then the most significant projects and cultural initiatives related to digital art during the full-scale war. In this way, the subject of research is revealed first, and only then - its connection with the historical context of events, current technological innovations and role in social relations.

### 3 Results and Discussion

During the war, many high-tech items have a dual purpose. Thus, a drone can turn into a surveillance device, and a smartphone - into a means of information warfare.

The dual purpose of modern technologies became especially noticeable during the Russian invasion of Ukraine. Thanks to the fact that the smartphone with a built-in camera has become one of the most common household items, probably no other war of this scale has been so comprehensively documented.

Today it is covered by private and state mass media journalists, as well as military personnel, volunteers, independent photographers, videographers, and civilians who found themselves on the front line, in occupation, bomb shelters, or in places of temporary residence for internally displaced people. We can also observe the diversification of information media, which includes, in addition to television, radio and periodicals, also profiles, pages and groups in social networks, channels and chats in video hosting, messengers, group, audio-video conferences, etc. All this has already prompted to make many corrections in the tactics and strategy of the war both on the battlefield and in the information space.

Modern technologies change not only the culture of society's interaction with information, but also with art. First of all, during the war, it becomes obvious that cyberspace in Ukraine is a more convenient place for the demonstration of artistic creativity than the exhibition halls of museums and galleries. And the point here is not only that Ukrainian cultural institutions are now not protected from Russian missiles, but that social networks and profile sites create more favorable conditions for the rapid and widespread popularization of digital content around the world, allowing artists to show works dedicated to current events of the war within hours of their occurrence.

Nikita Titov is one of the first artists who reacted with his works to the beginning of the Russian invasion of Ukraine. The most popular was his poster published on Facebook on February 26, 2022, which depicts a Russian warship<sup>1</sup>, reminding the viewer the history of the defense of Snake Island by the Ukrainian military. This poster became prophetic because after its appearance the Navy of Ukraine sank the cruiser "Moscow" on April 14, 2022 [25]. The poster depicts a half-sunken red ship on the deck of which there are two towers and battlemented walls of the Moscow Kremlin, and it also contains an inscription with profanity. This poster became one of the most popular, its reproduction was spontaneously spread not only in social networks, but also on street walls, billboards and surfaces of cars [13]. Another work by Nikita Titov created on June 22, 2022 is called "Ukraine – the shield of Europe!" [21] (Figure 1): in an allegorical form, it shows the geographical silhouette of Ukraine, which, like a shield, stands in the way of Russian missiles aimed at the European continent. This poster was later transformed into a mural for the exhibition dedicated to the Russian-Ukrainian war "Ukraine – Crucifixion" [33] on the front wall of the exhibition center of the Museum of the History of Ukraine in the Second World War [29].

<sup>1</sup> <https://www.facebook.com/photo.php?fbid=4930298103703971>; [https://war-art.mkip.gov.ua/wp-content/uploads/2022/10/%D0%9D%D0%A2\\_26.02-2.jpg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/10/%D0%9D%D0%A2_26.02-2.jpg)





Figure 1. Artwork "Ukraine – the shield of Europe!", by Nikita Titov

Albina Yaloza's war posters convey the emotional tension of the new terrible reality in which society has found itself. On the one hand, they clearly reveal the topic of traumatic awareness of mass murders and tortures carried out by followers of ruscism<sup>2</sup> against the Ukrainian civilian population, and on the other hand, there is a call to reject anxiety and fear and help the Armed Forces of Ukraine to expel the occupiers. The first thematic line should include posters signed with the following comments: "The atrocities of the Ruscists stick out like a needle in memory"<sup>3</sup>, "Little angels fall asleep, hearts are clamped in a vise"<sup>4</sup>, "I used to be able to forgive everything, now I can't say that"<sup>5</sup>. The second thematic line includes the posters "Ruscist ships are on fire and raise the mood nicely"<sup>6</sup>, "Ukrainian women and men walked around the land united and together suppressed the Ruscist"<sup>7</sup>, "Heavy weapons on the way victory at the doorstep"<sup>8</sup>. It is worth noting that the inscriptions used by Yaloza are not typical for war posters, they are something in between a slogan and an author's comment in a poetic form. In her work, Albina Yaloza has been rethinking the heritage of Ukrainian sculpture and graphics for many years. Among the museum exhibits that inspire the artist, there is a lot of religious art of Western Ukraine, so in her works one can find angels with broken wings, seraphim, as well as crucifixes that appear in vector images on a plain background. So it is no coincidence that her war posters also contain elements of ancient wooden sculptures, as well as the human body or its parts, which seem to be drawn with engraving strokes.

After February 24, 2022, cyberspace was quickly filled with documentary photos and videos. Among the authors of photos that often appear on the page of the international mass media, there are Nazar Furyk, Pavlo Itkin, Dmytro Kozatskyi, Kostyantyn and Vlada Liberov, Yefrem Lukatskyi, Yevhen Maloletka, Serhii Mykhalchuk, Mykhailo Palinchak, Yevgen Zavorodniy [30].

Also, during the full-scale Russian invasion of Ukraine, hundreds of documentaries were shot, among which the most famous are "20 DAYS IN MARIUPOL"<sup>9</sup> by Mstyslav Chernov, "Mariupol. Unlost Hope", by The Organization of Ukrainian Producers<sup>10</sup> and "Year"<sup>11</sup> by Dmytro Komarov. These films are an important source for the detailed reconstruction of historical events, awareness of the causes, consequences, and realities of the war. The goal of Ukrainian documentarians who risked their lives in the Russian-Ukrainian war is to strive not only to show

photos from the scene of hostilities, but also to collect evidence of the crimes of the Russian army against the civilian population, which can later be used in court.

Specialists in VR and XR technologies joined the creation of the documentary. For example, the VR MUSEUM OF WAR IN UKRAINE project by the War up Close Project team on the war.city website contains a gallery of documentary spherical photo panoramas. The project gives site visitors the opportunity to study the consequences of the destruction caused by the Russian invasion in the cities and villages of Ukraine with the help of VR technology. The film "Fresh Memories: The Look" [15] by directors Ondrej Moravec, Volodymyr Kolbasa, in which VR technology is used, focuses not only on the destruction, but also on the video portrait of people who suffered as a result.

Continuing the theme of museification, the Ukrainian team of ZviT developers created a VR museum "Ukraine. War. Genocide XXI" [35], which contains photos, videos, audio, spherical panoramas, satellite maps and animation in a three-story virtual room with a total area of 8,500 square meters.

Photography and video in Ukrainian war-themed art are presented not only as a document, but also as an auxiliary material in the creation of collages, assemblages, paintings, installations, etc. The collage technique has gained considerable popularity, because the processing and combination of photographs allows the artists to more easily introduce a certain narrative into their work using signs, allegories, and metaphors.

In the works from the series of digital collages "Power of memory" (Figure 2) by Kateryna Lisova, photographs of destroyed residential buildings and factories are in the same space as old family photographs and elements of traditional Ukrainian embroidery. In this way, the artist shows that the increased brutality of the Russian military is caused not only by the desire to seize the land, but also by the intention to destroy everything Ukrainian [23, p. 425]. Their goal is to make people who preserve their Ukrainian identity wary of new colonial genocides and censorships, which were already abundant during the 20th century. Recently, the amount of destruction suffered by cultural monuments in Ukraine became known: "As of July 26, 2023, UNESCO confirmed the damage to 274 objects since February 24, 2022 - 117 religious objects, 27 museums, 98 buildings representing historical and/or artistic interest, 19 monuments, 12 libraries, 1 archive" [12]. In addition, in the occupied territory, all major museums whose collections were not destroyed by rocket strikes were looted [2, p. 18]. Kateryna Lisova also considers historical parallels with the tragedies of the 20th century in her series "Dark times"<sup>12</sup>.

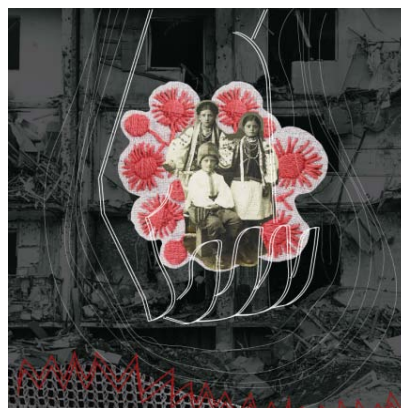


Figure 2. Digital collages "Power of memory" by Kateryna Lisova

War documentaries have entered the information space so intensively that even video-art artists, who previously mostly avoided direct expressions in their works, today include the

<sup>2</sup> Ruscism is the same as Russian fascism, the term given to the Russian state ideology that justifies wars of aggression on the territories of other states and mass murders of civilians in the interests of Russia

<sup>3</sup> [https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/279474864\\_10217128302239017\\_7612871348051317028\\_n.jpg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/279474864_10217128302239017_7612871348051317028_n.jpg)

<sup>4</sup> [https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/291613976\\_10217339516839250\\_5250760379570163956\\_n-1.jpg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/291613976_10217339516839250_5250760379570163956_n-1.jpg)

<sup>5</sup> [https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Ялоза\\_17.03.jpeg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Ялоза_17.03.jpeg)

<sup>6</sup> <https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Ялоза-16.04-1.jpg>

<sup>7</sup> [https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Ялоза\\_14.03.jpeg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Ялоза_14.03.jpeg)

<sup>8</sup> [https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/279788177\\_10217145432667267\\_4326034127887933130\\_n.jpg](https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/279788177_10217145432667267_4326034127887933130_n.jpg)

<sup>9</sup> <https://20daysinmariupol.com/>

<sup>10</sup> <https://auv.org.au/mariupol-unlost-hope/>

<sup>11</sup> <https://war-art.mkip.gov.ua/?p=14939>

<sup>12</sup> <https://war-art.mkip.gov.ua/wp-content/uploads/2022/08/Wounds-Dark-times-series.jpg>



document in the work in various ways to show the inevitable presence of war. For example, in the video “Ukrainian Calvary”<sup>13</sup>, Oksana Chepelyk mixes chronic footage of the war with photographs of her own screaming face. The frames, which change one after another as a slide show, contain an audio commentary by the authors and pop-up numerical indicators of the number of civilian casualties in cities such as Mariupol, Bucha, Irpin, Izyum as a result of the Russian invasion of Ukraine.

Another video, entitled “Idea of Life”<sup>14</sup> by Yulia Shibirikina, is a kind of animated archive of screenshots from feeds of social networks and news sites, which change each other several times per second. In this way, the author shares with the viewer her visual diary of interaction with cyberspace during the war.

The processing and combination of digital photographs provides a wide range of visual means to reveal the cognitive dissonance that a person can experience from the reality of war. This is quite clearly expressed today in the work of Mykhailo Rai, an artist who survived the terrible 9 months of the Russian occupation of Kherson. Mykhailo experienced not only a threat to his life, but a bottomless chasm between the narratives of Putin’s propaganda and the terrible reality, which is full of violence, lies, and injustice. Creativity is his way of overcoming a traumatic experience and showing the viewer the power of how the horrors of war can unexpectedly break into the life of an individual and the city. “Mykhailo Rai’s occupation diary” immerses the viewer in the chronology of the author’s memories of being in the occupation. Almost every entry is accompanied by a visual piece. For example, a comment under the heading “February 24. The beginning” accompanies the work “Storyteller” (Figure 3), which depicts a male figure with a white liquid similar to milk pouring out of his neck. At a close distance from the work, one can see small warships, tanks, missiles and airplanes floating in this liquid. The symbolism of the work comes from two constant expressions, such as “speech flows like a river” and “milky rivers, jelly shores” which are used both in Ukrainian and Russian languages. The first is about good storytelling skills, and the second is about promises of a prosperous and carefree life, which in this case comes complete with Russian missiles and military equipment on the streets. Putin is easily recognizable in Storyteller’s character, and this is also confirmed by the entries in the diary, for example: “Storyteller said that the “special operation” to destroy the country’s sovereignty will continue until its goal is achieved. He did not say that the sanctions will also continue until their goal is achieved” [19].



Figure 3. Art work “Storyteller” by Mykhailo Rai

Mykhailo Rai’s works encourage the viewer to think about the differences between observing war from a safe distance thanks to the mass media and the personal experience of surviving in a combat zone, and how this affects the idea of freedom and justice.

For example, in the well-known work of the author – “Z – Zombi”, there is a portrait of a person whose face, instead of eyes, nose, and lips, has a large surgical seam in the shape of the letter - Z, which the Russian troops used to mark their equipment. The author himself writes: “I often hear from people in the country of storytellers that they are not interested in what is happening in Ukraine, because they are “apolitical”. And it seems that they simply do not believe us and tell us fairy tales heard in their official fairy-tale media. Of course, it is much more pleasant to believe that you are involved in the great cause of a great nation than in the military blackmail of neighboring countries and the killing of the civilian population. Not for the first time, millions of people have become like zombies, unable to see, hear, think, speak, and empathize” [2].

It is worth noting that among the witnesses of Russian war crimes, there are many not only Russian-speaking Ukrainians, but also those who have relatives or acquaintances in Russia. However, even family ties, shared memories in the past and the absence of a language barrier do not guarantee understanding between those who are now on different sides of the front line, even during a telephone conversation.

Since the beginning of the full-scale invasion, there have been several important events in the world of science and technology. Firstly, it is the launch of satellite Internet from Starlink<sup>15</sup>, and secondly, the opening of mass access to neural networks such as Midjourney and ChatGPT.

In Ukraine, Starlink has helped many military and civilians on the front lines and under occupation stay connected regardless of infrastructure destruction, and access to neural networks has had a powerful impact on visual digital culture. The ability to create high-quality images based on a text description in a few minutes has caused admiration on the one hand, and on the other hand, thoughts about the risk that artificial intelligence will replace designers, artists, writers, and copywriters. Discussions about the risks of artificial intelligence are still ongoing, but it is clear that despite the potential harm, digital content creators are quickly mastering neural networks as an auxiliary tool for performing creative tasks.

For example, Artist Maria Sharlai uses the Midjourney chatbot to visualize war scenes that have already become legendary for Ukrainians. In particular, she works with the topic of the defense of Mariupol and battles in the Kherson region. Her series of experiments with artificial intelligence “Ukrainian Harvest 2022” became especially popular, in which surrealistic forms, consisting mainly of watermelons, cabbage and corn, appear against the background of the fertile Kherson lands. Sometimes these forms of vegetables resemble dust clouds from explosions from shells and bombs. M. Sharlai’s artistic experiments with neural networks combine the painting manners of Hieronymus Bosch, Zdzisław Beksiński and Ukrainian folk painting. According to Maria Sharlai, “Formally, all rights belong to the developers of artificial intelligence, but they do not limit anyone in the distribution of these pictures. With two caveats: if you don’t sell them as NFTs or use them for commercial purposes by companies with a turnover of more than 1 million dollars” [8].

However, the problem of authorship of the generated images can be overcome if the artist himself is a co-author of the neural network. This is the path taken by the members of the team of Ukrainian game developers ZibraAI, who built their neural network Zibra Generation, and then with its help they created a collection of 1991 works dedicated to the war, which is called Sirens Gallery [26]. The works in this collection are organized by days from February 24, 2022. Each date is accompanied by a text description. Among them, there is also “Day X” — the victory of Ukraine, with sections “Ukrainians celebrate the victory in the war” and “Ukrainian families reunite after the war”. The stylistics of the works is reminiscent of realistic painting of the late 19th and early 20th centuries, in particular, the work of the Ukrainian painter Mykola Pymonenko.

<sup>13</sup> <https://m17.kiev.ua/en/painters/ukrayinska-golgofa/>

<sup>14</sup> <https://m17.kiev.ua/en/painters/ideya-zhyttya/>

<sup>15</sup> <https://www.independent.co.uk/news/world/europe/elon-musk-helps-ukraine-satellites-b2024893.html>

Works from Sirens Gallery are put up for sale in NFT format on the Open Sea marketplace, the proceeds of which go to humanitarian aid in the reconstruction of Ukrainian cities.

Beata Kurkul, an artist from Lithuania who now lives in Ukraine, also prefers a realistic manner in her work, a significant part of which is devoted to the depiction of combat operations and the memorialization of fallen soldiers. The epic atmosphere of her paintings reflects the solid experience of the artist in the development of video games. After the appearance of available neural networks, she started using the MidJourney chatbot in the Discord messenger [3]. The artist believes that artificial intelligence can really replace illustrators and designers, “but if the artist can include this tool in his arsenal, for example, as a generator of visual draft sources for future work, he has nothing to fear” [32].

The full-scale Russian invasion of Ukraine destroyed many plans of the organizers of cultural events, but the artistic life was not completely paralyzed [24, p. 40]. The most difficult were the first three months of the new stage of the war, when most of the initiatives were moved online or took place at the exhibition places of cities in western Ukraine such as Lviv, Uzhhorod, and Ivano-Frankivsk.

Among the important cultural initiatives that appeared in the first days of the full-scale invasion, the Instagram page “Artists support Ukraine” [6], as well as the tag of the same name #artistsupportukraine [7], created by the Port Agency, became especially noticeable.

This initiative attracted a huge number of artists from all over the world to create and distribute posters in support of the liberation struggle of the Ukrainian people. As of July 2023, more than 8,000 publications have this tag. Among the authors shown on the page, in addition to the mentioned Kateryna Lisova and Mykhailo Rai, there are also Beeple, Bohdana Davydyuk, Mari Kinovych, Albina Kolesnichenko, Mark Milazzo, NEIVANMADE, Lidia Swee, Klawe Rzeczy, Brian Stauffer, Vague Sadan, design studio Pentagramdesign, Serigraph, Agraftka.

One of the most successful fundraising projects involving digital art was a virtual NFT museum called “Meta History: Museum of War” created in March 2022 [9, p. 19]. The museum was organized by the Ukrainian crypto community, the Ministry of Digital Transformation of Ukraine, the Ministry of Culture and Information Policy, the Ministry of Education and Science, as well as UNITED24 [9]. The purpose of this project is to preserve and popularize Ukrainian art about the war, to increase the audience's awareness of the history of Ukraine, as well as to raise funds for the support of Ukraine through the sale of NFT. The collection is systematized according to the chronology of the serial number of the day of the war, and is available for viewing in the virtual space of the museum [9]. More than 200 authors [36] of digital art took part in the project, including Dmytro Ehrlich, Anton Abo, Dmytro Sheverev, IlonaDesignArt. One of the rules of participation in the project was the requirement to add to the finished work a small screenshot with news about the war dated the corresponding day. Therefore, each work was tokenized and placed on Open Sea [18] in the “Warline” collection, which contains such a screenshot. With the help of the sale of NFT, the organizers of the project managed to collect more than 1.3 million US dollars [5], which will go to the restoration of cultural heritage objects.

Despite the fact that the period of the largest infusion of investments in NFT was in 2020 - 2021, NFT marketplaces still remain popular places for trading digital art around the world [16, p. 29]. Unofficially, the cryptocurrency market has been operating in Ukraine since 2010, but after a full-scale invasion, the authorities, against the background of the financial crisis and inflation, decided to take a number of steps to remove it from the gray zone. On February 26, 2022, the Ministry of Digital Transformation of Ukraine published on Twitter the identifiers of crypto wallets for the collection of charitable assistance. In

total, more than 179 million US dollars [34] worth of cryptocurrencies were collected.

March 15, 2022, when the President of Ukraine Volodymyr Zelenskyi signed the law “About Virtual Assets”<sup>16</sup>, is considered the final date of legalization of the cryptocurrency market. According to the research team Chainalysis [27], Ukraine took third place in the list of countries with the highest level of implementation of cryptocurrencies among the population.

The main advantages of using cryptocurrencies around the world are the ability to maintain anonymity, transfer funds directly without the services of an intermediary, as well as quickly conduct transactions with large sums of money, bypassing outdated, inflexible and long-term corporate mechanisms for accounting of income, expenses and restrictions of the banking system on one-time payment, etc. That is why, in practice, cryptocurrency transactions have become very convenient especially in charity for urgent needs. Successful examples of cryptofundraising convinced the Ukrainian authorities and a significant part of the creative community in the effectiveness of this method of accumulating money to strengthen Ukraine in the war.

In addition to the “Warline” collection, the organizers of “Meta History: Museum of War” created the NFT collection “Avatars for Ukraine” [10] from international artists with those worked on the films “Blade Runner 2049”, “Fantastic Beasts”, “Star Trek”, and the games: “Rainbow Six”, “League of Legends”, “Mortal Kombat”, “Halo”. It is worth noting that world-famous artists, including Maryna Abramovych, Ron Arad, Banksy, Francesco Vezzoli, Nan Goldin, Douglas Gordon, Ivan Messak, Lorenzo Quinn, Luke Tuymans [37] also joined the art sale events, including the NFT for humanitarian aid for Ukraine.

Among the events that mainly specialize in the display of video art, we should mention the international audiovisual art project “Peace Letters to Ukraine”, which began on March 1, 2022. More than 250 artists from different countries of the world took part in the project organized by The New Museum of Networked Art. According to the organizers, “Initiated by the Cologne based media artist and curator Agricola de Cologne [1], The Peace Letters Project would not only like to honor the collaboration with Ukrainian artists, curators and cultural institutions since 2008, but contribute to Peace and defend the endangered freedom - freedom of the word, expression and movement as the foundation of free art and culture” [22]. The virtual space for showing video-art is implemented at the Alphabet Art Center in Cologne, and the physical component – in locations of Greece, Germany, Spain, Turkey, and the USA.

In July 2022, the exhibition “Ukrainian Wartime Poster” opened in the Ukrainian House. Most of the exhibited posters have already been published on social networks, but the exhibition gave the audience the opportunity to see and talk with the artists live, despite the dangerous time and constant air alarms. Among the 38 participants, there are Andriy Yermolenko, Oleksandr Grekhov, Oleksiy Sai, Tania Yakunova, Anton Logov, Ave Libertatemaveamor, Oleksiy Revika, and others [14].

The event that took place in the New York gallery of Mike Dupler in October 2022 had a similar name. However, at the exhibition “Ukrainian Wartime Posters” which was organized by The BIRUCHIY International Contemporary Art Symposium and the “Help Ukraine Center USA”, 150 posters only from 10 participants, including Dasha Podolseva, Mykyta Shalimov, Mykola Goncharov, and Anastasiya Gaidenko, were demonstrated. According to the curator of the project, Olena Speranska, “Today, it is extremely important to show the world our current art that reflects on brutal events: bloody murders, torture, abuse of women, children and captives, destruction and demolition of our cities, outright genocide of the Ukrainian people” [14].

<sup>16</sup> <https://www.kmu.gov.ua/en/news/ukrayina-legalizuvala-kriptosektor-prezident-pid-pisav-profilnij-zakon>

In the summer of 2022, VOGUE UA presented ART ON THE BATTLEFRONT - an international art project that combines both traditional and new media, aimed at supporting Ukrainians during the war. Maryna Abramovich, Zhang Huan, Sean Scully, Fred Tomaselli, and others took part in the first half of the project. The second part of the project brought together more than thirty Ukrainian artists, including Stepan Ryabchenko, Nikita Kravtsov, and Yulia Belyaeva. Vlada Ralko, Yuriy Syvyryn. The curators note that “The works of different scales explore the present, reflect the emotional state of the artists, their reaction on the topic of the new reality. They remind us that the struggle of Ukrainians now continues on all fronts — both military and diplomatic, as well as cultural” [4].

In December 2022, the works of artists from more than 10 countries united by the theme “30 years of Freedom” were presented in Kyiv on UBIENNALE, also known as the Ukrainian Biennale of Digital and Media Art. Emphasizing the important role of art during the war, the curator of the exhibition Valery Korshunov notes: “Today we are watching the war in real time, which is unprecedented, because war has never been seen online in the history of mankind. Actively reacting to events in society, Ukrainian artists concentrate on the topic of war and document the war in their works” [31]. VR, AR, and video art were presented in the physical space of the Kyiv History Museum.

One of the largest cultural events in Ukraine, which explores the theme of the Russian-Ukrainian war, was the project “Concentration of Will” within the XV annual platform “Newest directions”, started on May 11, 2023. The concept of the project raises an existential question about survival during the war and values for which Ukraine is fighting. On three physical locations in Kyiv at the Modern Art Research Institute, Contemporary Art Center M17 and National Academy of Fine Arts of Ukraine [11; 28], works made in both traditional and new media by more than 100 artists were shown. Among the participants of the project, there are Yuriy Denisenkov, Nikita Zigura, Yevhen Pavlov, Serhiy Popov, Viktor Sydorenko, Oleksandr Chekmenyev, and others. As part of the exhibition, the team of the Culture vs. War project presented a series of documentaries.

#### 4 Conclusions

The terrible reality of the war, which Ukrainian artists have experienced personally, pushed them to take a clear civic position both in life and in creativity. Some of them willingly went to the front, while others became volunteers, using their creativity and the resources available to them to attract the maximum possible help in the Ukrainian liberation struggle.

Works of digital art in which authors reacted to a full-scale invasion appeared on Facebook and Instagram social networks from the first days after it had begun — February 24, 2022. Among authors, there are both professional designers and artists, as well as amateurs who have the skills to create digital content.

For many Ukrainian artists, social networks have become both a place for the first publication of a work and a place for its most active public discussion. At the same time, thanks to social networks, the viewer receives an additional stimulus in interacting with visual art, because the distribution of posts in which art is demonstrated has become a convenient way to prove oneself, manifest one's political or worldview position, and call on others to more actively participate in strengthening the Ukrainian resistance.

An analysis of works demonstrated at art events after February 24, 2022 revealed that the theme of war in the works of Ukrainian artists branches out into several dominant thematic directions. The first direction includes works that are aimed at showing the destruction and victims that are caused by the Russian invasion, the second direction combines satirical works that criticize the Russian leadership and their propaganda narratives, and finally, motivational posters created to raise morale express support for Ukraine, and express the collective

experience of unity around the values of freedom and democracy.

According to the specifics of creative methods, works of digital art on the theme of war, which do not belong to documentary photography or cinema, can be classified into four groups: first include works full of allegories and symbols, in which instead of a realistic interpretation of forms, there are a graphic silhouette, color filling, contour line, and font, in second, photos and video war documents become material for further processing and combination with each other, in third, with the help of computer programs or artificial intelligence, a realistic image is stylized as a painting of well-known movements or genres and in the fourth group, the works have features inherent in the virtual space of computer games. The first group includes works by Nikita Titov, Albina Yaloza, the second – the works by Kateryna Lisova, Mykhailo Rai, Oksana Chepelyk, Yulia Shibirikina, the third includes works created by Maria Sharlai, Zibra AI, and the fourth - works by Zvit, Beata Kurkul.

An analysis of the events of artistic life in Ukraine after February 24, 2022 revealed that digital art has become one of the leading media for artists in comprehension of the full-scale Russian invasion of Ukraine. This is eloquently evidenced by the fact that the majority of war posters at exhibitions in physical space or demonstrations in online sites, archives and marketplaces during the specified period were created precisely with the help of computer technologies. Outlining further prospects for research into the impact of the Russian-Ukrainian war on digital art, it is worth noting that artists all over the world are working on this topic and their art needs further study, analysis and systematization.

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

## FACTOR INFLUENCE ON THE MULTIMODAL DELIVERY CONDITIONS OF SPECIAL CATEGORIES OF CARGO IN ECONOMIC SYSTEMS

<sup>a</sup>LARYSA RAICHEVA, <sup>b</sup>OLEKSII MYKHALCHENKO,  
<sup>c</sup>OLGA PRYIMUK, <sup>d</sup>VIKTOR VOITSEHOVSKIY, <sup>e</sup>ALLA  
 KAPLUNOVSKA, <sup>f</sup>IGOR VASYLENKO

<sup>a</sup>International Humanitarian University, 33, Fontanska Road,  
 65009b, Odesa, Ukraine

<sup>b,d</sup>National Aviation University, 1, Liubomyra Huzara Ave.,  
 03058, Kyiv, Ukraine

<sup>c</sup>State University of Trade and Economics, 19, Kyoto Str., 02156,  
 Kyiv, Ukraine

<sup>e</sup>Zaporizhzhia Polytechnic National University, 64, Zhukovsky  
 Str., 69063, Zaporizhzhia, Ukraine

email: <sup>a</sup>larisa\_1991@ukr.net, <sup>b</sup>mykhalchenko\_o@ukr.net,  
<sup>c</sup>o.pryimuk@knute.edu.ua, <sup>d</sup>vctr.voitsehovskiy@gmail.com;  
<sup>e</sup>allakaplunovska@gmail.com, <sup>f</sup>igor86vasilenko@gmail.com

**Abstract:** The article aims to determine the factor influence on the multimodal delivery conditions of special categories of cargo in economic systems. Within the framework of study, an analysis of scientific sources on the specifics of the delivery of special categories of goods by various transport modes and in multimodal transportation was carried out. The methods that have been used in previous scientific studies have been identified and it is proposed to rely on the principles of a system approach and logistics, methods of theoretical generalization, statistical analysis, and expert assessments in solving the tasks. The basic requirements and necessary conditions for ensuring delivery were determined, which made it possible to identify and formulate the factors influencing the conditions for the multimodal delivery of special categories of goods in economic systems. The consequences of the uncontrolled state and the basic conditions for the delivery of special categories of goods were also outlined. It is noted that the value of some categories of special cargo is determined not by their real value, but by the extent to which their absence can disrupt the supply chain.

**Keywords:** delivery; special cargo; multimodal transportation; factor influence.

### 1 Introduction

The specifics regarding delivering special categories of cargoes in multimodal transportation are clearly defined. These categories of cargo require special delivery conditions, which may be associated with strict compliance with temperature conditions, the need for consolidation and deconsolidation, the involvement of special means for their maintenance, separate transportation and storage, etc. Frequently, air transport is involved in multimodal supply chains, as it can significantly speed up the delivery of goods. Cargoes delivered with the participation of air transport are affected by various factors that are directly related to the change in altitude, namely a decrease in pressure, temperature, and humidity. Consequently, both shippers and cargo agents must comply with the requirements for the packaging, packing, marking of goods, taking into account the peculiarities of cargo transportation by air by various types of aircraft. At the same time, air transport is a main mode of transport and provides only airport-to-airport delivery, therefore at least a road transport should be involved. The same can be applied to the maritime mode of transport, as it is also the main mode of transport, which provides port-to-port delivery and which requires at least road transport for the initial and final delivery segments. Rail and inland waterway transport can also be involved in these supply chains. The latter is gaining popularity in Europe due to its high level of environmental friendliness.

To enable successful delivery of special cargoes that have specific properties, their constant maintenance in a transportable condition must be ensured. In general, the cargo can be attributed to transportable, when it fully retains its properties after delivery, without creating danger, its tare and packing meet the delivery terms on a particular transport mode, and also this cargo is suitable for its volume and mass characteristics for placement inside vehicles. In particular, it is especially relevant for hazardous cargo. For example, portable tank is a tank with a capacity of more than 450 liters, designed for multimodal transportation and used for transporting non-refrigerated liquefied gases of class 2. It should be noted that the specific properties of the cargo, especially perishable and hazardous,

significantly increases the probability that during the delivery process it can get out of transportable condition.

### 2 Materials and Methods

The methodological base of the study was a set of general and special scientific methods used to determine the factors affecting the conditions of delivery of special categories of cargo during multimodal transportation.

In particular, the deduction method was applied to study the general laws and principles that apply to multimodal delivery conditions and their impact on economic systems. This method was used to formulate general theoretical principles of multimodal delivery and their impact on economic systems, as well as to build logical arguments and hypotheses regarding the influence of factors on multimodal conditions.

The method of induction was used to obtain general conclusions based on observations and data about the actual state of multimodal delivery and its impact on economic systems [6]. Also, the inductive method was applied to assess the practical experience of logistics and transportation problems. In addition, on the basis of induction, general trends in the development of multimodal delivery conditions and their impact on economic systems were identified.

For the formulation of hypotheses and assumptions, a logical method was used to build logical arguments explaining the relationship between factors and results, as well as to analyze the available evidence from the point of view of logic and consistency. Also, with the help of this method, based on data analysis and argumentation, conclusions were formulated regarding the determination of the influence of factors on multimodal delivery conditions.

The method of generalization was used to bring together information from various sources and research on the factors influencing multimodal conditions of delivery of special categories of cargo into a single entity. Based on it, a literature review of scientific sources related to the research topic was carried out, as well as a systematization was carried out. In addition, the method of generalization was used when formulating the general conclusions of the study.

### 3 Literature Review

The problems related to delivery of special categories of goods by various transport modes have been actively studied by many scholars.

In particular, the study of Archetti et al. [5] is dedicated to the generalization of scientific achievements in optimizing the implementation of multimodal freight transportation for combinations of different transport modes. The involvement of inland waterway transport in supply chains was studied by Braekers et al. [10], who proposed a decision support model for the design of a barge service network in an intermodal connection between a large seaport and several inland river ports. It is interesting that probably for the first time it was planned to provide door-to-door delivery in such a connection.

The identification of conceptual requirements for the formation of an environmentally sustainable system of multimodal container transportation in Ukraine should be recognized as notable in the scientific study of Hryhorak et al. [16]. One should also agree with the authors that the development of container rail transportation, to a large extent, along with the economic effect, will significantly improve the environmental component. The study of the sustainability of multimodal freight transport is based on the paper by Udo et al. [22]. In particular, they highlighted the economic, social, and environmental

components of the multimodal freight transport sustainability, which can significantly optimize the process. Scenario planning of unimodal and multimodal transport carried out by Cansiz and Ünsalan in [11] allowed to determine the cost by scenarios of routes by road, maritime, and railway transport under different load capacities. The study of Du et al. [12] is devoted to the modeling of multimodal freight transportation scenarios in Northern Canada under the influence of climate change, which is generally determined by the originality of the approach to solving the problem.

Ambrosino and Sciomachen in [2] focused on the choice of the optimal investments in seaports to improve the modes of interaction with railways. This type of multimodal connection is very promising, and the special value of this study is that the problems of complex logistics interaction between maritime transport and railways in multimodal freight transportation are rarely studied. Multimodal delivery of oversized cargo is also not widely covered in studies. The article by Petraška et al. [20] defines the principles of the formation of transport delivery of heavy and oversized cargo by road. It should be noted that in these deliveries, road transport is actually required, since it provides delivery to the door. Rail transport often falls behind in terms of integration into logistics chains, in particular in countries with economies in transition. The principles of feedback action in local elements of rail yards' interaction are studied by Yanovsky et al. [24]. This study aims to solve similar problems.

Overall, despite a significant number of scientific papers in the field of multimodal transportation, the problem of taking into account the factor influence on the delivery conditions of special categories of goods in multimodal transportation remains unresolved.

The active use of new methodical developments, technical and technological solutions for the transportation of perishable goods suggests that the application of the principles of a system approach and logistics will be most feasible.

In the paper by Angelelli et al. [3], the authors note the importance of synchronization processes in multimodal transportation by several modes of transport, as well as the need for a quick completion of customs formalities. One should agree with the authors that the involvement of air transportation in the delivery chain is deepening, given the reduction in delivery times. It is also interesting that the authors applied a matheuristic algorithm that can provide an optimal solution to large-scale problems. An original approach to solving the problem of managing the supply chain of perishable products in a multimodal transportation was proposed by Dulebenets et al. [13]. In particular, a set of piecewise approximations was used to linearize the nonlinear function for each type of perishable product, which should be recognized as the first successful experience of this kind.

In the scientific paper by Ambrosino and Sciomachen [1], the authors proposed a linear integer programming model that minimizes the cost of placing and delivering containers in road-rail transportation. This study is particularly valuable for its original approaches to modeling capacity constraints. As noted by Kaewfak et al. [17], in the development of multimodal transportation, there are problems associated with risks and numerous uncertainties. The authors proposed to integrate the process of fuzzy analytic hierarchy and data coverage analysis to identify and assess quantitative risks. It should be noted that the use of the fuzzy analytical hierarchy method to determine the weight of each risk criterion is an important and original author's achievement and should be further actively disseminated. The environmental friendliness of transportation is also gaining special relevance. At the same time, with the help of effective mathematical models, it turns out to be possible to significantly reduce transportation costs, which will result in saving money and ensuring the ecological component of product transportation [14].

In combined freight transport, there is a need for horizontal cooperation. The problem of equitable distribution of benefits between all participants is the subject of Kayikci's study [18], where the author investigated cost allocation models in combined freight transport, various cost allocation models, proportional distribution mechanism, segregation method, with a corresponding assessment of the adequacy and sustainability of the results on specific examples of joint operators of combined maritime and rail transport with the same cargo. In the framework of their study [19], Kumar and Anbanandam evaluated the current state of designing a multimodal freight transportation network using classification and coding methods. The application of these methods allowed identifying the existing most relevant studies, models of operations research, as well as determining new approaches to the strategic design of the multimodal freight transportation network.

The problems of integration of air transport into supply chains have also been actively studied by researchers worldwide. The most relevant studies include those that propose practical methods for solving the problems of cargo delivery with the participation of air transport. In particular, Bo et al. [7] investigated the model of cargo flow management of a network air carrier, while another work of these authors [8] is devoted to the evaluation of the implementation of cargo flow management system. The description of the results of dynamic model of cargo flow management of a network air carrier is discussed in [9]. The study by Sen et al. is devoted to the implementation of a nonlinear multi-product model of cargo flow management of a network air carrier [21]. The study by Voitshovskiy et al. focuses on the design of integrated cargo delivery systems based on logistics principles [23].

The proposed by Anoop and Panicker in [4] single-period integer programming model and multi-period programming model with constraints for optimization of multimodal freight transportation with the participation of the railway is an extremely useful methodical tool. Moreover, the advantage of the first model is better performance at small volumes of traffic and lower frequency, while the second model is more optimal for continuous mass freight traffic. The authors also proposed an original heuristic algorithm for the allocation of railways and trucks. The methodology proposed by Zhao et al. in [25] on routing for shippers in multimodal transportation by minimizing the total cost of the logistics operator provides traffic forecasts and cost estimates by using a traffic simulation model and a rail simulation model for a regional port area. These models are distinguished by their originality and the possibility of universal use. In the study by Figueroa et al. [15], a mathematical model for port selection was developed, taking into account the need to provide multimodal connections based on the current level of technical progress. The maximum coverage of modes of transport - maritime, river, rail and road, - as well as infrastructure support should be noted.

#### 4 Results and Discussion

It is evident that in general terms, the process of delivery of special categories of goods must meet the following basic requirements: ensuring the integrity of the cargo and the tightness of the packaging; ensuring a sufficient level of transportation safety; speed of delivery of goods throughout the chain; overall reliability of the transportation process.

Despite the fact that special types of cargo have a certain number of specific properties, they can be safely delivered by various modes of transport. The main condition for the success of such delivery is the need to apply system and logistics approaches to the delivery processes.

Factors influencing the delivery conditions of special categories of cargo in multimodal transportation are shown in Figure 1.

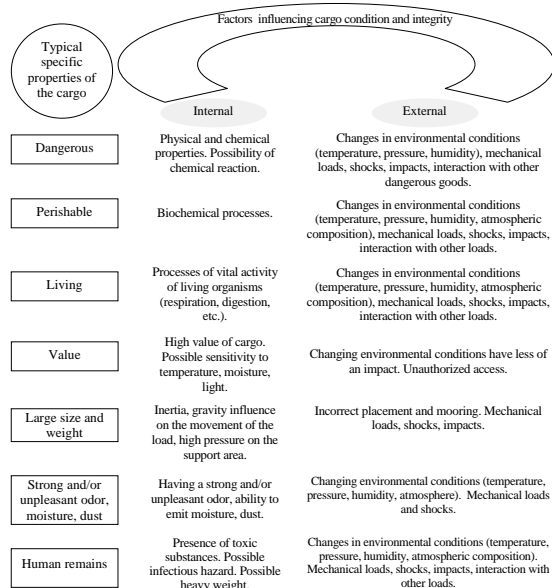


Figure 1. Factors influencing the delivery conditions of special categories of cargo in multimodal transportation Source: [21]

The necessary conditions for ensuring the delivery of special categories of cargo should be as follows: ensuring transportable condition of the cargo; compliance with the requirements for vehicles and warehouses; observance of the optimal technology of transportation, transshipment, and storage of cargo; involvement of specially trained and certified personnel; compliance with all necessary formalities and application of security measures.

It should be pointed out that the costs of organizing the delivery of special categories of cargoes are several times higher than the costs of delivery of general categories of cargoes. Obviously, the costs of delivery of different special cargoes will also vary significantly. At the same time, for other types of special cargoes, ensuring the integrity of the cargo and safety of transportation requires increased costs at all or many stages of delivery [21].

It should be pointed out that cargo insurance in general does not guarantee the integrity of the cargo and the safety of delivery. That is, it has no preventive nature and only provides a guarantee of compensation for losses after a certain period of time. It is also worth noting that the value of some categories of special cargo is determined not by their actual value, but rather by how important they are for the supply chain.

Ultimately, the successful operation of a supply chain for multimodal delivery of special cargoes should include compliance with all legal requirements for the import, export, and transit of goods, strict adherence to the rules for the transportation of goods by particular modes of transport, as well as taking into account the best distribution practices for working with certain categories of special cargo on particular modes of transport. Proper preparation of cargo for transportation, classification, identification, compliance with restrictions should be ensured, and special containers and packaging, refrigerants should be provided. Moreover, the optimal consignment that can be transported in a timely manner should be determined.

In accordance with the most advanced logistics approaches to the transportation of special categories of goods, the entire delivery chain should be analyzed, and the logistics operator should think not of a separate delivery, but of a delivery network, thereby creating additional value. It is important to emphasize that the carrier itself usually works with the cargo that has been prepared for transportation.

The growing demands of the freight clientele on the cargo delivery time imply that there should be enough time left after delivery to use the cargo for its intended purpose. For perishable goods that are delivered for commercial purposes, delivery time requirements are crucial. Certain types of perishable goods may still be partially used for their intended purpose for some time in case of spoilage. After the expiration of the intended use period, perishable goods lose their properties much faster than other categories and are subject to disposal.

In addition, organizing the delivery of special categories of cargo significantly increases the probability of losses for the logistics operator or carrier due to possible damage to the cargo or loss of its properties, or due to damage to third parties. The consequences of uncontrolled condition and the main conditions for the delivery of special categories of cargo are presented in Figure 2.

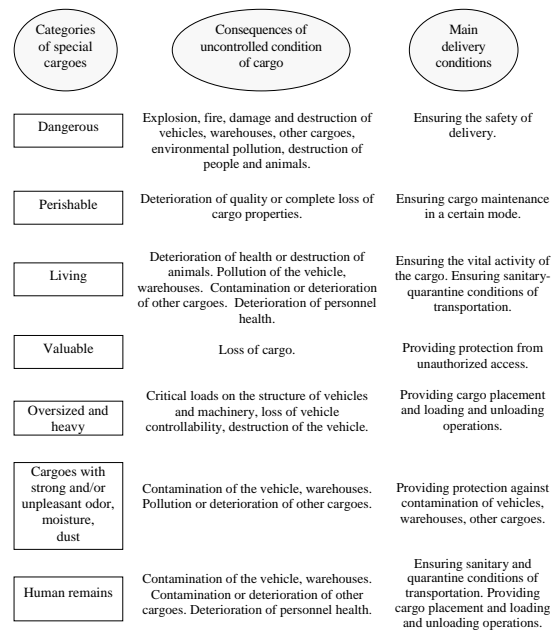


Figure 2. Consequences of uncontrolled condition and the main delivery conditions for special categories of cargo Source: [21]

For cargoes that have specific properties, the complex of services to ensure the preparation of cargo for transportation is critically important, since at this stage the main precautions should be taken to prevent the risks of damage to the cargo and ensure the safety of transportation. In some cases, this process is carried out by logistics operators themselves, but even if they do not carry it out themselves, they must ensure full control over its implementation by freight agents or other companies hired for this purpose. Nowadays, the main task of the logistics operator is to create and control the supply chain.

It is necessary to specify that when delivering cargoes by air transport, the requirements for ensuring the safety of transportation are more stringent than on other modes of transport due to the peculiarities of the air transportation process. Consequently, when delivering cargo in mixed transportation with the participation of air transport, the requirements for the preparation of goods for transportation by air will be a priority. In addition, risks may arise at the junctions of different modes of transport, which requires complex interaction of participants in the delivery process in the combination of modes of transport due to possible disruption of supplies. Only if these conditions are met, it is possible to ensure a sufficient reliability level for the delivery of special categories of cargo in multimodal transportation.



## 5 Conclusion

The delivery of special categories of cargo in multimodal transportation is characterized by considerable specificity, which must be taken into account to ensure the reliability of the supply chain. The systematic transformation of the logistics operator into the organizer of the supply chain requires to perform a key function - the creation and control of the supply chain, with the obligatory monitoring of the processes that occur with consignments. Work in the multimodal delivery requires coordinated interaction of all chain participants, especially carriers, freight agents, and logistics operators.

Within the framework of the study, the factors influencing the delivery conditions of special categories of goods in multimodal transportation were identified for each of the modes. The division of factors into internal and external allowed identifying those factors that the carrier can influence, and which are less or not dependent on it. The defined consequences of uncontrolled condition and the main conditions for delivery of special categories of goods allow minimizing their occurrence through the use of appropriate risk management mechanisms. Namely the effective provision of complex supply chains of special cargoes can turn a transport and logistics company into a full-fledged modern smart logistics operator having the main task of creating added value for the client.

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**Primary Paper Section:** A

**Secondary Paper Section:** AE, AH, AP

## DIACHRONIC-DIALECTOLOGICAL INVESTIGATION AND STUDY OF CONJUNCTION MORPHEMES IN LINGUISTICS

<sup>a</sup>GUDSIYYA GAMBAROVA

*Linguistics Institute named after I.Nasimi of Azerbaijan National Academy of Sciences, 115, H.Gavid Ave., AZ1073, Baku city, Azerbaijan*  
email: <sup>a</sup>gudsiyye@bk.ru

**Abstract:** This article, dedicated to the diachronic-dialectological investigation of conjunction morphemes, marks the first linguistic research at the level of conjunction morphemes in the Azerbaijani language. Historically, many issues related to conjunction were thought to belong to this category in previous grammar books on the Azerbaijani language. It is evident that linguists in need of clarification in this field have established specific terms differentiating between conjunction morphemes and conjunction words. As it appears, research in linguistics related to conjunction has traditionally centered on a grammatical perspective. However, it is essential to shift the focus towards more comprehensive objectives in contemporary linguistic investigations. These include recognizing conjunction as morphemes, adopting a typological linguistic approach, unveiling preforms and derivatives through morphophonological methods, and elucidating their origins, etymology, and related matters. In this study, the primary goal of the researcher is to accept conjunction as morphemes and, through morphophonological analysis, arrive at well-founded conclusions about their origins and etymology. This is achieved by referencing historical sources of the language and relying on contemporary dialectal and speech data within the Azerbaijani language. It should be noted that during the research, consideration has been given to language facts from both related and unrelated languages, with the intention of yielding positive results. For this purpose, conjunction morphemes in the Azerbaijani language, such as *və, ki, amma, ya, ya da, gah, gah da, ki, və, ilə(-la, -lə), həm, həm də, ya, ya da* etc., are investigated from a diachronic-dialectological perspective. To enhance the scientific quality of the research, reference has been made to ancient and medieval written language samples where these conjunction morphemes are used. The obtained scientific results are substantiated with contemporary dialect and speech facts.

**Keywords:** Azerbaijani language, morpheme, binder, diachronic-dialectological, language facts, linguistics

### 1 Introduction

In the Azerbaijani language, conjunction morphemes play a crucial role in grammatical structuring, as they connect words and components within complex sentences. Additionally, conjunction morphemes serve to maintain coherence between paragraphs and microtexts in the written language. While the lexicographic richness of conjunction morphemes may not be particularly evident in ancient and medieval sources related to Azerbaijani language history, it is undeniable that the oral and written forms of Azerbaijani rely heavily on these elements.

From a historical grammatical perspective, it is suggested that conjunction morphemes emerged in Turkic languages alongside with the development of complex sentence structures. In fact, some theories propose that Old Turkic did not employ conjunction morphemes at all [17, p. 317].

F.Zeynalov also associates the limited quantity of conjunction morphemes in contemporary Turkic languages with the ability of these languages to perform conjunction functions through intonation, verb context, verbal aspect, and other means [20, p. 331].

Linguists often correlate the abundance of conjunction morphemes in modern Azerbaijani literary language with written literary forms. For instance, G.Kazymov, in comparing the role of conjunction morphemes with conjunctions, writes: "...the role of conjunction morphemes is much broader compared to the activity of conjunctions, and conjunction morphemes play a more significant role in the language" [12, p. 351].

In Azerbaijani linguistics, this topic marks the first-time exploration of conjunction and conjunction words at the morpheme level within the diachronic-dialectological context, based on written literary language. In this ongoing research, a new perspective has been introduced to the subject of conjunction, delving into the reasons and origins of conjunction elements. During the research, conjunction elements have been introduced for the first time as morphemes. Some of these conjunction morphemes have undergone historical, morphological, etymological, and dialectological investigations.

### 2 Literature Review

While discussions on the grammatical role of conjunction elements in linguistics are not lacking, there is a noticeable gap in their diachronic-dialectological research as morphemes. In this context, it is imperative to consider aspects such as their origin, typology, semantics, structure, and other pertinent factors.

In the Azerbaijani language, conjunction elements can be categorized into two groups: those of pure Turkic origin and those with Eastern linguistic influences. Given that our objective is to explore conjunction elements at the morphemic level within the language, establishing their etymological roots becomes a pivotal endeavor. Therefore, we contend that a diachronic-dialectological approach to certain conjunction elements not only has the potential to generate novel scholarly insights but also promises intriguing discoveries. Conjunction elements in language fulfill a dual function, serving to establish both absence and presence of relations across words, sentences, phrases, microtexts, and more, both semantically and grammatically.

Concerning the grammar of Turkic languages, the systematic examination of conjunction elements and their structural characteristics is mainly associated with the work of Mirza Kazimbey. Within his scholarship, the systematic investigation of conjunction elements was posited as a central objective, yielding substantial scientific advancements for the era.

In the field of research and study of conjunction elements in contemporary Azerbaijani literary language, several prominent linguists have contributed significantly. Notable among them are Dzh. Afandiyev, M.S.Shiraliyev, Q.Q.Bagyrov, Dzh.A.Dzhafarov, A.Aslanov, A.Khalilov, A.Z.Abdullayev, M.Huseynzade, Y.Seyidov, Q.Kazymov, Z.Tahmazov, and many other linguists who have conducted extensive scholarly research.

Within the historical grammar of the Azerbaijani language, scholars like H.Mirzazade, A.Shukurlu, G.Kazymov, and others have undertaken comparative linguistic analyses related to conjunction elements, offering valuable insights into the language's historical development.

Regarding dialectology in the Azerbaijani language, the contributions of M.S.Shiraliyev are particularly noteworthy. In his work, "Foundations of Azerbaijani Dialectology", he emphasizes that conjunction elements in dialects and regional variations have not developed as extensively as in the literary language [17, p. 281-282]. He points out that the connection of simple and complex sentences based on intonation is more sophisticated in dialects, often providing numerous examples to illustrate this phenomenon [18, p. 307-309].

M.Mammadli noted the differentiation of conjunction elements in dialects and vernaculars from literary language. He highlighted that these conjunction elements not only exhibit various phonetic variants but also perform to some extent different functions. According to the observations of the author, some conjunction elements present in dialects and vernaculars are not encountered in the literary language [15, p. 33].

Azerbaijani Turkologist F.Zeynalov, in his works on the comparative grammar of Turkic languages, has clarified contentious issues related to conjunction elements and conjunction words and provided commentary on their specific aspects [20, p. 329-341].

In the Turkish linguistics, conjunction as a linguistic component has been extensively investigated by scholars such as M.Ergin, T.Gejan, and T.Banguoglu. In contemporary research within Azerbaijani linguistics, along with auxiliary linguistic components, the topic of conjunction elements has gained

prominence and has been explored from a new perspective by P.Eyvazov. According to the researcher's final conclusion, a significant area of interest in Azerbaijani and Turkish linguistics is namely the issue of the origins and reasons for the emergence of conjunction elements [5, p. 32].

As previously mentioned, despite the fact that conjunction elements have not been traditionally considered as morphemes in linguistic research, they are subjected to the same criteria as word morphemes. For instance, based on the classification of conjunction elements proposed by G.Kazymov, it becomes evident that approaching conjunction elements as lexical units is quite apparent. According to the author, conjunction elements can be categorized from several perspectives: 1. Based on their usage characteristics. 2. Based on their structure. 3. Based on their origin. 4. Based on their syntactic function. 5. Based on their position of occurrence [11, p. 352].

As it appears, in this area, all lexical and grammatical features belonging to a lexical unit, a root morpheme, have been considered. Therefore, it is reasonable to address the following issues to form a sound opinion about the origin of conjunction elements: 1. Evaluating simple conjunction elements as morphemes; 2. Treating conjunction elements as lexical units; 3. Studying conjunction elements from a morphological perspective; 4. Classifying conjunction elements by thematic content; 5. Investigating conjunction elements from a semantic perspective (polysemy, homonymy, synonymy, antonymy); 6. Evaluating conjunction elements as morphological tools; 7. Determining the syntactic role of conjunction elements; 8. Studying the derivational aspects of conjunction elements; 9. Identifying the stylistic possibilities of conjunction elements and more.

At times, one can come across ideas among linguists related to the origin of conjunction elements, which are associated with the process of conjunction. Indeed, there is some truth in this idea, as language, like a foreign word, does not easily integrate into its environment. The process of adaptation to this environment takes a long time, and the exact outcome is often unknown. However, the essential truth is that, as a result of the development and improvement of human thought, when there is a need for more complex, longer sentences, words and intonation that connect ideas have been required. Consequently, conjunction tools have emerged. We believe that the issue of conjunction is related to style. Both individual and literary genres should be considered. For example, in poetry, prose, and drama genres, the level of using conjunction elements may yield different results.

In the realm of linguistics and literature, the categorization of conjunction elements in the Azerbaijani language based on their national origin has been delineated as follows: 1. Indigenous conjunction elements: *ki*, *və*, *ilə(-la, -lə)*, *gəl ki*, *nə*, *nə də*, *nə də ki*, *istər*, *istərsə də*, *istərsə də ki*, *belə ki*, *buna görə də*, *ona görə ki*; 2. Borrowed conjunction elements of Arabic-Persian origin: *gah*, *gah da*, *habelə*, *həmçinin*, *zira*, *çünki*, *lakin*, *hətta*, etc.

We believe that determining the origin of conjunction elements is not a straightforward matter and can be established after a thorough investigation of word morphology. In general, however, the creation of conjunction elements relies primarily on the inherent capabilities of the language. In Azerbaijani language, the synonymy of some conjunction elements allows for this conclusion. One of the reasons for the emergence of synonymy in language can be the presence of multiple variants:  $ki = ki^d - kn^d - kim^d$ , or  $və = ilə(-la, -lə)$ , etc. Here, the facts of regional dialects play a significant role. For example, the well-established “*ki*” connector in contemporary written literary language is used in dialects and regional variations in various forms such as *ki*, *ki*, *ku*, *kü*, as well as *kin*, *kin*, *kun*, *kün* forms, and even in the form of *kinə*, following the rules of phonetic harmony.

Alternatively, when considering borrowed words, there are phonetic variants of the connector morpheme, such as *ama*, *amba*, *hamma*, *hamba*, *əmə*, *əmmə*, *əmbə*, and so on, in regional dialects, along with synonyms like *intahası*, *inta:si*; *indi ki*, *gl ki*, and so forth [15, p. 35].

Furthermore, when considering the homonymic aspect of certain connector-morphemes, we encounter interesting facts. For instance, the function of the “*ki*” morpheme as a connector or an adverb is determined within the sentence context. Similarly, the function of the “*ilə*” morpheme as a connector or an addition depends on the context. These same principles can also be applied to determine whether certain connectors are habitual in Azerbaijani language.

It is also worth noting that some connectors in Azerbaijani language can create homonymy with derivational morphemes. For example, the “*da*, *ə*” connector morpheme forms homophones with the locative case suffix of nouns, while the “*ki*” connector morpheme forms homophones with the adjective-forming suffix “*-ki<sup>d</sup>*”. –*Mən də, sən də, o da bu kişinin balalarıyq* (conjunction) (speech example) — Me too, you too, and he/she too are this person's children; — *Məndə Məcnundan füzun aşıqlıq istedadı var* (M.Fuzuli) (locative case suffix) — I also have a lot of talent for falling in love for Majnun; — *Gəl ey tacir, uş Yusifi satın al, Ki, kanəməlix qılıq* *gövhər*(Nasimi) (conjunction) — Come, O merchant, buy Joseph, For in his blood, rubies become worthless.

### 3 Materials and Method

This research focuses on the “Diachronic-Dialectological Study and Analysis of Conjunction Morphemes” based on the materials of contemporary Azerbaijani literary language. The study aims to investigate conjunction morphemes in a historical and dialectological context. For the first time, in this research, conjunction morphemes are approached at the morphemic level. As it is known, in previous studies, conjunction morphemes were not considered as lexical units; instead, they were treated as grammatical tools. This research attempts to study conjunction morphemes using a historical-comparative method. To achieve this goal, ancient written sources of Turkic origin, such as Mahmud Kashgari's “Divanu Lughat-it Türk” and “Kitabi-Dede Gorgud” epic tales, as well as classical literary samples of the Azerbaijani language, serve as the basis for the analysis of language facts and their current state in Azerbaijani dialects and vernaculars, confirming ancient facts.

The article employs a linguistic-descriptive method as its primary approach. The descriptive method is also a method of analysis. For this purpose, a systematic examination of the history of conjunction morphemes in Azerbaijani linguistics has been conducted. Based on historical chronology, conjunction morphemes have been revisited in terms of their nature as linguistic units, leading to certain additions and specifications.

Moreover, comparative and historical-comparative methods have also been utilized in the research. The research process aims to systematically explain and analyze existing conjunction morphemes. During the research, the historical-dialectological function of conjunction morphemes has been extensively discussed. To achieve this goal, the capabilities of the comparative-historical method have been fully utilized. The common written sources of Turkic languages, as well as the classical literary language of Azerbaijani and its vernaculars, have provided evidence of ancient linguistic facts that manifest in contemporary spoken language. In this regard, the application of morphophonological analysis has played an important role in resolving certain etymological issues correctly.

Special attention has been paid to the stylistic-grammatical capabilities of conjunction morphemes, their linguistic history, and their nature related to dialects. The article highlights the morphemic nature of conjunction morphemes while also taking into account their lexical-semantic meaning. For this purpose, the investigation of the internal characteristics of the language has been demonstrated through factual evidence. Given the specific relevance of the subject to conjunction morphemes, classification, systematization, and confrontational methods have been applied. For example, in linguistics, the organization and systematization of conjunction morpheme types have evolved to their contemporary state through formalization. Occasionally,

research in this field leads to specific and concrete ideas related to the subject.

At the next stage, the idea of exploring the origins, etymology, and historical-diachronic perspectives of certain conjunction morphemes is formulated. In this context, interesting examples from contemporary literary language are selected for research. Their historical and dialectal variants are identified, and contemporary literary language, linguistic history, and dialect facts are juxtaposed. Throughout the text, within the context, it is revealed whether they have the same or different meanings. For example, the status of some common words (such as “*ancaq*”, “*ki*”, “*da*”, “*əb*”, “*ilə*”, and so on) as conjunction or other parts of speech is determined by means of opposition. The research process mainly employs the correlative confrontation method because in the etymology analysis of some conjunction morphemes, a morphophonological approach is necessary. In most cases, it is essential to demonstrate the phonetic variants of conjunction morphemes. For instance, it is possible that conjunction morphemes with CV, CVC, VC(C)V, CVC(C)V, VC(C) syllable patterns have Turkic origins.

As evident, the alternation of voiced and voiceless sounds in these patterns aligns perfectly with the harmony rules of Turkic languages. However, the presence of two voiceless sounds in the syllable model of conjunction morphemes does not necessarily mean the word's etymology. But in the case of “*am-ma*”, “*ancaq*”, “*cün-ki*”, and so on, the nature of the issue is related to the morpheme being two syllables long - in other words, “*am-ma*”, “*an-caq*”, “*cün-ki*”, etc.

#### 4 Results and Discussion

In the Azerbaijani language, despite availability of a rich lexicon of conjunction morphemes, there is also a common lexicon shared with other parts of speech. For example, the word “*ilə*” (-*la*, -*lə*), depending on its meaning in the context, can act as either a connector or a conjunction: *İnsanı yaşadan arzu əl-ümididir* (conjunction) — *The person who lives is hopeful with desire*. Or, *İnsan arzu ilə, ümid ilə yaşayır* (conjunction) — *A person lives with desire and hope*.

As one can see, among the connectors, only one of the abessive morphemes, “*ilə*” (-*la*, -*lə*), or its counterparts, functions as a connector, serving as a duplicate of its conjunction counterpart. Since “*və*” (and) is more characteristic of written literary language, it is not considered suitable for informal speech and household style. Depending on the stylistic context, it is possible to convey the same meaning while maintaining the content in a sentence like “*İnsanı yaşadan həm arzu, həm ümididir*” — *A person who lives has both desire and hope*.

In linguistics, especially in historical grammar, it is noted that this connector, which comes from the Persian language, is used in “*həm — həm*” (both) forms, creating consecutive sentences with similar members and sometimes providing strength to the expression by being suitable for the meaning [16, p. 226].

We think that the semantic versatility of the morpheme “*həm*” has later led to the creation of new forms based on this conjunction: *həm də, həm də ki, həmçinin, və həm də, və həm də ki*, and so on. Thus, new forms are considered synonymous with the word “*həm*” in terms of content. Therefore, it can be argued that if there was an equivalent connector with the same content in the Azerbaijani language, there would be no need to borrow from another language. Ancient dictionaries related to Turkic languages reveal that this phonetic form of the morpheme was not a coincidence in ancient writings. The presence of [h] sound in this form could be considered as a later development in sound change. Consequently, although the meaning of the morpheme “*ep*” in M.Kaşğari's dictionary is represented as an emphatic and emphasizing particle, in reality, it has evolved into “*hep — həp — həb — hem — həm*” form at a later stage: *Ep edhgü rəng = Ep eyi, gerçəkdən yaxşı şey* [8, p. 109].

It should be noted that, in fact, the morpheme “*həm*” is not only a connector morpheme but it also appears in a reinforcing

function in coordination, participation, and sequential processes: *Həm iş, həm vəzifə, həm məişət qayğılarının çoxluğu insanları bir-birindən uzaqlaşdırır* — *The abundance of both work, responsibilities, and household cares alienates people from each other*.

Interestingly, in the Azerbaijani language, in the form of “*bahəm*”, which is accepted as a barbarism, it is observed that the more important fact remains in its composition. In this phrase, it manifests as “*ba=həm*”. There is no need to prove the existence and meaning of “*ba-bə*” in Azerbaijani language: *dalbadal* (back and forth), *üzbəüz* (face to face, or intertwined), and so on.

Furthermore, common words like “*görə*” (for), “*ötürü*” (from), and “*üçün*” (to) have specific contexts. It should be noted that the use of connectors is less observed in ancient examples of the language.

*The conjunction “amma”*. “*Amma*” is a lexeme derived from Arabic. It serves as an oppositional contrastive connector with a meaning of contradiction. Similar to words that have transitioned from Arabic to Azerbaijani literary language, it quickly integrated into the language and even substantivized, being used in various fixed expressions: *amma çıxartmaq* (to contradict), *əmması çıxmaq* (to counter), *əmması var* (there is a contradiction), *əmmasız* (without contradiction), etc.

H.Mirzazade notes that this word is used as a compound connector in the form of “*əmma-fi*”, emphasizing that the first part of this structure, “*əmma*”, is placed before the word to which attention is drawn at the beginning of the sentence [16, p. 216].

It should be noted that in the language of the “Koran”, the intensive use of this connector is observed: *Va”əmməsmən cəə”əkə yəs”aa* [14].

“*Amma*”, as noted by H. Mirzazade, is spelled differently in the language of epos “Kitabi-Dede Gorgud” compared to modern written literary language: *Salur Qazan nə atın ögdi, nə də kəndin ögdi. Əmma bəglərin hünərin söylədi* [13, p. 104]. — *Salur Qazan neither learned to ride a horse nor to plow the field. However, he mastered the art of falconry; Arıq olsa, qulağın dələrdi, avda bəllü olsun deyü. Əmma semüz olsa, boğazlardı* [13, p. 104] — *Although he wished to make it sharp, the knife had a hole in its blade for the ear. But if it were sharp, it would slit throats*.

As seen from the examples, historically, “*amma*” has been used similarly to the “*və*” conjunction and has primarily created connections between sentence components. This conjunction is encountered in various forms in literary language, as well as in spoken language and dialects, such as “*amma/amba*”, “*ama/əmə*”, “*əmbə/əma*”, and so on. G.Kazımov mentions “*amma*” as one of the frequently used and repeated conjunctions [12, p. 352].

The conjunction “*amma*” connects the components of a sentence, specifically serving to link different elements within a complex sentence. More precisely, it assists in establishing a reciprocal or contrastive relationship between the components of a sentence. Observations indicate that the conjunction “*amma*” is used as a synonym for “*ancaq*”, with the latter being used more frequently. However, when it comes to the conjunction “*lakin*”, it is generally not used in spoken language. It is believed that “*ancaq*” places more emphasis on the semantic aspect rather than the conjunction's content. In fact, at the beginning of the text, the attention was drawn to the practice of placing the word in question at the beginning of the sentence, as it is done in Arabic.

It should be noted that in literary examples related to language history, conjunctions like “*fəqət, lakin, leyk, vəli*”, which have the same meaning, have become somewhat archaic. Interestingly, in dialects and colloquial speech, the conjunction “*inta:si/intahası*” is used more frequently for the purpose of

comparison than “*amma*”, suggesting a higher intensity of usage for the former: *Söz verdün, inta:sı əməl ələmədün* [4, p. 167] — *You promised but did not fulfill it; Çox söybat bi:rəm, inta:sı indi yadıma tüşmür* [4, p. 167] — *I know a lot, but now I don't remember.*

We believe that the etymology of the “*intahası*” connector will reveal its Turkic origin. The study of the word from a morphological perspective also supports this: *in=ən; taha=daha+sı* (membership suffix). In literary language, particularly in the adjective “*intahasız*”, in addition to meanings like “limitless, boundless, etc.”, there are also connotations like “flawless, unique”, and so on in the combination “*intahasız gözəllik*”.

*The conjunction “ya, ya da”.* The disjunctive conjunction related to division, “*ya, ya da*” (either, or), is used in various forms such as “*ya, ya da ki*”, or “*ya, və ya ki*”. It is observed that in the “Kitabi-Dede Gorgud” epic tales, this conjunction links the components of complex sentences related to division. *Ya varam, ya varmayam. Ya gələm, ya gəlməyəm; Ya qara buğranın köksi altında qalam! Və ya buğranın buynuzunda ilişəm* [13] — *Either I will go, or I will not go. Either I will come, or I will not come. Either I will stay under the black clouds, or I will touch the tip of the clouds; Əcəb qəddinmi şol, ya sərv-i-bustan* [7] — *Does the strange fold like that, or the cypress garden?*

The conjunction “*ya, ya da*”, historically accepted as a synonym, like the modern literary language, can also accept the conjunction “*istər-istər*” as its equivalent. Based on the facts coming from the dialects, it can be said that “*ya, ya da*” historically has been a polysemic auxiliary morpheme in Azerbaijani language. “*Ya, ya da*” in the northern-western and northern-eastern dialects and accents of the Azerbaijani language replaces the negative conjunction “*nə, nə də*” and vice versa: *Ya oxumur, ya yazmır* [2, p. 175] — *Either he/she reads or writes.*

“*Ya*” morpheme sometimes conveys a negation meaning among speakers of colloquial language and dialects: *Ya oxudu, ya oxumadı, kim nə zərərli olacaq?* — *Either he/she read it or didn't, who will be harmed by it?*

*The conjunction “gah, gah da”.* The disjunctive conjunction “*gah, gah da*” is of Persian origin. It is mainly used in written literary language and, from there, is also employed in spoken colloquial language. In spoken language and dialects, one can also find the variant “*gah, gah da*”. In literary examples, one may come across the variations “*gah, gahi, gəh, gəhi*” for this conjunction: *Gah dönr ay bədr olur, gah özünü hilal eylər* [7] — *At times, the moon turns bright, and at times, it forms a crescent.*

M.Mammadli provides an example of the “*ya*” and “*nə*” connectors in dialects, highlighting that in addition to their literary meanings, they also serve each other's functions [15, p. 245].

The use of the negation conjunction “*ya*” is more commonly observed in the dialects of Karabakh and Eastern Zangezur in the Azerbaijani language [3].

In the dialects and regional variations of the Azerbaijani language, one can also come across the connector “*gah, gah da*” being used as a synonym for “*ara, ara bir, bərdən*” which means “sometimes” or “occasionally”. This is particularly common in the dialects of the Karabakh region.

*The conjunction “ki”.* The conjunction “*ki*” is widely used both in written and spoken Azerbaijani. G.Kazymov associates the root morpheme of “*ki*” with a nostratic significance. He writes, “This conjunction has been created by dropping the last sound from the ‘*kim*’ lexeme. Over the past thousand years, it has gradually replaced the ‘*kim*’ conjunction and has become fixed in our modern language by completely pushing aside the ‘*kim*’ conjunction” [11, p. 19].

As it is known, in contemporary Azerbaijani dialects, especially in the Western group of dialects, conjunctions like “*kin, kin, kun, kin*” are observed as prominent features, and they are considered variants of the modern literary language conjunction “*ki*”.

Regarding the origin of the “*ki*” conjunction, there have been various opinions in linguistics. According to H.Mirzazade, the proximity between the Persian language and some Turkic languages has led some Turkologists to draw a wrong conclusion that the “*ki*” conjunction in Turkic languages has passed from the Persian-Iranian languages [16, p. 231].

The extensive use of the conjunction “*ki*” in contemporary spoken language and written literary language suggests the possibility that “*ki*” has a long history as an enlightening habitual morpheme in Turkic languages. Its function as a connector is the result of the later development of the language.

In addition to its role as a conjunction, the “*ki*” morpheme also has other meanings related to signification, place, time, membership, possession, belonging, and more. We believe that historically, this aspect has also been present, as noted in M.Kaşğari's “*Divan*”: *onqünkü yalığ, kidinki yalığ* (means the front and back parts of the waistband of horse – [by author G.G.] [10, p. 21].

The words “*kid*” and “*kidh*”, as provided and written in two spellings in M.Kaşğari's dictionary, help determine the etymology of the “*ki*” connector. Let us look at examples from the “*Divan*” where “*kid*” means “back, end, later”: *Ər kidhin kaldı* [9, p. 51] — *The man lagged behind, stayed behind; İş kidhinə baxıngıl* [9, p. 164] — *Look to the end of the job and think; Ol anı kidin odhğardı* [8, p. 265] — *After thinking about it for a while, after a little while, after some time, he understood.*

In the given examples, in the first sentence, “*kidh*” (*kiy*) morpheme is followed by “*-in*”, which is a locative and directional case; in the second sentence, it is “*i=nqə*”, which indicates possessiveness, and in the third sentence, it is a temporal adverb indicating “after”. Therefore, historical linguistic evidence suggests that the “*ki*” morpheme can have the adverbial meaning of “sonra” (afterwards). In modern Azerbaijani literary language and in the language facts of dialects and regional speech, the “*ki(ke)*” root morpheme with a temporal meaning, such as “*keş*” (morning time, around 8-10 o'clock), is used. We believe that in the semantics of the example brought from the “*Divan*”, the modern meaning of “*ki(y)*”, i.e., “*gec*” (late), is more apparent: — *O anı kidin odhğardı* [8, p. 265] — *After thinking about it for a while, and a little while later, he understood.*

The root of the word “*ke(y)*”, which is used similarly in meaning to this ancient morpheme in spoken language and dialects, means “understanding late, realizing late”. Therefore, currently, the adverb “*keyin/kiyin*” has its root in it and is used by substantivization. Hence, one can think that the humorous nature of the word “*key*” carries the ancient meaning within itself. Just as “*key*” requires an explanation for the late understanding, the use of the conjunction “*ki*” also indicates the need for clarification. Speaking of the modern variants such as “*ki, ki, ku, kü; kin, kin, kun, kün*”, it should be noted that the overt-covert and overt-closed types of the conjunction are characteristic for some dialects and accents. This situation is mainly observed in western, southern, and partly transitional dialects, and it changes depending on the harmony of the final syllable of the preceding word before the conjunction.

In dialects and accents, sometimes in question sentences, the conjunction or morpheme “*ki*” is used in the same composition, adding an additional tone to the question intonation. M.Shiraliyev also notes that in the Baku dialect, the conjunction “*ki*” is followed by the conjunction “*ya*”, providing an example: *Sən bilmirsən ki ya, mən öydən bayra çıxırmam?* [19, p. 131] — *Don't you know that I'm not going from home to the countryside, huh?*

In some dialects and in spoken language, “ki” carries both interrogative and reinforcing habitual meaning. *Dillənir ki?; Ağzın açf bir bilmə kəsir ki?* [6, p. 234] — *Do they say?; Do you open your mouth and utter a word?*

The morpheme “ki” takes part in the formation of some complex-compound connectors and compound words in Azerbaijani language: *gəl ki, ona görə ki, çünki, onda ki, hərçənd ki*, and so on.

Speaking of the “-y(-in)” morpheme, it should be noted that it has been reflected in historical grammar books as an adverbial formant that forms adverbs. Words like “yaxın” (near), “bütünü” (whole), “uzun” (long), “dünən” (yesterday), “üstün” (on top), “korun” (with difficulty), etc., are examples of various meaning adverbs formed using this morpheme [16, p. 185-186].

*The conjunction “və”*. The conjunction “və” serves both to connect compound sentences and to create a coordination relationship between homonymous members. While “və” is primarily used in written language, it is not commonly found in spoken language. It is important to note that in spoken language, “və” can fulfill its function in coordinating compound sentences, primarily through intonation. The coordinating function of “və” between homonymous members is accomplished using the instrumental case suffixes “-la”, “-lə”, “-nan”, or “-nən”. For example: *Alnan yaşıl – xoş yaraşır* — *Green suits the red well*.

G.Kazymov is correct in his observation that “və” conjunction creates a closed sequence in a sentence, meaning that after this conjunction, a component can only be used once. This restriction helps maintain clarity and coherence in Azerbaijani sentences [12, p. 358]. This is the syntactic norm of modern Azerbaijani literary language. However, we have evidence from literary examples in the history of Azerbaijani language that “və” has been used in different contexts [17, p. 18].

In oral colloquial speech, “və” used between same-gender individuals is replaced by “-nan; -nən”. In some dialects, it can also be expressed as “və = ilə-dan” [6, p. 244].

M.Mammadli highlights that this particular feature, although specific to spoken language, occasionally transitions into written texts as well. He suggests that the grammatical function of the “ilə” conjunction can be seen as an alternative to this usage in colloquial speech [15, p. 130].

It can be said that in speech, this morpheme variant, when added to a word, is subject to the phonetic impact of that word. In dialects and colloquial speech, synonyms of the “ilə” conjunction, such as “-la<sup>2</sup>”, “-nan<sup>2</sup>”, “-ynan”, “-yinən” are more characteristic. We believe that there is a specific reason why the “ilə” morpheme performs the function of “və”. In this regard, it is possible to observe the independence of “-i-la” morphemes in the language. It is known that in Russian, the «и» morpheme serves as an equivalent to the Azerbaijani “və” morpheme. Similarly, in the Persian language, “i” is used to convey the same combining meaning as “və”. G.Kazymov, when discussing the historical origin of the conjunction “və”, states: “They consider this conjunction to have Arabic origins. In reality, this connector has been used in the Azerbaijani language long before the 7th century. Historically, this conjunction derives from the ‘ü’ connector (it shares the same root as the ‘i’ conjunction in Russian) and was written as ‘vü’ in words ending with vocative [13, p. 355].

It should be noted that the variants of the “və” connector in world languages confirm these ideas. Summing up all the mentioned ideas, the historical functions of the “və” connector can be structured as follows: It provides a connection between homonyms; It establishes grammatical-semantic relationships between components of complex sentences, both with and without tables; it forms adverbs; it maintains logical coherence between paragraphs, and so on.

M.Adilov writes: “Through the use of the ‘ba, bə’ morphemes, mainly nouns are repeated and function as adverbs. For example:

*ağzbaağz* (mouth-to-mouth), *nəsilbənasil* (generation after generation), *yanbayan* (side by side), *kəndbəkənd* (village after village), *üzbəüz* (face to face), and so on” [1, p. 98].

We believe that the functions of the “ba/bə” element and the “və” conjunction unite them for the same purpose. It should be noted that in spoken language and in some dialects, the causal conjunction “ba” is used, as in “*balasınnan*” (*because of his/her child*). The etymology of this conjunction can be understood through analysis: *ba+la+st+(n)+dan* or, in a modern context, *və+ilə+st+(n)+dən*. In terms of semantics, the word “bağ” means “to attach”, and “bənd” reinforces our argument. We believe that “və” is the most ancient root morpheme of Turkic origin, as seen in words like “*bumeranq*” (boomerang).

## 5 Conclusion

The diachronic-dialectological study of conjunctions reveals that it is important to consider conjunctions such as “ki, və, həm, ya, amma, ib”, and others, which are intensively used in modern literary Azerbaijani, as morphemes. This linguistic approach allows understanding the historical-linguistic nature of these conjunctions. By utilizing real dialect facts, we shed light on the historical-linguistic nature of these conjunctions. As a result, it is demonstrated that some conjunctions accepted as borrowed in modern literary language have indigenous origins based on Azerbaijani language materials.

The emphasis in linguistic terminology is shifted more towards the written form, style, and register of conjunctions, introducing a new approach to the nature of terminology in linguistics. When considering the division of linguistic components, the necessity of paying attention to the stylistic-grammatical factor becomes apparent. A systematic examination and analysis of the study of conjunctions are conducted in various fields of linguistics, including contemporary literary language, historical grammar, and dialectology.

The ancient variants of conjunction morphemes in modern Azerbaijani literary language are discovered, confirming their Turkic origin based on dialect and regional language facts. Considering conjunctions as morphemes confirms their lexical unity. The presence of various words derived from these morphemes in dialects and regional languages supports this idea. The conjunction morphemes in Azerbaijani literary language and their variants in other Turkic languages reveal their existence and origin in ancient Turkic tribal languages. A diachronic-dialectological approach to conjunction morphemes provides opportunities for their etymological explanation and origin.

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## MODERN PROBLEMS OF THE GENERAL THEORY OF HUMAN RIGHTS: UKRAINIAN CONTEXT

<sup>a</sup>LUDMILA STASIUK, <sup>b</sup>OLEKSANDR STASIUK, <sup>c</sup>YURII HUSIEV, <sup>d</sup>IRYNA REVUTSKA, <sup>e</sup>OLEH KORETSKYI, <sup>f</sup>VIKTORIYA ANISHCHUK, <sup>g</sup>IHOR BYLYTSIA, <sup>h</sup>SERHII ZYTSYK, <sup>i</sup>NATALIYA SHCHERBYUK

<sup>a,b</sup>Private Higher Education Institution "Academy of Recreational Technologies and Law", 2, Karbysheva Str., 43023, Lutsk, Ukraine

<sup>c,f,h,i</sup>Lutsk National Technical University, 75, Lvivska Str., 43018, Lutsk, Ukraine

<sup>d</sup>Uzhhorod National University, 26, Kapitulna str., 88000, Uzhhorod, Ukraine

<sup>e</sup>Lesya Ukrainka Volyn National University, 30, Vynnychenko Str., 43025, Lutsk, Ukraine

<sup>g</sup>Self-employed person, Lutsk, Ukraine

email: <sup>a</sup>ludmilastasuk7@gmail.com, <sup>b</sup>adv.stasuk@ukr.net,

<sup>c</sup>gusev\_u@ukr.net, <sup>d</sup>irina.revutska@uzhnu.edu.ua,

<sup>e</sup>olegkoretskyi1980@gmail.com; <sup>f</sup>viktoriia.anishchuk@ukr.net,

<sup>g</sup>ihor.bylytsia@vnu.edu.ua, <sup>h</sup>sergeyzytyk@gmail.com,

<sup>i</sup>shcherbyuk.nataliya@gmail.com.

**Abstract:** The article is devoted to the analysis of modern legal issues related to the general theory of human rights. It was determined that in connection with changes in society and globalization, human rights face new complex challenges. The ontogeny of the universality of human rights and the cultural diversity of society, the impact of technological challenges on human rights, the observance of the rights of migrants and refugees, the protection of the rights of journalists and freedom of speech, economic and social rights, etc. are considered. The need to ensure effective protection of human rights for human rights organizations, the academic community, and states around the world has been proven. The need for constant updating and adaptation of legal mechanisms to address new challenges and changes in society and ensure universal principles of human rights is determined.

**Keywords:** human rights; globalization; theory of human rights; freedom of speech; legal protection of human rights.

### 1 Introduction

In recent decades, humanity has faced complex challenges in the field of human rights, which is currently reflected in the general theory of human rights. The concept of human rights has deep historical roots, but modern realities bring changes to the perception of them and endanger their effectiveness and protection. Considering the significant relevance of this issue, it is worth noting its multifacetedness, which requires a comprehensive approach to taking into account the legal aspects of the realization of human rights. It is worth noting that currently, the protection of human rights faces the challenge of preserving the universality of the principles of human rights under the condition of significant diversity of cultures, traditions, and values. Quite often, there is a conflict between universal human rights and cultural diversity, which calls into question generally accepted standards and norms. In addition, the intensive development of information technologies has led to the emergence of new forms of human rights violations, such as cyber bullying, privacy violations, discrimination based on algorithms, etc. Therefore, the modern general theory of human rights must objectively take into account these challenges and provide adequate protection against 'technological violations' of rights.

World practice also shows that the growing volumes of migration and numerous military conflicts in the world endanger the rights of refugees and migrants. Therefore, there is a need for new approaches to the protection of the rights of these vulnerable groups by both national and international legal mechanisms. In addition, military conflicts and the threat of terrorism can also lead to significant restrictions on the rights and freedoms of citizens, which requires an effective balance between the protection of human rights and security measures implemented by state authorities. Climate change should also be included among the modern problems related to human rights and freedoms because the general theory of human rights must adapt to the objective challenges associated with climate change

and the ecological crisis. Humanity faces threats to life and health, which question the right to health and adequate access to natural resources. At the same time, problems related to economic inequality remain relevant, because the distribution of resources and access to economic opportunities in society is often uneven, which leads to the violation of human rights, especially in the context of poverty and social exclusion.

Therefore, the general theory of human rights must adapt to modern challenges and develop strategies to ensure the protection of human rights in all spheres of life. Ensuring the universality, integrity, and effectiveness of human rights is a necessary task for preserving the dignity and development of society. Therefore, the need for research and development of modern strategies for the protection of human rights is becoming particularly relevant at the moment, and special attention should be paid to educational programs that promote awareness of human rights and cultural tolerance of society.

### 2 Literature Review

Human rights are one of the basic principles of the modern legal order and a guarantee of a dignified life and freedom for every individual. However, in connection with intensive changes in society and globalization, new complex problems and challenges for the general theory of human rights began to arise, which requires an in-depth study of key aspects of modern legal issues of human rights. In particular, it is worth noting the work of M. Iovane, who examines the universality of human rights in the context of cultural diversity of society. At the same time, the question is investigated whether universal principles can be effective and adapted to all cultures, religions, and traditions. The work claims that such tension affects the protection of human rights and a debatable approach is formed regarding the possibility of combining universal standards of human rights taking into account the cultural characteristics of society [4].

Important in the context of modern technological challenges is the study of human rights conducted by M. K. Land and J. D. Aronson, who argue that with the emergence of new technologies, in particular digital ones, human rights are also exposed to new threats. The work focuses on how the use of modern technologies affects privacy, freedom of speech, freedom of thought, and other fundamental rights. An important achievement of the authors is the development of new legal mechanisms to ensure the protection of human rights in the digital age [5].

It is also necessary to note the research of M. Popescu and K. Libal in the field of protection of the rights of migrants and refugees. In particular, the aggravation of the migration situation and the refugee crisis observed in recent years calls into question the effectiveness of international and national mechanisms for the protection of the rights of these groups. The study focuses on the need to ensure adequate protection and observance of human rights during migration and the process of protecting refugees [9].

In addition, research aimed at studying the observance of journalists' rights and freedom of speech remains relevant. In particular, the main emphasis is on freedom of speech and the right to information, as one of the main indicators of a democratic society. However, journalists and media workers often face censorship, harassment, and violence. The study of this problem, carried out in the works of such scientists as A. Lewis [6] and J. L. Andsager [1], proves the importance of developing legal mechanisms to protect the rights of journalists and ensure their safety.

Another important aspect of human rights research is the study of their economic, social, and cultural dimensions. This problem is sufficiently widely disclosed in the work of K. Roth, who

notes that a significant percentage of the population currently does not have sufficient opportunities to meet basic needs guaranteed by international norms. The author justifies that, on the basis of this, there is a need to improve mechanisms for the protection of social and economic human rights [12].

The study of compliance with environmental human rights acquires particular importance in human rights research. In particular, A. Boyle claims that, in recent years, there has been a significant increase in the importance of observing environmental rights in the context of climate change and environmental disasters. The study focuses on how exactly environmental threats affect people's health and how it is necessary to develop new legal approaches to ensure the effective protection of human rights in this area [2].

In general, the modern legal problems of the general theory of human rights are quite complex and multifaceted. This determines the need for constant updating and adaptation of legal mechanisms to new challenges and changes in society to ensure effective protection of human rights and prohibition of any form of their violation.

### 3 Materials and Methods

To conduct analysis of modern legal issues of the general theory of human rights, general methods of scientific research were used, including a literature review, analysis of scientific publications, investigation of documents of international organizations and reports of human rights organizations. The comprehensive approach provided for the phased implementation of the study based on the use of the following sequential methodology:

- A systematic analysis of academic articles, dissertations, and other sources related to the subject of human rights and the general theory of rights was carried out. A selective approach to literary sources made it possible to focus on key aspects of modern legal problems.
- The analysis of international documents was carried out – the main international legal documents were analyzed, in particular, the Universal Declaration of Human Rights [15], the International Covenant on Civil and Political Rights [14], the International Covenant on Economic, Social and Cultural Rights [15], and others. This made it possible to make a comparative analysis of international standards and approaches to human rights.
- A critical analysis of the results was applied – the collected data were critically analyzed and summarized to formulate conclusions regarding the modern legal issues of human rights. Key challenges and trends affecting the protection of human rights in the modern world are identified.
- The main trends and problems related to the general theory of human rights are formulated. Conclusions were made regarding the necessity of adapting legal mechanisms to new challenges, ensuring a balance between universality and cultural diversity, as well as developing new approaches to the protection of human rights in the modern information and technological society.

Thus, the application of a complex approach to the study of modern legal issues made it possible to identify key trends and challenges related to the general theory of human rights.

### 4 Results and Discussion

As it is known, international standards of human rights constitute only the necessary minimum of socially meaningful features that can be defined exclusively in a consensus-contractual manner, since the latter objectively do not have an a priori meaning independent of social existence. At the same time, these features represent a concentrated core of widely recognized universal human values, which must be respected in every case of the realization of relevant human rights. These standards include, first of all, so-called absolute human rights (that is, those whose content and scope cannot be limited under any circumstances), as

well as rights arising from the norms of international customary law and the observance of which must be ensured on the territory of all states, even in case of non-adherence of any of the latter to the relevant international act.

Such rights include the right to life, liberty, and security of the person, the right of a citizen to freedom of thought, conscience, and religion, the right to participate in the implementation of state affairs, the right for equality before the law, the right to a public hearing by an independent and impartial court, the right to vote, the right concerning freedom of speech, press, and many others. The specified rights are inalienable to a person, they express the independence of the individual from state power. The state is obliged to refrain from interfering in the spheres regulated by these rights. That is, all people are equal and free in their dignity and rights. Human rights and freedoms are inviolable and cannot be revoked.

The deep transformational processes taking place in social life at the present time necessitate a fundamental renewal of the legal system, starting with the problems of legal understanding and ending with issues of improving the forms of expression of law. That is why in recent years, increasingly more attention has been paid, in particular, to the study of various aspects of one of the fundamental principles – the principle of the rule of law. The effectiveness and fairness of the legal regulation of social relations, the level of ensuring the rights and freedoms of a person and a citizen largely depends on its implementation.

In Ukraine, the reassessment of legal reality is stimulated today by the adoption of a whole series of new fundamental codes for the entire legal system, primarily civil, criminal, and family codes, a significant part of which, in their innovations, can no longer fit into rather rigid traditional general theoretical canons. Thus, the general principles of civil legislation are the inadmissibility of arbitrary interference in the sphere of a person's personal life; inadmissibility of deprivation of property rights, except for cases established by the Constitution of Ukraine and the law. It implies freedom of contract; freedom of entrepreneurial activity, which is not prohibited by law, as well as judicial protection of civil law and interest, justice, good faith and reasonableness [8].

According to the Constitution of Ukraine, human rights and freedoms and their guarantees determine the content and direction of state activity; affirming and ensuring human rights and freedoms is the main duty of the state. At the same time, the state, in turn, recognizes a person, his life, inviolability, honor, and dignity as the highest social value. With the help of separate mechanisms of law, the state provides each person with equal opportunities in the use of subjective rights.

The rights of the first generation are the rights that protect human freedom from unjustified state interference. However, human freedom can have unlimited boundaries, a person can abuse it. If all people are equal and do not need the help of the state, then when various kinds of conflicts arise, each of the parties will insist on their rights, which makes it impossible to make a fair decision. Therefore, human freedom must be limited by the legal framework. Such frameworks should be established by the state, which will regulate the limits of the realization of human rights and perform the function of dispute resolution [13; 17].

At present, decisions of the European Court of Human Rights are becoming increasingly more important for the formation of the "face" of the legal system of Ukraine. In particular, the Law of Ukraine "On the Implementation of Decisions and Application of the Practice of the European Court of Human Rights" regulates relations arising in connection with the state's obligation to implement the decisions of the European Court of Human Rights in cases against Ukraine, with the need to eliminate the causes of Ukraine's violation of the Convention on the protection of human rights and fundamental freedoms and related protocols, with the introduction of European human rights standards into Ukrainian judicial and administrative

practice, with the creation of prerequisites for reducing the number of applications to the European Court of Human Rights against Ukraine.

However, the legal field as a whole continues to be perceived by public consciousness and reproduced by legal theory in the context of the mechanisms of implementation of state power, law – only as a means of carrying out certain administrative tasks, practically – as a command of the state. It is not by chance that in legal literature, especially at the level of branch studies, the definition of law as “a set of legal norms established or sanctioned by the state” prevails today, to which some other criteria can sometimes be added as optional, that do not violate its essence and orientation [7].

At the same time, the International Covenant on Economic, Social and Cultural Rights includes several rights-limiting articles (5, 6, and 9), among which the most generalizing prescription is contained in Art. 4: “...the state can establish only such limitations of these rights as are determined by law, and only to the extent that this is compatible with the nature of the specified rights, and solely for the purpose of promoting the general welfare in a democratic society” [16].

The modern interpretation of human rights is determined by the fact that they (human rights) are considered a criterion for evaluating the functioning of all states of the world community when they take positive (active) measures in the “human rights” sphere (first of all, regarding the legislative consolidation of new human rights, the creation of effective mechanisms for their protection, the establishment of socially justified limits of their implementation) [3]. At the same time, the combination of functional-activity analysis with structural-component analysis allows concluding that the category of “opportunities”, used to reflect the essential features of human rights, has two main functions:

1. Denoting the potential behavior of a person aimed at satisfying his needs and interests.
2. Ensuring the upward development of a human being in the direction of its transformation into a unique representative of the human race – a personality.

Therefore, there are reasons to state that the considered rights perform certain functions both for the person himself (instrumental in nature) and for society as a whole (ensuring its orderliness and upward movement).

Thus, it can be argued that human rights are not ontologically universal, but synchronously universal – in the sense that all people living today have them. In the modern world, human life is recognized as an unconditional value. Therefore, the decisive contribution of individual rights to the emergence of the world order is to reinforce its obligations regarding the value of human life. An additional decisive contribution of human rights to the world order is that the rights of individuals increase the pressure on states, corporations, and international organizations, which are the most powerful subjects in the international arena. The human rights movement opposes the concentration of power in corporate hands [11].

In its turn, the International Covenant on Civil and Political Rights already has six articles (6, 13, 18, 19, 22, 25), which in one way or another contain rights-limiting fragments, mention the principles and conditions of state-legal limitation of rights of a person. For example, we cite article 19, which establishes that the exercise of the rights provided for in paragraph 2 of this article (the right to free expression of one’s opinion, which includes “the freedom to seek, receive and disseminate any information and ideas, regardless of state borders, orally, in writing whether by means of print or artistic forms of expression or other means of his choice”) imposes special duties and special responsibility [14]. It may, therefore, be associated with certain restrictions, which, however, must be established by law and be capable:

- To respect the rights and reputation of other persons;
- To protect state security, public order, health, or morals of the population.

As a result, the functions of law are reduced to the fullest possible regulation of social relations, which leaves no room for the initiative of citizens to realize their own interests, the functioning of civil society institutions, and local self-government bodies. On the other hand, the adoption of a law as an order subject to compulsory execution appears to be the result of the regulation of social relations, and the increase in the number of laws is not reflected in the real state of the effectiveness of legal regulation: the shortcomings of “bad” laws are “solved” at the expense of the adoption of new, “better” laws, and then – “even better ones”.... Hence, the issue of the implementation of legislative prescriptions is outside the content of law, in any case, it is considered only in the context of its derivative, secondary character for jurisprudence. Proposals to adopt “laws on the implementation of laws” do not seem incompatible within such a paradigm, that is, to practically close the circle of formal legal concepts, isolating them from social problems [8].

In the current period, another issue arises, which concerns the protection of the most vulnerable layers of the population. Each person belongs to a certain group of people and exercises the corresponding rights together with other members of the group. We are talking about those rights of a person that are not related to his personal status but are dictated by belonging to some kind of community. Their rights create a collective value for all members of the group because goods of this type can be used only jointly by all members of the group.

Such groups include women, children, pensioners, disabled people, refugees, and representatives of racial and national minorities. They exercise rights in the field of freedom from discrimination on the basis of sex, race, nationality, or age. In connection with this, a statement may arise, because all those who are part of the relevant group are separate individuals and can independently exercise their rights. Yes, one could say about the first or second generation of human rights, but not about the third. Individuals are the bearers of such rights, but only because they belong to certain social groups [13].

Another component of modern human rights issues – cultural diversity – is an indisputable fact of life in the world. However, it has a dual character: it is celebrated as an essential aspect of human flourishing, and, at the same time, it is feared as a threat to global citizenship. This problem is so acute today that it is even included for discussions within curricula in foreign languages study in universities. In the conditions of danger for the human race, an important role should be played by intercultural dialogue, which, although it is not a solution to the problem of narrow particularism or the ecological crisis, is nevertheless the first step in the direction of human survival and prosperity. Cultural diversity should be the starting point for intercultural dialogue [7].

The approach of P. Rabinovych, who declared a movement towards “European legal understanding” is based on the interpretation of the practice of the European Court of Human Rights, which involves an in-depth study of the own content of the law, ascertaining certain “ontic” aspects of it that are unusual for domestic science properties, namely: the ability to satisfy certain interests, taking into account the biosocial characteristics of individuals and their psychological state, the feasibility of the possibility of satisfying interests, the uniqueness of the social situation and social situationally in general, the impossibility of only a formalized approach, the need to go beyond the boundaries of the legal text, a fair balance [10]. However, attempts to incorporate the proposed criteria of legal understanding, developed on the basis of the analysis of the activities of such specific legal authority as the European Court of Human Rights, into the canons of “dialectically interpreted materialist understanding” leads the author to the unexpected

context of “universal social”, i.e., not state-authority, non-legal law.

Considering all the above-mentioned rights, it is necessary to pay attention to their moral-ethical and religious component. Religion and morality are ancient and highly established forms of human spirituality. They exist throughout the history of world civilization. And although all countries are governed only by legal norms, in particular, by national legislation (laws, bylaws), the moral-ethical and religious stage is primary for the development of all existing human rights. The modern development of science and technology enters into a serious contradiction with the dogmas of religion. Society did not always accept the main provisions of religious concepts. However, there are some stable traditions that have been formed for centuries and have firmly entered people's lives. From the point of view of the general system of values, law must meet the requirements of morality [13].

Paradoxically, as the inertia of globalization grows, so does attention to individual, communal, national, and regional identity. This is what increases attention to cultural diversity. At the heart of the contradictory relations between economic and cultural globalization, lies the complex problem of “eternal ties”, which are understood as essential features that are the features of a person's existence as a unique individual. In the living world of the 21st century, such connections acquire special significance for personal identity. The most important of them are ethnicity, gender, age, language, place of birth, status, and religion. Therefore, it can be concluded that globalization caused active pluralism of cultures and cultural dialogue (including the dialogue between abstract universalism and strict particularism) [7].

However, the facts of the restriction of human rights in favor of state power (in order to protect state (national) security, etc.) already testify, we think, to the insufficiency of considering the constitutional and legal status of a person only from the point of view of the dichotomy “liberalism – communitarianism”. It seems more adequate to carry out a corresponding study in the future within the boundaries, figuratively speaking, of the triangle: “power (Potesteral (Machiavellian-Kantian) discourse) – man (liberalism) – society (communitarianism)”.

Thus, one of the urgent directions of adaptation of national jurisprudence to the challenges of today should be the socialization of law and legal knowledge, which involves consideration of legal issues in a broader context – society as a whole, and not only at the level of its political organization, mediated exclusively by relations regarding the formation and implementation of state power. After all, a person as a bearer of inalienable rights and freedoms, which are meant to determine the content and direction of the state's activities, cannot be considered today outside the boundaries of legal science, and society is also capable of certain self-organization and self-regulation through the institutionalization of the sphere of civil society [8].

Thus, the law acquires an important ability to be not only a conductor of general imperatives into the “life-world” of individuals, which sometimes manifests itself in the phenomenon of excessive “juridification”, which is quite specific for modern society, but also to perceive influence in the opposite direction - from direct participants in social relations, their rights and freedoms to the state as a carrier of public interest.

## 5 Conclusion

Thus, we conclude that human rights in the context of their modern interpretation are characterized by several principles, such as the following: the socio-natural essence of human capabilities; formal equality and uniformity of starting opportunities, complemented by the principle of actual equality as a result of the influence of the dominant moral norms of society; inalienability of human rights; humanism as a system-forming basis of human rights arising from the dignity of a person – his self-worth as a unique generic biosocial being.

At the same time, it should be noted that the restriction of basic rights is a fundamental (basic) category of the constitutional and legal status of a person. Based on the fact that absolute, “boundless” human rights cannot exist a priori, we believe that the establishment of clear and understandable criteria for limiting such rights at the highest (international legal and constitutional) levels is an important guarantee against possible actions of the state and its bodies about the arbitrary reduction of the scope of legal enforcement. It is about ensuring one of the important aspects of the rule of law, namely, a mutually agreed existence and mutually agreed realization of the fundamental (natural) rights and duties of a person, social communities, associations, and the whole society.

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## Primary Paper Section: A

## Secondary Paper Section: AG

## UKRAINIAN PHRASEMES WITH A CORE VERB TO DENOTE MOTION IN AQUATIC SPACE AND THEIR ENGLISH EQUIVALENTS

<sup>a</sup>IRYNA PATEN, <sup>b</sup>OKSANA FEDURKO, <sup>c</sup>HALYNA FIL,  
<sup>d</sup>IRYNA BABII, <sup>e</sup>LILIIA LUSHPYNSKA, <sup>f</sup>TETYANA  
SAVCHYN, <sup>g</sup>LILIIA SOBOL, <sup>h</sup>YAROSLAV YAREMKO

<sup>a-c,g,h</sup>Ivan Franko Drohobych State Pedagogical University, 24,  
Ivana Franka Str., 82100, Drohobych, Lviv Region, Ukraine  
<sup>d,e</sup>Ternopil Volodymyr Hnatiuk National Pedagogical University,  
2, Maxyma Kryvonosa Str., 46027, Ternopil, Ukraine  
<sup>f</sup>Ternopil Ivan Puluj National Technical University, 56, Ruska  
Str., 46001, Ternopil, Ukraine  
email: <sup>a</sup>irynapaten\_79@gmail.com, <sup>b</sup>fedurko19@gmail.com,  
<sup>c</sup>fi1galina1955@gmail.com, <sup>d</sup>irynababiy@ukr.net,  
<sup>e</sup>liliiyal505@gmail.com, <sup>f</sup>savchyntanya@gmail.com,  
<sup>g</sup>liliasobol@gmail.com, <sup>h</sup>yaremko.jar@ukr.net

**Abstract:** The article clarifies the peculiarities of a philosophical understanding of motion; it has been clarified that motion is such a property of matter without which no change can be performed; it has been substantiated that the category of motion is the basic category for a human being, because a human life is impossible without motion in a certain space and time; the phrasemes with a core verb of motion in an aquatic space have been distinguished; their classification has been made according to peculiar character of motion in water.

**Keywords:** phraseme; motion and space; water as space; verb with a meaning of motion in an aquatic space.

### 1 Introduction

The relevance of the study has been determined by requirements and needs of modern achievements of linguistics in Ukraine and the world. Among them, we distinguish firstly, the requirement to involve cognitive achievements of other sciences (philosophy, psychology, cultural studies, ethnology, etc.) into the theoretical and methodological tools of linguistic analysis, which allow considering a language as an embodiment of culture, its part, author, product, and basis. Secondly, there is the need for a linguistic categorization of phrasemes with a core component of motion in an aquatic space as integral units of the vocabulary, which reflects the consciousness, way of thinking, conditions of existence of its creator and carrier - ethnicity, nation, social group, etc. Thirdly, there is the need for comparative analysis of the content, structure, and features of functioning of these units in different languages and cultures, in particular, in the languages of Slavic and German classification groups. After all, phrases as the syntactically free word combinations or sentences figuratively reproduce the most diverse manifestations of human existence and activity, they are inextricably linked with the history of the people; these are the "imprints" of the people, traditions, customs, rites, beliefs, superstitions, myths in the processes of stereotyping ethnic ideas about a person, its environment and internal reflective experience [19, p. 8].

Phrasemes are signs that are figuratively determined and also are expressive ones. The motivation of phraseological meaning, as it is noted by Lediana and Piirainen, may be determined by certain components and the image of phrasemes is formed with the help of primordial meanings of the word-components, which have been reconsidered over time in accordance with the cognitive, emotional, and expressive needs of the speakers [14; 17]. The analysis of these reinterpretations, moreover with the emphasis on the core word, allows identifying/restoring those conceptual transformations that served as the basis for the formation of a modern meaning of the phraseological unit according to national conceptual and structural canons, national, lexical and semantic patterns. The choice and verbalization of a system of images is the result of the interpretation by members of a linguistic community of certain fragments of reality in order to convey a value and emotional attitude towards them.

The choice of the object of our study is not random: motion is connected with life and development of a man, nature, society, and phrasemes represent an ontological and significant layer of lexical composition of a language and reflect lives and

development. The aforementioned determines the number of studies by Ukrainian and foreign linguists on key lexical and semantic groups of verbs denoting motion, which are described from different points of views and on the examples of one or more languages [9]. The phrasemes of conceptual sphere of motion have also been the subject of a systematic consideration and research, including contrastive analysis, but these were not the phrasemes with a meaning of motion in an aquatic space: nowadays such units form the research gap.

Historical development of a national language in the context of world culture reveals a dialectical connection of global and local (national), which is depicted at various levels of a language system in common (isomorphic) and specific (alomorphic) forms, units, phenomena, categories, etc. Their identification and description is one of the goals of modern linguistics. It is due, in particular, to the importance of showing the similarities and differences in both theoretical and applied approaches [8, p. 214]. In order to establish them at a phraseological level, a contrastive analysis of idioms with a core component of motion in an aquatic space in non-closely related linguistic and cultural systems is expedient. The structural and typological characteristics of these units, elucidation of the peculiarities of their semantic, ideographic, and conceptual organization, and pragmatic filling are important from the point of view of a cognitive peculiarity of each linguoculture. This involves using traditional and advanced analysis techniques.

### 2 Materials and Method

We have chosen for our analysis the Ukrainian phrases (splices, unities, comparative phraseological units, idioms, paremia) with a core verbal component of motion in an aquatic space and their English equivalents.

The methodology of the research is complex, it implies the use of general scientific and linguistic methods.

Among general scientific methods, the methods of analysis and synthesis, idealization (abstraction), generalization, induction and deduction, classification were used, which all together helped to distinguish Ukrainian phrases with a core verbal component of motion in an aquatic space as holistic forms and their English equivalents. These methods also helped to clarify a philosophical tradition and research approaches to the study of a motion category as a concept of corresponding phrases in both languages.

The choice and justification of linguistic methods in the study was made primarily according to a linguistic and cultural approach that provided the possibility of a cultural interpretation of Ukrainian and English idioms with a meaning of motion in the system of subject-object relations: human - language - culture. The use of semantic and ideographic approach in the process of our research of compared category in the languages under analysis is based on the doctrine of undivided connection of language and thinking, and also on the understanding that thinking is of a human nature, and therefore a cognitive and semantic continuum can be a common continuum for all languages, however, every language defines it in its own way. The method of theoretical analysis was used within the limits of linguocultural, semantic, and ideographic approaches, which involved the review of scientific sources on the research problem; a comparative method was used to identify similar and distinct features of Ukrainian and English phrasemes with a core component of motion in an aquatic space.

### 3 Results and Discussion

#### *Ontological and epistemological origins of the category of motion and space*

The problem of motion has attracted attention of philosophers since the ancient times, but they considered it differently.

Heraclitus was the first who comprehend the universality of motion saying that everything moves, changes, flows, and that "no man ever steps the same river twice" [21, p. 33]. Materialist philosophers of the 17th-18th centuries (J. Toland, D. Diderot, J. Lametry) considered motion as a way of matter being. The representatives of the German classical philosophy reduced motion to a mechanical form. However, for Hegel, motion is not only spatial displacement but also "vitality", "impulse", "activity", "development" [21, p. 33].

Thus, motion is a way of being of all things, despite the possibility of stillness. But also stillness is only a partial manifestation of motion, the moment of maintaining qualitative certainty of existence, such a kind of motion that does not change qualitative characteristics of objects (Baudouin de Courtenay). For example, biological processes are constantly occurring in a human body, they are called changes, although externally, a person may seem immobile. Motion, as an ontological basis of existence, is also described by indestructibility and eternity, as it is proved that it exists in itself. Motion, when considered together with existence, never stops, so it cannot be recreated.

A correct definition of motion cannot be determined without the definition of time: "The concept of change, and at the same time the concept of motion (as a change of place) is possible only by the idea of time and in the idea of time ... Only in time, more precisely one after another, radically different signs can characterize the same thing" [9, p. 145-146]. According to J. Locke, man has been able to understand time due to comprehension of motion. Only after having realized that "time that reveals all things is not manifested by itself", the man felt the need to set timepieces. Daily and yearly rotation of the Earth around the Sun served as timepieces, though others could also be suitable for time measuring, such as blooming flowers, flight of birds, and others. According to human belief, time was identified with evenly repeated periods (days, years, etc.). However, there is no direct dependence of time on motion, since the blind are quite able to capture time by year, though they do not distinguish their change in motion, because they are unable to perceive them.

Time is not perceived without space, and, therefore, the fact of moving in space is a fact of time. E. Condillac wrote about motion, time, and space as interrelated attributes of matter: "Motion occurs in space and time. I perceive space looking at the objects that fill it; I perceive time in the sequence of my ideas or my feelings; but I see nothing absolute either in space or in time" [4]. In opposite, Newton proposed the idea of an absolute and relative space, unrelated to time and matter, and emphasized that motion is determined by space: "We determine places by location and distance of objects with respect to a fixed body, then all motions are considered regarding these places, and in the same way we consider only those bodies going through these locations". A. Einstein discovered the existence of a deep connection between space and time and proved that there is a single, four-dimensional space-time, whereas separate space and time are only its peculiar projections, to which it splits differently according to the character of motion of bodies. According to non-classical quantum and mechanical paradigm of scientific knowledge, space is interpreted as related to time, has a complex structure, is discrete, quantized; the property and structure of a single space depend not only on the properties of the objects in it, but also on the extent to which these structures and properties are investigated: here we mean different spatial and temporal scales (mega-, macro- and micro-) that may correspond to different properties of space-time. Nowadays, the scientists appeal to post-non-classical paradigm according to which space should be considered as a polyionic phenomenon associated with time, matter, and energy. It has a real component and many virtual ones, it is characterized by its multidimensionality, fractality, uncertainty and dynamism in its topological and metric characteristics.

In our study, we proceed from a broad meaning of motion: it is "a process of development, which results in change of the

quality of the subject, ... the transition from one qualitative state to another", "the change of position of someone, something due to rotation, oscillation, displacement", "moving of transport, walking, etc. in different directions", "the operation of any mechanism, machine, device", "changing the position of the body or its parts (in humans or animals)" [3, p. 914]. Due to this definition, this concept is applicable to objects of different spaces (statements about the multiplicity of subspaces are considered as "epistemological necessity" of the present) [7].

We understood the objects as the special, topologically closed parts of space that concentrate a particular kind of matter in the form of a special body, endowed with certain physical characteristics: contour, size or volume, color, shape, etc. Among the numerous objects of space, there are geographical (natural) or man-made formations with a specific location and role in shaping and changing the terrain of the Earth, in particular, hydrographic: oceans, seas, bays, estuaries, lakes, swamps, reservoirs, rivers, channels, etc. The set of relations between them forms a special kind of space such as an aquatic one.

#### *Water as space*

Ukrainian thesaurus defines the word water in such a way: "1. Transparent, colorless liquid, which is the simplest chemical compound of hydrogen with oxygen. 2. transl. pl. Water of springs, lakes, rivers, seas, oceans // Water surface of seas, lakes, rivers. / aquatic spaces, spaces of the seas, lakes, rivers" [3, p. 716]; Therefore, only in the second meaning, which is the result of metonymic (contiguous) transformation, does the word *water* (*вода*) acquire spatial characteristics. In addition, the concept of "space" to some extent, is present in the definitions of water objects cf.: on one hand, ocean – "1. only singular, Aquatic space that covers most of the earth's surface and divides the land into continents and islands" [3, p. 662] and river; on the other hand, a water stream that is fed by a source or runoff from atmospheric precipitation and flows along elongated relief depressions from the headwaters to the mouth [3, p. 574]. These dictionary definitions also confirm the importance of view that notions of space, object, and place are related. English dictionary provides the following interpretation: "A colourless, transparent, odorless liquid that forms the seas, lakes, rivers, and rain and is the basis of the fluids of living organisms" [23].

People have long been aware of importance of water in their own life. This is confirmed by mythological representations of different peoples. According to them, water is one of the fundamental elements of the universe, source and birth, "the symbol of primacy, fertility; the beginning and end of all things on the Earth, the Great-grandparent of the World, Intuitive Wisdom" [3, p. 48]; "Symbol of chaos, instability, variability, transformation, dissolution; the variety of possibilities; recovery; sources of life; resurrection; danger, death; purification, baptism of the good and the evil <...> oblivion; feminine; magic" [11, p. 475]; in numerous myths, water serves as a boundary between natural and supernatural worlds, while seas and rivers - between the worlds of those alive and the dead [23, p. 43], eng. *cross the river* – 'overcome the obstacle'; 'die' [2, p. 248]; which inevitably hints at the legendary Styx River, cf. ukr.: *і вода відсвятиться* 'someone will die, will be killed' [5, p. 141]. These two cultures are also characterized by differences in symbolic fill of lexeme *water* (*вода*): while in Ukrainian it symbolizes beauty: *хоч з лиця води напийся* '2) very beautiful' [5, p. 531], , health and strength: *здорова, як вода* [16, p. 631], in English, on the contrary, it means weakness: *as weak as well-water* [24, p. 671]; *like a yard o' pump-water* [24, p. 673]; *narrow / strong as / like a drink of water* - mocking someone weak [24, p. 674].

Water is a significant component of all living elements; it gives life but can also take it away, destroying everything created by a man when it becomes an unmanageable force. The ambivalence of this archetypal symbol is reflected in the studied languages and idioms with images of pure and dirty water, for example: *випливати / виплисти на чисту воду* – 'to become known' [5, p. 98]; *чистої води* 'real' [5, p. 141]; *нема промитої води* 'no

lumen (life, peace)' [5, p. 444]; *i води не замутиль* 'very gentle, humble' [5, p. 314] // *the first water// of the first water* 1) *чистої води* (about precious stones, especially diamonds); 2) high quality, wonderful' [2, p. 716]; *from a pure spring, pure water flows* 'з чистого джерела тече чиста вода' [24, p. 431] and *ловити (вудити) рибку в каламутній* (rarely - *мутній*) *воді* ironic; use any circumstances, in every way, to cheat somebody for own benefit, trying to conceal own actions' [5, p. 444]; *каламутити / скаламутити (закаламутити) воду [в криниці]* '1) to cause disorder, anxiety; 2) to talk somebody into, persuade someone to do something' [5, p. 362] // *don't throw away your dirty water until you get clean* [24, p. 674]; *fish in troubled water* 'ловити рибу в мутній воді' [24, p. 154]; *cauld water scalds daws* 'hurt by merely touching' [24, p. 700]; *pour oil on troubled waters* 'to calm passions, excitement' [24, p. 140].

According to the ancient Slavs, the good and the evil inhabit aquatic space. The evil send their servants out of water to poison a person's life [6, p. 41-47], even to make a person die. Water as a place of death is the highest point of a human grief: it does not always return the bodies of those who sank. Here, the symbolism of mythology can be traced, the abyss as a background of other physical features with a meaning of suddenness transmitted by core verbal lexeme with a meaning of motion in an aquatic space, patiens and instruments with the names of original archetypes of water or associated water objects or locative clause - see, for example, phraseologisms *ніти у воду* 'to disappear, to get lost without trace' [5, p. 644]; *як (мов, ніби і т. ін.) вода вмила (змила)* 'someone quickly, suddenly disappeared or something suddenly disappeared or something went missing' [5, p. 141]; *шубовість – як чорт у воду* [16, p. 598]; *як (мов, ніби і т. ін.) з мосту впасть* 'to disappear without a trace; precipice' [5, p. 147-148]. In English culture, water is also symbolically associated with an abyss, something unknown, with the space that can absorb everything that it enters: *gone like water'd closed over him; through hell and high water* 'water washes (washed) off anyone'; *get into deep water (s)* 'have problems that cannot be solved; to grieve, to worry; be in a difficult or threatening position' [5, p. 147]; *in deep water* 'to fight great difficulties'.

Many phrasemes with a core verbal component denoting motion in an aquatic space manifest (in their first meaning or in derivatives) the semantics of "archaic" time, the infinity of life. A man associates water with time-pass: *ніти (збігти) за водою – минути без вороття (про час) або зникнути, пропасти'* [5, p. 516] compare with Aristotle's "time is like motion", *багато (чимало і т. ін.) води сплигло, уплило, утекло, вибігло* 'a lot (a plenty, etc.) of water surfaced, flowed in, escaped, ran out' 1) something was very long ago, a long time had passed since; 2) there have been significant changes over time'; [5, p. 16]; *літа уливають, як вода* [16, p. 371]; *іде, як вода з каменя* (about human age) [16, p. 604] // *to flow like water though one's fingers* – "pass quickly (about time, events)" [2, p. 342]; and *a lot of water passed under the bridge* 'барато води сплигло з того часу' [2, p. 630].

#### **Semantic and ideographic characteristics of phrasemes with a meaning of motion in aquatic space**

Ideographic systematization of lexicon in general and its phraseological component in particular started with the studies of such scientists as P. Roger, M. Nomis, P. Bussier, and others. At the end of the twentieth century, interest in thematic description of lexical and phraseological units increased significantly. However, a unified approach to phraseographic systematization has not yet been elaborated, so there are various forms of thesaurus based on this dictionary fragment [12, p. 40].

In our study, the phraseo-thematic group "Motion in Aquatic Space" is considered to be a component of a phraseo-thematic field "Motion" which is related to the MOTION (ПУХ) concept, since "the concept of a phraseological field may be a concept that functions as a marker of introduction into a peculiar linguistic field, because any concept is an object of ideographic classification that corresponds to the natural splitting of the real world" [12, p. 40].

Hence, the phraseo-thematic group "Motion in Aquatic Space" is divided into 2 phrasal and semantic fields – "Active Motion", "Passive Motion". In the first field, there are 2 semantic groups and 5 semantic subgroups.

#### **Phraseo-semantic field "Active motion in aquatic space"**

Phrases with a verb to denote active motion in aquatic space are differentiated according to an abstract categorical seme "motion character", thus we distinguish two semantic groups: 1) motion in a vertical water plane; 2) motion in the horizontal water plane.

Active motion in vertical water plane can be performed in two directions - up and down. It is important that oppositeness of the top and bottom, as the evaluative components of the structural model of the world, originated in the mythology and religion of peoples [22].

As core unit of this kind, such verbs are used: *виходити (вийти), виступати (виступити), впливати (вплисти), виринати (виринути), вискакувати (вискочити), йти, рости, спливати* in Ukrainian phrases. For example: *виходити (рідко вискакувати) / вийти* (rarely - *вискочити*) *сухим із води* '1) being guilty, skillfully avoid punishment or complaining; remain unpunished or unblemished; 2) find a way out of a difficult situation' [5, p. 111]; *); впливати / виходити (виринути) на поверхню* '1) unexpectedly become known to many (what is hidden); synonym - *впливати на чисту воду*; 2) appear somewhere' [5, p. 98]; *як (мов) з води йде (росте)* 'very easily, skillfully and quickly' [3, p. 717]. These phrases are grouped according to the semantic sign 'happy ending; successful result'.

Having analyzed the units, we also detected some elliptical structures with a missed core verb, cf. *як (мов, ніби і т. ін.) з води* '1) extremely fast; 2) quite unexpectedly, suddenly; 3) very easy, well, successfully' [5, p. 142].

Some Ukrainian phrasemes of this kind contain nouns-somatisms (*голова, око, язик*) (head, eye, tongue). In this case, they acquire the ability to be related to the sphere of a) speech activity: *спливати на язик* 'trying to remember speak aloud (word, phrase)' [5, p. 682]; b) mental activity: *припливати до голови* 'to appear in the imagination (about thoughts, ideas)' [5, p. 565]; *спливати / сплисти на ум (на розум)* 'to appear unexpectedly, to appear in someone's thoughts, (mostly of bad intentions, desires)' [5, p. 682]; *спливати перед очима* 'visually impersonate anyone'. They encourage conclusion that each mental space sets its own semantic context, because there is not one isolated word in fact; new context leads to reinterpretation of word images, enhances their emotional and expressive features, and gives them new semantic features [15, p. 58].

English variants, included into this group are: *believe water will flow uphill* 'be very light-headed' [24, p. 430]; *a fish out of water* 'a person who is in completely unsuitable environment or situation' [1, p. 109]. In the first phrase, water acts as the agent, and in the second one - as the locative of the agent *риба* (fish). Thus semantic features of these phrases are different: carelessness and threatening position.

In phraseologisms with verbs to indicate active motion downward in the vertical water plane, the role of the core component is performed by the verbs *впасти, шубовснути, пірнути, канути, поринути, опуститися, спускатися* in Ukrainian language. All of them implement the idea of disappearing, destroying, difficult life circumstances, for example: *спускатися (пускатися, опускатися, сідати і т. ін. / спуститися (пуститися, опуститися, сісти, etc.) на дно* 'to be defeated, having lost any hope for improvement; 2) to be morally devastated, to descend' [5, p. 855]; *ніти [на дно] раків (раки) ловити* 'to sank' [5, p. 643] (this phrase appeared due to the fact that the crayfish inhabit the bottom of aquatic space, hibernate in holes, in the deepest places); *як [мов, ніби, etc.] у воду впасти* (rarely - *канути, пірнути, шубовснути*) 'disappear without a trace, to disappear; 2) irreversibly go back



into the past, stay in the past' [5, p. 148]. Important to us is that verb *канути* has other meanings in the list of modifier components of the last phrase, cf.: *канути* 'to dive; drip, flow'. In addition to general idea of extinction, it also expresses the significance of death in water: *канути у (в) Лету*. The Lethe (*Лета*) in the mythology of the Greeks is "the river of forgetfulness", in the afterlife: one who drank water from the Lethe forgot previous life [18, p. 58]. Similar are phrases *канути в минуле*, *канути у вічність* meaning disappearing in time. Their English equivalents are units of another structural syntactic plan (substantive), but they are also with the noun *water*, cf.: *water of forgetfulness*, *Lethian waters*.

The phrase *текти крізь пальці* 'to lose, to be spent quickly or in vain, without use' [5, p. 708] is attributed to the periphery of the units of the analyzed examples, although its core component (*текти*) is not a verb with a meaning of active motion downward in vertical water plane. However, the component *крізь пальці* indicates motion of the water itself from the top to the bottom. Therefore, 'annihilation' as a common semantic attribute of units of this semantic subgroup is quite clearly read in it.

In some of analyzed Ukrainian phrases, the core verbal component (*впасти*, *стрибнути*, *шубовснути*, *пірнути*) is missed. And although it is difficult to define precisely in a lexical way (cf. *як (мов, ніби, etc.) камінь у воду* '1) it is inconsistent; 2) nothing is known about anyone' [5, p. 363-364]; [*хоч*] *з мосту [та] у воду*, 'it's so hard that it's better to drown, to kill yourself' [3, p. 717], but it is obligatory, as it is indicated by the circumstantial components with a meaning of place.

The verbs *go*, *jump*, *get*: *get into deep water(s)* 'get into a difficult or threatening position' [24, p. 147], *go (and) jump in the lake* 'go away, don't bother' [1, p. 157] play a role of the core component in English.

Active motion in horizontal water plane can be differentiated as: a) motion with obstacles; b) motion without obstacles; c) motion uncertainty.

Active motion with obstacles in the horizontal water plane is caused by overcoming various obstacles: *to swim (sail, go, etc.) пливати (плисти, плинути, іти, etc.) / попливати (поплисти, поплинути, піти, etc.) проти течії (проти води)* 'to act independently, on contrary of established views, patterns and traditions' [5, p. 20] // *sail (steer) close (near) the wind marine: sail* 'almost against the wind' [2, p. 834]; *swim against the stream; swim with the current / flow / stream; go / swim against the tide* 'work in adverse conditions' [24, p. 147]; *still water run deep* 'тиха вода греблю рве' [2, p. 893].

Active motion without obstacles in the horizontal water plane is depicted as follows: *плавом (як, мов, ніби і т. ін. плав) пливати (плисти, линути, etc.) / попливати (поплисти, поплинути, etc.)* '1) to move continuously (about people) // arrive in large quantities somewhere; 2) to increase, to come in large numbers' [5, p. 647]; *на плаву* 'swimming on the water surface' [5, p. 644]; *як за водою йти* 'to decline gradually, to ruin, to disappear' [5, p. 284] // *sail before the wind* 'to sail before the wind' to progress in something [2, p. 834]; *плавати мілко* 'do not have sufficient abilities, knowledge, skills, experience, etc. for any business' [5, p. 517]; *копійка в кишеню пливе* 'someone makes a profit of something'.

For a long time, people have been dreaming of conquering large (marine, oceanic) aquatic space in order to travel for long distances and establish connections between remote territories. According to Brodayel, the exclusive role of aquatic space is to create a single civilization, namely to go beyond the narrow boundaries of the seas, to link one sea with the other, to penetrate through the intermittent maritime obstacles, to establish easy communication between them.

England is an island country that has long been a powerful marine state. Therefore, a large number of phraseologisms of the English language are in one or another way related to shipping,

which is not typical of the Ukrainian language. The following idioms are worth being shown in our study: *above water* 'in good position, especially financially' (part of the phrase *keep one's head above water*; *back water* 'avoid succumbing to difficulties, especially falling into debt' [1, p. 139]; *at a rate of knots* 'very fast' [1, p. 164]; *gather way* 'mar. gain speed' [2, p. 370]; *freshen the way* 'mar. to speed up (ship); fig. to speed up, go faster' [2, p. 359]; *go to sea / follow the sea* 'to go to the sea, to sail' [2, p. 433]; *beyond (over) [the] sea (seas)* 'beyond the sea, outside the country, beyond border, abroad' [2, p. 131]; *take [the] water* 'go swimming' [2, p. 922]; *float someone's boat* 'appeal to or excite someone, especially sexually' [1, p. 111].

We have not found similar phrasemes in the Ukrainian language, because of the geographical location of the country.

Speaking about active indeterminate, uncertain motion in horizontal water plane, one should note that the mostly adapted to life in water are different kinds of fish, there they are in their favorite surrounding, so they are regarded to be its messengers. Folk wisdom proved it by idioms: *як (мов, ніби, etc.) риба з водою* '1) friendly, peacefully, in harmony; 2) inseparable from anyone or something' [5, p. 736]; *як риба у воді* 'free, easy, good' [5, p. 736] // *swim like a cork / a fish* 'swim as a fish' [2, p. 907].

Stereotypical behavior of inhabitants of waters is the reason for the occurrence of certain phrasemes. Thus, extremely flexible body of the eel, who cannot be held in one's hands, promoted Ukrainian phraseologism *вертитися, як (мов, ніби, etc.) в'юн в ополонці* з сл. *вертитися, крутитися* [5, p. 166] and English *quick as an eel* – is said about a fast and lively person. In addition, in the Ukrainian language, there is a phraseme *витися (звиватися, крутитися, викручуватися, etc.) в'юном біля (навколо)* of someone 'flattering', pleasing someone, praising someone' [5, p. 107], which in such a way characterizes a person from moral and ethic side.

Physical properties of another inhabitant of fresh and brackish waters - the crayfish, its too slow movement promoted such phraseological units as *пішов, як рак по дріжджі* [16, p. 487]; *лізти / полізти (долізти і т. ін.) рачки (рака, раком)* '1) hardly go (drunk, poor health, etc.); 2) humble, creep; 3) to do the best to achieve something' [5, p. 438-439]. These physical properties are associated with the tortoise and the snail in the English language: [as] *slow as a tortoise* 'very sluggish, slow like a turtle' [2, p. 870], [as] *slow as a snail*.

Another inhabitant of Ukrainian waters is the tench (doctor fish), a freshwater fish of a carp family with a thick slimy body, which is characterized by its special attachment to silt bottom of lakes and rivers. Hence, the phraseologisms *як (мов, ніби, etc.) лин мулу* 'ironically. I feel good enough,' [5, p. 423], *ходити, як лин по дну* 'calmly, freely, safely' [16, p. 175], that is, to feel pleasure, comfort, freedom.

Phrasemes of the analyzed examples allow concluding the following: different languages illustrate a certain similarity in metaphorization of certain animals, although each culture forms its own set of these individuals, fixing corresponding characteristics to them. Therefore, it is possible to distinguish certain dominant images in each culture, which are more often used than other ones.

#### Passive motion in aquatic plane

Since water is endowed with kinetic energy in hydrographic objects, bodies coming into it can be exposed to this energy: *як (мов, ніби, etc.) лист за водою* 'without trace, irreversibly, etc.' [5, p. 643]; *піти (збігти) за (з) водою* 'to waste, irrationally spent by someone, using, etc. // end in vain // disappear without a trace; 2) pass without return' [5, p. 425]; *пливати (плисти, плинути, іти і т. ін.) / попливати (поплисти, поплинути, піти і т. ін.) за течією (по течії)* 'passively submit to circumstances without doing anything to improve the situation' [5, p. 647]; *взяла вода* [5, p. 141]; *поплисти, куди вода понесе* [5, p. 647]; *пливати (іти, текти і т. ін.) / припливати (прийти,*

*npumekmu i m. in.) do pyk* 'to achieve easily, without difficulty' [5, p. 519]; // *float / go / swim with the current / flow / stream / tide* 'to go, swim downstream' [24, p. 147]; *follow the crowd* 'float downstream' [2, p. 346]; *list to the flow of the river and you will get a trout* 'a satirical saying that nothing can be achieved without action' [24, p. 219]; *drift-wood never goes upstream* 'those who have no definite purpose, do not progress' [24, p. 434]; *drift with the stream* 'float downstream, join the majority' [2, p. 436]; *drift away* 'sail away quietly' [24, p. 169]; *in smooth water* 'to be in a quiet, peaceful atmosphere' [1, p. 268]; *a still river never finds the ocean* 'nothing can be achieved without action' [24, p. 433]; *float on a cloud (on clouds, on clouds / on air)* [13, p. 286].

The verbatives are the most commonly used in both of these varieties of phraseologisms are Ukrainian and English verbs *пливти, плисти, плинути, іти / попливти (поплисти, поплинути, ніти)* // *sail, flow, drift, swim down* are verbatives and.

#### 4 Conclusion

Water is the basic concept of a cosmogonic picture of the world. Phraseo-thematic group "Motion in Aquatic Space" is the consolidation of knowledge of an individual and society about the world, which serves as a verbalizer, classifier, and interpreter of a conceptual model of the world.

Ideographic categorization of phraseological units makes it possible to reveal a peculiar taxonomy of semantic groups of phrasemes, their paradigmatic and syntagmatic relations, variants of synonyms, their qualitative and quantitative typological structure, closely linking the semantics of motion with the motivation of a person's character traits. We consider that most phrases with a meaning of motion in water have a desemantic, obsolete semantics, which is transformed from a physical motion itself into objective activity in society, this may be active or passive activity, interpersonal relationships, status (material, physical, mental and psychic) some moral and other pragmatic characteristics and evaluations.

To our opinion, the most promising further research is related to the area of motion of animals of an aquatic space in Germanic and Romance languages.

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## FINANCIAL SECURITY AND ECONOMIC SAFETY AS THE BASIS FOR SUSTAINABLE DEVELOPMENT OF THE REGION

<sup>a</sup>MYKOLA DZIAMULYCH, <sup>b</sup>NATALIIA ANTONIUK,  
<sup>c</sup>VIKTORIIA TRETAK, <sup>d</sup>MYKOLA RUDENKO, <sup>e</sup>IVAN  
SOLOMNIKOV, <sup>f</sup>TETIANA KYTAICHUK, <sup>g</sup>NATALIIA  
KHOMIUK, <sup>h</sup>TETIANA SHMATKOVSKA

<sup>a</sup>Lutsk National Technical University, 75, Lvivska Str., 43018,  
Lutsk, Ukraine

<sup>b</sup>KEDGE business school, Domaine de Luminy, Rue Antoine  
Bourdelle, 13009, Marseille, France

<sup>c</sup>Education and Research Institute "Karazin Business School",  
V. N. Karazin Kharkiv National University, 1, Myronosytska  
Str., 61002, Kharkiv, Ukraine

<sup>d</sup>Bohdan Khmelnytsky National University of Cherkasy, 81,  
Shevchenko Boulevard, 18031, Cherkasy, Ukraine

<sup>e</sup>Ukrainian State University of Railway Transport, 7, Feuerbach  
square, 61103, Kharkiv, Ukraine

<sup>f</sup>Vinnitsia Institute of Trade and Economics of the SUTE, 87,  
Soborna Str., 21050, Vinnitsia, Ukraine

<sup>g,h</sup>Lesya Ukrainka Volyn National University, 28, Vynnychenko  
Str., 43025, Lutsk, Ukraine

email: <sup>a</sup>m.dziamulych@lntu.edu.ua,

<sup>b</sup>nataliia.antonuk@kedgebs.com, <sup>c</sup>v.tretiak@karazin.ua,

<sup>d</sup>mykola\_rudenko@ukr.net; <sup>e</sup>solomnikov2017@gmail.com,

<sup>f</sup>tanya19782@i.ua, <sup>g</sup>nataljabilous@gmail.com,

<sup>h</sup>shmatkovska2016@gmail.com

**Abstract:** The article studies importance of financial provision and economic security as main components of sustainable development of a region. It considers interconnection between proper functioning of the financial system and achievement of stability of the regional economy. The role of effective resource management, investment activity and financial support in achieving sustainable development is analysed. The necessity of prevention of financial risks and introduction of effective mechanisms of ensuring socioeconomic security is proved. The key problems affecting the sustainable development of the region, in particular, resource availability, competitiveness and innovation potential, are identified. An approach to ensuring a balance between financial indicators and social needs to achieve economic stability and sustainable growth of the region is proposed.

**Keywords:** financial support; economic security; sustainable development; region; investment; resource availability; competitiveness; socioeconomic security.

### 1 Introduction

The issue of the functionality of financial support system and economic security in the context of sustainable regional development is of particular importance in the current context of escalating global challenges, such as wars, climate change, energy crises, demographic changes, and economic fluctuations. The sustainability of regional development is an important aspect of ensuring the quality of life of the population, improving their well-being, and ensuring the efficient functioning of regional economic systems. However, uneven access to financial resources, lack of effective financial support mechanisms, and insufficient attention to economic security by the state and its regulatory authorities can lead to negative consequences for regional development.

An important component of sustainable regional development is financial support, which is determined by the availability and rational use of financial resources to achieve certain strategic development goals. At the same time, insufficient financial support may limit the ability to implement infrastructure projects, social programs, and innovative initiatives. At the same time, the inefficient use of financial resources can lead to the accumulation of debts and the formation of long-term financial insolvency in the region. Therefore, solving problems with the formation of adequate financial support is one of the key conditions for the effective development of territories.

Economic security is another important element of the sustainable development system in today's environment, as it determines the functional resilience of the region's economic system against the impact of external and internal destructive factors. Accordingly, the lack of effective measures to prevent

financial risks, as well as insufficient attention to socio-economic security may result in a significant increase in unemployment in the region, a deterioration in the quality of life of the population, and an increase in the number of threats to social stability.

That is why the study of the relationship between financial security, economic security, and sustainable development of the region is of particular relevance at present. Solving these problems requires identifying the key factors and challenges that affect sustainable development, which makes it possible to develop recommendations for improving the financial stability and economic security of the region. Such research is further enhanced by the functional possibility of developing strategies for regional development and sustainability based on it in the context of growing risks and uncertainty.

### 2 Literature Review

The study of financial security and economic security is a key aspect of sustainable regional development. This issue attracts considerable attention from scientists and practitioners, as it concerns important aspects related to ensuring economic sustainability and social prosperity of the territories. A significant contribution to the study of this issue has been made by such authors as I. Britchenko [1], L. Katan [6] and I. Voronenko [18], who focus on the importance of sustainable development for ensuring future economic growth. These works highlight the role of financial support and the need to take into account economic security as fundamental components of this process. In particular, they emphasize the importance of developing and implementing financial strategies and programs for regional development that take into account the need to balance financial resources and ensure economic sustainability.

It is also worth noting the study by M. Dziamulych et al. [2-3], N. Khomiuk et al. [7], and I. Tofan et al. [15], who consider economic security at the regional level as an important factor in ensuring sustainable development. In particular, it is determined that economic security includes not only the provision of financial resources but also the development of strategies to prevent financial risks, in particular, in the context of growing geopolitical instability and economic difficulties.

Also important are the works of such researchers as Z. Herasymchuk [5] and T. Shmatkovska [10-13], who define the role of financial systems in the sustainable development of the region. The analysis examines the impact of different models of the financial system on economic growth and stability. It is proved that effective financial support of the region depends on the availability of adequate institutions and regulatory mechanisms of the public administration system.

Also important are the studies of I. Lazarychyna [8], R. Sodoma [14], and I. Tsymbalik [17], which trace the link between sustainable development and financial support. In particular, the authors identify how financial instruments, such as public and private investments, can contribute to the achievement of sustainable development goals in the region, in particular in the areas of social equality, environmental sustainability, and infrastructure development.

In general, modern research shows the importance of financial security and economic security for achieving sustainable development of a region. At the same time, there is an objective need to improve approaches to the development of integrated regional development strategies that combine financial instruments and mechanisms for ensuring economic security.

### 3 Materials and Methods

A variety of methodological approaches and analytical tools were used to conduct the study on the impact of financial security and economic security on the sustainable development of the region. In particular, the study was based on the analysis of scientific literature, which was carried out to study the theoretical foundations of financial security, economic security, and sustainable development of the region based on the assessments of experts in the field of economics, finance, and sustainable development.

To assess the state of financial security of the region and its impact on economic security, statistical data from state statistics, the banking sector, and other publicly available data were used. Using the methods of descriptive statistics, the relationship between the indicators of the financial situation and the economic security of the region was studied.

To obtain additional information and verify the obtained results, an expert assessment was conducted based on the study of expert opinions of leading economists, researchers, and practitioners in the field of finance and regional development, which are available in open sources.

The integration of the quantitative and qualitative results obtained was carried out on the basis of the synthesis method in order to form a comprehensive and in-depth understanding of the selected research topic. Based on this integration, the results were generalized, which confirms the consistency and reliability of the conclusions drawn from all analyzed data sources.

### 4 Results and Discussion

The importance of financial security and economic security as key components of the region's sustainable development is becoming increasingly evident in the context of the growing impact of global challenges and threats. At the same time, financial security creates the basis for implementing strategies and initiatives aimed at improving the quality of life and social indicators. This ensures an appropriate level of investment in regional infrastructure, education, healthcare, and other areas that contribute to sustainable growth. Financial stability helps to ensure the reliable functioning of state institutions, reduce the risks of financial crises, and create a favourable environment for entrepreneurship and business development, which, in turn, contributes to increased incomes and reduced unemployment.

Economic security, in turn, guarantees the resilience of the regional economy in the face of external and internal challenges, ensuring stable growth and the absence of major shifts. The application of effective economic security measures helps to reduce the region's vulnerability to market fluctuations and has a positive impact on the provision of jobs, affordable goods, and services to the population. However, it is important to note that in terms of functionality, financial security, and economic security must be balanced with environmental, social, and cultural aspects of development to ensure the integral and sustainable development of the region in the long term.

The need to form financial support for the sustainable development of the region is currently an urgent and complex problem that requires addressing a number of practical aspects of this issue. The specifics of the development of economic systems have recently been faced with a number of critical problems associated with rapid population growth, expanding urbanization, and changing climatic conditions. All these problems pose complex challenges to regions and territorial communities, the solution of which requires the formation of an effective system of financial support for sustainable development. In this context, one of the most important scientific tasks is to identify effective instruments and mechanisms for financial support for sustainable development of the region.

As practice shows, this requires thorough research and analysis

of economic, social, and environmental aspects of regional development, taking into account the specifics of each case. In addition, it is necessary to determine the specifics of the relationship between the sources of financial resources of the region, their effective use, and the need to ensure sustainable development as such, as this determines the ability of the region to provide quality services to the local population, create new jobs, and preserve natural resources for the harmonious ecological and economic development of the territory [4].

Financial support plays an important role in ensuring the sustainable development of a region. Its main roles in this regard include investing in infrastructure, promoting entrepreneurship, developing human potential, ensuring environmental protection, and promoting social justice in society. At the same time, financial support plays a crucial role in shaping the region's sustainable development strategies, as it is the main means of realizing economic potential and improving the quality of life of the population.

However, it should be noted that in practical terms, the region's financial support depends on various factors that affect its ability to stimulate sustainable development. In particular, the main factors include the following:

- The economic situation in the region, which determines the level of economic growth, employment, and business activity, that directly affects the amount of tax revenues, investments, and access to financial resources, as the basis of the region's financial security;
- The tax policy adopted at the regional level stipulates that high taxes can lead to a decrease in business activity and investment, while a rationally adjusted tax system can stimulate economic growth;
- Availability of financial resources, such as budgetary allocations, grants, investments, and access to credit, which determines the region's ability to finance projects and initiatives and thus enables the possibility of its financial support;
- Sectoral economic structure in the region – regions with diverse and competitive economies based on sectoral differentiation have more sources of income and are less dependent on budget transfers, which increases their financial capabilities;
- The region's dependence on external resources and its integration into the global economy can be crucial for the effective management of financial resources, which directly impacts the region's sustainable development.

Thus, we can see that financial sources of regional development, as well as their detailed definition and understanding, are becoming increasingly important, which contributes to developing strategies and policies to achieve sustainable development goals. In general, the sources of sustainable development of a region are the resources, opportunities, and factors that influence its economic, social, and environmental growth in the long term. The typical structure of such sources is detailed in the UN Sustainable Development Goals (Figure 1).

Integral indices play an important role in the process of forming the financial security and economic security of the region's sustainable development, providing a comprehensive assessment and comparison of the level of development of various aspects of economic condition and stability. These indices help to identify the shortcomings and potential of a region in various areas, including financial infrastructure, investment climate, budgetary efficiency, and the level of social and environmental sustainability.

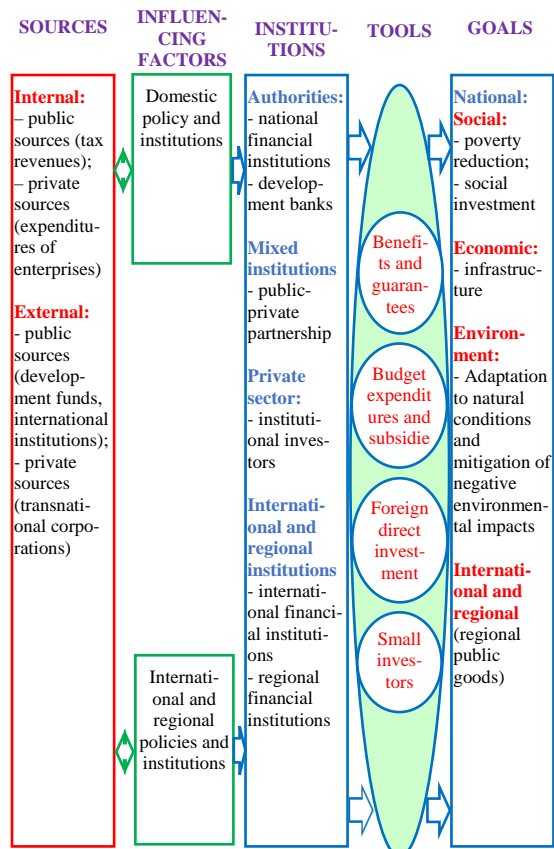


Figure 1. Sources of financing for sustainable development of the region  
Source: [17]

At the same time, the integral indices take into account various aspects of economic security, such as fiscal and investment security, financial security, provisioning, etc., which allows for informed decisions to be made to improve financial stability and reduce the destructive impact of risks. In general, this assessment contributes to the development of comprehensive strategies to ensure effective and sustainable development of the region, taking into account the interconnection of economic, social, and environmental aspects. To determine the effectiveness of the indices, let us consider the integral assessment of financial support for sustainable development of the regions of Ukraine and its components (Table 1).

Table 1: Integral assessment of financial support for the sustainable development of Ukraine' regions in 2021\*

Regions of Ukraine	Integral index of fiscal support for sustainable development of regions	Integral index of investment support for sustainable development of regions	Integral index of financial security of regions	Integral assessment of financial security	Rating
Cherkasy	0.34	0.183	0.679	0.58	14
Chernihiv	0.36	0.146	0.682	0.56	15
Chernivtsi	0.31	0.137	0.695	0.53	17
Dnipropetrovsk	0.61	0.332	0.762	0.86	2
Donetsk	0.46	0.192	0.558	0.55	16
Ivano-Frankivsk	0.44	0.255	0.681	0.69	7
Kharkiv	0.40	0.247	0.707	0.67	9
Kherson	0.30	0.116	0.725	0.53	20
Khmelnytskyi	0.31	0.119	0.678	0.51	22
Kirovohrad	0.30	0.142	0.703	0.53	18
Kyiv (city)	0.63	0.514	0.768	1.00	1
Kyiv (region)	0.44	0.265	0.692	0.70	6
Luhansk	0.35	0.191	0.519	0.48	24
Lviv	0.37	0.200	0.698	0.62	11

Mykolaiv	0.43	0.238	0.680	0.67	10
Odesa	0.48	0.292	0.707	0.74	3
Poltava	0.42	0.325	0.731	0.74	4
Rivne	0.34	0.328	0.671	0.68	8
Sumy	0.35	0.189	0.692	0.59	13
Ternopil	0.26	0.083	0.672	0.45	25
Vinnitsia	0.32	0.127	0.680	0.53	19
Volyn	0.31	0.145	0.644	0.52	21
Zakarpattia	0.36	0.189	0.681	0.60	12
Zaporizhzhia	0.53	0.242	0.714	0.73	5
Zhytomyr	0.28	0.113	0.670	0.49	23

\*data for the Autonomous Republic of Crimea are not available due to the Russian occupation of the territory  
Source: calculated based on data from [State Statistic Service].

Accordingly, based on the identification of specific advantages and disadvantages of financial support of regions, it is possible to formulate typical strategies of regional policy of financial support for sustainable development. At the same time, the main criterion for assigning regions to a certain type is the level of financial support in the areas of sustainable development and functional types of regional policy. The specific implementation of such strategies is carried out by formulating appropriate methods to improve the efficiency of sustainable development of the region. The main typical strategies are the following:

1. The strategy of integrated planning, which provides for the development and implementation of incorporated planning documents that take into account economic, social, and environmental aspects, allows ensuring the harmonious development of different spheres and takes into account the interrelationships between them.
2. Green technology and innovation strategy – provides for the promotion of energy efficiency, reduction of pollutant emissions, and conservation of natural resources. Under this strategy, regions can stimulate the development and implementation of new technologies, as well as support research and development in these areas.
3. Economic incentive strategy – focuses on the use of economic incentives, such as tax breaks, subsidies, grants, and other financial instruments to encourage businesses and the public to adopt sustainable lifestyles and businesses.
4. The strategy of cooperation and partnership, which involves establishing partnerships between various parties interested in the development of the region, such as government agencies, the business sector, NGOs, and the population. It is assumed that such cooperation contributes to the pooling of resources and efforts to implement sustainable development projects.
5. The strategy of environmental education and awareness of sustainable development - a long-term strategy aimed at changing behaviour and understanding the importance of natural resources and the environment. At the same time, environmental education programs and public discussions should ensure a change in the mindset and economic behaviour of the population.

In general, these methods and strategies interact with each other and can be adapted to the specific needs and characteristics of the region. Implementation of such approaches helps to achieve a balance between economic development, social justice, and environmental preservation to meet the region's sustainable development goals.

The implementation of such strategies requires the formation of stable sources of filling the sustainable development budget, determination of priority areas for the use of the generated resources, and development of a methodology for distributing the sustainable development budget among the regions, that is, a fair distribution of financial resources between regions in accordance with the financial potential formed on their territory and minimize regional asymmetries of sustainable development. It can be noted that the sources of filling the sustainable development budget should be national taxes (primarily excise duty), and corporate income tax, at the expense of the share of deductions from which it is advisable to form a fund of targeted

subventions, that should be distributed according to the priority goals of sustainable development. Such a fund should also include funds from environmental protection funds and a share of resource payments, which will ensure targeted spending on environmental protection. At the same time, taxation rates for resource flows and environmental costs are subject to mandatory upward revision while reducing tax charges on wages, which is in line with the principles of fiscal policy for the sustainable development of European countries [5].

Moreover, in order to prioritize the distribution of financial resources between regions, it is necessary to take into account not only their current level of economic development but also the need to ensure economic growth in the future. For this purpose, it is recommended to apply the principle of clustering of regions, implemented in the form of a matrix, in which the state of the object of study is characterized not in static, but in dynamics to the previous period, thus allowing identifying the directions of change in the trends of the object's development in the context of the level of financial support (Factor 1) and the level of socio-economic development (Factor 2) (Figure 2).

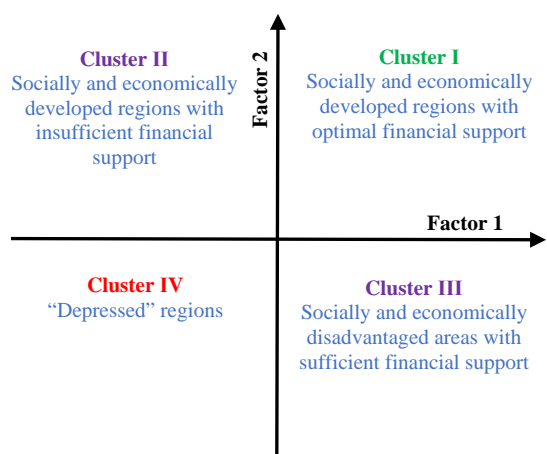


Figure 2. Matrix of clustering of regions by the level of financial support  
Source: [6]

As can be seen from Figure 2, the first cluster is formed by regions with positive values of the first and second factors. They are the most socially and economically developed with optimal financial support and can become the basis for the creation of an innovation-oriented cluster, which will ensure the effective socioeconomic development of the territories.

The second cluster is formed by regions for which the value of the second factor is positive and exceeds its overall average, but the value of the first factor is negative. This cluster includes competitive territories, but their development and increase in production potential require a review of the existing system of financial support and state support, a new system of financial planning and forecasting of financial activities. Such territories are characterized by a tendency towards sustainable socioeconomic development with insufficient financial support.

The third cluster includes regions with inadequate socioeconomic development despite sufficient financial support. The fourth cluster consists of regions with negative values for both factors. These are the so-called “depressed regions”, characterized by negative dynamics of all the indicators under consideration. At the same time, such territories do not have sufficient financial resources and need to modernize their socioeconomic policies.

Thus, the financial support of a region has a direct and significant impact on its economic security. Adequate funding helps to ensure the stability of the economic system and reduce vulnerability to internal and external shocks. The region's ability to respond to crises and maintain the functioning of state

institutions and social systems depends on the availability of sufficient financial resources. Accordingly, investments in infrastructure, education, research, and innovation contribute to the region's competitiveness and make it less dependent on external risks. Financial stability also affects the region's ability to attract investment and develop the business environment, which contributes to economic growth and reduces risks for businesses and the population [9]. Thus, the region's financial security is a key factor that strengthens its economic security and promotes sustainable development.

## 5 Conclusion

Thus, we conclude that financial support plays a vital role in achieving the goals of sustainable development of the region. At the same time, financial support is a complex process that requires understanding of the economic, social, and environmental requirements of today. Therefore, practical financial sustainability demands a balanced approach to profit generation, resource use, planning, and management of the region's available resources. Sustainable growth can be achieved by expanding the economic base and stimulating the development of various sectors of the economy. In addition, it should be borne in mind that global economic and political challenges can create both opportunities and challenges for regional development, and the region's dependence on external resources and its integration into the national economic system requires attention to sustainability and financial resource reserves. In general, financial support is a critical factor in achieving sustainable development goals. At the same time, the efficient use of available resources, economic diversification, and proper consideration of risks and threats contribute to the formation of effective strategies for sustainable development of the region and ensure its economic, social, and environmental sustainability.

In addition, it is an objective fact that economic security is an integral part of the region's sustainable development and is interconnected with its financial security. In particular, ensuring an adequate level of economic security involves the use of various strategies and tools to reduce risks and vulnerability to negative factors. Lack of sufficient financial resources, ineffective budgetary policy, or underdeveloped financial sector may undermine the economic stability of the region and threaten its sustainable development. At the same time, timely investment in infrastructure development, the creation of a favourable investment climate, and the development of effective financial strategies can strengthen economic security and increase the region's compliance with the requirements of socioeconomic development. Thus, a comprehensive approach to economic security in conjunction with financial security is key to ensuring the region's sustainable development in the long term.

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**Primary Paper Section: A**

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## FINANCIAL, ACCOUNTING-ANALYTICAL SUPPORT AND MANAGEMENT OF ECONOMIC SECURITY IN THE SYSTEM OF SUSTAINABLE DEVELOPMENT

<sup>a</sup>TETIANA SHMATKOVSKA, <sup>b</sup>SVITLANA DEREVIANKO, <sup>c</sup>SVITLANA ROGACH, <sup>d</sup>OLHA SHULHA, <sup>e</sup>VITALII CHUDOVETS, <sup>f</sup>LIUDMYLA ARTEMCHUK, <sup>g</sup>SVITLANA BEGUN, <sup>h</sup>NATALIIA KHOMIUK

<sup>a,g,h</sup>*Lesya Ukrainka Volyn National University, 28, Vynnychenko Str., 43025, Lutsk, Ukraine*

<sup>b,c,f</sup>*National University of Life and Environmental Sciences of Ukraine, 11, Heroiv Oborony Street, 03041, Kyiv, Ukraine*

<sup>d</sup>*Private Higher Education Establishment "European University", 16V, Vernadsky Boulevard, 03115, Kyiv, Ukraine*  
<sup>e</sup>*Lutsk National Technical University, 75, Lvivska Str., 43018, Lutsk, Ukraine*

email: <sup>a</sup>*shmatkovska2016@gmail.com*, <sup>b</sup>*derevjanko@ukr.net*, <sup>c</sup>*rogach\_sm@ukr.net*, <sup>d</sup>*olga.shulga@e-u.edu.ua*, <sup>e</sup>*v.chudovets@lutsk-ntu.com.ua*, <sup>f</sup>*artemchuklm@nubip.edu.ua*, <sup>g</sup>*begun.svitlana@vnu.edu.ua*, <sup>h</sup>*nataljabilous@gmail.com*

**Abstract:** The article considers the issues of financial and analytical support and management of economic security in the context of sustainable development. The key aspects of the relationship between financial indicators, analytical tools, and strategies for ensuring sustainable growth are analyzed. The importance of using effective financial monitoring to identify and prevent economic threats is proven. The objective necessity of ensuring the integration of financial and analytical approaches into the process of economic security management to achieve the effectiveness of sustainable development is determined. The use of elements of strategic management of financial security in the process of forming integrated strategies for sustainable development is recommended.

**Keywords:** financial monitoring; analysis of indicators; strategic management; economic threats; sustainable development.

### 1 Introduction

In today's conditions of deep integration of economies and increased global competition, there is an urgent problem of ensuring economic security in the context of sustainable development. The presence of a stable financial environment and effective analytical tools is crucial for achieving harmonized economic growth and raising the standard of living of the population. Lack of proper financial monitoring and insufficient study of factors affecting economic stability leads to aggravation of economic crises, decrease in investment attractiveness, and limit the possibilities of realizing the potential of sustainable development. The dialectic of the relationship between financial activities, risks, and opportunities for sustainable development creates a high demand for detailed research that would take into account the impact of economic factors on financial sustainability, as well as consider the role of innovative analytical methods in ensuring rational risk management and using opportunities to achieve economic sustainability and sustainable growth.

In addition, in the modern economic environment characterized by dynamic changes, globalization, and instability, the problem of ensuring economic security acquires special importance since it is a necessary prerequisite for achieving ecological, social, and economic balance. At the same time, the traditional approach to managing economic security is characterized by insufficient efficiency in ensuring sustainable development, as it does not take into account the importance of an analytical approach and deep financial analysis. Financial and analytical support allows for in-depth analysis of financial indicators, dynamics of market processes, and forecasting of possible risks, and therefore acquires significance in the effective management of economic security in conditions of sustainable development.

Analysis of the relationships between financial indicators and strategic goals of sustainable development allows determining the required amount of resources, as well as the level of influence of various factors on the sustainability of economic growth. This allows making informed decisions about the allocation of financial resources and investment in innovative

projects aimed at achieving the goals of sustainable development. At the same time, the multifaceted nature of economic security includes not only financial aspects but also social, environmental, political, and technological factors. All this requires the development of an integrated approach to the management of economic security, which would take into account the interaction of all these aspects and be based on a comprehensive analysis.

That is why the study of the principles of interaction between financial factors, analytical approaches, and strategic management of economic security becomes especially relevant for the formulation of effective regulatory measures on the part of the state. Namely on the basis of such research, it is possible to develop and implement effective financial and analytical support for strategic management of economic security in the system of sustainable development.

### 2 Literature Review

The study of the problems of financial and analytical support and management of economic security in the system of sustainable development is currently focused on the study of the specifics of the combination of financial analytics and strategic management, which are carried out in order to ensure the sustainability of economic growth.

At the same time, many researchers focus their attention on the importance of financial monitoring and analysis of indicators as tools for the prevention and elimination of financial risks. In this aspect, it is worth highlighting the works of M. Dziamulych [3-8; 14], M. Rudenko [11], R. Sodoma [15] and I. Voronenko [18], in which special importance is attached to the analysis of the balance sheet and the report on financial results in determining the financial condition of economic entities, which helps to ensure their financial stability and sustainability.

The issues of strategic management of economic security, which are highlighted in the works of I. Lazaryshyna [9], T. Shmatkovska [13] and O. Stashchuk [17], are also important in this aspect. In particular, in these works, special attention is focused on the importance of developing effective strategies that would take into account financial aspects and risks, which helps to achieve the efficiency of sustainable development.

In general, modern research is focused on the development of financial and analytical support and strategic management of economic security in the system of sustainable development. However, there is currently an objective need for the integration of financial analytics, strategic management, and risk management systems to effectively identify, analyze, and neutralize possible economic threats in order to ensure stability and sustainability in the development of enterprises.

### 3 Materials and Methods

The study of the principles of formation of financial and analytical support in the management of economic security in the system of sustainable development is based on complex application of methodological approaches and tools for the analysis of the financial activity of enterprises in the context of achieving the sustainability of economic development. To achieve the goal of the research, the following methods were used:

1. The method of induction and deduction, which was used to evaluate the results of research related to the financial aspects of sustainable development in order to identify possible patterns, trends or problems in the field of finance and economic security. The deduction method was used in the evaluation of the general theoretical principles of the relationship between financial support



and economic security, as well as for the formation of conclusions.

2. The abstraction method was used to identify and generalize key concepts related to financial aspects of sustainable development, as well as to classify various aspects of financial, accounting, analytical and managerial support for sustainable development. In particular, the methods of economic security analysis were considered as separate categories to facilitate the analysis of their features and interrelationships.
3. The method of generalization, which was used to form general conclusions and to analyze various theoretical aspects of financial management and economic security in the context of sustainable development. This made it possible to consider their context of interaction with the system of accounting and analytical support and made it possible to identify common and important regularities.

#### 4 Results and Discussion

Modern problems of financial and analytical support and management of economic security are due to the complexity and dynamism of the modern economic environment. One of the main trends is the deep integration of world markets and the increase of international economic ties, which leads to a high level of interdependence between economies of different levels [10]. All this creates the need for careful monitoring and analysis of financial risks and opportunities to ensure sustainable economic growth.

In turn, the growth of technology and the speed of changes in the field of innovation create new challenges for financial analysis and management of economic security. Enterprises must effectively adapt to the rapid adoption of new technologies, which requires differentiated financing, accurate forecasting, and adequate risk management. At the same time, such innovative dynamics can lead to an increase in the vulnerability of economic systems to technological risks and cyber-attacks, which emphasizes the need for effective management of cyber security and financial stability.

In addition, as practice shows, social and environmental responsibility is also becoming an important factor in managing economic security [16]. Requirements for balanced development and sustainable use of resources are growing, and this poses a challenge to enterprises in effective resource conservation, minimization of environmental risks, and ensuring social responsibility. Therefore, financial analysis and management must take these aspects into account and ensure the creation of a sustainable business. At the same time, geopolitical instabilities, trade conflicts, and other global factors create additional risks for the economic security of enterprises, in connection with which financial analysis must take into account the possible consequences of geopolitical events and adapt its management strategies to changes in the international environment.

Thus, it can be argued that the modern problems of financial and analytical provision and management of economic security in the system of sustainable development consist in addressing challenges associated with the growth of market integration, technological innovations, social and environmental responsibility, geopolitical risks, and other factors affecting the stability and efficiency of the economic development of economic entities.

Practical implementation of accounting and analytical support in the process of managing economic security can be carried out by conducting specialized financial and economic analysis. In particular, in this aspect, SWOT analysis is of particular importance, representing an important tool for managing economic security, as it allows for a comprehensive assessment of strengths and weaknesses, opportunities and threats that affect the stability and sustainability of the enterprise's economic environment. At the same time, the analysis is carried out on the basis of internal and external factors, which allows

understanding the current state and development prospects of the business entity.

As part of economic security management, a SWOT analysis helps identify key financial risks and opportunities that arise in both the internal and external environment. The identification of strengths helps to form competitive advantages and ensure stability, and the analysis of weaknesses helps to identify areas of influence to improve the functioning of the enterprise and risks that must be avoided or neutralized. Also, with the help of SWOT analysis, it is possible to assess opportunities for the introduction of innovations and the development of new directions that will contribute to economic stability. At the same time, the assessment of external opportunities and threats makes it possible to adapt the management strategy to changes in the economic environment and minimize potential negative impacts. In addition, SWOT analysis helps to increase the level of awareness and understanding of key financial factors among management participants. This contributes to better coordination and joint activities in the direction of ensuring economic security and achieving sustainable development. Accordingly, on the basis of the SWOT analysis, it is possible to use its individual quartiles to determine the effectiveness of the economic security management system. (Table 1).

Table 1: Quartiles of the strengths and weaknesses of economic security management based on the application of financial and accounting and analytical support tools

Strengths	Weaknesses
Effective protocols of financial procedures and policies.	Insufficient resources for investments in modern technologies.
Availability of qualified specialists in the field of finance and risk management.	Low level of integration of information systems of analytical support.
Innovative technologies for monitoring financial activity.	Lack of up-to-date data on risks and threats.
An information system with a large database for risk analysis and prediction.	Lack of qualified personnel
Effective audit and control system.	Dependence on limited sources of funding.

Source: developed by the authors.

Another important tool for managing economic security is the PESTLE analysis, which allows evaluating and analyzing systematically the impact of political, economic, sociocultural, technological, environmental, and legal factors on the stability and sustainability of the economic environment of a business entity. In particular, the use of PESTLE analysis allows identifying potential risks and opportunities that can affect financial stability and ensuring rational decision-making. At the same time, the political aspect of the analysis makes it possible to determine possible changes in the legislation, regulatory environment, and government policy, which may have an impact on the economic activity of the enterprise [1]. Economic factors such as inflation, interest rates, unemployment rates, exchange rates, etc. can affect its financial sustainability. The socio-cultural aspect takes into account changes in consumer demand, as well as cultural and social trends that affect profitability and competitiveness.

Technological changes, which may include new innovations and technological transformations, that form both opportunities for growth and threats in the form of the need to adapt to new standards, deserve special attention in this analysis [2]. The environmental aspect takes into account the impact of environmental problems on the company's financial performance and the possibility of reducing risk through environmental responsibility. The legal aspect assesses the impact of legislative norms and regulatory instruments on the financial activity of the enterprise and also determines the possibility of legal risks.

Thus, PESTLE analysis is an effective tool for managing economic security, as it allows systematic taking into account

and analyzing a wide range of factors affecting financial stability and ensuring rational and long-term management of risks and opportunities of the enterprise (Table 2).

Table 2: Matrix for assessing the impact of factors on the economic security of the enterprise when applying the PESTLE analysis

Factor	the field of analysis
<b>Political factors</b>	
Legislative environment:	Assessing the impact of political legislative changes on the financial and accounting process.
Tax Policy:	An Analysis of Taxation and Tax Incentives to Promote Sustainable Development.
International Agreements:	Study of the impact of international agreements and trade relations on financial health and security.
Political risks:	Assessment of the degree of stability of the political situation and the possibility of geopolitical conflicts on financial security.
<b>Economic factors</b>	
Market conditions:	Analysis of market conditions and opportunities for sustainable development in the economy.
Financial and Credit Conditions:	Determining the impact of interest rates, inflation and credit availability on financial stability.
Economic Trends:	Study of economic development trends and their impact on the financial aspect of sustainable development.
<b>Sociocultural factors</b>	
Consumer Consciousness:	An Analysis of the Impact of Social Interests and Consumer Consciousness on Demand for Sustainable Development.
Demographic changes:	Study of demographic trends and their impact on the financial and accounting sphere.
Social trends:	An analysis of social and cultural trends that may influence the financial approach to sustainable development.
<b>Technological factors</b>	
Technological progress:	Assessing the possibilities of using new technologies to improve financial and accounting processes in the context of sustainable development.
Digital transformation:	Study of the impact of digital transformation on accounting and analysis of financial activity.
Cyber Security:	Risk and Opportunity Analysis of Cyber Security of Financial Data in the Context of Sustainable Development.
<b>Legal factors</b>	
Sustainable Development Legislation:	A study of legislation that sets standards and requirements for sustainable development and financial accounting.
Financial Sector Regulation:	Analysis of the Impact of Financial Sector Regulation on Approaches to Sustainable Financial Management.
<b>Environmental factors</b>	
Environmental Standards:	Determining the Impact of Environmental Standards on Financial Practices.
Consumer environmental awareness:	An analysis of the impact of consumer environmental awareness on requirements for sustainable financial management.

Source: developed by the authors.

The Value at Risk (VaR) model is also an important tool for managing the economic security of the enterprise, which allows for a quantitative assessment of the maximum possible loss in

the financial portfolio at a certain level of probability. Such analysis helps to identify and quantify financial risks associated with changes in market prices, exchange rates, interest rates, and other factors.

The use of the VaR model in the management of economic security allows enterprises to analyze and assess risks in real-time, which allows them to make informed decisions about the allocation of resources and financial assets. Determining the loss limit for a certain period helps ensure more effective resource provision, development of risk minimization strategies, and improvement of portfolio management. In particular, the VaR model can be used to assess risks and make investment decisions in new projects or markets, taking into account potential losses and profit opportunities. In addition, VaR helps determine the effectiveness and feasibility of financial instruments, such as options or futures, to reduce risks and ensure financial stability.

Thanks to the VaR model, companies can more accurately assess the possible consequences of financial risks and plan their activities taking into account possible fluctuations in the markets. This helps ensure economic security, enables timely response to changes and minimizes the impact of risks on the company's financial indicators.

In practical terms, the calculation of VaR can be carried out by traditional non-parametric and parametric methods, as well as the Monte Carlo method. The most common is the calculation using parametric methods, according to which the value of VaR for the normal distribution of the financial portfolio is determined as:

$$\text{VaR}_i = V_i (-\mu_i T + z_\alpha \sigma_i \sqrt{T}),$$

Where:  $V_i$  – position size;  
 $\mu_i$  – the return on the position per unit of time;  
 $\sigma_i$  – volatility of the position per unit of time;  
 $T$  – evaluation horizon.

Accordingly, for lognormal distributions, the value of VaR can be determined according to the following ratio:

$$\text{VaR}_i = V_i (1 - e^{-\mu_i T + z_\alpha \sigma_i \sqrt{T}})$$

More complex models, including a set of profitability positions, represent a complicated basic model and can also be used as a tool for managing the economic security of the enterprise [12].

There is also the possibility of combining the above tools into an integrated model of economic security management at the enterprise, which allows for a comprehensive approach to the identification, analysis, and management of financial risks and opportunities. Such an integrated model combines key aspects of financial analysis, assessment of the external and internal environment, as well as strategic planning to achieve sustainability and sustainable development [5]. The integrated model takes into account both the company's financial indicators and the results of SWOT analysis and PESTLE analysis, as well as specialized aspects of technological and environmental factors that affect economic security. Therefore, the integrated model generally contributes to the determination of optimal financial strategies, the accumulation of financial resources, the development of risk minimization mechanisms, and the maximum use of opportunities to ensure the sustainability and efficiency of the economic activity of the enterprise. Namely this approach makes it possible to increase the level of readiness for changes among the participants of the management process and contributes to the adaptation of enterprises to a more effective system of decision-making aimed at ensuring economic security and achieving sustainable development of the enterprise.

Thus, on the basis of integrated models, the possibility of strategic management of financial support is formed by

applying integrated strategies for the sustainable development of the enterprise. Its impact on economic security is implemented by ensuring financial stability, efficient use of resources, and achievement of long-term goals aimed at the sustainability and development of the business entity. The practical advantages of applying the system of financial support and economic security are as follows:

1. Strategic management of financial support helps to determine the financial goals of the enterprise in the context of the goals of sustainable development. This may include ensuring sustainable earnings growth, effective management of working and fixed capital, minimizing financial risks, and increasing enterprise value for investors and shareholders.
2. Strategic financial management facilitates the analysis and selection of projects and initiatives that will contribute to sustainable development. Financial analysis helps identify value propositions that will ensure profitability, efficient use of resources, and alignment with strategic goals.
3. Strategic financial management determines the sources of financing for the implementation of sustainable development strategies. These can be investments, internal reserves, borrowing capital, or other financial instruments that contribute to the implementation of strategic initiatives.
4. Strategic financial management helps to determine mechanisms for monitoring and evaluating the implementation of sustainable development strategies. Financial control allows timely detection of deviations from plans and, if necessary, adjusting of actions to achieve strategic goals.
5. Strategic financial management facilitates communication between investors, business partners of the enterprise, and consumers. Therefore, a balanced financial strategy and effective financial management of the enterprise reflect its ability for sustainable development.

So, we come to the conclusion that the strategic management of financial support affects the process of forming integrated strategies for the sustainable development of the enterprise, contributing to the achievement of its financial stability, efficiency, and success in the conditions of a dynamic business environment.

## 5 Conclusion

In the context of the growing dynamics of the global economic environment, the importance of financial and analytical support and management of economic security is becoming a key factor in achieving the sustainable development of enterprises. The use of SWOT analysis and PESTLE analysis in strategy development, as well as the Value at Risk model for quantitative risk assessment, allows identifying and analyzing factors affecting economic security in a balanced manner. The integrated management model promotes effective coordination and coordinated planning, ensuring long-term strategic harmony. At the same time, effective financial and analytical support and economic security management not only help to mitigate potential risks but also create conditions for implementing strategies for the balanced development of business entities. Taking into account a complex range of factors and systematic analysis allows enterprises to actively adapt to changes, using opportunities and effectively managing risks. Therefore, this approach ensures sustainable development of the enterprise, growth of competitiveness, and sustainable economic activity in the market.

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**Primary Paper Section: A**

**Secondary Paper Section: AE, AH**

## **F MEDICAL SCIENCES**

FA	CARDIOVASCULAR DISEASES INCLUDING CARDIO-SURGERY
FB	ENDOCRINOLOGY, DIABETOLOGY, METABOLISM, NUTRITION
FC	PNEUMOLOGY
FD	ONCOLOGY AND HAEMATOLOGY
FE	OTHER FIELDS OF INTERNAL MEDICINE
FF	ENT (IE. EAR, NOSE, THROAT), OPHTHALMOLOGY, DENTISTRY
FG	PAEDIATRICS
FH	NEUROLOGY, NEURO-SURGERY, NUERO-SCIENCES
FI	TRAUMATOLOGY AND ORTHOPAEDICS
FJ	SURGERY INCLUDING TRANSPLANTOLOGY
FK	GYNAECOLOGY AND OBSTETRICS
FL	PSYCHIATRY, SEXOLOGY
FM	HYGIENE
FN	EPIDEMIOLOGY, INFECTION DISEASES AND CLINICAL IMMUNOLOGY
FO	DERMATOLOGY AND VENEREOLOGY
FP	OTHER MEDICAL FIELDS
FQ	PUBLIC HEALTH SYSTEM, SOCIAL MEDICINE
FR	PHARMACOLOGY AND APOTHECARY CHEMISTRY
FS	MEDICAL FACILITIES, APPARATUS AND EQUIPMENT



## STRESS-STRAIN STATE OF ARTICULAR SURFACES OF THE SHOULDER JOINT UNDER VARIOUS OPTIONS OF ITS ARTHROGENIC CONTRACTURE

<sup>a</sup>SERHII STRAFUN, <sup>b</sup>SERHII BOHDAN, <sup>c</sup>LIUBOMYR YURIICHUK, <sup>d</sup>OLEKSANDR STRAFUN, <sup>e</sup>RUSLAN SERGIENKO

<sup>a,b,d</sup>SI "Institute of Traumatology and Orthopedics of the National Academy of Medical Sciences of Ukraine", 27, Bulvarno-Kudryavska Str., 01061, Kyiv, Ukraine  
<sup>c</sup>Ivano-Frankivsk Regional Clinical Hospital, 91, Fedkovicha Str., 76008, Ivano-Frankivsk, Ukraine  
<sup>e</sup>SPE Company "Rehabilitation", 17, Lobanovsky Ave., 03037, Kyiv, Ukraine  
 email: <sup>a</sup>strafun\_s@ukr.net, <sup>b</sup>sergey\_mena@ukr.net, <sup>c</sup>traumaokl@gmail.com, <sup>d</sup>ostrafun@ukr.net, <sup>e</sup>anna\_vovchenko.md@gmail.com

**Abstract:** The basis of conservative treatment is the performance of a set of exercises aimed at increasing the volume of the shoulder joint by stretching its capsule. However, stretching of the capsule occurs due to overloading of certain areas of the articular cartilage of both the scapula and the head of the humerus. The purpose of the work is to determine the changes in the stress-strained state of the articular surfaces of the humerus and the articular cavity of the scapula when attempting movements in the shoulder joint (SJ) in the conditions of various options of arthrogenic contracture. The constructed 3D model of the shoulder joint was imported into the ANSYS environment for further calculations. For calculations, a model with a SE grid was chosen, which included 1,401,723 nodes and 250,397 elements. To optimize and simplify the calculations, the connective tissue structures of the shoulder joint area (capsule, tendons of the RMP, muscles) were replaced with standard ANSYS elements, which were modeled as 4 springs, with the corresponding stiffness of 0.8 N/mm, and anterior, posterior, superior, and inferior location. Tissue changes that mimic the phenomena of contracture (arthrofibrosis) were modeled by increasing the stiffness of the corresponding spring by 10 times. As can be seen from the results of the simulated modeling, when trying to extend from an angle of 30° in conditions of arthrofibrosis of the anterior parts of the shoulder joint capsule and combined arthrofibrosis of the front and lower parts of the capsule of the shoulder joint, as well as when trying to bend from an angle of 30° in conditions of arthrofibrosis of the posterior parts of the shoulder joint capsule, there is a critical increase in stress indicators on the elements of the model, mainly on the articular cartilage and subchondral bone of the head of the humerus, the articular cartilage lip and the subchondral bone of the glenoid cavity. Thus, passive movements with resistance to extension from an angle of 30° in conditions of arthrofibrosis of the front parts of the shoulder joint capsule and combined arthrofibrosis of the front and lower parts of the shoulder joint capsule, as well as bending from an angle of 30° in conditions of arthrofibrosis of the back parts of the shoulder joint capsule, should be excluded from rehabilitation programs during the functional restoration of mobility of the shoulder joint in the conditions of its contracture.

**Keywords:** shoulder joint; articular cartilage; joint capsule; arthrogenic contracture; stress-deformed state; biomechanical modeling.

### 1 Introduction

Arthrogenic contracture is a limitation of movements in a joint, which is associated with a violation of the properties of its capsule [10; 18; 20]. Adhesive capsulitis in the stage of formed contracture is a classic example of arthrogenic contracture. The tension and relaxation of certain parts of the capsule of the SJ, depending on the position of the head of the shoulder, provides up to 20% of the stability of the joint, and the same mechanism also ensures the mobility of SJ [6; 10; 18; 20].

Among the main causes of acquired SJ contracture, post-operative and post-traumatic are distinguished [10; 20]. Any damage to the SJ (traumatic rupture of the RMP, separation of the articular lip of the scapula, fracture of the proximal epimetaphysis of the shoulder, etc.) leads to the appearance of inflammatory processes in the capsule, its thickening, which, in turn, often leads to contracture of the SJ or secondary adhesive capsulitis [6; 10; 18; 20].

The goal of treatment of any SJ contracture is to fully or partially restore the range of motion in the SJ, which is achieved both surgically (restoration of damaged structures of the SJ and partial or complete dissection of the SJ capsule) and conservative methods (physical therapy, massage, physical methods) [1; 4; 6; 18]. The basis of conservative treatment is the performance of a set of exercises aimed at increasing the volume of the SJ by stretching its capsule. However, stretching of the capsule occurs due to overloading of certain areas of the articular cartilage of both the scapula and the head of the humerus [5; 12; 19].

In practice, we often encounter the appearance of "acoustic phenomena" and pain syndrome in the area of the clavicular-acromial joint in patients who, for various reasons, develop movements in the SJ for a long time. In our opinion, this is related to the overload of the articular cartilage and the progression of arthrosis of the clavicular-acromial joint. Revealed with the help of arthroscopy changes in articular cartilage in patients with SJ adhesive capsulitis lead us to believe that a similar situation occurs in SJ, which requires a detailed study. It is possible that some movements in SJ cause a significant overload of the articular cartilage in the SJ and must be excluded or limited in patients with contracture of the SJ.

The purpose of the work is to determine the changes in the stress-deformed state of the articular surfaces of the humerus and the articular cavity of the scapula when attempting movements in the SJ in the conditions of various options of arthrogenic contracture.

### 2 Materials and Method

Biomechanical studies were performed on the basis of the biomechanics laboratory of the State University "Institute of Traumatology and Orthopedics of the National Academy of Medical Sciences of Ukraine", which is certified by the State Enterprise "Ukrmetteststandard" for conducting relevant measurements (certificate PT-№107/215 dated 09.03.2021).

Using the SolidWorks software package, a simulated 3D model of the shoulder joint was constructed using anatomical and anthropometric data as close as possible to real ones. The model consisted of elements - the scapula, the cartilage of the articular cavity with a cartilaginous lip, the humerus, the cartilage of the head of the humerus (Figure 1). The constructed 3D model of the shoulder joint was imported into the ANSYS environment for further calculations.



Figure 1. Simulation 3D model (SolidWorks) of the shoulder joint

Calculations of the stress-strain state (SSS) of the model were carried out in the ANSYS software package using the finite element method (FE), which has become widespread as a numerical method for solving boundary value problems of the mechanics of continuous media, oriented to the use of a software-computer complex [17; 22].

The calculations used the physical properties of healthy bone and cartilage tissue of middle-aged people, which were obtained from literary sources [2; 8; 13; 21] (Table 1). Due to age and other reasons that can cause bone tissue degradation, the mechanical properties can vary [2; 13].

Table 1: Physical properties of bone and cartilage tissue

Tissue type	Young's modulus, MРа	Poisson's ratio
Cortical layer	17.62	0.3
Spongy layer	500	0.2
Articular cartilage	50	0.45

Bone tissue in calculations is considered as isotropic and linearly elastic. The cortical layer was modeled as a solid body with a constant thickness by shifting the outer surface inward by 1 mm [2; 8; 13].

For articular cartilage, properties were chosen that correspond to a material containing a large amount of liquid, where the modulus of elasticity increases under conditions of rapid deformation. The model includes the properties of cartilage precisely in the dense phase of its work under the influence of load, where it is presented as an incompressible elastic material. Artificial increasing of the density to the Young's modulus  $E=50$  MPa allows observing exactly the behavior of the cartilage during processing of the main load and determining the places and conditions of its damage [13].

The finite element model (Figure 2) is created in semi-automatic mode; the size of the finite element for the bone tissue of the scapula and humerus does not exceed 1 mm; it consists mainly of tetrahedral elements; the grid is thickened in the contact points and the element sizes do not exceed 0.1 mm. Reducing the dimensions of the finite element to an acceptable level ensures the necessary detailing of the calculation model and obtaining more reliable results.

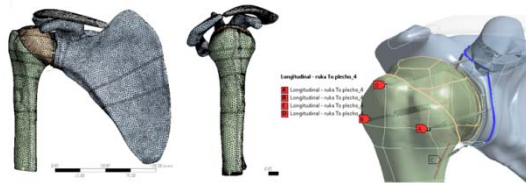


Figure 2. Finite element and calculation model

For further calculations, a model with a SE grid was chosen, which included 1,401,723 nodes and 250,397 elements (Figure 2). To optimize and simplify the calculations, the connective tissue structures of the shoulder joint area (capsule, tendons of the RMP, muscles) were replaced with standard ANSYS elements, which were modeled as 4 springs, with the corresponding stiffness of 0.8 N/mm, and the location - anterior, posterior, superior, inferior. Tissue changes that mimic the phenomena of contracture (arthrofibrosis) were modeled by increasing the stiffness of the corresponding spring by 10 times.

In order to solve the set tasks, the models underwent reconstruction for the appropriate position of the humerus relative to the scapula. SSS on elements of the shoulder joint was studied for 8 variants of tasks, for which corresponding calculation models were built (Figure 3):

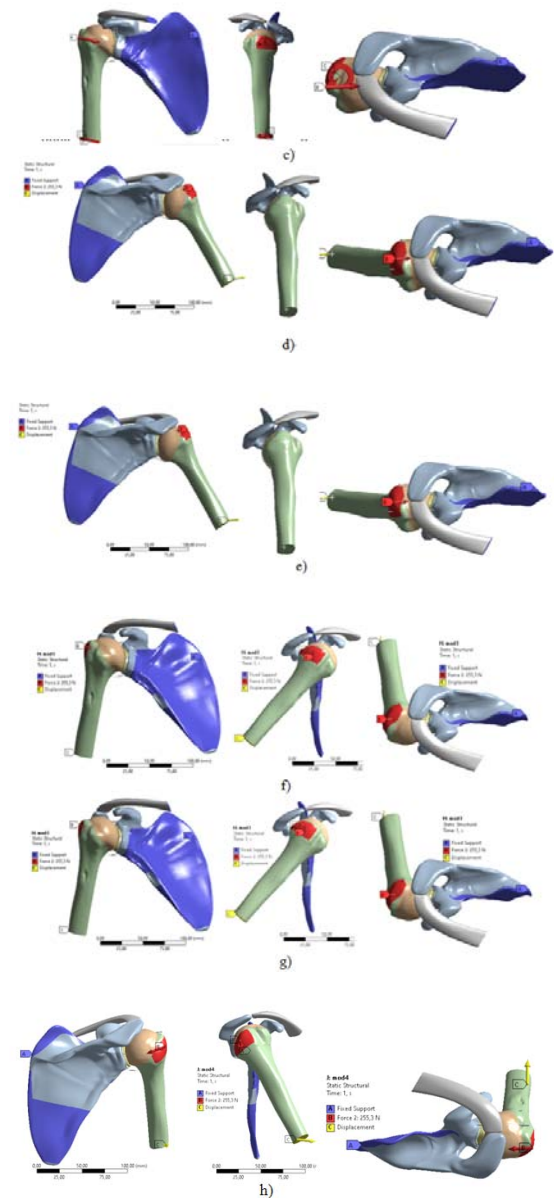
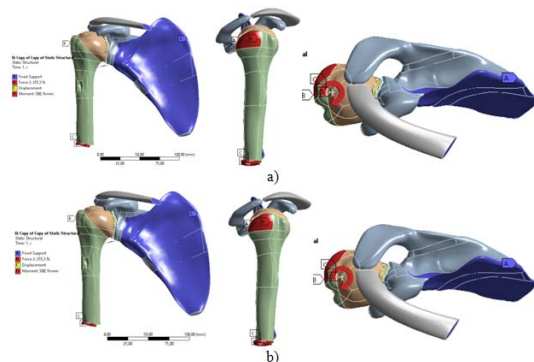


Figure 3. Simulation models of the shoulder joint for calculating SSS in case of arthrofibrosis of the joint capsule of different localization:

- An attempt of external rotation from an angle of  $10^\circ$  conditions of arthrofibrosis of the front parts of the capsule of the shoulder joint;
- An attempt of external rotation from an angle of  $10^\circ$  conditions of arthrofibrosis of the front and lower parts of the capsule of the shoulder joint in combination;
- An attempt of internal rotation from an angle of  $10^\circ$  conditions of arthrofibrosis of the posterior parts of the capsule of the shoulder joint;
- Abduction attempt in conditions of arthrofibrosis of the lower parts of the capsule of the shoulder joint (humerus is in neutral rotation and abduction  $30^\circ$ );
- Attempted abduction in conditions of arthrofibrosis of the front and lower parts of the capsule of the shoulder joint in combination (the humerus is in neutral rotation and abduction  $30^\circ$ );
- An attempt to extend in conditions of arthrofibrosis of the anterior parts of the capsule of the shoulder joint (the humerus is in neutral rotation and abduction of  $30^\circ$ );
- An attempt to extend in conditions of arthrofibrosis of the front and lower parts of the capsule of the shoulder joint in



combination (the humerus is in neutral rotation and abduction 30°);

- h) Bending attempt in conditions of arthrofibrosis of the posterior parts of the capsule of the shoulder joint (the humerus is in neutral rotation and abduction 30°).

With the help of ANSYS tools, the limit conditions of fixation and loading (compressive force in the shoulder joint – 255.3 N), as well as additional restrictions on the movement of the scapula, are set for each position (Figure 3).

To the distal end of the humerus, additional movements were applied up to the tension of the springs, simulating the area of arthrofibrosis of the SJ capsule, respectively, for each task:

1. External rotation around the vertical axis Z by 5°;
2. External rotation around the vertical axis Z by 5°;
3. Internal rotation around the vertical Z axis by 5°;
4. Abduction along the X axis by 30 mm (rotation in the joint about 5°);
5. Abduction along the X axis by 30 mm (rotation in the joint about 5°);
6. Extension along the Y axis by 30 mm (rotation in the joint about 5°);
7. Extension along the Y axis by 30 mm (rotation in the joint about 5°);
8. Bending along the Y axis by 30 mm, rotation in the joint about 5°;

The calculation of contact stresses in the shoulder joint for all considered positions of the upper limb was performed taking into account the mass-inertial characteristics of the segments of the human musculoskeletal system [1]. The input parameters [1] were used for the calculation: human mass 75 kg, mass of the upper limb — 3.75 kg (5% of body mass  $P=37.5N$ ), distance from the shoulder joint to the center of mass of the upper limb — 32 cm ( $L_r$ ); the distance from the place of muscle attachment to the center of rotation in the shoulder joint is 6 cm on average ( $L_v$ ). Calculation of muscle loads was carried out from the mass of the upper limb, without additional load. The total load on the muscles is equal to:

$$\sum F_M = (P \cdot L_r) / L_v = (38.5 \cdot 32) / 6 = 205.3 \text{ N} \quad (1)$$

An additional compression load on the glenoid cavity due to the intra-articular vacuum effect is also taken into account - 50 N.

$$\sum FM = 205.3 + 50 = 255.3 \text{ N} \quad (2)$$

### 3 Results

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when attempting external rotation from an angle of 0°, in conditions of arthrofibrosis of the anterior parts of the SJ capsule are presented in Figure 4a. The fields of maximum stress values on the cavity and its cartilage are shifted to the posterior-lower sector, on the cartilaginous lip - localized in the upper sector, on the cartilage and bone surface of the head of the humerus - located centrally with a slight shift to the rear.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when attempting external rotation from an angle of 0°, in conditions of arthrofibrosis of the front and lower parts of the SJ capsule in combination are presented in Figure 4b. The fields of maximum stress values on the cavity and its cartilage are shifted to the posterior-lower sector, on the cartilaginous lip - localized in the upper sector, on the cartilage and bone surface of the head of the humerus - are centrally located with a slight shift to the rear.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when attempting internal rotation from an angle of 0°, in conditions of arthrofibrosis of the posterior parts of the SJ capsule are presented in Figure 4c. The fields of maximum stress values on the cavity and on the cartilage lip are shifted to the anterior-upper sector, on the cartilage of the cavity - to the anterior-lower sector, on the

cartilage and bone surface of the head of the humerus - they are located centrally, with a downward shift.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when attempting to abduct from an angle of 30°, in conditions of arthrofibrosis of the lower parts of the SJ capsule are presented in Figure 4d. The fields of maximum stress values on the cavity and its cartilage are shifted to the lower sector, on the cartilage lip - shifted to the back, on the cartilage and bone surface of the humeral head - localized centrally with a shift to the front-upper sector.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when attempting to abduct from an angle of 30° in conditions of arthrofibrosis of the front and lower parts of the SJ capsule in combination are presented in Figure 4d. The fields of maximum stress values on the cavity and its cartilage are shifted to the lower sector, on the cartilage lip - shifted to the rear, on the cartilage and bone surface of the head of the humerus - are located centrally, with a shift to the front-upper sector.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when trying to extend from an angle of 30° in conditions of arthrofibrosis of the anterior parts of the SJ capsule are presented in Figure 4e. The fields of maximum stress values on the cavity and its cartilages are shifted to the lower sector, on the cartilaginous lip - shifted to the anterior-upper sector, on the cartilaginous surface of the humeral head - located centrally, with a shift to the posterior-upper sector and the bony surface of the humeral head - with shifting to the lower sector.

Indicators of stress values at the corresponding areas in the contact zone of the SJ model when trying to extend from an angle of 30° in the conditions of arthrofibrosis of the front and lower parts of the SJ capsule in combination are presented in Figure 4f. The fields of maximum stress values on the cavity and its cartilage are shifted to the lower sector, on the cartilage lip - shifted to the front-upper sector, on the cartilaginous surface of the humeral head - located centrally, with a shift to the front and the bony surface of the humeral head - located centrally, with shifting to the lower sector.

Indicators of the stress values at the corresponding areas in the contact zone of the SJ model when attempting to bend from an angle of 30° in conditions of arthrofibrosis of the posterior parts of the SJ capsule are presented in Figure 4g. The fields of maximum stress values on the cavity and its cartilage are shifted to the front and antero-inferior sectors, on the cartilaginous lip - localized in the upper sector, on the cartilaginous surface of the humeral head - located centrally, with a shift to the front-upper sector, on the bony surface of the humeral head bones - with a shift to the front-upper and lower sectors.

Stress indicators on the elements of the model in the contact zone, according to the results of SSS calculations in the conditions of arthrofibrosis, in its different localization and according to each task, are presented in Table 2 and on the graphs (Figure 5).

Table 2: Stress indicators on model elements in the contact zone (MPa) according to the task

	1	2	3	4	5	6	7	8
bone tissue of the glenoid cavity	1.83	3.82	3.95	3.22	3.21	5.01	4.98	11.26
cartilage of the glenoid cavity	1.02	0.99	2.49	2.83	2.82	4.57	4.49	0.13
cartilaginous lip	2.78	2.97	10.05	3.89	3.85	6.72	6.65	17.86
humeral head cartilage	1.68	1.69	8.46	4.63	4.57	28.09	27.75	9.20

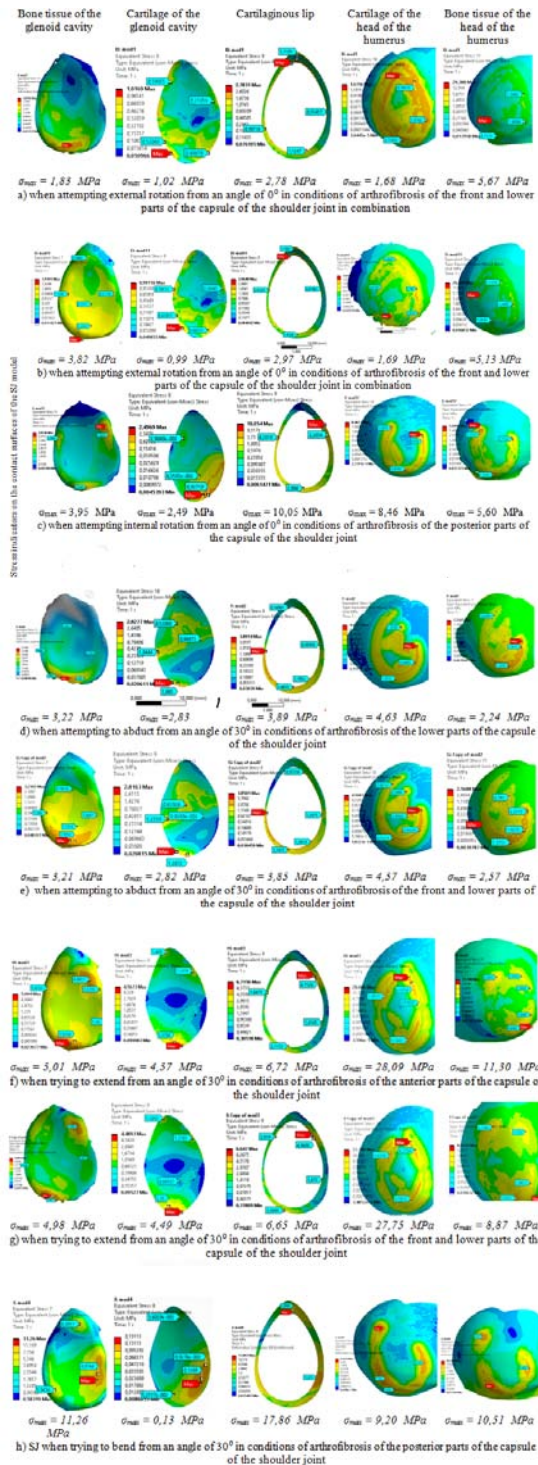


Figure 4. Indicators of stress values at the corresponding sections in the contact zone of the SJ model

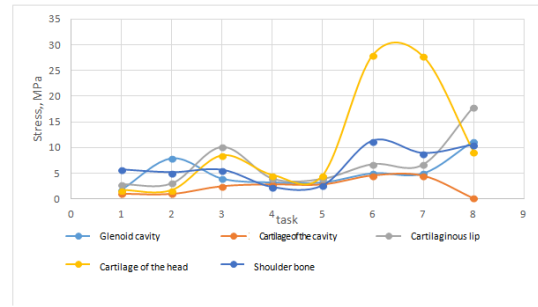


Figure 5. Stress indicators on the elements of the model in the contact zone depending on the localization of the arthrofibrosis area

The results of a comparative analysis of stress indicators on model elements in the contact zone, depending on the location of the arthrofibrosis area, are presented in Figure 6.

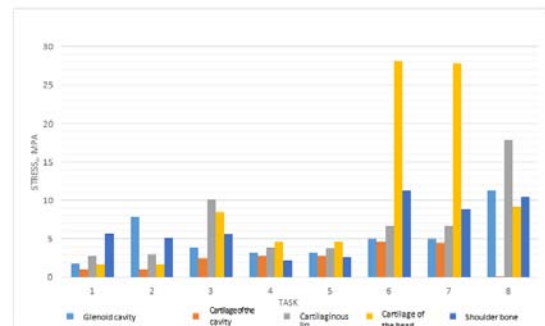


Figure 6. Comparative analysis of stress indicators on model elements in the contact zone depending on the localization of the arthrofibrosis area

Thus, an attempt at external rotation from an angle of 0° in conditions of arthrofibrosis of the anterior and anterior-inferior parts of the SJ capsule does not cause a significant increase in stress indicators on all elements of the model.

An attempt to abduct from an angle of 30° in conditions of arthrofibrosis of the lower and antero-inferior parts of the SJ capsule slightly increases the stress indicators on the cartilage of the humeral head to 4.63 MPa and 4.57 MPa, respectively.

An attempt of internal rotation from an angle of 0° in conditions of arthrofibrosis of the posterior parts of the capsule of the shoulder joint is accompanied by an increase in stress indicators on the cartilage lip and cartilage head of the humerus to 10.05 MPa and 8.46 MPa, respectively.

An attempt to extend from an angle of 30° in conditions of arthrofibrosis of the anterior parts of the shoulder joint capsule is accompanied by a significant increase in stress indicators on the cartilage of the humeral head and subchondral bone of the head to 28.09 MPa and 11.3 MPa, respectively, as well as an increase in stress on the cartilage of the glenoid cavity to 4, 57 MPa, the subchondral bone of the cavity - up to 5.01 MPa and the cartilaginous lip - up to 6.72 MPa.

An attempt to extend from an angle of 30° in conditions of combined arthrofibrosis of the anterior and lower parts of the SJ capsule is accompanied by a significant increase in stress indicators on the cartilage of the humeral head to 27.75 MPa, as well as an increase in stress on the subchondral bone of the head to 8.87 MPa, cartilage of the glenoid cavity - to 4.49 MPa, the subchondral bone of the cavity - up to 4.98 MPa and the cartilaginous lip - up to 6.65 MPa.

An attempt to bend from an angle of 30° in the conditions of arthrofibrosis of the posterior parts of the SJ capsule is accompanied by a significant increase in stress indicators on the

cartilage lip and subchondral bone of the glenoid cavity - up to 17.86 MPa and 11.26 MPa, respectively, on the subchondral bone of the humeral head - up to 10.51 MPa, as well as an increase in stress on the humeral head cartilage - up to 9.2 MPa.

As can be seen from the results of the simulated modeling, when trying to extend from an angle of  $30^{\circ}$  in conditions of arthrofibrosis of the anterior parts of the shoulder joint capsule and combined arthrofibrosis of the front and lower parts of the capsule of the shoulder joint, as well as when trying to bend from an angle of  $30^{\circ}$  in conditions of arthrofibrosis of the posterior parts of the shoulder joint capsule, there is a critical increase in stress indicators on the elements of the model, mainly on the articular cartilage and subchondral bone of the humeral head, the articular cartilage lip and the subchondral bone of the glenoid cavity. Such an increase in stress indicators, especially during cyclic loads, can be the cause of the destruction and exfoliation of articular cartilage, deformation and damage of the subchondral bone, rupture of the articular lip of the scapula - as a basis for the development of osteoarthritis of the knee joint.

#### 4 Discussion

Finite element modeling and research of SSS of articular surfaces or bone tissue have long been used by scientists for the purpose of deeper understanding of biomechanical processes in the human body when using certain fixators or implants [2; 17; 22]. The vast majority of modern English-language journals promote biomechanical research of various soft tissue injuries of the SJ on cadaveric material [3; 8; 13; 21]. In these cases, the load or stretching of certain sections of the aircraft is assessed using strain gauges or other measuring equipment. Such studies, in our opinion, do not take into account the influence of all elements of the SJ (muscles of the RMP, thickness of articular cartilage, capsule of the shoulder joint, etc.) on the biomechanical processes that take place in the joint and are quite rough, since the tissues of the human body change their properties when long-term storage or freezing. These factors are leveled when we perform computer modeling, entering the data of all joint elements into the program.

An important element of any surgical intervention is the implementation of a rehabilitation program, which has its own characteristics for any joint [10; 14; 18; 20]. The development of movements in any joint leads to overloading of the articular cartilage to one degree or another [1; 6; 7; 10; 20]. Thus, applying excessive effort to increase the range of motion in any joint can inevitably lead to damage to the articular cartilage and, sometimes, to bone fractures or damage to other joint structures. This fact must be remembered by both physical therapy specialists and rehabilitation specialists, as well as orthopedists who try to perform SJ redress under local anesthesia, without performing selective capsulotomy (Figure 7).

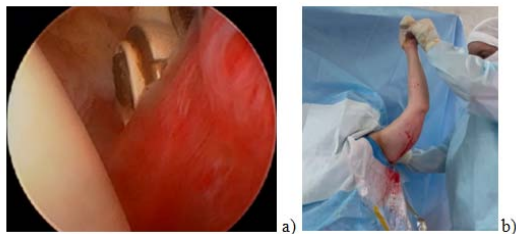


Figure 7. Stages of surgical intervention in adhesive capsulitis: a) selective capsulotomy; b) redress

Performing SSS redressing without prior selective capsulotomy is a rather difficult procedure, even under anesthesia, provided that the doctor needs to tear the capsule, the thickness of which ranges from 3 to 5 mm. In these cases, complications are almost inevitable. Among the main complications, there are: separation of the articular lip of the scapula, fracture of the head of the humerus, damage to the n. axillaris, as well as the articular cartilage of the SJ [9; 10; 15; 20]. Our Western colleagues have even developed a sequence of movements during SJ redress [9;

11; 20], which will significantly reduce the risks of a humerus fracture. The essence of these manipulations under anesthesia is that the main effort is applied to the scapula, which is displaced during flexion or elevation in the SJ, and not to the distal third of the humerus. In addition, rotational movements in the SJ, which can lead to a helical fracture of the humerus, are prohibited.

Interesting ones, in our opinion, are studies of biomechanics of bone tissue in which the authors show the influence of such factors as load or limitation of movements in the joint on the development of osteoporosis [16; 23; 25]. However, we could not find an analysis of the influence of these factors on the articular cartilage of the SJ in the available literature.

An increase in the range of motion in the SJ, which is the most mobile joint of our body, is inextricably linked to exercise of healing fitness. Our study, in the conditions of SJ contracture, gives us the opportunity to determine and predict overloading of certain areas of the articular cartilage during the development of movements in the SJ and to exclude from the physical therapy program those exercises that cause damage to the articular cartilage.

During numerous surgical interventions in patients with idiopathic or secondary adhesive capsulitis of the SJ, we often encounter areas of articular cartilage with injuries of various degrees according to Otterbridge (Figure 8).

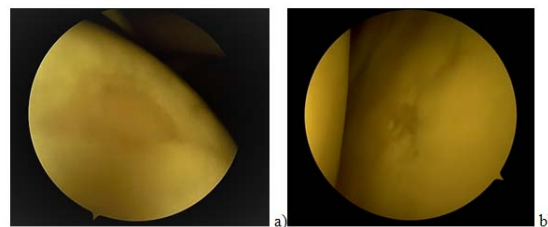


Figure 8. Arthroscopy of the shoulder joint: a) damage to the articular cartilage of the shoulder head, b) damage to the articular cartilage of the articular surface of the scapula

And while in patients with secondary adhesive capsulitis, damage to the articular cartilage can be associated with various soft tissue pathologies of the SJ (rupture of the articular lip of the scapula, tendons of the rotator cuff of the shoulder, etc.), in patients with idiopathic adhesive capsulitis, we usually report that damages to the articular cartilage were related with the irrational use of hormonal drugs. However, the damage to the articular cartilage of the SJ in patients who did not undergo distensive intra-articular injections with hormonal drugs led us to believe that there are other causes of this pathology.

Thus, our study expands the indications for performing selective capsulotomy in patients with SJ contracture on the background of both idiopathic and secondary adhesive capsulitis, especially in cases where there is no progress in rehabilitation. At the same time, it should not be forgotten that the performance of selective capsulotomy in patients with idiopathic adhesive capsulitis gives good results when the surgical intervention is performed at the stage of the formed contracture. Our Western colleagues recommend performing arthroscopy even for patients after SJ prosthetics, justifying this by the presence of scars in the SJ. Probably, the components of the endoprosthesis are overloaded and damaged in the presence of long-term contracture of the SJ.

What is interesting, in our opinion, is the fact that namely the presence of combined arthrofibrosis of the front and lower parts of the SJ capsule causes a critical increase in stress indicators on the model elements. Dissecting the front and lower parts of the SJ capsule significantly reduces the force used by the surgeon to elevate the SJ during its redress.

The results obtained during this study may also expand the indications for the use of injectable chondroprotectors in patients with SJ contracture.

## 5 Conclusion

Thus, passive movements with resistance to extension from an angle of 30° in conditions of arthrofibrosis of the front parts of the shoulder joint capsule and combined arthrofibrosis of the front and lower parts of the shoulder joint capsule, as well as bending from an angle of 30° in conditions of arthrofibrosis of the back parts of the shoulder joint capsule, should be excluded from rehabilitation programs during the functional restoration of mobility of the shoulder joint in the conditions of its contracture. Also, passive movements with resistance to internal rotation from an angle of 0° in conditions of arthrofibrosis of the posterior parts of the capsule of the shoulder joint, as well as abduction from an angle of 30° in conditions of arthrofibrosis of the lower and front-lower parts, should be treated with caution and a clear dosage of the load. Age-related changes and the presence of osteoporosis can aggravate the process with the destruction of bone tissue, both in the glenoid cavity and the head of the humerus. Wrinkling of the cancellous layer of the bone tissue of the glenoid cavity of the humeral head in the areas of articular contact happens under the influence of load in conditions of contracture of the shoulder joint.

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